



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

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| AU Name Delta 50(J) | | Fiscal Year: FY 2020 |
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The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).



The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website.

Directions:

Write the administrative unit's description of how it implements each element of the Comprehensive Program Plan and how the AU plans to improve or enhance each element as appropriate. Address all key requirements as they are described in the Rules in your response.

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| <p>Exceptional Children’s Education Act Program Element</p> | <p>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p> | <p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none">● Describe the specific action steps (activities, strategies) the AU will take● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected● Identify who is responsible for implementing these actions steps● Provide a timeline for implementation with specific benchmarks and dates● Identify the measures used to assess the success of the proposed action |
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Procedures for Parent, Family, and Student Engagement

12.02(2)(a)

12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.

12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.

Delta County School District hosts an extensive website dedicated to information and issues surrounding Gifted Education. (<http://specialservices.deltaschools.com/gifted-talented/>) The site houses the very extensive GT Parent Handbook, a brief GT Parent Brochure, and specific pages outlining identification procedures and programming options. We have developed a graphic outlining and describing identification steps, which provides a visual reinforcing the cyclical nature and relationship between identification practices and RtI interventions with progress monitoring. The site offers several pages of resources for parents, students and educators with questions or concerns around gifted education.

A letter is mailed to all parents of identified GT students within the first 2 weeks of the school year, giving parents an overview of the program, informing them of any changes to the identification or programming plans, explaining improvement goals, and extending an invitation to participate in the GT Parent Council. This letter also discusses Information about ALP development and parent involvement in the process, as well as contact information for each school. School-based GT Site Coordinators work directly with students and parents to develop Advanced Learning Plan goals. They meet with parents during conferences to discuss goals and monitor the students' progress, as well as occasions when questions or concerns arise. Our GT Parent Council provides feedback to district personnel, and makes suggestions for future growth of gifted programming. In the summer of 2016, this group analyzed current gifted programming and helped to shape the Vision 2020 program plan for the district. We continue to consult with them annually. Individual council members communicate with

their school community in efforts to strengthen education for gifted students. Council members have created a local Facebook page, [Delta County GT Community](#), promoting gifted education and providing a space for conversation about the needs of students and parents in the district. We hope to promote membership and leverage this space to improve communication channels.

DCSD GT personnel work with Parent Council members to conduct a needs assessment to determine topics for parent and community education outreach. Once topics are identified, we offer at least two annual events targeted to increase understanding of gifted children and their educational needs, in both affective and achievement.

Each high school communicates directly with parents and students about concurrent enrollment, AP and other advanced educational options. They further offer college planning informational meetings as well as Free Application for Federal Student Aid (FAFSA) workshops.

PowerSchool tracks the primary home language for all students and DCSD provides written communication, as well as translation services, in the home language whenever needed. Many of our forms are available in Spanish, and community members assist with translation for Karen and Korean speakers. We are working to translate more of our frequently used documents into Spanish.

Definition of “Gifted Student” 12.02(2)(b)

12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.

DCSD has adopted the State of Colorado's definition of gifted children. "Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students may have disabilities (i.e. twice exceptional) and come from all socio-economic, ethnic and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness: •General or specific intellectual ability • Specific academic aptitude • Creative or productive thinking •Leadership abilities •Visual arts, performing arts, musical or psychomotor abilities.

In the past two years, DCSD has worked diligently to align academic identification tools and processes to meet and support this definition. We are currently developing tools and procedures for identifying students in the arts, creativity, leadership and psychomotor areas.

Identification Procedures 12.02(2)(c)

The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention [approach](#), or additional assessment. The AU identification procedures shall include, but need not be limited to:

12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;

12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;

12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;

12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;

DCSD has updated the gifted identification procedures to align with ECEA law. All 2nd grade and 6th grade students participate in Universal Screening, using the Cognitive Abilities Test, (CogAT form 7). This measure of critical reasoning gives educators and parents an overview of a child's strengths and relative challenges across the Verbal, Quantitative and Non-Verbal domains. This updated form 7 is more accessible to second language students, as well as other to under-represented populations, since the problems are less language loaded than past versions.

Anyone may nominate a student for gifted identification, at any time in their school career. GT Coordinators will proceed with the identification process. Once a student is "on our radar", we gather the available body of evidence within 30 days of nomination.

This evidence consists of cognitive measures, academic achievement record and analysis of behaviors typical of gifted children. Once the data is gathered, a school level committee (including a gifted specialist) meets to determine whether there is sufficient data indicating a need for gifted services, identify specific areas of giftedness and discuss appropriate education plans. They help to craft appropriate ALP with goals, and notify parents of the new goals and programming within 60 days.

DCSD board policy includes options for identifying gifted students over 5 years of age. DCSD has purchased appropriate assessment tools and will identify young students based on the portable body of evidence as defined by the Colorado Department of Education and the Exceptional Children’s Education Act.

12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;

12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;

12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.

12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and

12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.

Analysis of our demographic data indicates an imbalance in our gifted population relative to our populations of English Language Learners and students from lower income homes. DCSD has implemented initiatives to give students from these under-represented populations a chance to interact with high-level problem-solving, critical and productive thinking skills, prior to taking the CogAT assessment in 2nd grade.

DCSD has implemented initiatives to give students from these under-represented populations a chance to interact with high-level problem-solving, critical and productive thinking skills, prior to taking the CogAT assessment in 2nd grade. Many 2nd grade classroom teachers schedule DISCOVER Process problem-solving activities and assist with observation protocols. Students participate in 3 structured activities designed to build critical and productive thinking. Although this intervention has been targeted to those schools with large ELL and low SES populations, all elementary schools are invited to participate.

Students who are nominated in the areas of leadership, creativity or talents are given “sparkler” opportunities to develop the talents, solve problems, and demonstrate advanced abilities. Results are recorded and shared with an expert in the field for rubric evaluation, which may lead to identification.

Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)
 12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptional/distinguished compared to age mates.

12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.

12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95-percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.

Qualifying scores (95%ile and above) on cognitive assessments such as CogAT, 95%ile or above on a normed behavioral measure such as Scales for Identification of Gifted Students (SIGS), as well as Exceeds Expectations or Distinguished on an academic achievement measure will serve as a qualifying Body of Evidence for identification. Not meeting criteria on a single assessment shall not prevent further data collection or consideration.

When the initial data is not conclusive though indicating a need for advanced learning opportunities, the GT committee will create a plan to gather additional data, provide learning challenges, monitor the child's progress, and adapt the plan to best fit the child's learning needs through the Response to Intervention (Rtl) or Multi-Tiered System of Support (MTSS) process. Students who respond positively to challenges will remain in a "talent pool" and continue to receive interventions. Educators will meet again to determine whether formal identification is appropriate, based on this information.

Talent pool records are maintained at the district level, so we are able to track students and provide continuity. Annually, the GT Coordinator reviews new data and brings updated BOE to the attention of Site Coordinators.

Once the committee has made a determination, parents are notified of the outcome by letter, whether the student was identified and under which category(s), or that the student will be in the talent pool and receive Rtl services. The letter notifies parents the ALP process, and school site coordinators will follow up to begin the ALP goal setting.

Identification Portability 12.02(2)(e)

Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student’s identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:

12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;

12.02(2)(e)(ii) Review of the transferred student’s ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;

12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.

12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student’s ALP

When a child transfers out of the district, recent ALP goals and portable Body of Evidence data are submitted to the requesting district along with other school records.

When a child transfers into the district and the school is notified that he or she has received GT services or has been in a talent pool, we will request and review supporting data and goals from the prior district within 45 days, and build an Advanced Learning Plan detailing programming to communicate with parents within 60 days.

Advanced Learning Plan Content 12.02(2)(f)

The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP is inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:

12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;

12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;

12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;

12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;

DCSD Advanced Learning Plans (ALPs) are currently housed in Alpine Achievement database which has provided the structure and depth to bring all ALPs into compliance with ECEA law. Every identified student has an ALP, unless their parents have chosen to opt out of that process via a formal letter.

These plans contain a student profile, body of evidence for gifted identification, other assessment data, at least one SMART achievement goal, at least one SMART affective goal, a record of parent participation, along with a listing of strategies the school is using to support those goals.

Secondary students are coached through the goal-setting process by teachers, counselors, parents and GT Site Coordinators. In order to promote ownership and self-efficacy, secondary students develop their standards aligned goals through a structured Google form, which provides models, ideas and a structure for creating standards aligned SMART goals. The finalized goals are uploaded into Alpine Achievement and shared with parents and teachers. A record of these contacts is recorded and included in the ALP. Classroom teachers and gifted personnel will track and record the student's progress toward meeting the goals, with evidence of progress entered by the end of the school year.

12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.

ALP Procedures and Responsibilities 12.02(2)(g)

12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;

12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;

12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student’s area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;

12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and

12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student’s growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.

Secondary students have direct access to edit their Google goal documents, share them with parents through student-led conferences, and will reflect and monitor their own progress over time. Students will receive coaching to identify affective goals which align with NAGC or state standards. Progress monitoring for affective goals may be achieved through student self-evaluation:

- * document a behavior (graph, chart, calendar, journal reflection)
 - * Evaluate a performance (rubric, checklist, journal reflection)
- or through Teacher, parent or expert evaluation:
- * Interview about goal attainment
 - * Observation of practice and/or mastery of goal
 - * Review of documents, portfolios and performances

ALPs are managed within the school cumulative record system, currently Alpine Achievement. At each school, GT Site Coordinators keep hard copies, which are transferred between grades and school level, to ensure smooth transitions.

School -based GT Site Coordinators are tasked with record keeping and assisting in the development of ALP goals. They will ensure that all required components are included in each student's record. They work closely with students, teachers and parents to set goals that are meaningful to the student, then collaborate on strategic plans to support the attainment of the goals. Parents are encouraged to participate in the goal setting process at multiple stages, and when they opt out, a letter is sent to communicate the student generated goals. Families may opt out of the ALP process, either for a year or permanently, through a

formal written request. As a consequence, they will be ineligible to access GT funds and services.

The district-level GT Coordinator provides training and support in ALP development, crafting SMART goals, as well as performing periodic audits to ensure compliance with state law.

Programming 12.02(2)(h)

12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student’s profile. Programming components, options, and strategies shall include, but need not be limited to:

12.02(2)(h)(i)(A) Alignment of the gifted student’s assessment data and ALP goals to programming options in the areas of giftedness;

12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);

12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);

12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);

12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);

12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;

12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;

12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);

The district GT Coordinator provides resources and training to all levels of classroom teachers, supporting their efforts in assessing prior knowledge and compacting the curriculum in order to create time for GT students to engage in higher-level, tiered replacement activities. DCSD has also sponsored on-going Depth & Complexity Framework training to help teachers to develop a common language and transparently communicate structures for critical thinking with students. The long-term goals of this program are for students to develop greater ownership of the learning process and engage in metacognition. These goals are reflective of the teacher quality evaluation *system* employed by the district, so teachers receive regular feedback on their efforts. The district employs coaches to support teachers’ growth in specific content areas, and these coaches help teachers locate and use higher-level academic resources designed for advanced learners.

GT Site Coordinators participate in professional development and committee work to improve the alignment of ALP goals with students’ strengths, interests and career paths. Ultimately these goals will be measurable and relate to Colorado Academic Standards as well as Affective standards from National Association for Gifted Children. Secondary students participate in a cohesive process to identify their own strengths, interests and career goals, review relevant academic and affective standards, set measurable goals, and monitor their progress toward those goals, through the Google form interface. Families and the school community support and guide the students’ class choices, projects and extra-curricular activities to meet those goals.

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| <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP. To be considered in an ALP, the AU shall consider the student’s need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p> | <p>DCSD elementary schools offer cluster-grouped activities for GT students, where they can engage in group explorations as well as independent interest projects.</p> <p>Middle School students have access to advanced or accelerated classes through pre-AP courses and other advanced offerings in their strength areas.</p> <p>Secondary students participate in structured activities building toward the development of an Individualized Career & Academic Plan (ICAP).</p> <p>At the high schools, an expanding range of AP and pre-AP courses are offered in many content areas, along with concurrent enrollment in college-level coursework. GT students are counseled to take advantage of the courses that will best grow their strengths, as well as to prepare them for postsecondary educational opportunities.</p> <p>Programming and services are articulated between grade levels and schools through analysis of testing results, transition meetings, and ALP goals.</p> <p>When identified gifted students are not achieving up to their potential, or experiencing behavioral or affective needs, the district implements a Multi-tiered Systems of Supports (MTSS) approach to problem-solve and support the student. This process begins at the classroom level, will progress to gather additional building level support as needed, and may draw in district level personnel such as the GT Coordinator or School Psychologists. The supports will be adjusted, increased or decreased, as the student’s needs change over time.</p> | |
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Evaluation and Accountability Procedures 12.02(2)(i)

The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:

12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;

12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);

12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and

12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and

12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.

DCSD produces an annual gifted addendum to the Uniform Improvement Plan. This plan is updated and refined periodically to respond to available performance data indicating areas of growth among gifted students, as well as any areas where growth has stagnated.

Parents and students monitor and self-report growth toward the affective goal identified in the ALP. DCSD will continue to develop systematic methods to include teachers in the process and ensuring continual affective growth of gifted students.

Several DCSD schools boast small populations, making reporting of disaggregated growth data a bit problematic. As more effective measures become available, DCSD will use this data to improve programming and identification processes.

DCSD recently (2018) participated in a Colorado Gifted Education Review, and has completed a self-evaluation survey (2018) through the CDE Data Management System. The results have been shared with administrators, Parent Council, Site Coordinators, as well as with all parents of gifted students through our annual letter.

An important element includes periodic review and refinement of the initiatives we undertake in direct response to feedback from families, School Site Coordinators, community members, teachers and students.

We meet with Parent Council at the beginning of the year, annually and solicit feedback, as well as meeting quarterly with School Site personnel. Using this feedback, we continually refine and adjust our practices.

Personnel 12.02(2)(j)

12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:

12.02(2)(j)(i)(A) Management of the program plan;

12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:

12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and

12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.

12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.

12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.

12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.

Delta County Schools employs a .5 district GT Coordinator who is licensed and endorsed in gifted education. This Coordinator oversees, administers and monitors the implementation of the Gifted program.

Working under supervision of the Director of Exceptional Student Services, the coordinator provides professional development for educators working with gifted children, manages fiscal reporting, develops and implements improvement plans.

Each school designates a school-based GT Site Coordinator, who receives training and support to implement the identification and ALP goal-setting processes.

Two of the elementary Site Coordinators have earned GT endorsements. The vast majority of educators in Delta County schools are highly qualified in their content areas. DCSD does not rely on paraprofessionals as the sole instructors of gifted students.

DCSD works to expand the opportunities for teachers to deepen their pedagogical approaches to meeting the varied needs of gifted and high-ability learners. One strategy employs just-in-time training to small groups of teachers with a common interest within their school day through Professional Learning Community and staff meeting structures; offering Professional Development on specified release days.

12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.

12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.

12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).

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| <p>Budget 12.02(2)(k) 12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services</p> | <p>DCSD matches State funds for gifted education, complies with all CDE requirements regarding use of state funds and submits all subsequent reporting documents in a timely manner. State and district funds are used for salaries and stipends for personnel working with gifted students, materials and professional development to support gifted programming, and for activities targeted to enriching gifted programming options.</p> <p>Elementary schools are provided with funds based on school enrollment, allowing support for serving both identified gifted students along with developing talent pool students. Many schools use these funds to pay stipends for teachers to provide supplemental programming.</p> <p>Middle and high schools have a local budget to pay for supplies and incidental purchases. Individual students and groups may also apply for mini-grant funds three times a year, to support special projects which support their ALP goals. A committee reviews the applications and approves funding on a case by case basis.</p> <p>DCSD does not use more than 20% of state GT finds on grant administration staff, equipment or technology.</p> | |
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from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.

Record Keeping 12.05(1)

Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook.

12.05(2) Inventory

An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.

12.05(3) Student Education Records

The ALP documents shall be part of the student’s cumulative education record.

12.05(4) Confidentiality of Student Education Records

Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.

12.05(5) Maintenance and Destruction of Student Education Records

Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.

You may simply check “yes” if you follow these procedures. If you do not, please explain.

X Yes

Procedures for Disagreement 12.06

The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.

1. It is the intent of the Delta County School District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding Gifted and Talented identification and services should be brought first to the Gifted and Talented Site Coordinator at your child's school. Students are encouraged to talk with the Gifted and Talented Site Coordinator or their classroom teacher to address any questions, issues, or concerns.
2. If the student and/or parents/guardians are not satisfied with the response from the Gifted and Talented Site Coordinator, they should contact the building principal. Through collaboration with the student, parents/guardians, and teacher, the principal will resolve the questions, issues, or concerns.
3. If the student and/or parents/guardians are not satisfied with the resolution at the building level, they may contact the district-level Gifted and Talented Coordinator. The coordinator will gather relevant information, research district policy and state rules/guidelines, then work with all parties to seek a satisfactory solution. Families can expect a response from the Coordinator within 10 school days, though thorough research into the factors and suggestions for resolution may take longer.
4. If the student and/or parents/guardians are not satisfied with the solution found by the district-level Coordinator, they may appeal in writing to the Director of Special Services, who will review the process and evidence and respond in writing to the parent/guardian within 10 school days.

5. If the student and/or parents/guardians are not satisfied with the response from the Director of Special Services, they may appeal in writing to the District Superintendent. The Superintendent or designee will review the process and evidence and respond in writing within 10 school days of receiving the letter of appeal.
6. If the disagreement stems from school district policy decisions, families may ask the Board of Education to review the relevant policy and to explore whether updates and revisions are in order. ^[L]_[SEP]

Early Access 12.02(2)(I)

If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.

You may check “no” if your AU does not offer early access.

No, our AU does not offer early access.

If your AU does offer early access, please select the box below which applies.

AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.

AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.