



COLORADO
Department of Education

Gifted Education 5 Year
Comprehensive Program Plan (CPP)

AU Name Summit County		Fiscal Year 2020-2021	
AU Address 150 School Road, PO Box 7	City Frisco	State CO	Zip Code 80443
Gifted Education Director Name Ellen Clark	Phone 970.368.1238	Email Address ellen.clark@summitk12.org	
Gifted Education Program Director Signature <i>Ellen Clark</i>			
Superintendent Name Dr. Marion Smith, Jr.	Phone 970-368-1001	Email Address marion.smithjr@summitk12.org	
Superintendent Signature <i>M. Smith Jr.</i>			

Additional Signatures (if needed)

Printed Name	District	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.

<p style="text-align: center;">Exceptional Children's Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p style="text-align: center;">If the AU plans to shift practices over the next four 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>Our school district website contains a gifted section with information about gifted characteristics and the referral and identification process.</p> <p>Gifted coaches present information to District Accountability Committee and the Board of Educations. Gifted coaches attend community gifted advocacy meetings.</p> <p>Guardian input is solicited by email in ALP and ICAP creation.</p> <p>Student progress on ALP goals is reported quarterly. Gifted coaches email parents at least once per quarter with general or individual student information.</p>	<p>Target:</p>

Procedures for Parent, Family, and Student Engagement 12.02(2)(a)
(Extra Space – If Needed)

Programming options are constantly being researched and implemented to meet each student's needs. We offer in-class differentiation, independent study, online classes, acceleration, cluster grouping, affective guidance, and any accommodations a student might need.

Concurrent enrollment is available from 6th to 12th grade. Information is announced to all parents through email.

All school emails and classroom newsletters are translated into Spanish, the most common language spoken by parents after English.

Families are welcomed and strongly encouraged to participate in the school community. Each school has several whole-school events each year, such as open house, fun runs, exhibition, personal projects, speech tournaments, sporting events, talent shows, and assemblies. Parents are also encouraged to volunteer in their child's classroom.

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.

Gifted students are those persons ages four through twenty-one, whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs, both in academic and social/emotional realms. Gifted students have abilities and/or talents that lie well outside the norms of the typical learner and, therefore, require significant modifications to the pacing, depth and complexity of curriculum and instruction. (Colorado Department of Education)

Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the following:

- " General or specific intellectual ability
- " Specific academic aptitude
- " Creative or productive thinking
- " Leadership and human relations abilities
- " Visual arts, performing arts, spatial or musical abilities

Gifted children and youth come from all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities simultaneously.

Identification Procedures 12.02(2)(c)

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

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

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

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

12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionalism 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;

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

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

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

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

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

Gifted screening (NNAT) is administered in 2nd and 5th grade and results are discussed with concerned school staff. All students scoring 85th percentile and higher, and students that teachers or parents nominate, are referred for additional screening and assessments. Additionally, NWEA and CMAS assessment scores are used as achievement data points toward gifted identification.

The NNAT screener is meant to help identify language learners and twice exceptional students. Additionally, gifted coaches meet with ELA specialists to review ACCESS assessment data and gather anecdotal information about language learners.

Students may be referred for gifted screening by teachers, parents, and community members, such as coaches.

Summit School District's gifted handbook includes a 30-day policy from referral to decision.

We use checklists, portfolios, competition results, and expert opinion to identify leadership and the arts. We use the Torrance tests of creativity to assess creative or productive thinking.

We follow portability rules as directed by CDE: at least 3 pieces of evidence from at least 2 different types of assessments.

**Identification Procedures
(Extra Space – If Needed)**

Our gifted coordinator is endorsed as a gifted specialist by CDE. Gifted coaches meet with MTSS teams and with each other to determine eligibility for gifted identification.

Determination letters are sent by email to communicate if a student has been identified gifted or not.

An initial email with introductory information is sent to the family of a newly identified student. Emails are also sent regarding the ALP writing process and requesting input from parents.

We use the 95th percentile as identifying criteria for all normed assessments.

No single assessment can prevent a student from being identified gifted. A body of evidence is always considered.

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(15), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptional/distinguished compared to age mates.

Gifted screening (NNAT) is administered in 2nd and 5th grade and results are discussed with concerned school staff. All students scoring 85th percentile and higher, and students that teachers or parents nominate, are referred for additional screening and assessments.

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.

The NNAT screener is meant to help identify language learners and twice exceptional students. Additionally, gifted coaches meet with ELA specialists to review ACCESS assessment data and gather anecdotal information about language learners.

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.

NWEA and CMAS assessment scores are used as achievement data points toward gifted identification. We use the 95th percentile as identifying criteria for all normed assessments.

We use checklists, portfolios, competition results, and expert opinion to identify leadership and the arts. We use the Torrance tests of creativity to assess creative or productive thinking.

We follow portability rules as directed by CDE : at least 3 pieces of evidence from at least 2 different types of assessments.

No single assessment can prevent a student from being identified gifted. A body of evidence is always considered.

**Criteria for Determining Exceptional Ability
(Giftedness) or Talent Pool
(Extra Space – If Needed)**

	<p>1. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>2. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>3. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>4. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>5. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>6. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>7. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>8. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>9. Achievement of 90th percentile or higher on standardized tests in any subject area.</p> <p>10. Achievement of 90th percentile or higher on standardized tests in any subject area.</p>	
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Identification Portability 12.02(2)(e)

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

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

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

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

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

We follow portability rules as directed by CDE: at least 3 pieces of evidence from at least 2 different types of assessments.

Body of evidence and ALP's are transferred to a new district when records are requested.

Gifted coaches will contact a student's previous school if the body of evidence is not evident. Re-evaluation is requested if a body of evidence is not available.

New students who were identified gifted at their previous school district are reviewed by the gifted coach within 45 days and parent communication is within 60 days. Usually, the time frame for review is about 10 days and parent communication is within 15 days.

**Identification Portability
(Extra Space – If Needed)**

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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:

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

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

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

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

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

ALP content includes:

- "student demographics
- "assessment information
- "ALP contact personnel
- "state gifted classification
- "summary of identification body of evidence
- "information about student strengths and interests
- "SMART goals related to student strengths and interests
- "standards related to SMART goals
- "content/strategies/interventions planning to support goal attainment
- "academic and affective goals
- "quarterly progress updates
- "scheduled review date
- "parent, teacher, student, and principal signatures

ALP's are shared by email and at fall and winter parent teacher conferences. Teachers and gifted coaches confer with students at least once per quarter to plan, review, and evaluate progress of ALP goals. ALP's are filed in student cumulative files at each school.

Input for affective needs are solicited from parent, student, and teachers to create an affective goal guided by National Association for Gifted Children (NAGC) affective standards. Affective goals are monitored at least quarterly through discussions with teacher and students and reported to parents.

**Advanced Learning Plan Content
(Extra Space – If Needed)**

ALP planning begins at the end of the school year, when a student reflects on their current ALP goals and suggests ideas for next year.

ALP Procedures and Responsibilities 12.02(2)(g)

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

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

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

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

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

At the beginning of the school year, the gifted coach meets with the classroom teacher, the student, and the student's parents (or sends an email to the parents), to review student's strengths and interests and to help align them with grade-level content and instructional units.

Goals are written collaboratively by the classroom teacher and the gifted coach at the elementary level, and by the student and gifted coach at the secondary level. Progress monitoring occurs quarterly and ALP's are updated and communicated to parents at parent conferences or by email.

**ALP Procedures and Responsibilities
(Extra Space – If Needed)**

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Programming 12.02(2)(h)

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

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

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

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

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

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

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

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

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

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.

Gifted education programming includes a range and variety of options to address student needs. Programming is adaptable to the resources within our district and may be delivered within the student's regular classroom and/or in special groups.

Programming is linked to identified student strengths, with options and strategies matched to the identified academic and affective needs of students.

Programming ultimately seeks development of the whole child so that gifted students become successful adults demonstrating self-esteem, self-efficacy, and creative productivity.

All grade levels have access to differentiated instruction supported by gifted instructional coach. Grades K-5 practice gifted cluster grouping.

Grades 7-12 have access to Edgenuity, an online program that offers accelerated coursework. Grades 7-12 students are able to opt-in to higher-level courses based on a body of evidence demonstrating readiness.

High School offers AP, concurrent enrollment at the local college, and the IB Diploma Program.

Programming
(Extra Space – If Needed)

Pre-collegiate and pre-advanced placement support are provided through gifted coaches and school counselors who may help families navigate the coursework available and coach students who might need organizational or goal-setting support.

Post-secondary options include concurrent enrollment, job internships, and job shadowing.

Social emotional support is also supported by regular group meetings facilitated by the gifted specialist. At the elementary level this is called "lunch bunch". At the middle school there is a monthly gifted meeting. At the high school, there is a Reach class offered each quarter.

GT students' areas of strength are identified through achievement tests and student interest surveys. ALP goals are written to support the strength area and supported through the various programming options listed above.

ALP's are developed through collaboration between the gifted coach, student, teachers, and parents. Planning for ALP's begins the previous school year and is written by December 30 of the new school year.

Transition meetings are held between teachers and gifted coaches at all grade levels. These meetings are held at the end and beginning of each school year.

Evaluation and Accountability Procedures 12.02(2)(i)

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

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

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

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

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

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

A CDE endorsed gifted specialist is the gifted coordinator for the school district, working with all building gifted coaches to ensure consistency in identification procedures and continuity in gifted programming.

Building-level gifted coaches support all classroom teachers in providing differentiated instruction and social emotional support.

We disaggregate our data in Alpine and evaluate growth and achievement with CMAS and NWEA scores. UIP Addendum goal setting is aligned to the data analysis we performed.

Affective goals are developed through collaboration between the parent, teacher, student, and gifted coach, using NAGC standards to guide the goal.

A member of SAGE (community advocacy group) attends gifted coaches meetings and gifted coaches attend SAGE events.

Additionally, gifted presentations are made to the district accountability committee (DAAC) and the Board of Education (BOE) annually.

**Evaluation and Accountability Procedures
(Extra Space – If Needed)**

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Personnel 12.02(2)(j)

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

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

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

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

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

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

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

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

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

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

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

"Gifted students' instruction is provided by classroom teachers, all of whom are highly qualified by CDE standards

"Gifted coaches are CDE licensed teachers and provide counseling and coordination of programming for gifted students

"Ellen Clark, Student Support Services Director, is responsible for the management of the program plan and gifted education professional development

"Additionally, 2.2 FTE gifted coaches serve our 6 elementary, 1 middle, and 1 high school. These are the only personnel funded with gifted funds.

All school district personnel have access to professional development in gifted education through online university classes, CDE professional development, and professional study teams within the district.

Personnel
(Extra Space – If Needed)

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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 towards the AU's gifted student education program described in the AU's program plan. Funds requested from the Department may be used for:

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);

12.02(2)(k)(i)(B) Professional development and training relating to gifted education;

12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;

12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and

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.

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.

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

Yes

Budget
(Extra Space – If Needed)

1. **Personnel**
2. **Materials**
3. **Travel**
4. **Other**

Record Keeping 12.05(1)

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

12.05(2) Inventory

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

12.05(3) Student Education Records

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

12.05(4) Confidentiality of Student Education Records

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

12.05(5) Maintenance and Destruction of Student Education Records

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

"Financial records are kept in accordance with principles of governmental accounting and we are audited annually

"No equipment is purchased with gifted funds

"ALP documents are always filed in students' cumulative records

"Electronic ALP's are stored in Alpine Achievement, which follows FERPA regulations to protect student privacy

"Gifted students' records and ALP's are stored at the student's school and on Alpine Achievement. After a student has left the district, records are retained in Alpine Achievement.

**Record Keeping
(Extra Space – If Needed)**

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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.

Procedures for disagreement regarding gifted identification and early access are detailed in the district's gifted handbook.

Parents may appeal the gifted identification determination by submitting an appeal in writing. If the parent chooses, they may obtain additional testing information at their own expense.

CDE's guidelines are very clear about gifted identification requirements. If the student data meets the requirements, the school district will reverse its decision. If the data does not support gifted identification, a meeting will be held between the parents/guardians, assistant superintendent, gifted coach, and school principal. A decision will be rendered within 14 days of meeting with the parents.

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.

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

No, our AU does not offer early access.

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

- AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.
- AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.