



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Thompson School District		Fiscal Year: FY 2020-2021
AU Address 800 S Taft Ave		
City Loveland	State CO	Zip Code 80537
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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.



<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>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) 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>The Thompson School District (TSD) maintains a website where much of the available information on gifted education is housed. http://www.thompsonschoools.org/page/3485. This website has information on how parents can access the identification process and services provided to students, in addition to resources for parents. Several pages have been translated into Spanish, and each page has a link for translation through Google Translation Services. We also have every GT district and school personnel’s contact information posted for easy access by the public. Our application for early entrance is available to parents here from March through August in addition to paper versions at our administration building.</p> <p>We have a parent handbook (available online) and a staff handbook. The staff handbook has letters GT teachers can use to send home for permission to test and to inform parents of the results of the testing process. These letters have been translated into Spanish and the parent handbook is available in Spanish as well (over 90% of our non-English-speaking homes speak Spanish).</p> <p>When new students are identified as gifted, parents are given a packet of information from the Gifted Education Parent Liaison, which is also available online. This packet contains general information about giftedness, school and district contact information, and region and district-specific information about enrichment and activities in the area. Parents are also informed of our Advanced Learning Plan (ALP) process through the parent packet. Transfer students’ data is sent to the GT Administrator for review. If the Body of Evidence (BOE) is complete, the ID is transferred. If the BOE is not complete, GT teachers in the school follow-up with further testing as needed.</p>	

	<p>The district employs a GT Parent Liaison whose job is to communicate with families and help them navigate our system. She also manages several GT Parent Meet-Ups throughout the school year in which parents are invited to learn more about a topic of interest. Past topics include services and accommodations for twice-exceptional students, college planning, affective needs of gifted students, talking to teachers at parent conferences, and information on our services for early entrance, elementary, middle, and high school. Parents are also invited to be an integral part of the ALP development and writing process. The GT Parent Liaison also sends out a monthly newsletter which gives parents information about upcoming events as well as information about parenting gifted students. These newsletters are also available online for those who do not wish to be on our email list. Many other opportunities for parents to be involved in their school community occur throughout the year, and those opportunities vary by school. GT Teachers also update parents on student progress throughout the year and specifically with report cards and conferences. GT parents can also choose to be involved in the local CAGT affiliate, NOCOGifted, which was formed by several TSD parents. This group supports GT advocacy in TSD and our region and provides several events each year for parents to learn about programming and services available in our region.</p> <p>All programming is based on students' identified strengths. Pull-out classes at the elementary level support extended learning. Secondary schools offer honors and accelerated classes for students in their strength areas. These interventions are then managed through the students' ALPs. The Thompson School District has many options for students to be involved in concurrent enrollment or college-level classes. Information about these opportunities is available online, and high school counselors work with GT students to understand their options and available programming supports. Additional information about concurrent enrollment can be found here: https://www.thompsonschoools.org/Page/16488</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>The Thompson School District uses the state definition which serves as the basis for the implementation of all other program 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</p>	<p>Our district identifies students in each category of giftedness outlined in the state definition. Roughly 10% of our district's students are identified gifted,</p>	<p>Nationally districts struggle to identify students from all populations for their gifted programs. This is due to many factors, including test bias, teacher</p>

<p>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>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>and about 87% of gifted students are identified in a specific academic area. While our demographics for GT students do not yet match our district as a whole, we have been improving for years and still work thoughtfully to improve our process to make access more equitable for all students. TSD participated in the Twice Exceptional Project through CDE which helped us identify more twice exceptional students. Members of our Language, Culture, and Equity Team (including the Gifted Administrator) participated in the English Learners/Gifted and Talented (EL/GT) cohort that worked to make recommendations to the state to help support identification of this under-represented group. We also include opportunities for students to use portfolios and performances as evidence of precocity for identification purposes so we do not rely solely on standardized tests. 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 (BOE). Anyone can refer a student at any time during the school year. Once a nomination or referral is received by the GT teacher or counselor at the school, that staff member begins the testing process. All previous data is reviewed and any new data required is obtained through testing or a portfolio submission. Teachers have 30 days to inform parents of the results of the identification process. When a student is identified, they are given a determination letter with a packet of information from the GT Parent Liaison that includes information about the ALP process. GT Teachers write an ALP for all newly identified students within 45 days. If a student is not identified within 30 days, but there is some qualifying data, that student is placed in the talent pool to ensure ongoing monitoring. Additional testing with other assessment tools is provided.</p> <p>The review team for identification includes the GT teacher, the GT Administrator, and the GT Parent Liaison. Parents and classroom teachers also provide input on nominated students, mainly through normed behavioral checklists. When students show potential or aptitude through referral, universal testing, assessments, or other data, that student is placed in the talent pool. Students in the talent pool receive services in their strength area.</p>	<p>referral bias, and inequitable access to educational enrichment, among others. To support our work in improving equity with our identification of under-represented populations, during the 2020-2021 school year, we commit to:</p> <ul style="list-style-type: none"> • Implementing new identification guidelines as determined by the EL/GT cohort from last year that includes using ACCESS data as a piece of evidence in the BOE and developing new procedures for using the World Language category for identification. [To be implemented by the GT administrator before November 1, 2020] • Working with the Federal Grants Coordinator to develop modules for presentation at parent nights in our Title I schools. Using an interpreter, the GT Administrator will present information to parents on the characteristics of giftedness and encourage parents to refer their children for assessment. [To be implemented by the GT Administrator at various times during the 2020-2021 school year] <p>We will measure our success by analyzing our gifted student demographics to determine if they are more representative of our district population.</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>The parent and staff handbooks have information available to all stakeholders about the identification process and requirements for identification. Our identification process is available for all students,</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>kindergarten through twelfth grade. Our identification process is open year-round, so a student can be identified at any time, from elementary through high school. We screen all students beginning in second grade with the Cognitive Abilities Test (CogAT) and continue screening with CMAS, iReady, district common assessments, and referrals. TSD added the CogAT Screener for 6th graders in 2017 to help us potentially identify more students from under-represented populations. For Spanish speaking students, we are able to give the Kaufman Brief Intelligence Test (K-BIT) in Spanish, and the CogAT 7 can be given in languages other than English to second and sixth graders during the universal screening process. The GT Administrator and the English Language Development (ELD) Coordinator work together to review ACCESS data. Students who grow more than expected are referred for additional testing. New guidance from CDE will allow us to use this data in the Body of Evidence (BOE) beginning in 2020. We consider both quantitative and qualitative data when making decisions about student placement in GT. Scores on standardized assessments must be at the 95th percentile or higher or Exceeds/Distinguished on state assessments. Advanced performance as measured by a juried performance, award, or portfolio review is also accepted as evidence for the BOE. GT teachers collaborate with talent area teachers for non-academic identifications, specifically for behavioral rating scales and the collection of portfolio evidence. Community volunteers support juried performance reviews.</p> <p>The review team for identification includes the GT teacher, the GT Administrator, and the GT Parent Liaison. Parents and classroom teachers also provide input on nominated students, mainly through normed behavioral checklists. The GT teacher in the school collects all data for the BOE and sends the profile form to the district office where it is reviewed by the GT Administrator. The GT Administrator approves or sends back the file for more information. If the student is approved, the GT Parent Liaison verifies and enters the data into Infinite Campus, our student information system. Once a student is identified, parents are sent a determination letter with a packet of information about local resources and ALP procedures. The determination letter and the signed ALP (with qualifying data) are added to the student's CUM folder to facilitate portability. If a student's review team determines they do not have enough data to qualify for a formal identification,</p>	
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	<p>they are included in the school’s talent pool and services are offered in students’ strength areas.</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>The Thompson School District uses state rules for identifying students. All data and/or ALPs from students who transfer in with an identification from another district are reviewed within 30 days. Students who transfer to our district with an identification that meets state guidelines are immediately added to our GT roster and parents are notified with a determination letter and parent packet. When the BOE is incomplete, the GT teacher or counselor can gather additional data to meet state guidelines for identification. We also contact previous schools and districts to determine if eligible data was used that was not recorded on the ALP. All determinations are made within the 45 day window. A new ALP is written 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>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>Advanced Learning Plans (ALPs) are written for all identified students. ALPs for elementary and middle school students are written and stored in Alpine Achievement. ALPs for high school students are combined with the students’ Individual Career and Academic Plan (ICAP) and stored in both Naviance and the GT counselor’s secure Google Drive. These blended plans contain all the required elements of the ALP. Standards-aligned goals are written for/by students for each identified strength area. Students also write an affective goal that represents development of personal, social, communication, leadership, and/or cultural competency; and parents write a goal for how they will support their child’s growth. Differentiation strategies for the classroom and structural accommodations (such as accelerated classes) are recorded on the ALP. ALPs are signed by parents, students, GT teachers, and classroom teachers. A signed copy is sent home with the parents, a copy is added to the student’s CUM folder, and the original is stored in yellow GT folders. ALPs contain information on how the student was identified and current achievement data for their area of strength. All ALPs are kept in confidential folders or in our secure online system. Student progress is communicated to parents during district-wide conferences and reporting periods. GT teachers and parents are always invited to schedule individual conferences as needed.</p>	

	<p>The Gifted Education Department has used state grant funds to purchase resources for teachers to extend or expand learning opportunities for gifted students. Examples of these are Jacob’s Ladder, Junior Great Books, Project M3 and M2, William and Mary Units, and Ed Zaccaro Challenge Math. These resources support gifted students achieving their ALP goals. Thompson is also working to train staff in the Depth and Complexity Model to provide support in the regular classroom and in gifted classrooms. In the talent areas, TSD provides students access to arts-integrated schools with the LISA (Loveland Integrated School for the Arts) program that offers a variety of classes in visual arts, performing arts, and music. The GT department funds opportunities for middle school students to engage in a photography project. Talented art students are able to participate in the Shadows in the Arts program which provides instruction from a local professional artist.</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>TSD practices a gradual release model for developing ALPs. In the elementary level, plans are written by GT and classroom teachers in collaboration with students and parents. At the middle school, students begin to take a more active role in ALP development; choosing goals for themselves with input from GT and classroom teachers and parents. In high school, students write their own goals to best align with their desired college and career path.</p> <p>Students are transitioned from one level to the next during a transition meeting that occurs each spring. GT teachers meet with each other to pass on yellow GT folders and to provide information regarding best learning environments for each identified and talent pool student. At the high school level, GT counselors help students develop their own ALP goals that relate to post-secondary readiness. GT counselors also help students register for concurrent enrollment options as well as higher-level classes on high school campuses. TSD offers a wide range of college and career pathway opportunities for students.</p> <p>Progress on academic and affective goals is shared with parents during conferences and recoded on the ALP. Additional progress monitoring can be sent home with student report cards as GT teachers provide supplemental information to classroom teachers for standards-based grading.</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.</p>	<p><u>Programming</u> for gifted students varies somewhat depending upon the level of staffing at each school. All schools use differentiation within the regular classroom as their main method of meeting the needs of GT students. Additionally, at the elementary level,</p>	

<p>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, 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>students can receive a pull-out class that provides support in their identified area. Instruction in these classes is Tier II or Tier III, depending on needs. The amount of time GT students are pulled for advanced instruction varies by school according to the number of students identified at each site and the amount of GT staff that school receives (see Personnel below for more information). The district purchased advanced materials for teachers to use with these classes (Junior Great Books, William and Mary Curriculum, Jacob's Ladder, Navigator Units, and Project M³). Students identified in talent areas receive services in their strength area from that area's teacher, such as the music teacher or art teacher. TSD also has arts programming available through the Loveland Integrated School for the Arts (LISA) program. Students who are identified in General Intellectual Ability either work with the GT teacher in a strong, but non-identified area such as Reading or Math, or work on critical thinking. Affective needs are addressed within these pull-out classes, or sometimes with the school counselor. Middle schools use the GT teachers for some small group affective work, co-teaching, and as resource providers. Students can be pulled for individual or small group work on a specific topic for a short period of time (such as a social skills group or work on perfectionism), or GT teachers can work with classroom teachers on improving differentiation. High Schools employ GT counselors who help students with affective needs and ensure that students are planning for college and careers. We have several programs that increase rigor for students in high school, including the International Baccalaureate (IB) Diploma Programme, Advanced Placement (AP) classes, and the LISA program which offers students content classes taught through an arts lens as well as increased options for elective arts classes. Students in all levels can participate in the Shadows in the Arts Program which invites talented art students to learn a specific media from a local artist. High schools also provide Pre-AP programming for students, or MYP-IB classes. TSD also offers scores of concurrent enrollment options for high school students. Our E3 program (Engage. Explore. Expand) offers students the opportunity to re-engage in school outside of the traditional classroom. GT teachers at all levels monitor GT students' learning and growth to support students when they might be underachieving. These program options support the collaborative development of the student's ALP.</p> <p>Our district uses the Iowa Acceleration Scales to determine grade-level acceleration placements. We also have a procedure in place for content</p>	
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	<p>accelerating students in math that begins in elementary school. In middle school, students can take a telescoped math pathway which will allow them to study through Algebra I in eighth grade. We also use the state law to allow highly gifted students to enter kindergarten or first grade one year early.</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>GT student data is disaggregated within the district by the GT Administrator. Trends within our district are noticed and evaluated. The GT administrator shares disaggregated data with GT teachers and together they use that information to develop goals for the GT program. These data and goals are shared with district administrators to embed into the District Unified Improvement Plan (DUIP). All GT teachers in our district are working with classroom teachers to help them develop competency-based lessons to show advanced classroom performance. All student data is stored in Alpine Achievement and can be accessed in schools by the GT teacher. GT student growth (achievement and affective) is monitored on Advanced Learning Plans.</p> <p>In addition to the Gifted Education Monitoring (GEM), the GT department conducts its own evaluations. The parent and teacher survey created by CDE for its monitoring is given each year in the spring to determine customer satisfaction with our program. These results are shared with principals, GT staff, and the Gifted and Talented Advisory Council (GTAC). GTAC meets the first Tuesday of each month beginning in October. We have representatives from each level of teaching staff (elementary, middle, and high), administration, parents, and our community. This group works on a different topic for a year or two, developing a plan for improvement in that area. Some topics have included mental health supports for GT students, math acceleration, programming for middle school, and increasing the number of students identified from under-represented populations. The council decides at the beginning of each year what the focus will be based on data from our internal program review.</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>The Thompson School District employs a GT specialist in every school. The staffing levels vary based on the number of identified students at the school and the type of service offered at each level. Elementary schools provide academic pull-out classes and are staffed at 33%, 50%, 67%, or 100%. Middle schools provide differentiation and affective support, and receive staffing between 50% and 132%. High schools use counselors to write ALPs and work with students on college and career planning. The district employs 50% counselors at four high schools and a 100% counselor at our largest high school. Each of these</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>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>staffing allocations is for a certified teacher who is devoted specifically to GT students. Additionally, the district employs a full-time Gifted Education Administrator to oversee the program for the entire district and fulfill the state reporting requirements. This staff member also evaluates GT personnel in buildings. The GT Parent Liaison works with the Gifted Education Administrator to engage parents in our schools.</p> <p>The Thompson School District is committed to employing qualified personnel in their gifted and talented positions. To this end, TSD requires all new GT teachers with a 50% or higher contract to become certified or endorsed in gifted education by the end of their 5th year. We work with the University of Northern Colorado to support this requirement. Also, all GT staff are certified teachers or counselors, not classified staff. The Gifted Education Administrator is expected to have a Master’s or Endorsement in Gifted Education and an Administrator’s license.</p> <p>Professional Development is offered primarily through the North Central region and CDE. TSD also works with local vendors and universities to provide specific training designed mainly for classroom teachers working with gifted students. The Gifted Education Administrator is responsible for training all new staff on the identification, programming, and record keeping tools used in the district. Using state money, the district has provided trainings on instructional materials used with gifted learners in our schools, like Junior Great Books and Project M3. Depth and Complexity trainings will continue to be provided with a locally trained facilitator.</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>The Thompson School District submits an annual budget to CDE. This budget includes spending for state funds as well as AU funds. The majority of AU funds support gifted education personnel in every building. State funds are used in allowable categories, with the majority spent in curricular and testing materials to support GT students, staffing for district-level GT personnel, and professional development for all teachers.</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>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>Our Procedures for Disagreements are posted online. A copy of the procedures are also provided to parents in the Parent Packet, given to all parents of newly identified students. Parents begin the process with the teacher, move to the principal, the GT Administrator, the Director of Elementary or Secondary Education, the Chief Academic Officer, and finally the Superintendent. The disagreement moves up the ladder until it is resolved. http://www.thompsonschoools.org/Page/3488</p>	
<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. <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 checked="" 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>	
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