

**Colorado Department of Education (CDE)  
 Gifted Education Program Plan  
 2008 – 2012**

<b>Administrative Unit's Name:</b> Adams 12 Five Star School District		<b>Region:</b> Metro
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<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>		
<b>Section I: State Performance Plan (SPP)</b>		
<p>⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.</p> <p>The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.</p>		
<b>STATE PERFORMANCE PLAN For Information, Guidance and Technical Assistance</b>		
<b>Goal Area I: Student Achievement - Targets</b>		
<p><i>Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.</i></p> <p><b>Indicator 1:</b> 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.</p> <p>Evidence 1: Percent of administrative units moving toward locally determined targets.</p>		

**Goal Area I: Student Achievement – Record Keeping**

*Gifted students will have advanced learning plans that guide instructional and affective programming.*

**Indicator 2:** 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

**Goal Area I: Student Achievement – Assessment Tools**

*For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.*

**Indicator 3:** 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

**Goal Area II: School Capacity – Training and Programming**

*Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.*

**Indicator 4:** 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

**Goal Area II: School Capacity – Personnel**

*Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.*

*12.02 (1)(f)(i)*

**Indicator 5:** *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

*12.02(1)(f)(i)*

**Indicator 6:** *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.*

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

*Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students.*

*Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.*

**Goal Area II: School Capacity – Professional Development**

*Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.*

**Indicator 7:** 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

**Goal Area III: Representation in the Gifted Population**

*Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.*

**Indicator 8:** 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.

**Goal Area III: Representation in the Gifted Population – Categories**

*A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.*

**Indicator 9:** CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.

**Goal Area III: Representation in the Gifted Population – Cohort Identification**

*CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.*

**Indicator 10:** The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

**Goal Area IV: Partnerships – Parents**

*Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.*

**Indicator 11:** 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

**Goal Area IV: Partnerships – Higher Education**

*Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.*

**Indicator 12:** 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.

Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.

**Goal Area V: Unique Populations – Early Childhood**

*Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)*

**Indicator 13:** 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

**Goal Area V: Unique Populations – Support Structures**

*Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.*

**Indicator 14:** 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training)

Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.

**Goal Area VI: Supervision and Monitoring**

*Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).*

**Indicator 15:** Selected administrative units from each of the 8 educational regions will participate in CIMP.

Evidence 15: Number of administrative units from each region participating in CIMP

**Indicator 16:** 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.

**Directions: Goal Area VI: Colorado Improvement and Monitoring Program (CIMP)** is completed only by administrative units defining improvement indicators as a result of the CIMP process. This section may be added as an addendum after the due date of the original 2008-2011 Program Plan.

**Goal Area VI: Administrative Unit's CIMP Targets**

Type in this space CIMP indicators. Label all indicators in sequence 17A, 17B....

**Indicator 17A:**

**Indicator 17B:**

Check here if not applicable

**Directions - Optional:** Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

**Goal Area VI: Administrative Unit's Unique Goal/s and Indicator/s (optional)**

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B....

**Goal:**

**Indicator 18A:**

**Indicator 18B:**

Check here if not applicable

## Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

Directions:

Write the administrative unit's description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

### Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

#### Examples of Student Achievement Indicators

- \* Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.  
Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- \* Indicator 1B: Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.  
Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- \* Indicator 1C: The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.  
Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

**Directions:** Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by: #1 needs in literacy; #2 needs in math; #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, ... Write an evidence statement that is measurable (e.g., percent, number).

\*\* BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1 A: Moffat School District - ).

**Indicator 1A: Maintain or increase the 68% of students identified as gifted in quantitative areas performing advanced on CSAP math assessments.**

Evidence 1A: Percent of students identified as gifted in quantitative areas performing at the advanced

level on CSAP math assessments.

**Indicator 1B: Maintain or increase the 31% of students identified as gifted in verbal areas performing advanced on CSAP reading and writing assessments.**

Evidence 1B: Percent of students identified as gifted in verbal areas performing at the advanced level on CSAP reading and writing assessments.

**Community Outreach**

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.  
How will the stakeholders access the process for identification assessment and programming options? How are parental engagement opportunities fostered and implemented? How do parents provide input about their student's strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

**The Adams 12 Five Star School District maintains a website where parents may access information about initiating the process of identification for gifted and talented educational services. The district also publishes a Gifted and Talented Services handbook that is available on line and hard copy to parents in both English and Spanish. Copies of this handbook are available from our district office as well as through gifted coordinators at each school. Many of our schools also have personalized brochures that outline processes for identification and available services and resources for their school.**

**In the identification process, parents are asked to complete a Betts-Neihart Scale of characteristics and strengths. Further, when students are screened for the Hulstrom Options School gifted program, parents are asked to complete a rubric based on students' personalities, strengths, challenges, interests and development. All of this data collected is entered into a body of evidence used to identify a student for gifted and talented educational services.**

**Finally, when a student is considered for gifted and talented identification, a letter is sent home to parents indicating the findings of the screening process, what the various results mean as far as a need for programming and a description of what programming is appropriate for the student. This letter is available in English and Spanish.**

**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. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

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

**Identification**

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.

What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?  
What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

The identification screening process uses a multiple criteria approach to help teachers, counselors, principals, and parents make appropriate, responsible decisions about the learning needs of gifted, high-ability students.  
District 12's Gifted Education Programming procedure for student identification are as follows:

Any student may be recommended for gifted assessment by the following: **Parents, Counselors, Self, Teachers, Community members, Administrators, and/or Peers.**

### **PROCESS**

STUDENT RECOMMENDATION  
APTITUDE, ACHIEVEMENT & PERFORMANCE DATA COLLECTION  
FORMAL ASSESSMENT  
EVALUATION

Assessment instruments to determine eligibility for gifted education services measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate strengths. Cognitive assessments may include:

- CogAT– Cognitive Abilities Test
- DAS–Differential Abilities Scales
- WISC–Weschler Intelligence Scale
- Stanford Binet
- NNAT–Naglieri Nonverbal Ability Test
- Ravens Coloured and Progressive Matrices
- UNIT-Universal Non Verbal Intelligence Test
- Woodcock–Munoz

Assessments to determine gifts and talents in other areas include:

- Betts/Neihart Behavior Checklist
- Hispanic Bilingual Gifted Screening Instrument
- Slocumb-Payne Teacher Perception Inventory
- Environmental Opportunities Profile
- Renzulli Scale for Rating the Behavioral Characteristics of Superior Students
- Specific Academic Achievement

### **Programming**

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.

What *structure* – continuum of delivery of services – will be available in the administrative unit?

What are key *differentiated instruction methods* used in the administrative unit?

Name affective *guidance and counseling support systems* for gifted students.

List *content extensions/strategies* available for each category of giftedness.

Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

In order to provide the best possible educational opportunities to gifted children, District 12 advocates a variety of gifted best practices. Each of the following instructional strategies/programs is designed to promote the District goal to develop students who are competent, creative, ethical, healthy, productive, successful, thoughtful, and good citizens.

### **INSTRUCTIONAL STRATEGIES**

- **Acceleration:** Acceleration offers standard curricular experiences to students at a younger-than-usual age or lower-than-usual grade level. Acceleration includes early entrance to kindergarten or to college, grade skipping, or part-time grade acceleration, in which a student enters a higher grade level for part of the day to receive advanced instruction in one or more content areas.

- **Ability Grouping/Cluster Grouping:**

Ability grouping is defined as using test scores and school records to assign same-grade children to classes or instructional groups that differ markedly in characteristics affecting school learning. Cluster grouping is a form of ability grouping in which 3 to 6 students are clustered according to their identified strength areas in a mixedability classroom.

- **Curriculum Compacting:** A systematic procedure for modifying or streamlining the regular curriculum to eliminate repetition of previously mastered material, upgrading the challenge level of the regular curriculum, and providing time for appropriate enrichment and/or acceleration activities.

- **Differentiation:** A means of addressing the particular characteristics and promoting the continual growth of students in an environment that is respectful of individual differences through modification of pace, depth, and complexity of curriculum and instruction.

- **Flexible Pacing:** A form of “acceleration” in which the pace at which material is presented and/or expected to be mastered has been sped up.

- **Guided Independent Study:** A process through which student and teacher identify problems or topics of interest to the student, plan a method of investigation, and identify

a product to be developed.

**Differentiated Instruction**

**See above for description**

**Affective Guidance and Counseling** School Counselors and Gifted Coordinators are provided professional development and district support to offer students small group guidance in the areas such as perfectionism, productivity and time management, making friends, conflict resolution, and managing anxiety. These guidance groups can take the form of afterschool enrichment, lunch bunch, and/or pull out programming in each school.

**Content Extensions** Students are given extension and acceleration opportunities in all Adams 12 Schools. The Gifted and Talented department works with content area specialists to provide support and training on how to extend district curriculum and instruction appropriately for gifted students.

Language Arts: Use of Junior Great Books materials, College of William and Mary Language Arts for High Ability Learners, and Pre-AP strategies are used.

Math: Everyday Mathematics extensions are used, Connected Math 2 and Contemporary Math also contain extension opportunities for students. Further, students may participate in acceleration as is appropriate.

Science: College of William and Mary curriculum

Creativity: DeBono materials utilized by many schools, Creative writing clubs have been established, and many schools participate in Destination Imagination and/or Odyssey of the Mind.

Leadership: Student Leadership opportunities exist in all secondary schools within Adams 12 School District. Many of our elementary schools offer students opportunities to participate in student council and/or student government.

Performing Arts/Music/Visual Arts: Music and Art are mandatory and valued parts of the educational experience for all K-12 students in Adams 12 Five Star Schools.

General Cognition:

**Programming: Acceleration Plan**

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

**If a student is considered for acceleration, the school contacts the district Gifted and Talented Department. The Director counsels the school and initiates the process of consideration. The school sets up a meeting with the GT Director, School Administrator, Teacher, and Parent. At this meeting, the Iowa Acceleration Scale is completed to help determine if the student is an appropriate candidate for acceleration. If, through this process, the student is determined to be an appropriate candidate for acceleration, the team develops a transition plan for the student including an appropriate timeline and periodic assessments to evaluate student progress and growth.**

### **Programming: Appropriate Match to Strengths**

How will the administrative unit ensure that a gifted student's individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

**Each school is provided a Gifted and Talented Handbook which contains resources including menus of programming options for the school to use with identified students. Based on the identification process defined above, students are identified and areas of strength determined. Following identification, the school GT Coordinator meets with teachers to go over data and appropriate programming options for that student.**

**Currently the district is developing an Advanced Learning Plan available through Scholars Mart and Infinite Campus to help teachers determine, document and monitor appropriate programming for each identified gifted and talented student. Schools will be using the ALPs with each new identified student in 2008-09 and will work over the 2008-09 and 2009-10 school years to develop plans for currently identified students.**

### **Programming: Pre-collegiate and Post Secondary**

Describe pre-collegiate or pre-advanced placement support systems available to gifted students. What post secondary options are available to gifted students?

**Advanced Placement coursework is available at all Adams 12 high schools. The courses offered are determined by student demand for the discipline. Students also have the options of IB, CU Succeeds, and Legacy 2000, which are all advanced academic, pre-collegiate/collegiate prep programs. Counselors from the high schools actively outreach to the feeder middle schools to provide students information on orientations, application processes and availability of programming.**

**If students have exhausted all curricular options within a content area, they may apply to the school counseling office to enroll in post-secondary coursework at a local college such as Front Range Community College or Metro State University etc. They must have successfully completed all course options within a given content area to be considered for this programming.**

### **Programming: Advanced Learning Plan**

Describe the advanced learning plan development and review processes.

**Currently the district is developing an Advanced Learning Plan available through Scholars Mart and Infinite Campus to help teachers determine, document and monitor appropriate programming for each identified gifted and talented student. Schools will be using the ALPs with each new identified student in 2008-09 and will work over the 2008-09 and 2009-10 school years to develop plans for currently identified students. These plans will be available to teachers throughout the student's academic tenure with the Adams 12 School District.**

### **Programming: Articulation**

How are the needs of gifted students and programming options articulated through the P-16 system?

**Gifted building coordinators meet four times per year K-12. At each meeting, vertical articulation is discussed, programming needs planned and two of the meetings focus around transitioning students from elementary to middle and middle to high school to ensure programming continuity. Also each school must submit a programming plan annually to the district outlining goals and programming provided for students. These plans are discussed to coordinate efforts and to align programming in feeder systems.**

### **Programming: Gifted Students New to the District**

What process is used when gifted students move into an administrative unit's district?

Building coordinators are notified by the registrar when a student enrolls. The parents and former school are contacted to obtain educational records. If data is available and student is already formally identified, the file is reviewed and programming designed to meet the needs of the student in our district. If a student is not identified but staff feels it would be appropriate, the building coordinator initiates the identification process to determine if the student should be provided GT programming.

### Evaluation and Accountability

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.

What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?

In what ways are advanced learning plan (ALP) goals monitored?

What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

The Adams 12 Five Star School District utilizes the Scholars Mart data management system. This system allows teachers and administrators the opportunity to sort data and generate queries that organize student achievement data into reports. Data such as CSAP results, beginning of the year literacy assessment, math assessment, writing sample data, level tests, and Stanford Achievement test data are all available on this system. This system allows each school and the district the opportunity to monitor student achievement overall, by gender, ethnicity, recipient group, strength area, etc. We are able to see trends in our data to monitor the achievement of identified GT students in and out of their strength areas.

With the initiation of ALPs in our district, the school GT coordinators are better able to monitor the goals and programming strategies being used for each student and the overall effect of those strategies on student achievement. The ALPs will be reviewed annually by the coordinator, teacher and parents.

### Evaluation and Accountability: Social and Emotional

Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data ).

Through the identification and referral process, students are identified for potential involvement in programming involving social and emotional needs and development. Teachers, counselors, parents and students themselves may initiate involvement in any programming they feel would support the needs of the student.

### Evaluation and Accountability: Program Evaluation

In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.

Each year the district requires a program evaluation by each program director. This involves an examination of student achievement, professional development, resource management and community support.

**Personnel**

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.  
If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

**In the Adams 12 Five Star School District, the GT department has four staff members: director, elementary coordinator, psychologist and admin support. The Gifted Options program employs 13 teachers that have training and/or expertise in gifted and talented education. Four of the staff members have master’s degrees in gifted education. Further, each building has an identified gifted and talented coordinator that works directly with and is provided professional development and support by the GT office.**

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit’s response:

xx  Yes, in the content areas they are teaching       In Progress

**Personnel: Professional Development**

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

What content and/or skills will be the focus based upon the administrative unit’s gifted student data and related to the instruction, programming and counseling of gifted students?

**Annually the GT department offers multiple SENG groups for parents and community members. The department also offers training on differentiated instruction twice each year for building coordinators and district teachers. The department will continue to offer this training through the next three years. The GT department psychologist provides training each year to building special education learning specialists and case managers on twice-exceptional students. Hulstrom Options School, the district GT magnet school sends 10 teachers each year to the National Conference on Differentiated Instruction. Finally, the GT department provides support to secondary schools by offering AP and IB training and release time for AP, IB, and Pre-AP teachers twice each year for PLC work.**

**Personnel: Higher Education Support**

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships? Or, in what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

**Currently the district is not collaborating or partnering with any of the universities. In the future this may help increase district involvement in post-secondary options for more students.**

### **Budget: Narrative**

Directions: Describe the administrative unit's collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit's funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

The Adams 12 Five Star School District expends approximately 3 million dollars each year on gifted and talented education. This includes the 327, 256 received from the state. The majority of this expense is teacher salaries at the GT magnet school and instructional materials purchased at all schools to serve the needs of identified GT students.

Approximately 50% of the State allocation is distributed to schools for GT programming. The district allocates over 175, 000 to schools for GT programming. These funds will support professional development, instructional materials, enrichment opportunities, GT building coordination, and instructional equipment. Professional development is the second largest expenditure at approximately 17% of the State allocation. This supports training for teachers in differentiated instruction, twice exceptional learners, meeting the social and emotional needs of GT learners, AP and Pre-AP training, acceleration, and instructional programming training such as Junior Great Books training. Stipends are provided for all building GT coordinators. This consumes approximately 15% of the State allocation. The remaining 15-20% of the State allocation is divided among instructional materials, district level activities for GT students and professional development offered at the district level.

### **Budget: Form**

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds. State gifted funds may be used for:

- 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);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans;
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 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.

**Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.**

### **Record Keeping**

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

The Gifted and Talented department is subject to all district policies and accountability measures. Therefore, the department budget is reviewed each year by financial services and Learning Services. All equipment and materials are inventoried through the district materials management system and are issued

a district inventory sticker for management purposes. They are subject to the same guidelines and regulations as any other district materials and equipment.

Education Records – Cumulative records are maintained at each school by the registrar. GT testing data is maintained in these files by the building coordinator. Further, as ALPs are developed, these are also being kept in students’ cumulative records. A copy of the ALP is also kept at the district office for each identified student in the district. Each year the district GT administrative assistant works with the registrars of each school to update files and transition files to the next appropriate educational level for the student. At the end of a student’s educational tenure with Adams 12, their files are archived for 3 years then destroyed as per district policy.

### Dispute Resolution

Describe the administrative unit’s dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

**The district has a Rights and Responsibilities policy and handbook which speaks to parents’ rights and processes for addressing disagreements with a district decision, including identification and programming for gifted students. The process begins by contacting the district office and speaking with the director. The process progresses with the parent submitting a written request for review of decision which includes the reason for the dispute. The decision is re-evaluated. If the parent still feels the decision is inaccurate, they may appeal to the Assistant Superintendent of Learning Services. The Assistant Superintendent will meet with parents and review their disagreement. They will render a final decision in the matter. Parents always have the right to appeal any decision to the Board of Education.**

### 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; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

### The administrative unit’s program plan is due **April 30, 2008**.

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, [rose\\_d@cde.state.co.us](mailto:rose_d@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\_08-11  
Douglas County\_Budget\_08-09  
Douglas County\_ALP\_08-11  
Douglas County\_PPAttachment\_08-11

**E-mail the Program Plan to  
DeLinda Rose, Program Assistant  
[rose\\_d@cde.state.co.us](mailto:rose_d@cde.state.co.us)**

**CDE Mailing Address:**

Colorado Department of Education  
Exceptional Student Leadership  
Gifted Education Unit  
201 East Colfax Avenue  
Suite 300  
Denver, Colorado 80203-1799

**CDE Contact Persons:**

Jacquelin Medina  
[medina\\_j@cde.state.co.us](mailto:medina_j@cde.state.co.us)  
303.866.6652

Kathy Thurman  
[thurman\\_k@cde.state.co.us](mailto:thurman_k@cde.state.co.us)  
303.866.6414

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





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

Colorado Department of Education  
Exceptional Student Leadership  
Gifted Education Unit  
201 East Colfax Avenue  
Suite 300  
Denver, Colorado 80203-1799