

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

Administrative Unit's Name: Adams County School District 14		Region: Metro
Name of Gifted Education Director/ Coordinator	Dr. Barb McKenzie, Director of Student Services Interim GT Coordinator – Arianne Burger	
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Name of Superintendent/BOCES Director	Dr. John Lange, Superintendent	
Superintendent's Signature		
Date: _____		

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.



Section I: State Performance Plan (SPP)

⇒ 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.

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.

**STATE PERFORMANCE PLAN
 For Information, Guidance and Technical Assistance**

Goal Area I: Student Achievement - Targets

Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.

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

Evidence 1: Percent of administrative units moving toward locally determined targets.

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:

X 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:

X 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: The number of gifted students in language arts performing at the advanced level on CSAP reading will increase by 3%.

Evidence 1A: Percent of gifted students performing at the advanced level on CSAP reading tests.

Indicator 1B: The number of gifted students in math performing at the advanced level on CSAP math will increase by 3%.

Evidence 1B: Percent of gifted students performing at the advanced level on CSAP math tests.

Indicator 1C: The number of gifted students in the “other” category performing at the advanced level on CSAP reading will increase by 3%.

Evidence 1C: Percent of gifted students performing at the advanced level on CSAP reading tests.

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.

District 14 has a GT philosophy statement that has been communicated to the Board of Education, parents, teachers, staff, and community members. Procedures regarding identification, programming, and evaluation are communicated via the District GT brochure, the District GT newsletter, GT student/family nights, and teacher/parent training workshops. District 14 is a predominantly Spanish speaking community; all communication is published in English and Spanish.

All District 14 Principals, Child Advocates (school psychologists), and Counselors have received copies of GT legislation, and its impact on services for GT students. Additionally, all Child Advocates and Counselors have received copies of the Colorado ECEA Rules, which includes the rules for Gifted and Talented services.

At the beginning of each school year, students identified as Gifted and Talented develop an Advanced Learning Plan (ALP) with their teacher(s) and parents. The ALP guides the student’s instruction for the year, focusing on the student’s areas of strength and interest. Programming options and extracurricular activities of interest to the student are discussed during the ALP conference.

A District GT Newsletter is published every trimester. GT student and parent family nights, guest speakers and field trips are promoted on a district level through the local education channel broadcasts.

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).

Referral: Information regarding the characteristics and needs of GT students is given to appropriate teachers, staff, and parents. Referrals for identification are accepted from any source. All first and fourth grade students in the district are screened using the NNAT. The process for screening by grade level and/or classroom is communicated by the District GT Coordinator.

Procedures: Information regarding identification procedures is distributed to parents, teachers, staff, students, and Board of Education members. District 14 uses a body of evidence for the purpose of identification. This body of evidence includes quantitative and qualitative data (e.g., CSAP, MAP, CogAT, NNAT, Kingore Observation Inventory, Torrence Test of Creativity) Criteria used for determining exceptional ability and eligibility for gifted services are reflected in the ACSD 14 Assessment Summary.

Assessment: District 14 has a Bilingual Assessment Team to provide assessments and evaluations for Spanish speaking students. All assessment tools are provided in the students' primary language. If students speak a language other than Spanish, the District employs psychologists via an independent contractor agreement. The District also has a contract with TransPerfect, which is a company that provides interpretation and translation in over 100 languages. In addition to the Bilingual Assessment Team, each school has a Response to Intervention (RtI) Team. The GT Liaison in each building presents students referred for possible GT identification to the RtI Team.

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.)

Structure

The District GT Coordinator and Director of Student Services oversee GT services. Each school has a GT Liason, who is the GT representative for the school. The GT Liason is responsible for disseminating information, coordinating clubs and competitions, and coordinating the completion of Advanced Learning Plans for identified GT students.

Students are clustered by grade level in the elementary schools, so that differentiation occurs throughout daily learning. Pullout services are used for in-depth projects and juried competitions.

The District 14 Assessment Summary is completed for all students. The Assessment Summary is used in developing the Advanced Learning Plan for each student. District 14 has purchased the Infinite Campus web-based ALP protocol. This web-based ALP protocol will allow teachers, students, and parents to match services and programming with individual student needs.

Advanced programming is available for all content areas, (e.g., IB/AP/Honors classes) from preschool to twelfth grade. Alsup Elementary received IB accreditation last year, and has now been renamed as Alsup IB World School. Early college model (post-secondary enrollment), post-secondary career exploration, and concurrent enrollment are choice options for students. Acceleration by content or grade level is available and has been successful at the elementary and secondary levels.

Differentiated Instruction The District purchased one site license for the Renzulli Learning System. Hanson PreK-8 School is piloting the Renzulli Learning System for differentiated instruction practices. Pending the evaluation outcomes of the Hanson pilot, the District may purchase other site licenses for the Renzulli Learning System. Other methods of differentiation include: curriculum compacting; thematic instruction; in-depth projects; independent investigations; and juried competitions.

Affective Guidance and Counseling District 14 is one of the first school districts in the state of Colorado to implement PBS. PBS is systemic, and is supported by administrators, certified, and classified staff. Each year, the District PBS BEST committee presents an update to the Board of Education regarding the District's PBS strategic plan. The District also provides instruction for anti-bullying through the Second Step curriculum. Additionally, District School Resource Officers are assigned to each building to support the affective needs of students. Counseling and guidance specifically designed for the unique needs of gifted and talented students have been addressed in large scale format through presentations by Dr. Maureen Neihart and Dr. Jim DeLisle. Individual counseling is provided on an as needed basis by school-based therapists and Child Advocates.

Content Extensions

Language Arts: College of William and Mary units, bibliotherapy, Junior Great Books, competitions, writer's workshop, IB, mentorships, early college model, post-secondary career exploration (internships), concurrent enrollment

Math: Math Club, Math and Science Olympiad, AP Math, early college model, IB, post-secondary career exploration (internships), concurrent enrollment

Science: Math and Science Olympiad, early college model, IB, post-secondary career exploration (internships), concurrent enrollment

Creativity: Juried Art Show, Destination Imagination, post-secondary career exploration (internships), concurrent enrollment

Leadership: Debate club, leadership camp/conferences, early college model, post-secondary career exploration (internships), concurrent enrollment

Performing Arts/Music/Visual Arts: Juried Art Show, Commerce City Youth Orchestra, early college model, post-secondary career exploration (internships), concurrent enrollment

General Cognition: Any of the above

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).

Single subject acceleration; concurrent enrollment (middle school attending high school; high school attending college); Rocky Mountain Talent Search; AP/IB/Honors classes. The Iowa Acceleration Scale, CSAP, and MAP scores are considered.

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?

The Advanced Learning Plan is matched to students' strengths and interests. The Iowa Acceleration Scale, CSAP, and MAP scores are also considered.

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?

Concurrent enrollment, early college model, IB/AP, and post-secondary career exploration (internships) are available to gifted students.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Advanced Learning Plans are developed at the beginning of the school year with the student, teacher(s) and parents. The ALP is reviewed and updated during the second trimester conferences, and at the end of the year as part of the student's transition process.

Programming: Articulation

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

The District GT Coordinator and Director of Student Services oversee GT services. Each school has a GT Liason, who is the GT representative for the school. The GT Liason is responsible for disseminating information, coordinating clubs and competitions, and coordinating the completion of Advanced Learning Plans for identified GT students.

Students are clustered by grade level in the elementary schools, so that differentiation can occur throughout daily learning. Pullout services may be needed for in-depth projects and juried competitions.

The District 14 Assessment Summary is completed for all students. The Assessment Summary is used in developing the Advanced Learning Plan for each student. District 14 has purchased the Infinite Campus web-based ALP protocol. This web-based ALP protocol will allow teachers, students, and parents to match services and programming to individual student needs.

Advanced programming is available for all content areas, (e.g., IB/AP/Honors classes) from preschool to twelfth grade. Alsup Elementary received IB accreditation last year, and has now been renamed as Alsup IB World School. Early college model (post-secondary enrollment), post-secondary career exploration, and concurrent enrollment are choice options for students. Acceleration by content or grade level is available and has been successful at the elementary and secondary levels.

Programming: Gifted Students New to the District

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

When a documented (e.g. school records, IEP, ALP) gifted student moves into the District, the student begins receiving services, and an Advanced Learning Plan is developed.

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 District administers CSAP annually and MAP three times per year. ALPs are monitored three times per year; at the beginning of the school year, and during second and third trimester conferences. District expectations for progress monitoring include weekly data talks between grade level teams and building principals. Data talks emphasize the disaggregation of CSAP and MAP data to improve instruction and academic outcomes for GT students. The District updates the GT database regularly to include programming and assessment results.

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).

District 14 is one of the first school districts in the state of Colorado to implement PBS. PBS is systemic, and is supported by administrators, certified, and classified staff. Each year, the District PBS BEST committee presents an update to the Board of Education regarding the District's PBS

strategic plan. The District also provides instruction for anti-bullying through the Second Step curriculum. Additionally, District School Resource Officers are assigned to each building to support the affective needs of students. Counseling and guidance specifically designed for the unique needs of gifted and talent students have been addressed in large scale format through presentations by Dr. Maureen Neihart and Dr. Jim DeLisle. Individual counseling is provided on an as needed basis by school-based therapists and Child Advocates.

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.

Teacher, parent, and student surveys are administered each year. The survey questions were designed to include the categories outlined in the GT CIMP. Survey feedback is incorporated into program design and services. Additionally, teachers and staff members complete evaluations after receiving staff development training.

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.

The District GT Coordinator and Director of Student Services oversee GT services. Each school has a GT Liason, who is the GT representative for the school. The GT Liason is responsible for disseminating information, coordinating clubs and competitions, and coordinating the completion of Advanced Learning Plans for identified GT students. Students are clustered by grade level in the elementary schools, so that differentiation can occur throughout daily learning. The cluster teachers receive on-going training from the District GT Coordinator. Examples of cluster teacher training include curriculum compacting, Gardner’s Multiple Intelligences, and differentiation.

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:

X Yes 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?

Due to budget cuts, the District no longer has GT Specialists in each school. These teachers are now teaching in the regular classroom setting. However, several District teachers that were formerly GT Specialists hold an endorsement in Gifted Education. The District compensates teachers for

accruing hours past the Bachelor and Masters level. All District 14 teachers must be highly qualified. In order to teach a specific subject at the secondary level, teachers must hold an endorsement in that content area. District 14 IB schools also require teachers to participate in IB training. The District's cluster teachers receive on-going training from the District GT Coordinator. Examples of cluster teacher training include curriculum compacting, Gardner's Multiple Intelligences, and differentiation. The District GT Coordinator will participate in a CDE online course on the social and emotional needs of gifted students. After successful completion of the online course, the District GT Coordinator will have the opportunity to be a trainer for this online course.

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?

The District has cut funds supporting the GT program. A university partnership would be helpful to provide ongoing training and mentorship for teachers working on a GT endorsement. Additionally, a university partnership would be helpful in linking research to best practice teaching methods.

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 Director of Student Services plans the budget for gifted programming. The GT budget must meet the expectations of the Chief Financial Officer and other members of the Superintendent's Cabinet.

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.

All financial, equipment, and student records for gifted education are imaged as part of the GT program database. All student ALPs are imaged annually and included in the GT database. The equipment inventory lists are updated annually, and included in the database.

Maintenance, retention, and destruction of gifted student education records:

The education records of gifted students are scanned and imaged via a contract with Rocky Mountain Imaging. District's 14 policy on the retention and destruction of student records is delineated below:

Guidelines For Retention Of Student Records

Parameters

- 1. Districts keep information about students in different ways and on different forms. Therefore, the guidelines present the kinds of information or data elements that are maintained in the files, rather than the names of the forms on which the information is found.**
- 2. The guidelines apply only to the records of students who have withdrawn or graduated from a school district. They do not apply to active students currently enrolled in the district.**
- 3. Retention guidelines for special education student records and psychological testing are not included since these records are usually maintained separately.**
- 4. Discipline and suspension records are not included with this information because they should not be filed with required information. They should be maintained separately. They may be destroyed three years after the infraction.**
- 5. Expulsion records are not included because they should not be filed with the student's permanent file. They should be filed separately and maintained until the student reaches the age of 21.**

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 Director of Student Services is available for resolving disagreements regarding identification and programming for gifted students. District 14 follows the guidelines set forth in the ECEA Rules, Section 6.02 (7) (a) through 6.02 (7) (m) and in Board Policy AC-R1.

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. 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**

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:

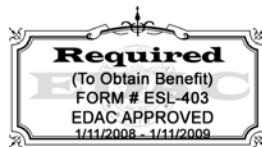
Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

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



Gifted students' learning and growth ensured by needed provisions and advocacy



**Colorado Department of Education (CDE)
Gifted Education Program Plan
2008 – 2011**

BOCES Consolidated Signature Page

Administrative Unit's Name:		Region:
BOCES Executive Director Signature:		
Date: _____		
Number of Districts within Administrative Unit:		
List the name of each district within the administrative unit below:	List the name of each district's superintendent within the administrative unit below:	Signature of the district's superintendent reviewing the Program Plan:

