

D51 Gifted Education Newsletter

January 2024

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News from our GT Director

As each of us reflect on 2023, and prepare for a successful 2024, it is important to celebrate accomplishments, and make note of our current challenges. New Year's resolutions are one tool for tracking progress but according to the Fisher College of Business at OSU, we find that only 9% of Americans who make resolutions complete them. In fact, this research article, [Why Most New Year's Resolutions Fail](#), suggests that 23% of people quit their resolutions by the end of the first week, and 43% quit by the end of January. The article goes on to state four core reasons why we lose traction with these resolutions:



FOUR CORE BEHAVIORS

D51 focuses on the whole learner to foster growth and high achievement.

D51 believes in the strengths of our people, our schools, and our communities.

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

VISION

Engage, equip, and empower each and every student, each and every day.

MISSION

D51 engages our community, families, and staff to deliver individualized, collaborative, and challenging educational experiences to prepare each and every student for their brightest future.

- **Goals should start at a time of change or need for change.** Goals are your vision of what you would like the future to look like. If you are setting a resolution for tradition's sake, then your **motivation** will be lacking compared to a goal set because of a need.
- **Expect Obstacles.** No matter how small or straightforward the goal is, there is always a chance for an obstacle. To keep your optimism and **motivation**, identify obstacles and create plans to avoid barriers. This will reduce the possibility of setbacks or failure.
- **Set goals into challenging, measured but smaller chunks.** Data shows that if you set challenging goals, you will be **motivated** to reach them. Goals that are measured will not only show your progress but will inspire you when you see the data. It also gives you a chance to celebrate small wins when you reach a milestone.
- **Accountability.** Studies show that people who write their goals and set up a way to be accountable for them will be twice as likely to achieve them. Accountability means that you are responsible to someone to accomplish the goal; this can be **motivating**.

We all start the new year with our methods (resolutions, goals, changing habits, best hopes), but the bottom line is we are striving

for growth. Growth can be measured in so many ways, but specifically, we want our students to make progress toward their ALP (Advanced Learning Plan) goals that they established during the first quarter of this year. Goal setting is an important process every student and adult can benefit from, and as we watch our K-12 learners progress from elementary to middle school, and high school, the process does not change, but the outcomes of the goals become quite varied. Along the way, a student's motivation can also vary, depending on their current challenges, their perceived level of success, and many other factors that influence their state of learning. In the article referenced above, **motivation** is a key factor for success.

We each should challenge ourselves to understand what motivates us because **motivation** is an important and complex factor within the cycle of learning. In future newsletters, we will check back on the progress made toward our start to the new year, and reflect on the important topic of **motivation**. In the meantime, we hope your New Year starts with a positive outlook for your personal successes, as well as the successes of your students and family.

Student Spotlight

Submitted by Christena Nelson, GT Teacher at New Emerson and Scenic Elementary

Spotlight on Azariah Dolan @ 5th grade, New Emerson Elementary

Azariah loves diving deep into nonfiction books. Last year he studied Amelia Earhart and created a replica of the cockpit in her airplane. This year he read *Ground Zero* and presented his new knowledge through a demonstration of the twin towers and the airplanes. He used no notes, but

rather had memorized all the facts from the text. He also designed an escape room for his enrichment class with numerous clues. Last year he help to cowrite a short theater version of *Heckedy Peg*. He was instrumental in gathering props and costumes and designing the set. The small group recorded their production on an iPad and played it for their general classroom.



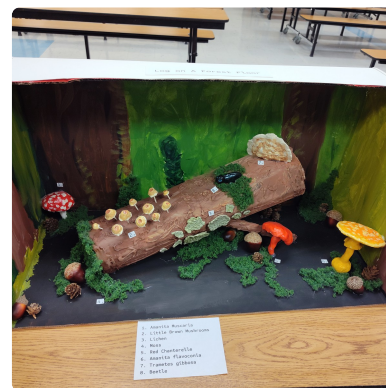
Azariah also thrives on math puzzles. He loves Beast Academy, working on it at home and at school.

Azariah made a goal of getting a trophy in Lego League at the district and the state level. He succeeded through lots of extra hours spent on Fridays at the school, working to solve the robotics challenges. He is especially good at explaining how the robot and programming works. When asked what he loves about the Gifted and Talented program, Azariah says, "I like the projects we get to do. We are allowed to be creative and think outside the box. We are allowed to explore our own ideas and follow our passions. There are no limits in Enrichment, and we can study books that interest us, and create presentations about them. Enrichment is always my favorite part of the day and am always intrigued by what we're doing. Miss Christena is such an awesome GT Teacher. She super nice and she goes along with our wacky and far out ideas. Other teachers sometimes make us stay in the box and follow one certain path but Miss Christena allows us to find our own path and get to the answer our own way. This challenges me in just the right way to grow as a learner and as a person."

Student Work

Submitted by Sean Gregersen , GT Teacher at Broadway and Thunder Mountain Elementary

The students at Broadway Elementary and Thunder Mountain recently presented their passion projects to other students in the schools and during family nights. As part of their project, students made creative pieces to that go with their specific individually chosen topics.



Here are some that really stood out:

Eloise Downs - 4th grader at Broadway, Mycology (the study of fungi)

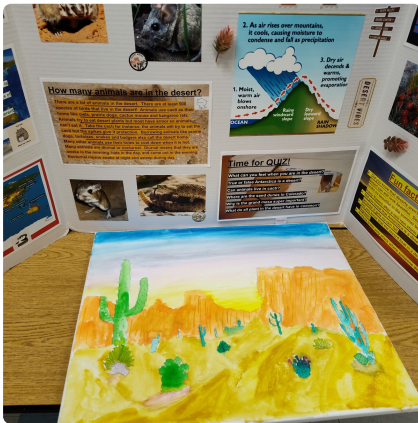
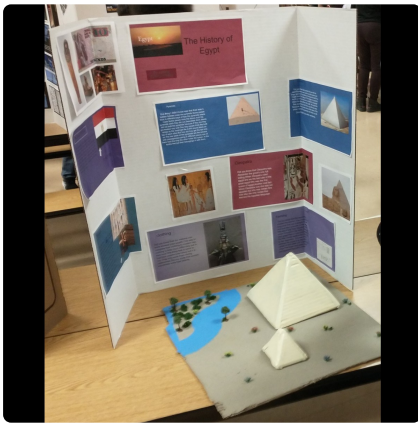
Charles Farrow - 5th grader at Broadway, Medieval Times

Sheldon Yu - 4th grader at Broadway, Phobias

Cory Hoffman - 3rd grader at Broadway, Deserts

Lynn Chen - 5th grader at Thunder Mountain, Pandas and China

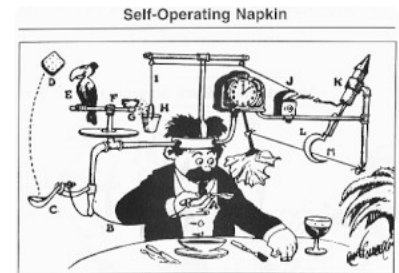
Amara Combs-Polley - 5th grader at Thunder Mountain, Ancient Egypt



Student Work

Submitted by Debbie Beth Hoffman, GT Teacher at OMMS and WMS

Sixth grade GT students created Rube Goldberg machines with an open ended task. The goal was to create the machine to run successfully and complete the task in a way that could be filmed and then edited for sharing.



Rube Goldberg Machine - Sharpening a Pencil by Olympia Albers, Eden Christensen, and Athena Mak

drive.google.com

Rube Goldberg Machine - space bar catastrophe by: Allie K, Conal M, Emma N

drive.google.com

Rube Goldberg Machine by: Andreas T, Malaky G, and Zarian AM

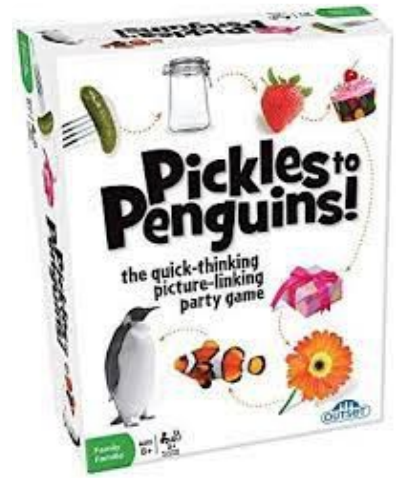
drive.google.com

Teacher Recommendation

Recommended by Amy Black, GT Teacher at Chatfield Elementary

Game Recommendation:

The game, [*Pickles to Penguins!*](#) -The quick-thinking, picture-linking party game has been a big hit for the intermediate grades. Two stacks of cards are placed in the middle of the players. Players play a card on either stack and say out loud how the cards they have relate to the card they placed it on. For example, if a flashlight is in the middle stack and I have a telescope, I can say that a flashlight and a telescope are both cylinders and lay it on the picture of the flashlight. This game is a fun way for kids (and adults) to build language development and practice lateral learning.



Why Kids Should Play Chess

by Regina Black, GT Teacher at Clifton and Nisley Elementary

When I started the Chess Club at Nisley Elementary, I had the goal of helping students develop sustained attention, strategic thinking, and having some fun. Chess has brought Nisley so much more than expected. I found that Chess has brought together students from different grades, helped students learn composure about winning and losing, allowed students to become more empathetic, increased focus, and provided opportunities for taking risks. Younger students work with older students and older students help younger students. We are a community of learners.

Working with students, particularly high-achieving or gifted students, the importance of providing opportunities for students to make mistakes in a safe environment can be difficult to orchestrate as well as opportunities for persistence. Chess allows for this. Chess is a high-level game with entry points for everyone. Sure, you are going to lose, you are going to make mistakes, but with study and practice, you improve and it is noticeable. Chess allows us to grow from beginner to intermediate and maybe even to advanced players, but more importantly we are growing in our capacity to regulate emotions, understand other people's perspectives, become persistent, and have fun.

If you do not play Chess and are hesitant, Chess can be scaffolded to help adults and students learn. At Nisley, we use No Stress-Chess which is a board game for complete beginners and we play games such as Three Check Chess which is considered a stepping stone game. Additionally, we use ChessKid frequently. ChessKid is part of the students' ClassLink. It provides free beginner lessons and the opportunity to play chess against other students or bots. It also has a daily Chess puzzle and the chance for puzzle duels!

Chess is a wonderful way to connect with your kids and for kids to connect with other kids. It not only grows cognitive skills but helps children with their social skills as well. Let Chess become part of your life in 2024 and learn that Chess is a lot more than black and white.

Regina Black can be found avoiding checkmate at Clifton and Nisley Elementary Schools where she is a Teacher for the Gifted and Talented program.



Challenge Program @ Orchard Mesa Middle School

For 5th grade students interested in applying to the Challenge Program for the 2024-2025 school year, information meetings at Orchard Mesa Middle School will be held:

- January 22 at 4:30 pm
- January 23 at 6:00 pm

What is [The Challenge Program](#)?

The Challenge Program is a District 51 program open to any academically gifted middle school student in the Grand Valley. The program started in 1999 at East Middle School and moved to Orchard Mesa Middle School in the fall of 2023. Students must apply to be in this program; typically 5th graders apply for their 6th grade year and stay for three years. Students only need to apply in 6th grade, but may re-apply in 7th or 8th grade if they are not accepted in 6th grade. There is one core of up to 28 students in the Challenge Program at each grade level. Challenge students attend all core classes together (Literacy, Math, Social Studies, and Science). However, they attend their exploratory and Advisory classes with the general school population.

The World Awaits What D51 Challenge Creates



The Challenge Program

2024-2025
SCHOOL
YEAR

INFORMATIONAL MEETING

"Some students require the climate, interaction, and independence found in a program designed especially for gifted students." -Autonomous Learner Model

ORCHARD MESA MIDDLE SCHOOL CAFETERIA
2736 C ROAD

MONDAY, JANUARY 22 AT 4:30PM

TUESDAY, JANUARY 23 AT 6:00PM

The Challenge Program, now at Orchard Mesa Middle School, is a district-wide program for academically gifted middle school students. After giving an overview of the program, students and staff will be available for questions.

Parents, bring your interested student along!



Applications will be available starting January 22 and accepted until 4pm on February 26, 2024

MORE INFORMATION :

Contact Tina Sleigh at tina.sleigh@d51schools.org with questions.

[The Challenge Program Website](#)



El Mundo Espera lo que crea Challenge D51

AÑO
ESCOLAR
2024-2025

El Programa Challenge

REUNION INFORMATIVA

"Algunos estudiantes necesitan el ambiente, la interacción y la independencia que se encuentran en un programa diseñado especialmente para estudiantes superdotados". -Modelo de aprendizaje autónomo

ESCUELA SECUNDARIA ORCHARD MESA
CAFETERÍA
2736 C ROAD

LUNES, ENERO 22 A LAS 4:30 P.M.

MARTES, ENERO 23 A LAS 6:00 P.M.

El Programa Challenge, ahora en la Escuela Secundaria Orchard Mesa, es un programa de todo el distrito para estudiantes de secundaria académicamente dotados. Después de brindar una descripción general del programa, los estudiantes y el personal estarán disponibles para preguntas. Padres traigan a sus estudiantes con ustedes.



Las solicitudes estarán disponibles a partir del 22 de enero y se aceptarán hasta las 4:00 p.m. el 26 de febrero de 2024.

PARA MAS
INFORMACION:

contactese con Tina Sleigh at tina.sleigh@d51schools.org con sus preguntas

[La Pagina Web de el Programa Challenge](#)

The Cooke Foundation's Young Scholars Program

The Jack Kent Cooke Foundation's [Young Scholars Program](#) application will open on **February 8, 2024**. The Young Scholars Program is a selective five-year, pre-college scholarship for high-performing 7th grade students with financial need. It provides academic advising, along with financial support for school, summer programs, internships, and other learning enrichment opportunities.



Eligible applicants should:

- Be current 7th graders and/or entering 8th grade in fall 2024.
- Have earned all As and Bs since the beginning of 6th grade.
- Reside in the U.S. and plan to attend high school in the U.S.
- Demonstrate financial need with a maximum adjusted gross income of \$95,000.

To receive updates about the program, [click here](#).



Scholarship Application

Scholarships are available to all D51 students to assist with tuition for enrichment programs.

2023-2024 Scholarship Application.pdf

[Download](#)

88.7 KB

2023-2024 Scholarship Application (spanish).pdf

[Download](#)

76.8 KB

Facebook

Westslope CO Gifted & Talented

This group is to support Westslope Parents of Gifted & Talented and 2E kids.

We share hope, empowerment, ideas, opportunities, and overall support each other.



Upcoming COMMUNITY EVENTS



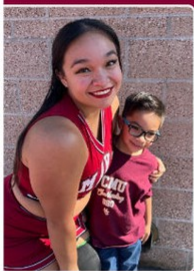
**DON'T SWEAT THE SMALL STUFF,
JUST NAIL THE BIG STUFF.**

What's another teeny, tiny stain? You've got more important things to think about—like making sure your kids are buckled correctly in the right seat for their age and size.

Check at [NHTSA.gov/TheRightSeat](https://www.nhtsa.gov/TheRightSeat)



This event is not sponsored by or endorsed by District 51 and the District assumes no responsibility for the conduct or safety during the event. In consideration for the privilege to distribute this information/hold this event, the organization shall defend, indemnify and hold District 51 harmless from any and all claims, injuries, damages, losses or suites, including attorney fees, arising out of or in connection with this event, except for injuries and damages caused by the sole negligence of the district.



CMU CHEER CAMP 2024

Cheer on the sidelines and at halftime during a CMU women's basketball game!

Practice: Tuesday, January 23 and Thursday, January 25, 2024 • 5:30–7pm

Performance: January 26, 2024 • 5:30pm

Location: Colorado Mesa University, Maverick Center, Brownson Arena

Register by January 8, 2024

Cost: \$50 per athlete

For more information:

📞 970.314.4080

✉️ mcharlesworth@coloradomesa.edu



Scan to register for the camp

✦ ✦ A T-shirt will be provided for the performance! ✦ ✦



**Need help
affording
health
insurance?**

If your employer doesn't offer health insurance, or if you can't afford their coverage, we can help.

We help you apply for financial assistance to lower the monthly cost of health insurance

Get assistance navigating the online enrollment process, compare coverage options side-by-side, and learn if you qualify for a discount based on income - all in one day!

Monthly premiums starting from \$0 and copays from \$2

Our friendly staff make the application process fast and easy

Call (970) 244-0850 or visit hilltopshhealthaccess.org

Hilltop's  **Health Access**
Local answers you can trust





School of Choice

Calling all parents and students! The School of Choice window is set to open soon! If you're looking to explore our various educational options and choices, you will want to take advantage of the School of Choice Process.



School of Choice Application opens at 10:00 a.m. on January 12, 2024, through ParentVue.

JAN

12



Applications are accepted until 4:00 p.m. on January 26, 2024.

JAN

26



Parents will be notified of their acceptance or denied status on January 31, 2024, via email.

JAN

31



Parents must submit a notice of acceptance by February 7, 2024.

FEB

07

If your child was granted SOC last year, you don't need to reapply if they plan to continue attending that school. If you are on a transfer you will need to apply for SOC. To find out your child's status, please contact your child's current school.



Learn More

Social & Emotional Learning Basics

Social and emotional learning, or SEL, helps us all -- children and adults alike -- develop the skills we need for every area of life, from academics and careers to healthy relationships and overall well-being. SEL can help kids stay motivated, communicate effectively, practice curiosity, and work with others to solve problems.

The CASEL Framework:



The CASEL "wheel" is a framework for helping young people learn and practice social and emotional skills. It focuses on five key areas:

- **Self-awareness:** Understanding emotions, thoughts, and behaviors
- **Self-management:** Managing our emotions and actions
- **Social awareness:** Understanding others
- **Relationship skills:** Building and maintaining connections with others
- **Responsible decision-making:** Making caring and constructive choices

It also highlights the four "settings" where young people learn and practice these skills: their homes, classrooms, schools, and communities.

Who is CASEL?

We are the Collaborative for Social, Emotional, and Academic Learning (CASEL), a nonprofit, nonpartisan organization on a mission to support high-quality, evidence-based SEL for all children.



Want to learn more about SEL? Sign up for our three-part email series.
bit.ly/CASELnewsletter



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Tiger Elite camps 2024

TIGER ELITE CAMPS

START TRAINING

» **Middle School Lifting Camp**
5th grade-8th grade
January 16 - March 14
(18 Sessions Total)



Training Based on Safety & Ability

Proper lifting, increased flexibility, speed, and agility. The program is safe and designed for all ages and abilities.

Agility-Reaction-Footwork

Agility, footwork, and eye-hand coordination training everyday through a wide variety of drills

Physical Action

High activity level guaranteed to make you work and prepare you mentally and physically

18 SESSIONS
\$8 PER SESSION
AND A T-SHIRT **\$150**

Daily schedule will be adjusted on Jan. 16 (SIGN UP DAY) the first day of camp, depending on number of sign-ups.

Register Now



Call: 970-361-4443
Email: brgoff123@outlook.com

QUESTIONS?


CWPAC
Colorado West
Performing Arts Company

presents

LITTLE MERMAID

the historic
AVALON THEATRE
February 23 & 25

15% OFF
TICKETS
CODE:
PeachJar15



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Parent Voices on SEL



Xiaohong Li, a parent of three children in Naperville, Illinois, shares how social and emotional learning (SEL) impacted her family.

“For us, social and emotional learning really started from home. **We helped our children label their emotions, and be aware of their emotions in different situations.** We’d say, ‘Let’s think about it. Let’s think through this.’ And then we can calmly talk. We can exchange our thoughts, how we made that decision, and why we agree or disagree. By doing that, we can see each other’s perspectives.

Scan the QR code to hear more of Xiaohong Li story – and follow along on Instagram to learn more about SEL for students and families.



[instagram.com/caselorg](https://www.instagram.com/caselorg)

“After I realized how wonderful SEL is, I started a club with Chinese parents. Once we started practicing these skills at home, the children recognized them. They would get excited and say, ‘Mom, you’re doing stop, breathe, and count to 10!’ And parents saw, ‘Wow, this is really working.’ **That’s a very exciting moment, when children and parents come together with SEL.**

“I really think SEL is a foundation of human potential development. Think of a Lego. You only have a few types of Legos, but you can build anything you want to. With SEL, you only have five different components. **But you can build solutions for any problems, any challenges, or any dream you want to build.**”



Follow our new Instagram account for parents and caregivers seeking SEL content: [@caselorg](https://www.instagram.com/caselorg)

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*Healthy School Meals
— for All is —
More than a Meal*

**More than a Meal
Application Includes
For Schools:**

- Extra staff to support teachers
- Discounted internet costs
- Equipment grants to improve meal quality

For Students:

- Discounted utility and internet
- Waived Curricular fees
- Discounted AP test fees
- Discounted bus passes



Scan the QR Code or visit
bit.ly/d51morethanamealapp

D51

*This institution is an
equal opportunity provider*



We can #KeepCOCovered



Get ready to renew your Medicaid coverage now!



Update your contact information and sign up for notifications in the Health First Colorado app and in your PEAK account.



Respond by the date in your letter – you'll get this in the mail and by email.



Don't forget to sign your renewal packet.



Turn in documentation through Health First Colorado app, mail, online at co.gov/PEAK.

What if I don't qualify for Medicaid or CHP+?

You have a limited amount of time to apply for other coverage.

Other health coverage options include:

- **Employer** coverage, check with your employer to learn about options, rules and deadlines.
- Coverage through a **family member's** health insurance.
- Coverage through **Connect for Health Colorado** (Colorado's official health insurance marketplace). You might qualify for reduced premiums. Visit: connectforhealthco.com/we-can-help/
- Coverage through **Medicare**, for people age 65 or older or people under 65 with certain disabilities. Visit: dol.colorado.gov/colorado-medicare-health/drug-insurance-coverage-options
- Coverage for **active or former military, naval, or air service** through Tricare (active) at tricare.mil/ or VA (veterans) at va.gov/health-care/apply/application/

Review Your Options. Stay Covered.

- To get free help enrolling in Connect for Health Colorado marketplace coverage, reach out to a certified assister online at connectforhealthco.com/we-can-help/assisters/ or by calling 855-752-6749. TTY: 855-346-3432.
- To get free help filling out an application for Health First Colorado or CHP+ coverage, or to learn about other coverage options, contact a Certified Application Assistance Site here: apps.colorado.gov/apps/maps/hcpf.map

Get more information on your options:



hfcgo.com/options

KeepCOCovered.com

Attendance Matters

D51

Presence is Power.

When kids are in school they...



Build Self Esteem



Reach Goals



Make Friends

Every Minute. Every Hour. Every day.

You might believe that kids missing a day of school occasionally isn't significant... yet, those instances add up over time!

When a student misses **2** days a month:

- ★ They miss **20 DAYS** of school a year
- ★ They miss **20 HOURS** of math in a year
- ★ They miss **30 HOURS** of reading & writing a year
- ★ They miss **OVER 1 YEAR** of school by graduation

We want students to succeed. We need them at school.

ATTENDANCE MATTERS.



Apply to The Challenge Program

at Orchard Mesa Middle School

**ARE YOU INTERESTED IN A UNIQUE MIDDLE SCHOOL EXPERIENCE?
WE ARE INTERESTED IN SEEING YOUR APPLICATION!**

Come join a middle school program as exceptional as you.

-  Work with other students that LOVE learning
-  Build leadership skills
-  Discover friendships
-  Experience learning outdoors
-  Embrace challenges
-  Accelerate your learning to earn high school credit







contact us The Challenge Program
2736 C Road
Grand Junction, CO 81503
tina.steigh@d51schools.org

CAGT Happenings



Conversations With CAGT

Conversations With CAGT

1st and 3rd Tuesdays each month at 5:00 pm MST on Facebook Live

Conversations with CAGT provides timely, relevant topics by preeminent local, national, and international specialists in the field of gifted education! CWC programs premier on the **first and third Tuesdays of the month** at 5:00 pm MST on Facebook Live. [Check out past Conversations with CAGT programs on our website](#), where you may rewatch past videos anytime! *Conversations with CAGT* is an incredible opportunity to get expert advice on topics regarding giftedness for FREE with time to ask your questions. Questions from CAGT members get priority! Click the Facebook link below to access *Conversations with CAGT*.

Tuesday, January 2nd

No event due to winter holiday season!

Tuesday, January 16th: Emily Andrews

"Giftedness in Visual Arts, Performing Arts and Creativity"

CAGT Legislative Day

Sponsored by CAGT

Students in grades 9-12 apply to spend a day at the Colorado State Capitol shadowing a state legislator, attending a special keynote speaker presentation, and participating in a Q&A with legislators from both sides of the aisle.

Cost: \$40 per person

January 21 application deadline

[Click here to apply and for more information](#)

Rocky Mountain PBS Kids



Connecting Children to Their Neighborhoods: Deepening a Sense of Belonging

Understanding the places we live and the people we live with are important to our sense of belonging. For children, this begins with having strong family connections. These secure and loving relationships are key to social, emotional, physical, and cognitive growth. A positive and healthy sense of belonging helps to shape who children are and who they can become. From here, children can connect more readily to extended families and friends, cultural groups, neighborhoods, and communities.

Meeting and getting to know the people in their neighborhood can help children feel that their community is a safe and friendly place. Seeing themselves reflected in the images they see or



within the spaces that welcome them (such as grocery stores, playgrounds, and doctor's offices) helps give children a sense of place in the wider world, too.

So, how can we help children connect with their neighborhoods? We can be more intentional about guiding them into, through, and beyond their surroundings.

In the Community Mural episode of "[Sesame Street](#)," Grover discovers an empty wall in their neighborhood. Elmo, Abby Cadabby, Tamir, and Ji-Young are excited about everything they could transform the wall into. Trusted neighbor and grown-up Nina, encourages and guides them through the creative process of representing themselves on a new mural. This increases the friends' confidence as they take learning risks while exploring their different skin colors and interests. While not all communities might not have the opportunity to work together on a shared mural, you can build our children's sense of belonging and connectedness in lots of easy, everyday ways. Here are a few ideas to get you started:

- Start a recipe notebook. Deepen connections to your extended family and friend groups by starting a simple notebook of family recipes. As you make and share meals or dishes together, talk about where the recipe comes from. Perhaps name the dish after a family member, such as "Aunty Carol's Banana Bread."
- Walk around the block together. As you walk around your neighborhood, pause to point out positive images and places. For example, model saying "hello" or waving to trusted neighbors and pause to introduce yourself to the local firefighters as ways to create a sense of belonging.
- Plan a playdate. Invite your child's friends or the new child in the classroom to a playdate at the community playground. Doing so is a casual way to get to know other families, including those who may not live nearby.
- Get involved. Taking your child to vote with you or to volunteer in your community provides your child with opportunities to connect with other people who are working together.
- Set aside time for "cozy chats." Create a space and time to talk openly with your child about fair and unfair incidences and about which places and grown-ups have your trust and why.

Remember: It's important for your child to feel safe around people in their community. Talk about which places and grown-ups have your trust and why.

When kids feel safe and seen in their communities, and learn that the people in their communities care about them, their sense of belonging grows – and their social, emotional, physical, and cognitive skills do, too!

We may be different on the outside, but as we see on "Sesame Street," we are the same in at least one way: We can all be kind neighbors who care for one another.

Author:

[Akimi Gibson is Senior Vice President, Multiplatform Global Education Planning & Integration at Sesame Workshop. She leads in the development of holistic educational content strategies globally across impact areas, platforms, and departments to optimize reach and engagement. Gibson is also a children's book author, a former program administrator, teacher educator, and literacy coach. As a former classroom teacher, she has worked with students from infants and toddlers to special needs second grade to literacy tutoring for K-6th grade. Gibson has earned various degrees in human and child development as well as school administration.](#)



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