



Administrative Unit

Administrative Unit name: Adams 27J, Brighton - 01040	Region: Metro	
Name of Gifted Education Director/Coordinator: Sheri Collier	Email: scollier@sd27j.net	
Director’s mailing address: 18551 East 160th Ave. Brighton, CO 80601	Phone number: 303-655-2971	Fax: 303-655-2870

Name of Superintendent: Dr. Chris Fielder

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

How are parents informed about access to identification procedures?

The identification procedures are explained on our website. There is a Family Nomination Form in English and Spanish on the website.

Identification Process:

Step 1. Referrals

- Referrals can be from teachers, parents, school administration, psychologists, counselors, coaches or students. Referrals from teachers/staff should include formative assessment data to support the referral. Referrals from parents should include a letter explaining why they believe their child is GT and can start with the Home SIGS as well.
- Referrals are also from the universal screening data point.
- Referrals must work on a timeline within thirty days to make a determination to test or not.

Step 2. Referrals are given to school GT Leader & the collection of a body of evidence is initiated.

Step 3. GT Leader takes the referral to the committee at either the school or the district.

What are the ways 27J educates parents/families about giftedness or parenting gifted students?

The district works to communicate with all stakeholders through emails, newsletters, web pages, and meetings. The Instructional Specialist for Gifted and Talented sends three or more newsletters per year to parents about gifted education. The newsletters inform parents about gifted traits and



parenting gifted students. The website provides information on the definition, characteristics and online resources for parents. A series of parenting classes through SENG is offered to parents.

What information about involvement and progress reporting is shared?

When an ALP is initiated, parents collaborate with the school in writing goals. The parents are also asked if they are willing to volunteer and/or share their strengths with students in the school. ALP's are delivered to parents when written each year and are progress monitored throughout the year.

What programming options are available to match student strengths and challenges?

All Advanced Learning Plans, regardless of the programming option, consider and incorporate student strengths.

What is gifted and Talented Programming for GT and Talent Pool students. Provide examples and Options.

Tier 1: Regular Classroom

Tier 2: Targeted Intervention

- Talent pool using Google Classroom at pilot schools

Tier 3: Gifted and Talented Programming

- All Schools: ALP goals are implemented in the regular classroom
- Southeast & Middle School: ALP implemented through cluster grouping
- Achieve Institute: ALP implemented in a self-contained, school within a school for gifted and talented students at Pennock Elementary and Vikan Middle School.

There is a complete description of programming for GT and Talent Pool students listed in the Programming Section under the question "What programming components, options and strategies address the educational needs of gifted students?"

Does 27J offer concurrent enrollment?

All high schools partner with Front Range Community College to offer concurrent enrollment.

How can parents be involved in college and career planning?

Parents are involved in college and career planning through Naviance or the Advanced Learning Plan.

Is communication available in primary languages in the AU?

All parent newsletters are emailed in English and Spanish. The district website offers translation in many languages: Spanish, Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese and Russian. All parent letters and permissions are available in English and Spanish.

In what ways may parents and families participate in the school community?

Parents are invited to share their interests and strengths with gifted students in the school. At the initiation of every Advanced Learning Plan, parents answer the question whether or not they would be interested in sharing their strengths and interests.

What improvements can SD27J make in Parent, Family and Student Engagement and Communication?

Communication can always be an area of focus. As we build the gifted and talented department, it will be imperative that we communicate with stakeholders the options that they have.

Definition of "Gifted Student"



What is the written definition of gifted in SD 27J?

School District 27J has chosen to adopt the Colorado Department of Education definition of a gifted child.

"Gifted Children" means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations.

How does the definition serve as the basis for the implementation of all other program plan elements?

This definition sets the pathways for identification and programming options for students that qualify for identification or for talent pool status.

What improvement can SD27J make in defining gifted?

Continue education for parents and school personnel on the definition, identification and programming. This will take place with newsletters, parent education meetings, and updates to the website.

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

What is the assessment process for identifying students who meet definition?

Upon referral, a parent will be notified using a permission to test letter. Then, the teacher will fill out a School SIGS and the parents will fill out a Home SIGS. Home SIGS are available in English and Spanish. Once the permission to test is returned, cognitive and academic tests are administered as needed.

The district accepts a number of data pieces. A minimum score of 95th percentile or above for school team identification which identifies Specific Academic Ability with Cognitive.

Cognitive Data	Academic Data	Affective/Characteristics Survey Data
KBIT (School Psychologist)	NWEA (class)	SIGS - home form and parent form; Spanish available
<i>Kaufmann Brief Intelligence Test</i>	Also known as MAPS	<i>Scales for Identifying Gifted Students</i>
-WISC (Psychologist)	TERA (Trained GT Leader)	GES - done in a committee; led by school psychologist
Weschler	<i>Test of Early Reading Abilities</i>	<i>Gifted Education Scale</i>
Full Scale IQ or GCAI		GRS -
NNAT (Teacher/Psychologist)	TEMA (Trained GT Leader)	<i>Gifted Rating Scale</i>
<i>Naglieri Nonverbal Ability Test</i>	<i>Test of Early Mathematics Abilities</i>	GRS-P is used in Preschool and for Early Access



WPPSI (Psychologist) PARCC / CMAS (class)
DAS (School Psychologist) TOMAGS (trained GT leader)

GCA score *Test of Math Abilities in Gifted Students*

General Conceptual Ability
CogAT (classroom)

Cognitive Abilities Test

A district identification team does the determinations for all Talent Aptitudes, General Intellectual Ability and Specific Academic Aptitude without Cognitive. Other supporting documentation to add to a body of evidence include: classroom assessments, project-based learning, letters of recommendation, DIBELS, ACCESS scores, DRA and creativity demonstrations in art, music, drama and psycho-motor.

What are the method(s) to ensure equal and equitable access for students of all populations?

The universal screening is in place to ensure equal and equitable access for students of all populations. All second and sixth graders in our district take the CogAT, or the Cognitive Abilities Test. The District ID team then compares CogAT data with academic data to begin building the body of evidence.

A talent pool pilot is in place in one Title 1 School and may expand to a second school for the 2017-2018 school year. Students in a talent pool demonstrate an advanced or exceptional ability, but do not meet qualifications for an Advanced Learning Plan, or gifted identification. The talent pool is formed using assessment scores, teacher recommendations, evidence of rapid language acquisition, creativity, leadership and characteristics of talent in visual/performing arts. The talent pool provides rigorous programming for these high potential students. A talent pool is an intentional effort to find high-potential students among hard-to-identify populations. Students in a talent pool are reevaluated yearly, because as the students are exposed to more rigorous work, increased performance can occur.

Do referrals come from a variety of sources and screening procedures?

Referrals come from teachers, staff, the GT Department and families. There is both a Family Nomination Form and a Teacher Nomination Form available online. Referrals also come from data.

They come from data pulls using the Alpine Achievement Data Management Warehouse and from our CogAT Universal Screening.

In 2nd grade and 6th the COGAT is administered to all students in the district. This test provides cognitive data points that may raise awareness to students that may not be on the typical "radar" as well as other students. It is best practice to review a minimum of one practice test in each domain: Verbal, Quantitative, and Nonverbal. These practice tests provide a basis for the students to understand what is being asked of them in the test, which allows for greater access. There is a practice test window set by the district.

What is the timeline after a referral to make a determination?

SD 27J has a timeline of thirty days from the time of referral to make the determination. All parent and family referrals are tested.



What assessments align with identification in all domains of giftedness and in underrepresented populations?

SD 27J has assessments for all academic areas of giftedness and creativity. We also use the Naglieri Nonverbal Abilities Test with our emerging bilingual population.

Does the body of evidence include qualitative and quantitative data from multiple sources and multiple types?

Yes, the body of evidence does include multiple data types. Typically, three or more indicators are needed for identification. The SIGS Survey provides the qualitative data from both the parents and the teachers in the comments.

What is the review team procedure?

Each school's review team has a GT Leader who keep professional development at least two times per year. The District ID team is led by Sheri Collier, the Instructional Specialist with a Doctorate in Gifted Education and Della Palacios, a TOSA certified in gifted education.

Is there a determination letter for parents and school files describing decision of review team?

A determination letter is sent to parents and schools letting them know whether or not a student was identified. Both letters cite the ECEA law. One notes the students gifted classification and body of evidence. The other indicates the student was not identified at this time.

What is the communication procedure with parents to make them aware of and understand identification results, and development and review of ALP?

As students are tested, the parents receive letters describing how the child did on the assessment. When parents receive the portability letter, it comes with a survey for parents. It is best practice for teachers to meet with parents for an initial ALP meeting to discuss interests, strengths, create goals and affective goals.

Will not meeting criteria on a single assessment prevent further consideration for identification?

One single assessment does not prevent further consideration for identification.

What criteria is used to determine further data collection or talent pool designation?

Once a student has performed below the 95thile on two separate indicators, usually a cognitive and an academic, the student is kept on a watch list and is determined to not be identified at this time. If the student is in a Title 1 School, he/she may be placed in a talent pool which provides academic rigor through Google Classroom.

How is SD 27J implementing the statewide identification procedures to ensure portability? What is the transfer of the body of evidence for identification and ALP to the new district?

Upon identification in SD 27J, students receive an identification letter used for portability. The letter explains the ECEA guidelines for identification, the classification of gifted and the body of evidence gathered to determine identification. The portability letters and ALP's are delivered to the new district upon request.

What happens if the prior district's body of evidence is incomplete?

Parents may request the student be reevaluated for gifted identification in SD 27J. Any indicators from the previous two years will be considered for identification.



Are new students' ALP's reviewed within 45 days of enrollment into the district, and is communication done with parent within 60 days?

All new student's ALP's are reviewed within forty-five days of enrollment. Parents receive an updated ALP from SD 27J after portability is verified within sixty days.

What improvement can SD27J make in Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability?

We are working to improve finalizing portability practices and systems with documentation and letters (including ALPs transferring in.) We are working on continued education on the assessments offered in the district and what the data means and more professional development on the characteristics of gifted to increase teacher referrals (and before 2nd grade.)

Advanced Learning Plan Content, Procedures and Responsibilities

Is the ALP developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs?

Upon identification, an ALP is developed for the student. Best practice is for the ALP to be developed by the student and the classroom teacher with parental input. All ALPs include student interests, affective needs and instructional goals. Interests often drive programming.

Advanced Learning Plan Expectations:

1. Students are involved in the creation of the ALP and parents are consulted with. This information should comprise the student profile.
2. Students (with the help of teacher and parents) should help write the goal that is based off their strength or interest area and a social emotional area (affective goal).
 1. The academic or interest goal needs to be aligned to standards ([Common Core](#) or [Colorado Academic State Standards](#).)
 2. The social emotional goal needs to be aligned to the [NAGC standards](#) or the state leadership standards
3. Previously identified students - All ALPs are progress monitored three times a year after the creation meeting with one time being the closure of the ALP.

ALP CONTENT EXPECTATIONS

1. A brief description of the student should be included in the background section. This can include: interests, strength area(s), strategies that engage the learner, previous goals and level of completion, outside activities. This information can be gathered from the student and/or parents.
2. Student strength area goal (or if school is part of interest goal initiative) should be included and a standard must be identified with the goal.
3. A goal must be set for the affective development of communication, leadership, social, personal, cultural and/or competency.
4. A standards-based SMART goal should be filled in to help clarity on the goal.

Best Practice for Goals -

1. Follow the SMART template (Specific, Measurable, Attainable, Relevant, Timely)
2. Must be standards-based
3. Student and parent need to be involved in the creation
4. Time to work on the goal and accountability should be discussed

Best Practice for ALPs

1. Parents and students need to have a say.
2. The ALP is a working document and can be updated or modified as needed after time and conversations as a team.



3. Strength based teachers or general education teachers should be working with the ALPs. ALPs should not be written by someone that does not work with the student.
4. The ALP is a path to enhance the educational challenge and experience for the student.

How does the ALP help in planning for post-secondary readiness?

The ALP and high school GT leaders work together to help students understand the impact of class selection, performance and applicable assessments (ie AP exams). The ALP serves as a road map for the student to stay focused on their target.

If ALP is blended into ICAP, are gifted achievement and affective goals included?

Yes, the ALP goals and affective goals are included.

Does the ALP articulate a transition process when students move to next schooling level?

The ALP addresses transition when parents request it to include transition. The district has transition time set aside each spring to help with this process as well. All ALPS have strengths and areas for growth to help with transition

Does the ALP include a student profile?

Yes, the ALP includes a student profile which includes data, strengths and needs.

Are annual, standards-aligned achievement goals developed for student's strength area(s)?

Yes, strength areas are the foundation of ALP goal development.

Do the affective goals reflect development of personal, social, communication, leadership, and/or cultural competency?

Yes, the affective goals do reflect one of these areas. The specific goal is unique to the child.

Describe the supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals.

There is a complete description of curriculum, activities, strategies and extended opportunities that support goals listed in the Programming Section under the question "What programming components, options and strategies address the educational needs of gifted students?"

Are there progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress? Within the ALP, is there a place for the GT Leader or classroom teacher to progress monitor?

There are no progress reports created by the district at this time. There is a place within the ALP for the GT Leader and/or classroom teacher to progress monitor the student's progress towards the goal.

Does ALP development include teachers(s), student, parent and support staff as appropriate?

Every school has a GT Leader who is there to support teachers and answer questions. It is best practice for both teachers and students to have a say in the ALP written by the teacher.

Are parents, teachers and the student notified about ALP development?

When a student is initially placed on an ALP, it is best practice for the parents to meet with the classroom teacher and student to develop the ALP. Each year after the initial ALP, the parents should be notified of the goals. This is most often done during the fall parent-teacher conferences.



Are classroom teachers familiar with the ALP measurable goals and do they support them in the classroom?

Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP. Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming.

Are students active participants in the ALP process?

Yes, the ALP is the student's guide to services. It is a living document

Are ALPs managed within the school cumulative record system and are transferred between grades and school levels?

Yes, ALPs are managed within the school, are stored in the students' cumulative file and are transferred between schools.

Where is the evidence of parent engagement in the ALP?

The evidence of parent engagement in the ALP is under the strengths and needs section. Parents also sign the ALP's.

What are the AUs procedures to implement ALPs?

Each GT leader is given a Leader Guidebook at the beginning of the year with information, best practices and templates. The GT leader meets with each school to ensure the proper process is beginning. The Instructional Specialist of Gifted and Talented offers GT leader meetings and trainings several times yearly.

What improvement can be made for improving or enhancing this element of the program plan?

District 27J is working to involve the students and parents more in ALP creation of measurable goals for the students that truly enhance their education. Another improvement is to regularly progress monitor and communicate with parents on the goal progress. The district will develop a progress report with GT Leaders to better communicate with parents. Electronic versions of the trainings for GT Leaders are provided to help with sustainability.

Programming

What programming components, options and strategies address the educational needs of gifted students?

Gifted and Talented Programming for GT and Talent Pool students

Tier 1: Regular Classroom

Tier 2: Targeted Intervention through Talent Pool

- Talent pool using Google Classroom at pilot schools

Tier 3: Gifted and Talented Programming

- All Schools: ALP implemented in the regular classroom
- Southeast & Vikan Middle School, Stuart Middle School: ALP implemented through cluster grouping
- Achieve Institute: ALP implemented in a self-contained, school within a school for gifted and talented students at Pennock Elementary and Vikan Middle School

Small Group Resources/ Strategies

- **Junior Great Books** - nonfiction reading that can be used as a read aloud or small group.



- **College of William and Mary** - designed with concept based learning. Uses higher level literature and questioning techniques to advance students through making high level connection to the concepts.
- **Jacob's Ladder** - This is a program designed for scaffolded questioning through a reading piece. This is used a lot in small groups.
- **TED-Ed videos and lessons** - provides enrichment on topics that can then be used for hands on activities or discussion
- **Independent Projects** on interest or to further knowledge on a subject matter
- **M2 and M3** - unit based math program that provides more situational based questioning. Can be done in a small group with students that have mastered a grade level concept (example: measurement)
- **Compacting Curriculum** - after a pretest the teacher works to only teach the sections missed and provides other opportunities for the learner toward the same conceptual goal
- **Accelerated Curriculum** - for a small group that learns quickly the material is covered with less repetition, therefore moving at a faster pace
- **Random Acts of Kindness** - a social emotional resource to assist with gifted learners understanding the need for kindness and other people's feelings

After School Programming

- **Destination Imagination** - Destination ImagiNation is preparing Colorado's kids to be the innovators of the future by combining the arts, sciences, and technology with creativity, teamwork, and problem solving. <https://www.destinationimagination.org/>
- **Robotics Club / Competition** - Guided by adult Coaches, *FIRST* LEGO League teams research a real-world problem such as food safety, recycling, energy, etc., and are challenged to develop a solution. They also must design, build, program a robot using LEGO MINDSTORMS® technology, then compete on a table-top playing field. <http://www.firstinspires.org/robotics/fll/start-a-team>
- **Odyssey of the Mind**- An international educational program that provides creative problem-solving opportunities for students from kindergarten through college. <http://www.odysseyofthemind.com/>
- **TED-Ed Clubs** - Practice presentation skills and make new friends around the world in a TED-Ed Club. TED-Ed will provide facilitators with 13 weeks of lessons to prepare students to ultimately deliver a TED-like Talk about their passions. <http://ed.ted.com/clubs>

Middle School

- **Cluster Grouping** - This model creates a small group of identified GT students in a classroom to assist in planning and allowing for discussion within the group.
1. **Small Group Lessons:**
 - **College of William and Mary** - designed with concept based learning. Uses higher level literature and questioning techniques to advance students through making high level connection to the concepts.
 - **Independent Projects** on interest or to further knowledge on a subject matter
 - **Compacting Curriculum** - after a pretest the teacher works to only teach the sections missed and provides other opportunities for the learner toward the same conceptual goal
 - **Acceleration** - for a small group that learns quickly the material is covered with less repetition, therefore moving at a faster pace
 - **After School Clubs** - Several after school clubs have occurred with the GT students. A few examples are: literacy challenge groups, after school ALP workshops, science clubs, leadership clubs

High School



Honors Physiology

Honors Anatomy

Honors Biology

Honors Biology

Honors Anatomy

Honor Chemistry

Honors Physiology

Honors Geometry

Honors Chemistry

Honors Trigonometry

Honors Pre-Calculus

Honors Pre-Calculus

Honors Intro to Lit and Composition

Honors/AP Classes

AP Chemistry

AP Physics

AP Physics

AP English

AP English

AP World History

AP World History

AP Chemistry

AP Calculus

National Honors Society

National Honors Society

PLTW Engineering

Project Lead the Way PLTW Engineering

PLTW Health Sciences

Concurrent Enrollment

Partners with Front Range Community College

Partners with Front Range Community College

Resources available for checkout

COLLEGE OF WILLIAM AND MARY MATERIALS

UNIT (Grades)	KITS	STUDENT SET
Beyond Words (1-2)	2	24 - kit 1 / 22 - kit 2
A World of Words (1-2)	1	N/A
Journeys & Destinations (2-3)	2	22 whole group; 6 small group - kit 1 / 24 whole group; 8 small group - kit 2
Literary Reflections (4-5)	2	22 whole group; 6 small group - kit 1/ 25 whole group; 8 small group - kit 2
Perspectives (4-5)	1	22 whole group
Patterns of Change (4-6)	2	23 whole group; 6 small group - kit 1/



		23 whole group; 6 small group - kit 2
Persuasion (6-7)	1	15 small group
Courage (7-8)	1	10 small group
The Pursuit of Justice (7-8)	1	15 small group
The 1940's: A Decade of Change (7-9)	1	24 whole group
Utopia (7-9)	1	25 whole group
Threads of Change in the 19th Century (7-9)	1	28 whole group

Does programming match the area of identification, strength(s) and interests?

Yes, programming does match the area of identification, strengths and interests. For example, some schools use Genius Hour or Passion Projects to program based on students' strengths and interests in mind.

Does programming align to student's data and ALP goals?

Programming is always based on the student's ALP goals. The student's data can help determine the most appropriate place to begin programming to build on his/her strengths.

Does programming identify the type of delivery by which students are served at the different school levels?

Programming does identify the type of delivery by which students are served at the different schools. The majority of students are served within their regular education classrooms.

How does programming provide support in differentiated instruction and methods?

Programming does provide support in differentiated instruction and methods. One of the main purposes of making an Advanced Learning Plan is to set goals so that the teacher is able to differentiate to meet the needs of the advanced learner.

Does programming provide affective and guidance support?

Every ALP includes an affective goal. Programming is tailored to the individual child to meet his/her affective needs.

Does programming provide diverse content options in areas of strength?

Yes, there is a variety of content options in areas of strength. Some schools use Genius Hour or Passion Projects to program with students strengths and interests in mind. Also, see the different programming detailed above.

Is programming articulated across grade levels?

Programming is articulated across grade levels through the Gifted and Talented Leader in the school. The GT Leader is in charge of managing the ALPs for the purposes of articulating across the grades.

Does programming provides pre-collegiate and/or pre-advanced placement support?

Yes, programming does provide pre-collegiate and pre-advanced placement support. The middle schools offer advanced classes in core subject areas for students.

Does programming supports the collaborative development of the ALP?



Programming does support the collaborative development of the ALP with the teacher, student and the parents. Student interests are an important component of the ALP, so students and parents are key collaborators when writing ALPs.

Does programming provide post-secondary options to students?

Programming does provide pre-collegiate and advanced placement support. Brighton High School and Prairie View High school offer both honors and AP classes. See the table above for a complete list. Both high schools offer concurrent enrollment with Front Range Community College. Finally, both high schools have Project Lead the Way in Place. At Brighton High School, engineering is offered. At Prairie View High school, both engineering and health sciences are offered through Project Lead the Way.

Does programming provide concurrent enrollment options if indicated in ALP or ICAP?

Yes, programming provides concurrent enrollment opportunities for students. Brighton High School and Prairie View High School both partner with Front Range Community College for the purposes of concurrent enrollment. Concurrent enrollment is noted on the ALP or ICAP.

Evaluation and Accountability Procedures

Does the Unified Improvement Plan addendum outline methods by which gifted student performance is monitored and measured and how methods align with state accreditation process?

Yes, the UIP measures the performance of gifted students in relation to their strength area and performance on the state test. Both growth and performance are analyzed, as well as progress in formative assessment pieces used by the district.

How is affective growth monitored and measured to ensure continual development?

Every ALP has affective growth goals. The goals are progress monitored throughout the year to ensure continual development.

Is gifted student achievement and growth data disaggregated for reporting?

Gifted student achievement data and growth data is disaggregated for reporting. It is submitted to the state.

Does gifted program self-evaluation includes a description of methods for self-evaluation of the gifted program, including periodic feedback and review from stakeholders?

The program offers a self evaluation for schools to participate in twice a year in which they set goals for improvement off of. Parents are invited to participate in a survey as well to help guide improvement goals when needed.

Does gifted program self-evaluation include a description of methods for informing stakeholders of program evaluation and student accountability?

Quarterly newsletter provide families with information on advocacy and department goals to help with communication. The newsletters keep the stakeholders informed on the unified improvement plan as well as any upcoming changes to the program.

Personnel



Who are the personnel responsible for providing instruction, counseling and coordination of programming for gifted students?

The GT Leader is responsible for overseeing the gifted and talented program in the school.

Classroom teachers are the personnel responsible for providing instruction. The school psychologist assists with counseling. The Instructional Specialist oversees all of the GT Leaders in the building, and the GT TOSA assists with talent pool and identification.

Who is the designated person within the AU responsible for: Management of program plan; Gifted education professional development?

The Instructional Specialist for Gifted and Talented is responsible for the management of plans and gifted professional development.

Is there a good faith effort by the AU made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming?

The district has a number of qualified personnel monitoring and administering the gifted program.

The Instructional Specialist for Gifted and Talented oversees the department. The Gifted and Talented Teacher on Special Assignment works to identify more of SD27J's underrepresented population. Each building also has a GT Leader who works closely with both the Instructional Specialist and the GT TOSA.

Is there collaboration with universities and colleges to support the development of qualified personnel?

The Director of Human Resources works directly with Regis University, CU Denver and University of Northern Colorado. The Director meets with them quarterly to help build collaboration between the district and the universities to support the development of qualified personnel.

Do the personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers?

All teachers hired in SD 27J are highly qualified teachers.

Are paraprofessionals funded with gifted grant funds and/or are sole instructional providers?

There are no paraprofessionals funded with gifted grant funds, and paraprofessionals are not the sole instructional providers for gifted students.

Is there professional development that supports the improvement and acquisition of knowledge related to the needs of gifted students?

Yes, there are a few professional development opportunities. First, the Instructional Specialist offers a class open to the entire district called, "Rigor and Engagement" by Bertie Kingore. Also, the Instructional Specialist of Gifted and Talented facilitates two professional development days, one in the Fall and one in the Spring, for all GT Leaders in the district.

Budget

Is an annual budget plan submitted to the state which reflects: State funding and AU contributing funds?

Yes, the annual budget is on file with the Colorado Department of Education.



How are state funds used to support: Salaries for licensed or endorsed staff that primarily serve gifted students; Professional development for gifted education; Program options to support ALPs; Materials to support gifted programming; Administrative costs limiting expenditures for equipment, administrative (accounting) costs, and technology not to exceed collectively 20% of annual budget?

State funds are used to support:

- Universal Screening - COGAT (2nd & 6th) - books, answer sheets, scoring, parent letters, labels, and shipping
- NNAT (kinder for cluster group school)
- TOSA for Identification of under served population through Talent Pool programming
- School disbursements of funds to support GT goals
- Training for teachers and GT leaders (CAGT, IDGE, NAGC etc)
- Part of the salary of Instructional Specialist for Gifted and Talented

Does this AU contract with other AUs to establish and maintain gifted programming?

SD 27J's AU does not contract with other AUs to establish and maintain gifted programming.

What improvement can SD 27J make in budgeting?

The district is trying and find ways to keep the funding equitable and fair for the schools while growing the programming. This is an area that needs feedback and trials. In 2016, the AU rolled out a proposal for school disbursements with a similar set up as HB 14-1102 in hopes this will help schools with a plan.

Reports

Does SD 27J's AU have a current annual plan through the UIP Gifted Addendum on file at Department of Education?

The UIP Gifted Addendum is on file with the Colorado Department of Education. It is part of the district's Unified Improvement Plan.

Does SD 27J's AU comply with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting?

SD 27J's AU does comply with requirement of accreditation regarding student achievement, identification of disparities in the data, instructional goals, growth and reporting.

Does SD 27J's AU have a budget proposal on file at Department of Education

There is a budget proposal on file with CDE from SD 27J's Gifted and Talented Department.

Are the records accurate for the Data Pipeline annual reporting of gifted education including:

- Number of identified student by: Grade level; Gender and ethnicity; Free and reduced lunch; Areas of giftedness; Twice exceptionality; Preschool served through early access if applicable?
- Percent of students in AU identified?
- Qualified personnel?

The Data Pipeline's annual reporting of gifted education does include all of the requirements listed above.



What improvement is SD 27J's AU working on in regards to reporting?

The district's identification lower in percentage for Hispanic students than the overall population, and the district has added a TOSA to assist with this goal.

Record Keeping

Does 27J's AU keep financial records in accordance with principles of governmental accounting?

Financial records are kept and managed in accordance with the principles of governmental accounting.

Is there an inventory maintained of all equipment for which funds were received?

Yes, materials that are funded for district purpose are kept at the administration building and maintained through the Instructional Specialist and GT TOSA in regards to check out and check in. All school are required to submit a budget proposal and plan for any purchases prior to spending.

Are ALP documents part of the student's cumulative record?

ALPs are part of the student's cumulative record. The GT Leader in the building oversees the management of the student's orange gifted file, housed within the cumulative record.

Are the individually identifiable student records that are collected and/or stored electronically held to current state law and FERPA regulations protecting the privacy interest of students?

Yes, all individually identifiable student records are held to a high standard of privacy, and SD 27J's AU complies with state law and FERPA regulations.

Are gifted student education records and ALPs maintained, retained and destroyed consistent with the ongoing system of student record keeping established in SD 27J's AU?

Yes, all gifted education records are kept in the cumulative file. The cumulative file is maintained, retained and destroyed consistently throughout the district.

What improvement is SD 27J working on in regards to record keeping?

SD 27J's AU is working on maintaining the inventory records with newly purchased materials that are set for check out by the schools. Consistency in ALP as parts of records is another area of growth for the district. In 2016, SD 27J rolled out an ECEA identification letter to assist in this process but more work needs to be done.

Procedures for Disagreements

What is the procedure for resolving disagreements with parents/guardians, or students in regard to identification, programming and ALPs? What is the method to express issues and concerns? How is notice of the decision giving rise to the dispute? What is the opportunity for the parents to be heard before the decision is implemented?

There is an appeals process for resolving disagreements with parents/guardians or students in regard to identification, programming and ALPs. Parents should refer to the [Superintendent's Policy for Public Complaints](#).

"File: KE PUBLIC COMPLAINTS The Superintendent invites constructive suggestions and reactions to improve the quality of the schools from citizens provided that they are submitted through



appropriate channels prior to receiving Superintendent attention. (See Supt Policy KE-E) Complaints and grievances should be handled and resolved, whenever possible, as close to their origin as possible. Written complaints must be signed in order for them to be reviewed by the superintendent, or his/her designee. The superintendent shall have final decision-making authority whether or not to meet with the individual(s) submitting the complaint. If the action or decision of the superintendent is unacceptable to the petitioner, a signed, written request for a special hearing before the Board of Education may be filed. Should the issue for which the petitioner is requesting a hearing before the Board of Education involve allegations related to the performance of an employee, such charges or complaints must be presented to the Superintendent or the Board of Education in writing with a copy to the individual charged. The Board of Education shall have final decision-making authority whether or not to conduct the special hearing." (School District 27J, 2015).

School District 27J (2014). KE public complaints. Superintendent's Policies. Retrieved from: <http://www.sd27j.org/cms/lib8/CO01900701/Centricity/domain/566/school-community%>

Is there a means to discuss disagreements in a timely manner?

Yes, there is a means to discuss disagreements in a timely manner. The superintendent's office will make every effort to schedule a meeting with the parent/guardian within thirty days of the receipt of a complaint.

Where are the procedures posted for all stakeholders?

The procedures are posted on SD 27J's website under Superintendent's Policies, Public Complaints. <http://www.sd27j.org/cms/lib8/CO01900701/Centricity/domain/566/school-community%>

Monitoring

Does SD 27J's AU comply with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students?

SD 27J's AU does comply with all state and federal laws, including the Exceptional Children's Education Act in Colorado regarding program plan, identification and special education services.

Does SD 27J's AU monitor annual and comprehensive plans?

Annual and comprehensive plans are monitored by the Instructional Specialist for Gifted Education in SD 27J.

Does SD 27J's AU monitor annual enrollment and performance reports?

Annual enrollment, including gifted identification, is monitored by SD 27J's AU. District performance reports are analyzed twice a year and student performance is progress monitored throughout the year.

Is SD 27J's AU prepared to participate in the Colorado Gifted Education Review?

SD 27J participated in the Colorado Gifted Education Review in the Fall of 2016.

Does SD 27J's AU participate in follow-up activities to correct areas of noncompliance?

SD 27J's AU is currently working to correct all areas of noncompliance noted from the Colorado Gifted Education Review.