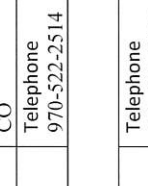
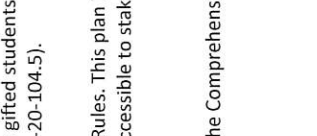




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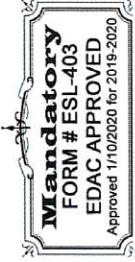
Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Logan Re-1 Valley School District	Fiscal Year: FY 2020	
AU Address 902 Clark		
City Sterling	State CO	Zip Code 80751
Gifted Education Director Name Dennis Klein	Telephone 970-522-2514	Email Address kleind@re1valleyschools.org
Gifted Education Program Director Signature 		
Superintendent Name Shila Adolf	Telephone 970-522-0792	Email Address adolfs@re1valleyschools.org
Superintendent Signature 		

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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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 align="center">Exceptional Children’s Education Act Program Element</p>	<p align="center">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
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</p> <p>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>Parents are informed of gifted identification procedures through multiple measures:</p> <ul style="list-style-type: none"> ● District website ● Note home to 2nd grade parents regarding CogAT administration (Spanish version available) ● Note home to parents of students who take the CogAT (new students, students with potential)(Spanish version available) ● Gifted coordinator at each school <p>Each school also has an Open House in August/September. There is opportunity within these evenings to allow parents to speak with GT Coordinators at their schools. On occasion, formal presentations have been made at the Middle or High School level.</p> <p>Concurrent enrollment is discussed during the Open House and Parent Meeting. High school counselors communicate concurrent enrollment options with students and parents each spring, through notes home, and announcements posted on the schools' websites. Northeastern Junior College is located in our community, which makes concurrent enrollment an attractive option for gifted students.</p> <p>Parent Teacher Conferences are each October, during which the student's Advanced Learning Plan is finalized. During September and October, parents, student, and teachers all have input into the ALP's content, which are standards-aligned.</p> <p>Career exploration starts at the middle school level, with various featured speakers students can select. Students also explore career and workforce options through their ICAP, which we utilize in grades 8-12.</p>	<p>Sterling School District intends to increase parent engagement and communication opportunities by:</p> <ol style="list-style-type: none"> 1. Investigate and monitor communication methods for parents to establish what parents want to know and how often. Implement a consistent method of communication that includes parent engagement opportunities, connections to local affiliate, and gifted student needs and programming options. <ul style="list-style-type: none"> ● <u>Step one:</u> Utilize district-wide parent feedback on survey sent out Fall of 2021 (GT Director and school GT Coordinators). ● <u>Step two:</u> Evaluate feedback and create two different options for communication that can be consistently used at each building level by Dec 2021 (school GT Coordinators, GT Director). ● <u>Step three:</u> Implement chosen communication options for two years through Spring of 2023 (school GT Coordinators). ● <u>Step four:</u> Evaluate impact through updated survey given in Fall of 2023 to assess needed changes (school GT Coordinators).

	<p>Parent engagement options are offered during each Ultimate Celebration at Northeastern Junior College. <i>Fighting Invisible Tigers</i> and <i>Gifted Teen Survival Guide</i> books are used as a resource for parents and students.</p>	
<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>"Gifted and talented children" means those persons between the ages of four 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.</p> <p>Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, 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:</p> <ul style="list-style-type: none"> • General or specific intellectual ability • Specific academic aptitude • Creative or productive thinking • Leadership abilities • Visual arts, performing arts, musical or psychomotor abilities <p>This definition serves as a basis for the implementation of all other program plan elements.</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</p>	<p>Referrals for gifted identification are obtained through multiple sources (teachers, parents, and students) at multiple times of the year. A body of evidence is reviewed by the student's MTSS team, which includes one member that is trained in gifted identification. Gifted identification information is located in the district MTSS manual. The body of evidence makeup includes quantitative and qualitative data. For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionality. Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation. A determination will be completed within 30 days after referral. The identification of the student is confirmed by the district gifted director. The gifted</p>	

<p>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 exceptional ability 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>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>	<p>director updates Infinite Campus and the district gifted database at that time for identified and talent pool students. The student's MTSS team sends the parent an identification determination letter. An ALP is then completed for identified students, through input from the student, parents, and teachers.</p> <p>Universal screening is conducted in Spring at the second grade level, utilizing CogAT 7. Parents receive a CogAT 7 detailed report explaining the results of the screening. Parents requesting follow-up meet with the gifted coordinator, principal, or district gifted director. CogAT 7 results are also uploaded to district student information systems, making data access efficient for the student's MTSS team.</p> <p>CogAT 7 is also administered (grades K-12) for any new students, along with students exhibiting potential to teachers and/or parents. Parents then receive a CogAT 7 detailed report and results are uploaded to district student information systems. The results are communicated to parents and the MTSS team.</p> <p>Observation scales include Scales for Identifying Gifted Students (SIGS) which parents complete, and the Gifted Evaluation Scale (GES-3) which teachers complete.</p> <p>Performance rubrics are available for arts, music, creativity, and leadership. The rubrics are from sources recommended from CDE Gifted Directors meetings.</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</p> <p>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</p>	<p>For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptional ability. In Sterling, the CogAT aptitude assessment, NWEA and CMAS tests, and behavior scales are all</p>	

<p>standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptional/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>used as they have nationally-normed capabilities to accurately and fairly assess gifted exceptionality.</p> <p>Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation. A determination will be completed within 30 days after referral. The identification of the student is confirmed by the district gifted director.</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>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>Identifications of giftedness made in Sterling are portable to other districts in Colorado as they all contain at least one nationally-normed qualifying score at or above the 95th percentile.</p> <p>When a student withdraws from the district, the body of evidence for identification and ALP is transferred to the new district.</p> <p>For students new to our district, if the body of evidence is incomplete, consultation with the former district, parents and student for reevaluation will be completed. If the body of evidence is determined to be complete, the student's gifted identification is accepted and programming opportunities from Sterling are offered as appropriate.</p> <p>A new student's ALP is reviewed within 45 days of enrollment into the district, and communication with parent is completed within 60 days.</p>	
<p>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 are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p>	<p>Each gifted student has an ALP developed in the fall, with input from the parents, teachers, and student. Included in the ALP is a student profile which includes interest inventories. A standards-aligned academic and affective goal is included. The academic goal is either derived from a current grade standard, in which the student goes deeper and more complex into the discipline, or is benched off the next grade level's corresponding standard. The affective goal is developed from personal, social, communication, leadership, and/or cultural competency standard areas. The ALP is considered in planning for post-secondary readiness, including</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 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>what coursework is necessary to follow a pathway to post-secondary targets. Each quarter, the teacher and student conference on the student's progress towards the academic and affective goals. The student's progress towards meeting the academic and affective goals are discussed with parents during the parent teacher conferences, which are conducted twice each year.</p> <p>Starting in the fall of 2016, our district implemented the standards-aligned ALPs, which are housed in the district's student information system. Since the ALPs are housed in the district student information system, student transition is an effective process as previous year plans and body of evidence are readily available. The school gifted coordinator also briefs the new grade level teachers about the incoming identified and talent pool students.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>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</p>	<p>Classroom teachers meet with students to discuss options for the academic and affective goals, reflecting on the student's body of evidence in the district student information system.</p> <p>The school gifted coordinator is a resource for ALP development, and parent input is solicited at this time to refine the goal areas. The ALP is finalized at the October Parent Teacher Conferences.</p> <p>Progress monitoring is inconsistent at this time as parent responses and communication have changed over the last few years. Sterling is currently investigating alternative measures, such as Google Forms, and/or automated text messages to assist with the progress monitoring of ALPs. In the meantime, current methods use parent-teacher conferences to do face-to-face check-ins with parents and record progress monitoring.</p>	

<p>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>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>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);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>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);</p> <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,</p>	<p>The majority of the gifted and talent pool students are identified in reading and/or math. At the elementary level, gifted and talent pool students are grouped by readiness level, allowing for a quicker pace and more depth and complexity of study. In January 2016, the district K-12 teachers received professional development (3.5 hrs) in depth and complexity. The district plans to continue depth and complexity professional development. The middle school clusters the students, whereas the high schools offer advanced courses, AP classes, and concurrent enrollment, both onsite, and at Northeastern Junior College.</p> <p>Many elementary students and parents attend the Northeast BOCES and East Central BOCES Ultimate Celebration held each spring at Northeastern Junior College. A few high school students have attended the annual Ultimate Scavenger Hunt.</p> <p>The district has focused to improve ALPs, with the fall of 2016 being the implementation of the standards-aligned ALP using the district student information system. Each student's academic and affective goal was developed through the input of teachers, parents, and the student. Since the academic goal is standards-aligned, in most cases, this goal is being implemented in the classroom of the strength area. The affective goal is implemented through various avenues, including advisors, counselors, or classroom teachers.</p> <p>All students in grades K-10 take the NWEA MAP assessment in reading and math, each fall and spring, thus allowing the student, teacher, and parents to monitor the student's achievement (including percentile rank) and growth. Teachers utilize the NWEA Learning Continuum to supplement the curriculum.</p> <p>Programming is articulated across grade levels through programming options listed in the MTSS Handbook, along with</p>	

<p>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>documentation of programming in each student's ALP. When a student is underachieving, the student's MTSS committee convenes to problem solve steps to improve the student's achievement.</p> <p>In past years, we have had staff trained from William and Mary in the implementation of Great Books. All of our elementary schools have implemented Great Books. The Gifted Education Regional Consultant has also provided Depth & Complexity and basic gifted training for Induction teachers in the district.</p> <p>For the past two years, the district has provided summer coursework in June for elementary gifted and talent pool students. Seventy-seven students participated in the June 2016 coursework, which included music, computer coding, and STEM projects. In consecutive years, participation has varied, but a minimum of thirty students per summer have been served through this program.</p> <p>Also, for the past two years, the middle school level has implemented an enrichment block for every student, allowing students to study an area of interest in their strength area. Middle schools also include the talent areas of band, jazz band, art, drama, choir, and student council.</p> <p>The district high schools offer advanced classes, Advanced Placement courses, and Concurrent Enrollment courses, onsite at the high school, and at Northeastern Junior College. There are numerous clubs, including FFA, Student Council, FCCLA, FBLA, Band, Choir, Drama, Technology, and Art for students to participate in.</p> <p>The high school counselors and advisors coordinate college representative visits, scholarship information, and coursework selection. Implementation of the texts <i>Fighting Invisible Tigers</i> and <i>Gifted Teen Survival Guide</i> started in the fall of 2016.</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</p>	<p>For the past two years, the gifted addendum has been embedded in the district Unified Improvement Plan. The gifted director presents information to the district's Administrative Council each month, Board of Education annually, and the district MTSS Committee as needed. The gifted director presents to the schools' staff or leadership teams as requested.</p>	

<p>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>The student's affective growth is monitored and measured with the student's teacher to ensure continual development.</p> <p>Gifted student achievement and growth data are disaggregated for reporting through Alpine Achievement and NWEA websites.</p> <p>A student, teacher, and parent survey was last conducted in January of 2015, highlighting areas of strengths and areas needing improvement. Our last Colorado Gifted Education Review was conducted on February 18-19, 2015. One immediate outcome of this review was the implementation of school gifted coordinators in each district school. Each coordinator received CDE identification training, along with CDE standards-aligned training.</p>	
<p>Personnel 12.02(2)(j)</p> <p>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 halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p>	<p>The district has four qualified staff in gifted education; three staff members are school gifted coordinators and the fourth staff member is the district gifted director for the administrative unit. Each gifted coordinator was trained by CDE in identification and standards-aligned ALPs in 2015 and 2016. The gifted coordinator is a member of the school's MTSS team, being a key resource for gifted student identification, ALP development, programming, and progress monitoring. Information related to program coursework to develop qualified personnel is shared with staff.</p> <p>Each year, two to three gifted coordinators attend the CAGT conference. Following this conference, each district teacher is invited to an afterschool professional development session when the coordinators share information learned at the conference.</p> <p>The district gifted director attends the state level director meetings and the annual CAGT Conference as able.</p> <p>Classroom teachers are highly qualified and paraprofessionals do not serve in a teaching role for gifted instruction.</p>	<p>Sterling School district intends to offer additional professional development opportunities through remote and live instruction offered in partnership with the Northeast GERC and Northeastern Junior College to provide for undergraduate credit. Topics included will focus on affective needs of gifted students and remote teaching strategies, including Depth & Complexity options.</p> <ul style="list-style-type: none"> • Step one: Assess staff needs in the Fall of each year through an online survey (GT Director) and utilizing input from school GT Coordinators. • Step two: Work with Northeast GERC and NJC to establish one or two course offerings for the year covering affective needs of gifted students, remote teaching strategies, and/or Depth & Complexity in the classroom (GERC, GT Director, school GT Coordinators). • Step three: Offer at least one PD opportunity in the Spring each year. • Step four: Evaluate effectiveness of PD opportunities through follow up surveys and feedback (GERC, GT Director, school GT Coordinators).

<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 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>Depth and complexity professional development (3.5 hours) was provided for all district teachers, K-12 on a regular basis. Depth and complexity icon cards, along with Q3 differentiation cards, were purchased for implementation at each school.</p>	
<p>Budget 12.02(2)(k)</p> <p>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</p>	<p>The district contributes financially to gifted education through the general fund. This is in addition to the state allocation that the district receives for gifted education, along with regional and universal screening and qualified personnel grant funds.</p> <p>School gifted coordinators and the district gifted director receive stipends. After school and summer enrichment courses are offered to the gifted and talent pool students. Students in grades 4-8 attend the annual CU Science Explorers each October. Annually, this typically includes 55 students and 11 teachers who receive this instruction and professional development. Many of our students take Concurrent Enrollment courses onsite at the high schools or at Northeastern Junior College. Students also participate in the Geography Bee, Spelling Bee, Ultimate Celebration, and Ultimate Scavenger Hunt.</p> <p>The gifted coordinators attend CAGT annually. The gifted director attends the state level director meetings, including the CDE Gifted Education Forum. Classroom teachers are invited to take CDE online gifted classes, along with registering for the eTips series. District-wide professional development in depth</p>	

<p>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>and complexity was implemented in January of 2016.</p> <p>Universal screening occurs in second grade, along with CogAT 7 administration throughout the school year for grades K-12, as requested. Gifted Education Scales-3, Scales for Gifted Students, Torrance Creativity, <i>Fighting Invisible Tigers</i>, and <i>The Gifted Teen Survival Guide</i> are purchased each year.</p> <p>Substitutes are provided for teachers to attend professional development.</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 <u>Financial Policies and Procedures Handbook</u>.</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 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</p>	<p>The parent handbook posted on the district website includes the process for disagreements regarding identification, programming, and ALP issues. Included are:</p> <ul style="list-style-type: none"> • The parent/guardian may appeal decisions of identification (within 10 school days of receiving the letter of 	

<p>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>recommendation for identification), programming, and ALP issues in writing to the Director of Gifted and Talented.</p> <ul style="list-style-type: none"> • The Director of Gifted and Talented will conference with the parents, teacher(s), principal, and school Gifted Coordinator. • The parent/guardian will be notified within five school days of the meeting. If the parent/guardian is dissatisfied with the recommendation from the Director of Gifted and Talented, he/she may appeal in writing to the Assistant Superintendent within 10 school days of receiving the letter of recommendation. The Assistant Superintendent will review the process and evidence and will respond in writing to the parent/guardian within 10 school days of receiving the letter of appeal. The decision of the Assistant Superintendent shall be final. 	
<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>You may check "no" if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	