

**Colorado Department of Education (CDE)  
Gifted Education Program Plan  
2012 – 2016**

**PROGRAM PLAN EXAMPLE  
Communication – Single AU  
Identification – Multiple District AU**

<b>Administrative Unit's Name:</b>		<b>Region:</b>
<b>Name of Gifted Education Director/ Coordinator</b>		
<b>Director's e-mail</b>		
<b>Director's Address: Zip</b>	<b>City:</b>	
<b>Director's phone number</b>		<b>Fax</b>
<b>Name of Superintendent/BOCES Director</b>		
<b>Superintendent's Signature</b>  <b>Date:</b> _____		
<b>The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.</b>		

**Section II: Elements of the Program Plan**

Section II is completed by every administrative unit (AU) – A Program Plan includes all elements and describes the gifted program and priorities based upon district and community resources. The guidance document for completing the Program Plan is at <http://www.cde.state.co.us/gt/index.htm>.

**Directions:**

Write the administrative unit's description and targets for each element in the blank, white, space provided in the template (include district level descriptions and targets, if appropriate, in multiple district administrative units). An explanation of each element in the guidance document provides details for the description. The description may be in paragraph form and align with the numbered criteria within each of the elements as outlined in the guidance document.

It is not uncommon in a multi-district AU for districts to be in different stages of development towards addressing the elements of the Program Plan. A multi-district

AU may include both a general AU description and targets along with unique district level descriptors and/or targets. The format for multiple district AUs descriptions in any applicable section is: General AU description, AU targets, District description, District target/s.

State Performance Plan indicators relevant to communication

- 100% of administrative units will implement methods to provide all stakeholders with access to current information about identification process and programming for gifted students; and, methods for parental engagement in identification and programming.

**Communication**

AU Description:

- **Methods by which the AU communicates to educators and parents**

The school district employs a variety of communication avenues to communicate all aspects of the gifted program: categories of giftedness served, identification procedures, programming options, regularly updated achievement results, and contact information for each building/site. This information is accessible via the "Gifted Student Services" link on the district website as well as available in printed form at each building. Information about upcoming special events is regularly posted on the "Happenings" portion of the web-site and such events are also listed in the local community daily newspaper.

At present, communication on the web-site and in print is provided in English and Spanish. However, our recently expanding population of second-language learners from other countries has allowed us the opportunity to work with bi/multi-lingual volunteers in the community who assist us in communicating for other language needs; we presently are able to offer translators for Russian, and French-speaking families. Additionally, two (gifted) student volunteers are working on a "Page Speak" option on the web-site for visually impaired needs.

Our yearly "State of Gifted Programming" report is printed and presented each May at the district board meeting with minutes of the meeting published on the district web-site, available in the Board Meeting notebook (housed at Central Office) and published in the local paper.

Outreach occurs each fall at "Back to School" night which occurs at every building where gifted facilitators present an overview of gifted services and identification procedures. This meeting is open to any parent or student who is interested in the gifted programs within our district. Outreach efforts will expand as we implement plans to present this information, using a translator at the community center and a local church in an effort to include more of our second-language and underrepresented populations.

Recent implementation of the RTI process has provided yet another avenue for

communication. As building level "Student Study Teams" convene, parents and students may be involved in the process of investigating options to meet the needs of each student. In addition, twice-a-year (fall and late spring) ALP conferences with students, teachers, facilitators and parents offer yet another opportunity for communication to occur.

AU Target/s:

- We will continue to monitor and revise our communication procedures and avenues, using data from the yearly gifted survey to make adjustments and improve communication.

### Definition

Directions: Write the administrative unit's definition for gifted students that aligns with the State's definition. If the definition is the same as the State's definition merely mark the box and do not rewrite the definition.

☐ Check the box if the administrative unit uses the State definition for gifted students.

or

Definition:

### State Performance Plan indicators relevant to identification.

- 100% of administrative units will increase the identification of gifted students from traditionally under-represented population if indicated as a need by local data.
- 100% of administrative units will implement procedures to identify gifted students in all categories of giftedness.

### Identification

### Multiple District AU Example

AU Description:

#### • **Current Demographics for AU Spring 2011**

The AU has kept demographic trend data by district since 2005. Although progress has been made, proportionality remains an issue. District demographics are changing and require a need for on-going professional development regarding characteristics of giftedness in less represented groups. As of Spring 2011 69.8% of total population is Caucasian compared to 86.7% Caucasian gifted population and 39.4% of total population is FARM compared to 19.8% FARM gifted population.

#### • **AU's Identification Procedures:**

The BOCES AU website includes comprehensive descriptions for parents and teachers about characteristics of gifted students, identification procedures, the development of an Advanced Learning Plan, programming options, appeal processes, and a procedural flow chart. Many forms, such as letters and checklists,

are provided in both English and Spanish. Gifted Education contact information for each district is current should there be questions. Districts may have their own gifted website about identification procedures and processes. All districts provide a link to the BOCES Gifted Education website.

- **Referral Procedures and Sources of Referrals:**

Students may be identified through a universal RtI screening process and/or oral or written referral from classroom teacher, administrator, community member, parent or student.

- **Screening Procedures and Tools used for Grade Level Screening:**

All districts screen all students at one or more grade level using behavioral inventories and/or the NNAT or CogAT depending on the population in the district.

- **Primary Tools for Identification and Description of the Required Body of Evidence**

A body of evidence, organized on the Student Profile, may include but is not limited to KOI (Kingore Observation Inventory) data or other behavioral checklists, grade level screening data – if available, formal and informal classroom and district assessments such as NWEA and CSAP, portfolio documentation, parent and teacher checklists, student self-assessments, and anecdotal records. The team determines if a student requires additional testing. Both qualitative and quantitative data is considered. Available testing materials include the Torrance, Test of Creative Thinking, Cognitive Abilities Test (CogAT) Naglieri (NNAT) and in rare cases, the WISC III, administered by a School Psychologist.

The Student Profile has space to collect data in six areas: behavior, ability, motivation, performance, achievement and interests. It also includes an area for “special considerations.” Students must achieve at or above the ninety-fifth percentile on a standardized test in the area of exceptionality. Some students may have such strong evidence of superior abilities that further testing is unnecessary (such as the case in students with strengths in the performing and/or visual arts or psychomotor areas.) These students require rubric progression information in their area of strength.

***Special consideration is considered for students who may have unique needs such as ELL, Sped, 504, 2x, and/or culturally diverse.***

- **Review Team Procedures:**

Students considered for identification are brought to the attention of the Gifted Student Support Team/Intervention Team or Child Study Team at the Tier I Level. Universal interventions for advanced learners are implemented and monitored. These include interventions such as differentiated curriculum, instruction and assessment, vertical progression on skill continuums, flexible pacing, pre-assessment, and independent projects.

If progress monitoring indicates that more intensive Tier II or Tier III interventions are required, the Gifted Student Support/Intervention Team or Child Study Team under the guidance of the gifted education facilitator or school psychologist will meet. During this meeting the "body of evidence" is reviewed and organized on the Student Profile document.

- **Methods by which procedures and information are clearly articulated to stakeholders – parents and educators – for equal and equitable access to identification.**

Although the BOCES website includes a comprehensive description of procedures and processes, resources, forms and contact information for both teacher and parent use, C-GER data indicates this as an on-going need for districts in our region. (See below for next steps)

*Parents need to be partners in the Gifted Student Support Team/Intervention Team processes and should be invited to all meetings.*

All parents are notified of grade level screening procedures and outcomes.

- **A communication procedure for parental engagement in the identification process, notification of determination, and development and review of the student's ALP:**

Before any additional testing begins parents are notified, and permission to test further is obtained in writing.

Parent checklists are completed in the home language.

Once written parent permission is received, the formal process does not take more than 30 days so parents and educators are kept informed and involved. Possible decisions the team may make that is communicated to parents and teachers are:

To flag a student as gifted in one or more areas, identify strengths and interests, collaborate and design an Advanced learning Plan and begin gifted education programming;

Delay identification indefinitely in order to gather more documentation through progress-monitoring over time and place student in a "talent pool" or,

Decide that there is insufficient evidence that the student has outstanding strengths requiring gifted education programming

Parents are notified of the decision of the Gifted Student Support Team/Intervention Team in a timely manner. Sample letters are available on the AU website.

***If identified, an Advanced Learning Plan (ALP) is written at the time of placement. This plan includes a description of programming designed to***

***meet the student's identified strengths and interests.*** Parents are given an opportunity for input during the development and annual review of the plan. This plan must be reviewed annually with parents (and students when appropriate) and a signature page is kept on file.

Student need for special programming and an ALP is reviewed every three years (or at transitions) and during ICAP development.

### **Equal and Equitable Access:**

Special considerations are necessary when identifying students from less-represented groups. The AU has assembled examples and posted them on the web site for parent and teacher review to assist when considering eligibility of students from poverty, those with high mobility rates, linguistically and culturally diverse learners, underachieving gifted learners, visual-spatial learners, and twice-exceptional learners.

### **AU Target/s and Improvement:**

- **Demographics** – Annually, each district will examine their own data and identify appropriate targets for improvement to ensure equal and equitable access.
- **Procedures**
  1. All districts will review identification process and ALP review procedures annually with all staff. Efforts will be made for outreach to all parents about the identification and screening process through the local media, district website or brochures and flyers. The AU Gifted Coordinator will assist with training and the development of materials for professional development as requested.
  2. All districts will expand the identification into "other" categories and increase the percentage identified "other" from 4% in 2011 of the total gifted population to 8% of the total gifted population by 2016.
  3. All districts will, at minimum, have a link to the BOCES Gifted Education Website for parent and teacher access.
  4. The AU Gifted Education Advisory Team will annually review identification procedures and update the website and training materials as necessary.

### Optional for multiple-district AUs

District Name and Description: All districts have agreed to meet and/or exceed the above listed procedures and processes for gifted student identification. Listed below are specific district level targets:

District Name and Target/s:

- **Demographics:**

District 1: Increase representation from underrepresented groups by 5% by 2016 by creating a talent pool to develop and identify students with gifted potential.

District 2: Increase representation of FARM students by 3% by 2016 by improving the wide-net universal screening process.

District 3: Balance gender representation in gifted population by 2014 by providing annual professional development to classroom teachers about gifted student characteristics.

District 5: Increase percentage of identified students from 2% to 4% by 2016

District 9: Identify highly gifted students at the primary level who require advanced programming

- **Identification:**

District 1, 3 and 5: Work with K-12 administration, specialist teachers and classroom teachers to increase understanding of characteristics of giftedness in creativity, leadership, art, music and the performing arts.

District 4: Create a District Gifted Education Website for stakeholder use regarding identification procedures and ALP programming options in all areas of giftedness

State Performance Plan indicators relevant to programming.

- 100% of administrative units will declare and could implement at least one method of Tier II and Tier III programming to serve each category of giftedness as appropriate for individual gifted students.
- 100% of AUs will implement ALPs in high schools by fall 2014 either as a blended plan with the ICAP or as a separate individual ALP.
- Colorado will have a policy or guidelines for acceleration.

**Programming**

AU Description:

AU Target/s:

Optional for multiple-district AUs

District Name and Description:

District Name and Target/s:

<p align="center"><u>State Performance Plan indicators relevant to accountability.</u></p> <ul style="list-style-type: none"> <li>• 100% of administrative units will be successful in identifying and moving towards gifted student achievement/growth targets.</li> <li>• 100% of administrative units will accomplish priorities set through the Colorado Gifted Education Review (C-GER).</li> </ul>
<p align="center"><b>Student Accountability and Accreditation</b></p> <p>Insert SMART Goals for Student Achievement</p>
<p>AU SMART Goals:</p> <p>Optional Individual District Goals:</p>
<p align="center"><b>Student Accountability and Program Evaluation</b></p>
<p>AU Description:</p> <p>AU Target/s:</p> <p><u>Optional for multiple-district AUs</u></p> <p>District Name and Description:</p> <p>District Name and Target/s:</p>
<p align="center"><b>Personnel</b></p>
<p>AU Description:</p> <p>AU Target/s:</p> <p><u>Optional for multiple-district AUs</u></p> <p>District Name and Description:</p> <p>District Name and Target/s:</p>
<p align="center"><b>Budget:</b></p>
<p>AU Description:</p> <p>AU Target/s:</p> <p><u>Optional for multiple-district AUs</u></p> <p>District Name and Description:</p>



District Name and Target/s:
<p align="center"><b>Budget: Form</b></p> <p>Complete and e-mail a budget page available at:  <a href="http://www.cde.state.co.us/gt/index.htm">http://www.cde.state.co.us/gt/index.htm</a> with the Program Plan template.          The proposed budget includes a projection of state funds and contributing funds from the administrative unit. (State finance/accounting regulations require reporting of all expenditures (general funds and state grant funds) related to programs supported through state categorical funds. The program code for gifted education is 3150.)          State gifted funds may be used for:</p> <ol style="list-style-type: none"> <li>1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);</li> <li>2) Professional development related to gifted education;</li> <li>3) Programming options specific to gifted students and outlined on advanced learning plans;</li> <li>4) Supplies and materials used in instructional programming for gifted education; and,</li> <li>5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.</li> </ol>
<b>Record Keeping</b>
<p>AU Description:</p> <p>AU Target/s:</p> <p><u>Optional for multiple-district AUs</u>          District Name and Description:          District Name and Target/s:</p>
<b>Early Access</b>
<p>Early access provisions are optional. Mark the box pertaining to the individual AU. Submit the early access addendum with the program plan as an attachment when emailing the administrative unit's documents. If there are no changes to an early access addendum already on file with CDE, then mark in this section that an early access addendum is on file. The early access addendum will be posted on the CDE Web along with the AU's program plan. The early access addendum and guidance checklist are at: <a href="http://www.cde.state.co.us/gt/resources.htm">http://www.cde.state.co.us/gt/resources.htm</a></p> <p><input type="checkbox"/> An early access plan is on file with CDE. No changes.</p> <p><input type="checkbox"/> An early access plan will be attached to the email for Program Plan submission.</p> <p><input type="checkbox"/> The AU does not have an early access plan.</p>
<b>Dispute Resolution</b>
AU Description:

AU Target/s:

Optional for multiple-district AUs

District Name and Description:

District Name and Target/s:

### **Additional Administrative Unit Information**

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; advanced learning plan form/procedures; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s and/or web-links submitted to Colorado Department of Education.

### **The administrative unit's program plan is due April 30, 2012.**

E-mail the completed program plan, budget page, and other documents to Katherine Keck, [keck\\_k@cde.state.co.us](mailto:keck_k@cde.state.co.us). Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

File Name Examples:

- Douglas County\_ProgramPlan\_12-16
- Douglas County\_Budget\_12-16
- Douglas County\_ALP\_12-16
- Douglas County\_Early Access\_12-16

**E-mail the Program Plan to  
Katherine Keck, Program Assistant  
[keck\\_k@cde.state.co.us](mailto:keck_k@cde.state.co.us)**

### **CDE Mailing Address:**

Gifted Education  
Colorado Department of Education  
Gifted Education Unit  
1560 Broadway, Suite 1175  
Denver, CO 80202  
Phone: (303) 866-6652  
Fax: (303) 866-6767

### **CDE Contact Persons:**

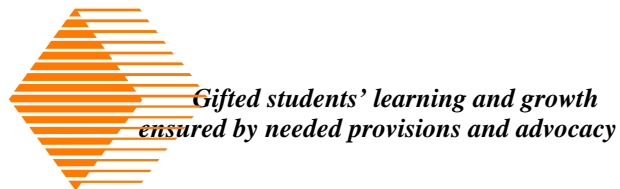
10/25/2011

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[Jacquelin Medina](#), Director, Gifted Education  
Colorado Department of Education  
Gifted Education Unit  
1560 Broadway, Suite 1175  
Denver, CO 80202  
Phone: (303) 866-6652  
Fax: (303) 866-6767

[Katherine Keck](#), Program Assistant II  
Colorado Department of Education  
Gifted Education Unit  
1560 Broadway, Suite 1175  
Denver, CO 80202  
Phone: (303) 866-6794  
Fax: (303) 866-6767

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.



## Multiple Districts Administrative Unit - Consolidated Signature Page 1

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Multiple Districts Administrative Unit - Consolidated Signature Page 2		
List the name of each district within the administrative unit	List the name of the district's superintendent	Signature of the district's superintendent reviewing the Program Plan:

**Copy, complete signatures and mail to:**

Gifted Education  
 Colorado Department of Education  
 Gifted Education Unit  
 1560 Broadway, Suite 1175  
 Denver, CO 80202  
 Phone: (303) 866-6652  
 Fax: (303) 866-6767