



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Weld RE-8 School District/Weld RE-3J		Fiscal Year: FY 20-21
AU Address 200 South Fulton Ave.		
City Fort Lupton	State CO	Zip Code 80601
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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.

<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
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<p>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.</p> <p>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.</p>	<p>Services unless otherwise noted are common in 3J and 8 with translations/translators provided for parents:</p> <ul style="list-style-type: none"> -A Parent Handbook is available on district and building websites in English and Spanish. -Building liaisons invite and accept parents' nomination for gifted services. -Parents/students meet with liaison during parent conferences. -Parents receive biannual newsletters to increase their awareness and engagement. -Parents and students provide input to ALP development with a September survey. -Parents sign and have access to the ALP (online and print). -Parents monitor progress and evaluate goal accomplishment. -Parents are informed about dual enrollment, college/career planning. -(8) Parent meetings focus on parent/student panels, program awareness, personal time with liaison. 	
<p>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.</p>	<p>Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students</p>	

	<p>include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential 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 12.01(16)</p>	
<p>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:</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>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;</p>	<p>FORMAL IDENTIFICATION PROCESS</p> <ul style="list-style-type: none"> -Increase awareness of characteristics associated with giftedness including positive and negative manifestations in staff training, websites, parent conferences, newsletters, etc. -Parents and teachers use a Nomination Form based on "Twelve Non-Biased Traits," Dr. Mary Ruth Coleman. -Teachers and parents also consider "Traits of Hispanic Gifted Student," Dr. Beverly Irby; and checklists for potential gifted students in ELD, at-risk, twice-exceptional, and under-represented populations. -Liaisons and coordinator examine demographic data for identified students to promote a representative population among gifted. 	

<p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>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.</p> <p>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</p> <p>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.</p>	<ul style="list-style-type: none"> -Identification worksheet includes qualitative data and evidence of products, portfolios, interviews, reference letters, and personal essays. -Liaisons work with MTSS teams to examine interventions and strategies to support a gifted or potentially gifted student's success and wellbeing at school. -Liaisons access testing materials, screening data, state and district assessment information, and observational forms to make informed decisions. -Building Identification Teams (including one member with training and experience in gifted identification) examine each Body of Evidence for a decision within 30 days of nomination or following the Universal Screening. -Parents and teachers complete a SIGS inventory--Scales for Identifying Gifted Students--as part of the Body of Evidence. -Parents of all nominated students receive a letter explaining the criteria for identification, the Body of Evidence considered, acknowledgment of students' strength and the decision for for gifted services or support services for high-ability learners. -Teachers receive a copy of the decision letter sent by the Identification Team 	
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	<p>with differentiated instructional strategies and support materials.</p> <p>-The parent letter is uploaded to Alpine as the official Body of Evidence by which the student is identified to meet portability requirements.</p> <p>-The Formal Identification Process is described in a flow chart available in the Parent Handbook, on websites, and from each building liaison.</p> <p>UNIVERSAL SCREENER</p> <p>-The Universal Screener (NNAT3) is administered to every 2nd and 6th student in their classrooms with 99% participation.</p> <p>-Each teaching team meets prior to testing to plan facilitation of the Test-Prep packet and discuss the Universal Screening purpose and follow up.</p> <p>-Each teaching team examines class and school scores in descending percentiles to identify nominations for the Formal ID process and consider instructional strategies to support strong non-verbal learners.</p> <p>-Parents receive information about the test and strengths in the non-language-based reasoning IF scores were above the 85%ile. Parenting and teaching support strategies are described.</p>	
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	<p>-Students with non-verbal strengths are invited to participate in a self-awareness seminar that includes self-advocacy skills.</p>	
<p>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 exceptionality/distinguished compared to age mates.</p> <p>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.</p> <p>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.</p>	<p>TESTS OF COGNITIVE ABILITIES -95%ile/above for Specific Academic Aptitude with Cognitive</p> <p>-Cognitive Abilities Test (CogAT) Form 7: reasoning and problem solving using verbal, quantitative, nonverbal symbols.</p> <p>-Naglieri Nonverbal Ability Test, 3rd (NNAT3): reasoning and problem solving using nonverbal symbols.</p> <p>ACHIEVEMENT TESTS -95%ile/above for Specific Academic Aptitude with Cognitive)</p> <p>-Colorado Mathematics, English Language Arts, Science, and Social Studies Assessments (CMAS)</p> <p>-District Assessments for Reading, Math, Social Studies, and Science.</p> <p>BEHAVIOR/OBSERVATION -Scales for Identifying Gifted Students (SIGS): Home and School</p> <p>OPTIONAL BEHAVIOR CHECKS -Kingore Observation Inventory (KOI) -Visual-Spatial Anecdotal Behavior Record -Behavior Checklists for Gifted Hispanic -Behavior Checklists for At-Risk and Under-Represented</p>	

	<p>ADDITIONAL BOE INFORMATION</p> <ul style="list-style-type: none"> -Product -Portfolio -Parent/Student Interview (based on Qualitative Assessment) -Student Essay -Letters of Reference/Recommendation from non-parent adults -Risk factors that may shadow traditional ID of giftedness: poverty, mobility, language, twice-exceptionality, emotional issues. <p>Not meeting criteria on a single assessment tool shall not prevent further consideration for identification if other indicators suggest exceptional potential submitted as part of the Body of Evidence.</p> <p>Candidates for gifted identification who do not formally qualify for services remain on a "watch list" for liaisons to gather additional evidence, monitor behaviors and achievement, and coach teachers to support unique learning and affective needs in the classroom.</p>	
<p>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:</p> <p>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;</p> <p>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;</p>	<p>AS SENDING SCHOOL</p> <ul style="list-style-type: none"> -All portability requirements--Section 12.02(2)(c), Section 12.02(2)(d) and Section 12.01(16) --are included in the formal identification letter sent to parents within a week of the identification team's decision. -This letter is uploaded to Alpine as a DOCUMENT and will be reloaded with each new year's ALP activation. 	

<p>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.</p> <p>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</p>	<p>-This letter will be sent, along with the current ALP, from the ESS Office to the registrar of the receiving school to complete portability.</p> <p>AS RECEIVING SCHOOL</p> <p>-When a new student indicates on the enrollment form that he/she received prior gifted services, the registrar/counselor notifies the ESS office to request official records needed to ensure continuation of services.</p> <p>-The prior school's Body of Evidence and most recent ALP are reviewed in the ESS Office to correct flagging in ICAP can be done whereupon the liaison is notified to commence services within 60 days of the transfer.</p> <p>-If the prior school's portability records are incomplete, the ESS office will contact the parent with options for other services or re-evaluation in this district.</p>	
<p>Advanced Learning Plan Content 12.02(2)(f)</p> <p>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 are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>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;</p> <p>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</p>	<p>ALP CONTENT</p> <p>-ALL required information asterisked in the Colorado Standards-Based ALP (Alpine) is included in the district template formatted for easy reference by parents, students, and teachers.</p> <p>-A supporting teacher is identified in the student’s area/s of giftedness; the teacher is included in the development of the ALP, progress monitoring, ongoing classroom support, and</p>	

<p>address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>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;</p> <p>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;</p> <p>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.</p>	<p>end-of-term evaluation of goal efforts and accomplishments.</p> <p>-Parents are invited to participate in the development of the ALP, provide home/family support, progress monitoring, and final evaluation of goals.</p> <p>-All teachers have access to ALPs so they can support the SMART goals and encourage students in their classrooms.</p> <p>-Academic SMART goals are written/chosen by students to extend learning in their area/s of strength and collaborate with intellectual peers.</p> <p>-Affective SMART goals promote social and emotional wellbeing at school in the areas of communication, social/relationships, leadership, cultural competency, post-high school planning, self-awareness, self-advocacy, and self-management (time, stress, etc.).</p> <p>-The Body of Evidence is explained in the Parent Identification letter and uploaded as a DOCUMENT in Alpine or Infinite Campus (to protect confidentiality separate from the public-facing ALP).</p> <p>-Progress monitoring notes from parents, teachers, students, and liaison are included in the ALP.</p> <p>-End-of-term evaluation of goal efforts and accomplishments is recorded by</p>	
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	<p>parent, student, supporting teacher, and liaison.</p> <p>-Student ownership of the ALP is encouraged with personal tracking of progress and self-reflections shared with parents, supporting teacher, liaison, and gifted peers.</p> <p>-The student, supporting teacher, parent, and liaison will sign the proposed Working ALP with SMART goals.</p> <p>-Students are encouraged to archive their ALP products (and process) in a personal portfolio for use in career-college-workplace applications and interviews.</p> <p>ALP MAINTENANCE</p> <p>-The ALP is uploaded as a DOCUMENT in Alpine or Infinite Campus so that, along with the Body of Evidence explained in the Parent ID letter and the parent/student annual ALP input, the required documentation is available for portability to a transferring school.</p> <p>-Parents will receive a completed ALP with final signatures/evaluations for their home records.</p> <p>-Liaisons will store all ALPs (working replaced by final) and Parent ID letters in the district Google Drive for convenient reference and as backup to Alpine or Infinite Campus.</p>	
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	<p>-Teachers are aware of gifted ID (thereby an ALP) with a “flag” in Infinite Campus.</p>	
<p>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;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>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;</p> <p>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</p> <p>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.</p>	<p>-Liaisons manage the ALP each year for each gifted student with: demographic information, current achievement, ALP team members’ contact information, evidence of notification and participation in ALP development, progress monitoring and final goal evaluation by student, parent, supporting teacher, and liaison.</p> <p>-Liaisons will store all ALPs, parent/student input, and Parent ID letters in the district Google Drive for convenient reference and as backup to Alpine or Infinite Campus and upload the ALP Alpine or Infinite Campus as DOCUMENTS--the Working ALP (September) replaced by the Final ALP (May).</p> <p>-ALPs are available to rising grades and schools through the district Google Drive and Alpine or Infinite Campus.</p>	
<p>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:</p> <p>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;</p> <p>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);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p>	<p>PROFESSIONAL DEVELOPMENT -Liaisons participate in interactive workshops and ongoing support focused on writing quality SMART goals that fulfill the criteria.</p> <p>-Liaisons participate in interactive workshops and ongoing support to apply in their classrooms and share with teacher differentiated instructional activities with advanced content, process, product, affective, and learning environment components.</p>	

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);

12.02(2)(h)(i)(I) Post-secondary options available to gifted students.

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.

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.

-Liaisons participate in interactive workshops with a trained expert to use and share Depth and Complexity strategies in classrooms and in ALP goals.

-Liaisons continue to build capacity to coach colleagues and supporting teachers for gifted students.

BUILDING-BASED SERVICES

-Principal and Liaison will generate a Building Plan for Gifted Services that includes district expectations and discreet building services to students, teachers, and parents along with a personal statement from the Principal and Liaison.

-This Building Plan will be posted on the building website and shared with all building stakeholders to ensure integration of gifted services within the building educational program and encourage building ownership and accountability.

-Building MTSS teams will convene to plan interventions for underperforming gifted students.

ELEMENTARY SERVICES

-Primary services occur in the classroom with teachers who are supported by liaisons to increase their capacity to address the needs of gifted students (especially social-emotional) and manage

	<p>differentiated instructional activities with advanced content, process, and product.</p> <p>--Examples of services beyond instructional differentiation and ALP support by classroom teachers and facilitated by Liaisons may include: Battle of the Books, Genius Hour, Spelling Bee, Service Projects, Math Club, Mad Science, Make-It Labs, etc.</p> <p>SECONDARY SERVICES</p> <p>-Primary services occur in the classroom with teachers who are supported by liaisons to increase their capacity to address the needs of gifted students (especially social-emotional) and manage differentiated instructional activities with advanced content, process, and product.</p> <p>--Examples of services beyond instructional differentiation and ALP support by classroom teachers and facilitated by Liaisons may include: Advanced Placement and Honors classes, dual-enrollment in Aims Community College or online college classes; Knowledge Bowl, advisory gifted cluster during the day, Work-Readiness opportunities through SWAP (including focus on “soft skills” needed in the workplace), apprenticeships, college and career planning workshops, college visitations.</p> <p>OTHER SERVICES</p>	
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	<p>-Teachers new to the district receive orientation to district services for gifted students and families and options for increasing their capacity to serve gifted students in their classrooms.</p> <p>-Gifted students are encouraged to participate in the district’s strong AVID program.</p> <p>-School psychologists and gifted liaisons work together to identify twice-exceptional students and jointly plan their goal and services.</p>	
<p>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:</p> <p>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;</p> <p>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);</p> <p>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</p> <p>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</p> <p>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.</p>	<p>ACADEMIC ACCOUNTABILITY</p> <p>-Student performance data are disaggregated according to the area/s of giftedness and performance levels in subject-area test.</p> <p>-When students perform at levels below proficiency in their area/s of giftedness the building Gifted Liaison will gather information from the student, parent, and teachers regarding the reasons for underperformance.</p> <p>-An Academic Achievement SMART Goal will set a target achievement level and a progress monitoring system prior to the next state assessment.</p> <p>AFFECTIVE ACCOUNTABILITY</p> <p>-All Affective Goals are monitored in periodic student-led conferences with liaisons based on reflective journals, demonstration of self-advocacy, or other tools identified in the student’s Affective SMART Goal.</p>	

	<p>PROGRAM EVALUATION -Program evaluation is ongoing with input from parents, teachers, administrators, liaisons, and students; namely an end-of-year Monkey Survey provides data on which to build our improvement priorities for the following year.</p>	
<p>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:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>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</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a haltime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>-Teachers provide differentiated instruction to meet needs of gifted students in the classroom.</p> <p>-Coordinator (part-time) with a gifted endorsement or advanced degree in gifted education assumes a leadership role in the AU and district/building delivery of services.</p> <p>-Liaisons are trained and supported to manage ALPs.</p> <p>-Liaisons receive stipends to fulfil the responsibilities, expectations, and accountability measures in hours beyond their regular contracted days.</p> <p>-School Psychologists are invited to participate in gifted services with focus on affective areas.</p> <p>-Principals participate in allotting scheduled time for liaisons and students to deliver and receive services.</p>	

<p>limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>-Principals support the accountability measures for student services, promote awareness of building services, and participate in building and district program evaluation.</p> <p>PROFESSIONAL DEVELOPMENT FOR LIAISONS--STRATEGIC PLAN</p> <p>-Liaisons participate in interactive workshops and ongoing support focused on writing <u>quality SMART goals</u> that fulfill the criteria.</p> <p>-Liaisons participate in interactive workshops and ongoing support to apply in their classrooms and share with teacher <u>differentiated instructional activities</u> with advanced content, process, product, affective, and learning environment components.</p> <p>-Liaisons participate in interactive workshops with a trained expert to use and share <u>Depth and Complexity</u> strategies in classrooms and in ALP goals.</p> <p>-Liaisons continue to build capacity to <u>coach colleagues</u> and support teachers for gifted students.</p>	
<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>- Salaries are appropriated for a highly qualified personnel coordinator, 15 building liaisons, including one counselor and one school psychologist, administrative assistance, and the ESS Director.</p> <p>-Annual professional development aligns with priority goals; high quality Advanced Learning Plans,</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 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.</p>	<p>differentiation with depth and complexity, and liaison coaching skills to build capacity among classroom teachers.</p> <p>-Resources are provided to liaisons for their professional growth and services to students including instructional supplies, books, etc.</p> <p>-To fulfil our obligation for Universal Screening, an average of 750 NNAT3 licenses are purchased per year.</p>	
<p>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.</p> <p>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.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>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.</p> <p>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.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain. <input checked="" type="checkbox"/> Yes</p>	
<p>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.</p>	<p>DISAGREEMENT PROCESS (included in our Parent Handbook)</p> <p>“When a Building Review Team decision regarding Gifted identification is questioned, these steps (in order) will be followed by building Gifted Liaison:</p>	

	<ol style="list-style-type: none"> 1. Review the Body of Evidence for accuracy and completeness. 2. Review data with parents and clarify identification criteria. 3. Determine if additional data are needed and can be provided. 4. Make a final decision for the current school year—formal identification or continued monitoring with support services. 5. Refer the next level of appeal to the Director of Exceptional Student Services with documentation of original decision (ID Worksheet) and ensuing discussions with parents.” 	
<p>Early Access 12.02(2)(l) 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.</p>	<p>No, our AU does not offer early access.</p>	