

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

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**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:** Communication

All parents and educators will be aware of gifted education, the Program Plan and how to access information and procedures.

**Indicator 17B:** : Identification

Procedures are written and implemented across the district. Multiple sources and tools create referrals and a body of evidence for making team decisions (files). Parents report involvement and receive feedback on results of assessment (survey/focus groups). The gifted population is moving toward representing the demographics of St. Vrain (data).

**Indicator 17C:** Programming

St. Vrain will name key strategies for differentiated instruction and assessment that are articulated and implemented in the district (observations/interviews). There is evidence that all categories of giftedness are considered as seen in options or resource networking available to students (files).

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: Students gifted in reading performing at the advanced level on CSAP will increase from 60% to 80%.**

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

**Indicator 1B: Students gifted in math performing at the advanced level on CSAP will increase from 85% to 90%.**

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

**Indicator 1C: Students gifted in writing performing at the advanced level on CSAP will increase from 65% to 80%.**

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

An annual meeting will be held at each elementary to review the ALP process and communicate with parents regarding programming options available at each site. Parents and students will have the opportunity to provide input into the child's ALP during the meeting and ask any questions regarding the GT program.

Parents will be informed through school newsletters and letters home about the nomination process in the building. General

information about identification and nomination can be found at anytime on the district website under gifted & talented. All the information is available in both English and Spanish. Each quarter a parent newsletter is published with information about events (past & upcoming), as well as resources and opportunities. Each newsletter also has an educational piece to help parents become more informed in gifted educational practices. These are also available to the community at large through the district website.

### 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?

"Gifted children" means those students whose abilities, talents and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Gifted students are capable of high performance in any or a combination of these areas:

- 1) General intellectual ability
- 2) Specific academic aptitude
- 3) Creative, productive thinking
- 4) Leadership and human relations skills
- 5) Visual arts, performing arts, spatial or musical abilities

Gifted children represent all cultural, ethnic, and socioeconomic backgrounds and may demonstrate both gifts and disabilities.

### 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).

St. Vrain's identification procedures have been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted/talented in one or more areas. While criteria have been established for decision making, some of the data may be subjective in nature and some degree of imprecision in testing is always present. Therefore, GT personnel (building person, coach and coordinator) make decisions about eligibility based on sound reasoning and data interpretation, and must have collected a sufficient body of evidence to make a conclusive decision.

### Nomination/Screening

The initial stage of identification consists of a call for nominations, generally once a year. Parents, teachers,

counselors and students are advised about the identification process through newsletters and flyers, and are invited to submit the names of students they view as potentially gifted or talented. They are also asked to indicate what they believe to be the student's particular strength area(s). Information about this process is published in both Spanish and English. The information is also available on the district website year round. Additionally, gifted education resource teachers and/or counselors review standardized test scores and CSAP scores for all students to search for evidence of advanced level skills. This process occurs once a year and yields an initial list of nominees. Nominations may, however, be accepted at any time during the school year.

### Review

The next stage in the identification process is to secure additional information that will aid in determining the youth's talents or giftedness and his or her need for particular services. Appropriate data is gathered and reviewed for each nominee based on the suspected area(s) of exceptionality. At a minimum we collect behavioral, achievement, and ability data on all nominated students for the area he or she has been nominated. We might also collect performance data. Visual and Performing Arts, as well as music nominees must have performance data collected.

Some students do not perform well on standardized tests but may show evidence of exceptional ability in other ways. This is often true for those students who are Twice-Exceptional (both gifted and learning disabled), second language learners, and children from low income backgrounds. We have supplementary data sheets we use to help identify these students. We use a greater number of data points in order to get a better picture of the overall student. The twice-exceptional data collection form records all the information and test data collected through the Special Education process. This helps us get specific identification data for areas of discrepancy.

Second language learners need to have language acquisition rates and CELA data considered. We also look at how quickly they were able to score proficient on English CSAP tests. The St. Vrain ESL teachers have all received training around gifted characteristics to help us better find underrepresented children who are second-language learners. This is a focus in St. Vrain as this group is currently underrepresented in our GT database. These teachers see these children in small groups and often are able to see gifted characteristics that might be missed by a classroom teacher who is not trained to see this within the context of second language acquisition as well.

For children of poverty we use the Sloucumb-Payne survey as an additional piece of data. In these cases, further evidence may need to be gathered. Additional evidence may consist of interviews, essays, and product/performance rating scales. From essays, inferences can be drawn concerning writing skills, interests, creativity and motivation. Interviews can help to assess oral verbal abilities, interests, and motivation. Product/performance rating scales can help to assess classroom work that may be significantly advanced for the student's age or grade placement.

Students are not denied services or identified on the basis of performance on any single score or instrument. Rather, those evaluating the data are looking for *sufficient evidence* of exceptional talent or ability to warrant special programming or services. This review is an ongoing process, and a student is not formally identified until a sufficient body of evidence is collected.

### Formal Identification

As data is collected, it is added to the student's formal Profile Folder. At least two people trained in the identification of gifted students review the information that has been collected. A student is formally identified as gifted/talented when data collected over a period of time suggests that he/she matches the definition of a "gifted child", and the following questions are answered in the affirmative:

- 1) Is the student's skill level/ability much above that of peers the same age?
- 2) Does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability?
- 3) Does the information available from multiple sources of data indicate the presence of giftedness as

defined by state and district guidelines?

If students meet the district criteria, the student name is sent to the district Gifted Education Coordinator to be added to the database. The child's GT resource teacher and classroom teacher will then write an ALP for the child for the current school year. The ALP reflects the needs of the child in his/her area(s) of giftedness. School personnel, along with parents and in some cases the student, all share responsibility for developing a plan to encourage and support the student's continued growth in his/her strength areas.

Approximately 3-5% of the student population is formally identified as gifted/talented, though many additional students may participate in programs for advanced learners. Student data is used to match students to appropriate programming. Services for all identified students seek to ensure that they continue to make growth commensurate with their ability in their strength areas, and to perform at advanced and distinguished levels. Programming may include advanced and/or interdisciplinary classes, curriculum compacting in the regular classroom, differentiated instructional techniques, or other targeted services. Services may also include content area or grade level acceleration, rapid pacing through the curriculum, mentoring, and affective (counseling) support services.

The committee may also decide that a student does not qualify, or that enough information is not available to make an informed decision. In the latter case, appropriate programming for the student is determined and the student is labeled "program and monitor" to be reviewed again the following year as more information becomes available.

#### Annual Re-evaluation of Programming

School personnel periodically review student performance and progress to determine if the identification process was sound, and if the student has continued special educational needs for gifted/talented programming. Repeated evaluation to determine if a student is gifted or not is deemed of little value. Rather the critical issue is determining if the student is reaping reasonable benefit from advanced programming or if a change in programming is needed. Recommended changes in programming are recorded at the end of the year on a student's ALP. The following year the team writing the child's ALP will refer to the successful programming employed, as well as the recommended changes.

#### Non-academic talent areas

Advanced programming in most schools currently focuses on academic areas. However, many schools and educators recognize the importance of identifying and nurturing the strengths of other types of gifted students. These include:

- students with exceptional talent in the visual and performing arts
- students with high evidence of creativity
- students with exceptional leadership ability

When programming for students with exceptional talent in these areas is available, a different identification process is utilized. Many talents, especially in the arts, are assessed through expert judgment of students' performance or products. Evidence of creativity and leadership can be gathered through observation, interview and rating scales. In all cases, the goal of identification remains the same: to find students who could benefit from very advanced levels of instruction and to continually modify and differentiate curriculum and instruction to meet and match their individual needs.

### **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**

Gifted programming is building-based. Elementary schools are moving towards implementing varying degrees of cluster grouping. Some are total school grouping and some choosing specific grade levels. Elementary principals reported flexible grouping, clusters for special interest, and general education with GT resource pull out as the most common service delivery methods currently being used.

Middle schools listed flexible grouping and honors classes as their top delivery methods with cross-grade grouping being the second most utilized method. All of the middle schools now have honors classes and an accelerated track. We are working on continuity in the programs between schools. Gifted students are placed in the accelerated track in their areas of giftedness.

### **Differentiated Instruction**

According to principals at the elementary level, the most utilized differentiation strategies in their buildings are flexible grouping, pre and post testing, content extensions, and learning centers with different abilities or interests in mind. The middle school principals reported single subject acceleration, pre and post testing as the most utilized, with compacting, tiered lessons, flexible grouping, and critical thinking also being frequently used.

Over the next three years, we will offer more classes specifically geared to differentiation strategies to be used in the general education classroom. As programs are cut, it is crucial for classroom teachers to be better prepared to meet the needs of gifted students. Schools implementing total school cluster grouping will be offer monthly professional development around strategies for gifted learners.

### **Affective Guidance and Counseling**

This is an area where we need to work. Only five of twenty four elementary principals reported having affective programs and counseling in place specifically geared toward gifted learners. Responses varied greatly about what elementary schools had in place: lunch bunch groups, student council, monthly check ins, and groups for the out of sync. Three of the ten middle schools reported having things in place. The most common was career planning, mentoring, and W.E.B. (a leadership training program).

In the next three years, we will continue to offer the online module *The Social and Emotional Needs of the Gifted*. This spring was the first time it was offered in St. Vrain. There was good response. Counselors will be encouraged to take the course to better understand this population within their buildings. Teachers can also make a difference when they understand and can use affective activities within their classroom. This builds a stronger community for all children to be successful.

### **Content Extensions**

St. Vrain offers a variety of district-wide events that culminate the learning for advanced curriculum units. These events encourage community and parental involvement as well. They are well advertised and well attended. They are curricular extensions so they allow gifted children in schools without a GT resource teacher to still participate. All event information, necessary registration forms, permissions slips and display requirements are given.

In addition to the district events, many schools have their own events, as well as extension materials available for check out through the district media center.

Language Arts: St. Vrain Shakespeare Festival, Spelling Bee, advanced curriculum units for check out within the district based on needs of gifted learners, Socratic Seminar, Honors, IB, AP, St. Vrain Summer Enrichment Program

Math: Geometry Challenge, Equations Contest, Equations District Game Nights, Invention Convention, Math Counts, IBM Mentors, advanced curriculum units for check out within the district based on needs of gifted learners, Honors, IB, AP, St. Vrain Summer Enrichment Program

Science: St. Vrain Summer Enrichment Program, advanced curriculum units for check out within the district based on needs of gifted learners, Honors, IB, AP, Invention Convention

Creativity: St. Vrain Summer Enrichment Program, advanced curriculum units for check out within the district based on needs of gifted learners, Invention Convention, St. Vrain Shakespeare Festival, District art show, Night of Stars

Leadership: St. Vrain Summer Enrichment Program, Night of Stars, Day of Giving, IB service program, National Honor Society, W.E.B.

Performing Arts/Music/Visual Arts: St. Vrain Summer Enrichment Program, Honors band, orchestra, choir, Night of Stars, District art show, St. Vrain Shakespeare Festival, summer band/orchestra

General Cognition: St. Vrain Summer Enrichment Program, advanced curriculum units for check out within the district based on needs of gifted learners, Honors, IB, AP, Family Learning Night, Night of Stars, Invention Convention

### **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).

### Initiation

Referral for acceleration may be initiated by any of the following:

- Administrator
- Teacher
- Counselor

Referral should be made to the building principal.

### Screening

The principal will collect initial information to determine if the student is a likely candidate for acceleration. This information may include:

- Checklist completed by parents
- Checklist completed by teacher
- Informal interview with the parents/teacher re: reasons for referral

*Optional: Give parents a copy of What Should I Know About Acceleration?*

### Fact-Finding Meeting

If the student appears to be a possible candidate for grade acceleration, a fact-finding meeting should be held for the purpose of gathering additional information. Suggested team members include:

- Principal
- Classroom Teacher
- Gifted Resource Teacher
- Counselor
- Parents

The Iowa Acceleration Scale should be used to guide this discussion. It will help the team to determine what information is already available, and what additional assessment is necessary to make an informed decision (as well as who could do those assessments).

As part of process required to complete the Iowa, team members will discuss school and academic factors, developmental factors, and interpersonal skills that may enhance or detract from a child's likelihood of success with whole-grade acceleration.

In addition, questions on the scale pertain to the student's ability, aptitude and achievement. Recommended tools to assess **achievement** (performance on grade level) and **aptitude** (performance/readiness above grade level) are included on the next page. The district gifted education office has copies of the ITBS, which can be given two years above the student's grade placement. The student should score within the top quartile. Contact your GT resource teacher or call the district GT office to request a copy of this test.

The IOWA Scale recommends that a measure of the student's general cognitive/ intellectual **ability** be a primary factor in decision making. Because the district does not administer individual cognitive tests to determine giftedness, scores from a Cognitive Abilities Test (CogAT) or other standardized group test of general reasoning ability may be used in combination with ITBS scores. However, the team should keep in mind that group tests sometimes underestimate a child's general level of intellectual ability. Test scores provided by parents at their expense from outside testing agencies may also be considered. Finally, a district school psychologist may be assigned to administer an individual cognitive assessment if **all** of the following conditions are met:

- 1) The IOWA Scale has been completed in its entirety; only cognitive data is missing, or group cognitive tests yield strong but not gifted range scores (below 95%), *and*

- 2) School personnel have administered the Survey form of the ITBS two years above grade level and the student is in the top quartile for that grade, *and*
- 3) The team agrees that information about the student's general cognitive abilities is incomplete and is necessary to make a good decision. For example, opinions from school personnel are conflicting in regards to the student's general ability and how much "past experience" plays into his/her current skill level.

A referral should be sent to the Student Services director, who will review this information and assign a school psychologist to complete the assessment if appropriate

### **Decision-Making Meeting**

Once all team members have completed required assessments, the committee should reconvene to recommend appropriate placement. The building principal makes the final recommendation, taking into consideration the findings and recommendations of team members.

If partial or full acceleration is recommended a transition plan should be developed with attention to the student's specific strengths and needs. This plan should indicate what additional support will be given to the student to assist them with their adjustment to the planned acceleration, who will be responsible for monitoring their progress, and when a follow-up meeting will be held, if necessary.

If the student is not a good candidate for whole-grade acceleration, other options to address his/her academic needs should be discussed. These might include:

- Cluster grouping.
- Classroom differentiation of curriculum and instruction.
- Acceleration for specific subjects.
- Curriculum compacting.
- Mentoring.
- Guided independent study.
- Pull-out classes in strength areas.

### **Monitoring**

It is recommended that at least two meetings should be scheduled during the first semester following whole-grade acceleration to monitor and make program adjustments as appropriate.

Some students are determined to have needs for acceleration in only area. When this occurs, data is collected to supported acceleration in a content area. Parents, teachers, administration meet to determine the placement for the child. Acceleration in a single subject is monitored by the receiving teacher and homeroom teacher.

### **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?

A student's ALP is to be focused around his/her area(s) of giftedness. Assessment data from identification and the classroom are used for decisions in the ALP. The building GT person and the classroom teacher work together to create the plan. Parents and students also set goals that are part of the plan. The plan is reviewed each spring to make recommendations for the following year. We are in the process of looking at a three plan for middle school and four year plans for high school. These plans would be revisited annually, much like an IEP. We have begun the articulation between levels to transition students, but still are working towards a smoother transition from one level to the next and to different types of ALPs for the different levels. We will make final decisions around this process for all levels during the

next three years.

**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?

St. Vrain has an IB school at each level. This allows child to be trained in this way of thinking prior to applying to the IB program at the HS level. The middle school program is in its second year. All the IB schools accept applications from other district schools to allow access when the school is not your neighborhood school.

All the middle schools now offer faster paced courses to better meet the needs of gifted children. This has been phased in over the last few years. We are currently working on continuity between these classes from school to school. The high schools all have advanced placement courses available to students. Secondary students in grades eleven and twelve are able to college courses and be reimbursed if they receive a C or higher in the course. Students most often take classes online or from Front Range Community College which has a Longmont campus.

**Programming: Advanced Learning Plan**

Describe the advanced learning plan development and review processes.

Once identification is **completed, all staff working with the identified child create a PLAN for the school year.**

Column One: Choose activities, programming options and/or accommodations that the team plans to put in place for the year.

Column Two: List specific classes, activities or differentiation tools that the team plans to implement. “Most responsible person” alludes to the fact that parents, teachers, support personnel or the student can all be responsible for different parts of the plan. For instance, parents might enroll the student in private lessons in a talent area, and the student may want to pursue some independent research or work with an older sibling or friend in passion areas outside of school. If possible, also include the expected outcomes for the student in this column. Outcomes may include a year’s growth in a year’s time (based on a pre-post assessment), positive attitudes toward school and learning, performance in contests and competitions, or other goals for the student.

**At the end of the year, review RESULTS and make recommendations.**

Column Three: At the end of the year, look back at the goals. How did the year go? How did the student do? Did he/she meet the expected outcomes? Were there some additional successes? What worked, and what would you recommend for next year?

**GIFTED/TALENTED STUDENT ONE-YEAR PLAN**

**St. Vrain Valley School District**



Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Year/Teacher: \_\_\_\_\_

Year/Age/Grade student was identified as gifted: \_\_\_\_\_ Strength Areas: \_\_\_\_\_

Signatures of people who participated in creating this plan:

Parent: \_\_\_\_\_ Teacher: \_\_\_\_\_ Student: \_\_\_\_\_

Others: \_\_\_\_\_

**\* See Overview/Instructions page for a definition of this programming option.**

<b>PLAN for school year (complete in September- check all that apply)</b>	<b>Specific Activities and most responsible persons (MRP)</b>	<b>Results/Recommendations (Complete in June; initial by comments)</b>
<b>Programming Options and Advanced Curriculum-Based Options</b>	Specific Activities and Expected	Results/Recommendations

	Outcome/ MRP	
<input type="checkbox"/> Pull out classes (See GT reporting form) <input type="checkbox"/> GT Consultation and/or coaching* <input type="checkbox"/> Academic Contests <input type="checkbox"/> Advanced elective or special classes <input type="checkbox"/> Honors classes <input type="checkbox"/> AP classes* <input type="checkbox"/> Advanced online classes <input type="checkbox"/> Advanced skill development class <input type="checkbox"/> Autonomous Learner class* <input type="checkbox"/> Within class differentiation <input type="checkbox"/> Other _____		
<b>Differentiated Learning Opportunities</b>	Specific Activities and MRP	Results/Recommendations
<input type="checkbox"/> Curriculum compacting* <input type="checkbox"/> Alternative instructional strategies, content, pacing, materials or products <input type="checkbox"/> Accommodations for strength areas <input type="checkbox"/> Pre-testing <input type="checkbox"/> Independent Study* <input type="checkbox"/> Alternative pacing <input type="checkbox"/> Learning contract* <input type="checkbox"/> Other _____		
<b>Independent Studies and Mentors</b>	Specific Activities and MRP	Results/Recommendations
<input type="checkbox"/> Facilitated Independent Study* <input type="checkbox"/> Independent study class <input type="checkbox"/> In-depth study <input type="checkbox"/> Individual projects <input type="checkbox"/> Mentorship (pairing with adult in talent area) <input type="checkbox"/> Internship (on-job experience) <input type="checkbox"/> Other: _____		
<b>Structure/Accommodations</b>	Specific Activities and MRP	Results/Recommendations
<input type="checkbox"/> Cluster grouping of talent students in core and/or elective areas <input type="checkbox"/> Content area acceleration in: _____ <input type="checkbox"/> Grade-skipping <input type="checkbox"/> Within class flexible ability grouping <input type="checkbox"/> Interest grouping <input type="checkbox"/> Post-Secondary enrollment options <input type="checkbox"/> Telescoping*		

<input type="checkbox"/> Early placement in kindergarten <input type="checkbox"/> Early graduation <input type="checkbox"/> Other _____		
<b>Affective Needs Programming</b>	Specific Activities and MRP	Results/Recommendations
<input type="checkbox"/> Small group counseling <input type="checkbox"/> Advanced college planning <input type="checkbox"/> Career planning <input type="checkbox"/> Autonomous Learner Model* <input type="checkbox"/> Leadership programming/camps <input type="checkbox"/> Other: _____		
<b>Extended Enrichment in strength areas</b>	Specific Activities and MRP	Results/Recommendations
<input type="checkbox"/> Classroom in-depth enrichment <input type="checkbox"/> Before or after school programs <input type="checkbox"/> Field trips and off-campus experiences <input type="checkbox"/> Learning centers <input type="checkbox"/> Summer school programs <input type="checkbox"/> College sponsored programs <input type="checkbox"/> Extra-curricular programs <input type="checkbox"/> Community sponsored class/activities <input type="checkbox"/> Competitions <input type="checkbox"/> Imported programs (e.g. OM, History Day, Knowledge Bowl, Junior Great Books, Math Counts) <input type="checkbox"/> Other: _____		

**GOALS:**

Select one general goal in each area. The personal learning goal is usually set by the student and relates to his/her passion or strength area(s). Autonomous Learning Goals usually relate to the development of Habits of Mind or Workforce Skills.

**Academic Goal:**

\_\_\_\_\_

**Personal Learning Goal:**

\_\_\_\_\_

**Autonomous Learning Goal:**

\_\_\_\_\_

Year End Notes, Comments and General Recommendations:

End-of-Year Review Date: \_\_\_\_\_

Signatures and Relationship to student of people participating in the review:

\_\_\_\_\_

\_\_\_\_\_

### **Programming: Articulation**

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

The GT Coordinator and coaches work closely together and they are the avenue to get information out to schools. The GT Coordinator works with all elementary and middle school principals at least once per year to outline state requirements and collect data on what the schools currently have in place for gifted students. The GT Coordinator meets at least once annually with the executive director of elementary education and the assistant superintendent of secondary education to discuss programming at these levels. We are currently working toward forming an advisory committee with parents, community members, and staff members to guide and better inform our decisions around gifted education. Annually we hold transition meetings between the GT representative from elementaries and middle schools. This gives them a chance to share information about students. We also generate ID reports at the end of the year. Lists of 5<sup>th</sup> grade students who are identified are sent to the middle school they will be attending. Similarly, eighth grade gifted students' names are passed on to the receiving high school. This is to immediately flag them to counselors so appropriate programming is in place from the start of the year.

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

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

We review the records of new students who have been identified as gifted in another district. The student must meet St. Vrain criteria to be identified here. If there is not sufficient data in the student's file, additional data is collected to determine if the child qualifies for gifted services. While we are reviewing the student's records, placement is made based on recommendations and previous classes before arriving here.

### **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 advanced learning plan is reviewed annually by the GT personnel and classroom teachers. At the elementary, a new plan is created annually. At the middle school level, an ALP at the start of sixth grade or when the child is identified, whichever comes first. The ALP is a plan for all three middle school years. It is reviewed annually. If any changes were made from the plan, they are documented on the ALP. Annually new goals are set and attached to the original ALP document. When students set new goals, they reflect on the previous year and goals set then. Counselors and teachers progress monitor these students. Progress monitoring occurs through assessments, surveys and self-evaluation. At the state level, we use CSAP data to monitor performance. At the district level, we have math and literacy assessments to measure growth. Schools also use a variety of data sources to monitor student growth. Students who we are considering for acceleration are also the ITBS for the grade they would be accelerated into. This is a good indicator of what their success might be in the accepting grade level.

We generate several reports that help us monitor student progress. We look at CSAP and who scores in the top 5%. This helps with identification, as well as monitoring those already identified. Students scoring in the top 5% of CSAP generally need other measures to assure student growth is happening. We are working towards portfolios showcasing student growth in gifted education classes, as well as pre/post tests. A CELA report that we have for the first time this year monitors the growth of our second language learners. It also helps us find students showing greater than average growth in their second language. This is a screen for identification of students as well.

### **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).

The social, emotional, and behavioral development of gifted children is monitored through self-evaluation and attitude surveys. At the middle and high school level, it is often monitored through the counselor who may keep anecdotal records on the child.

### 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.

St. Vrain was involved in a CIMP audit which began in spring 2007. The following winter, a plan for corrective action was created to bring our program up to state standards. This process provided some valuable information about how we could improve what we are doing with our gifted students. This is the first outside audit of our gifted program. We have done parent surveys for feedback in the past.

### 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.

Licensed teachers are providing services to gifted students. We seek candidates with a background in gifted education. There is a monthly professional development for 3 hours for gifted education resource teachers. St. Vrain will offer at least one professional development class each semester around gifted education. Classes may be online or site-based. Buildings are offered training opportunities as they arise when it is a fit with their building plans and goals. On-site trainings have been provided when requested to meet building goals.

St. Vrain offers at least one parent support group each year. We hope to expand this by having more people trained to facilitate the groups. Licensed teachers who currently are GT resource teachers have facilitated these groups. There has been a high level of interest. We have six district-wide GT events. Four of these are in the evening so parents may attend.

We have a coordinator who oversees all activities and programs K-12. There is an events coordinator who plans and organizes the district-wide gifted events which include: Night of Stars, Invention Convention, Equations, Day of Giving, Geometry Challenge, and Shakespeare Festival. These events bring together gifted students from different elementaries and middle schools to showcase their areas of strength through competition, performance, or exhibits. We have 3 part time coaches who work to help support identification in the 37 elementary and middle schools, as well as help with LAP development and classroom differentiation. They help provide continuity between schools within our system.

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?

St. Vrain strives to hire the most qualified candidates for available positions. Although many of the GT resource teachers do not possess an endorsement in gifted education, all participate in staff development specifically geared toward gifted education. A number have all participated in on-site training in differentiation, CDE differentiation training, CASL trainings, as well as GT conferences. Annually, we have hosted informational meetings to heighten awareness and increase interest in a GT endorsement or mater's program. Currently, all of our GT resource teachers are elementary licensed teachers. The role of this resource person varies from school to school. Most provide some direct

instruction, as well as some professional development to their staff and support for differentiation to classroom teachers. The GT Coordinator is responsible for managing the program plan. She does not hold a GT endorsement. She has a master's degree in educational administration and over 30 hours of classwork in gifted education. She has eight years experience teaching in gifted education. Three GT coaches also help manage the program plan. All are master teachers, one with a master's degree in differentiation.

Professional development for the next three years will focus on the Habits of Mind (Art Costa), Portfolios, and Assessment. The Habits of Mind is a broad umbrella of skills and attitudes that encompass all areas of study. It builds the capacity to be an autonomous learner and lifelong skills. We have begun the journey by reading the first book and looking at how it fits with our report card (which we redid to align) and our district-wide events. Over the next three years, we will share and develop more around literacy, numeracy, leadership, and creativity. We have seen a real need to develop stronger assessment and measuring growth for gifted students. It is our belief that portfolios will be one important tool. As we look at some common units, we will develop a stronger sense of what works best to chart growth for our students. This will then be used to help strengthen the growth measures in other units of study.

Our data shows that we have some components of programming in place, now we need to track student growth within the programming. We also have seen in our data a lack of affective programming for our gifted students. In the next three years, we will be researching best practices around affective programming and piloting some programs to see which benefits our students the most.

### **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?

St. Vrain is working with George Betts and UNC to provide professional development for classroom teachers. We plan to expand the partnership to include workshops for parents during the 2008-2009 school year. Each year we have offered to host a cohort group for GT endorsement. We have not yet had enough interest to have a cohort here in our area. Gifted students could benefit greatly from mentors from the university. We have supported tuition costs for those working on a GT endorsement or master's degree.

Graduate students would be a wonderful asset to gifted students needing role models. I also think that university students working on GT endorsement or GT master's degree could be more utilized in field work working with gifted students. We currently have two UNC GT graduate students volunteering to work with gifted students in two buildings.

### **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.

St. Vrain's general fund budget is used for GT resource teachers. State funds are used for coordinator, coaches, activities, and materials. The state money is used to supplement and extend the program to be more community-inclusive.

Teachers submit a mini grant application to access state funds for materials, activities, and fieldtrips for gifted education students. The following is the application for funds (to be completed by site teams).

#### **GT Mini Grant Application**

We have received the first installment of our CDE gifted education funding for the current budget year. Once again, portions of this money will be made available for use in all St.Vrain Valley elementary and middle schools with gifted education programming in place through a mini-grant process.

To access these funds, your school must meet three criteria:

- 1) Your school has assigned FTE for Gifted Education or has identified a teacher or team of teachers to serve as Gifted Education liaisons for your building. A representative of this team must commit to attend GT teacher or liaison meetings approximately four times a year.
- 2) The district Gifted/Talented identification process is in place at your school and GT teachers/liaisons have attended two training sessions on the process.
- 3) Your school has submitted the (attached) gifted Education Building Mini-Grant Application. The building plan reflects a commitment to meeting the needs of gifted/talented students through activities specifically planned and organized for those students. **Funds may be used for materials and resources for student use, student activities, staff development, substitute pay, and extra duty pay.** You may submit multiple projects as part of the plan.

Ideally, a team including the principal, GT teacher or liaison, and other interested teachers and/or parents work together to create this plan. The intent of the plan is for staff members to give careful thought to the areas of most need in the school in terms of resources to support gifted students. Changes to those plans and additional requests are accepted later in the year if needs change. You may want to reference the attached list of Educational Needs of Gifted and Talented Students as you create your school grant request.

The attached Mini-Grant Application may be submitted to my office.

## **REQUEST FOR FUNDS**

**Name Of Project:** \_\_\_\_\_

**Programming Type** (from page 1-2): \_\_\_\_\_

**Anticipated number and grade level(s) of identified GT students who will be impacted:**

Number: \_\_\_\_\_

Grade level(s): \_\_\_\_\_

**Will other students be included?** If so, explain who and how many.

**Purpose/Goal of the project** (anticipated outcomes for GT students):

**Description of project:**

**Assessment to be used** (see accountability codes): \_\_\_\_\_

**Funds requested:**

**Type**

**Amount**

Materials/Resources \_\_\_\_\_

Professional/Educational Services \_\_\_\_\_

Subs \_\_\_\_\_

Extra Duty \_\_\_\_\_

Transportation \_\_\_\_\_

Fieldtrips/Registrations \_\_\_\_\_

Professional Development \_\_\_\_\_

**TOTAL:** \_\_\_\_\_

**St. Vrain Valley School District  
GT BUILDING BUDGET PLAN**

**Criteria for Approval**

- NA- Unable to determine or not applicable
- 0- Does not meet criteria
- 1- Addresses criteria to a small degree
- 2- Addresses criteria fairly well
- 3- Clearly addresses criteria

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>INDIVIDUAL PROJECTS</b>	<b>Project # / Name</b>				
<b>CRITERIA</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>	<b>#4</b>	<b>#5</b>
Project focuses on identified GT students. (May include other students if there are clearly reasons for doing so, but GT students should make up the majority of the targeted group). *					
Project can be expected to have a positive, measurable impact on the academic or social/emotional needs of identified gifted students.					
Description of project is clear and specific, explaining objectives for students and based on GT learner outcomes (advanced performance, autonomous learning skills, creativity and critical thinking).					
Budget requested is cost-effective; i.e.GT state funds could reasonably be expected to support the same or similar requests for all other schools/teachers (equity					

for schools) or has long-term, sustainable school impact (e.g. staff development efforts).					
TOTAL Points for Each Project: (should be a minimum of 9 points for funding)					
Additional consideration and funding will be given to school plans that appear collaborative in nature, therefore impacting more GT students, for more of the school day, in more areas, or through a variety of programming options.	COMMENTS SECTION				

**\*NOTE:** If the project will impact students in addition to GT students, state funds can only support a comparable portion of the project cost.

**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.**

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.

- 1) Financial records are kept with the district accountant, as well as with an accountant in student services. It is reconciled quarterly.
- 2) Accounting has a record of all items purchased with state money. All materials are clearly labeled with Gifted Education.
- 3) Gifted Education records are all on brown paper and are part of a student's cumulative file. In the next 3 years, these documents will be electronic as well so data will not be lost should a cumulative file be purged. Records are kept on microfiche after a student has exited the system. Originals are then shredded. This is the district policy for all confidential student records.

A copy of the ALP is pasted into the section titled Programming: Advanced Learning Plan. The process used it included with the actual document.

### 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?

Parents first contact the building principal and GT representative. The GT Coach may be asked to attend as well. If after reviewing the body of evidence, there is still disagreement about the identification or programming, the district GT Coordinator may review the data with the team. The team may choose to collect more data or have the student attend a GT class and see how well he/she performs within the group. The team would then revisit the child's data after more data has been collected or the trial class session is completed to make a final decision.

### 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:

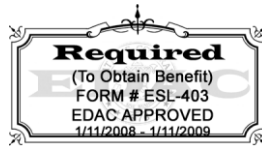
Colorado Department of Education  
Exceptional Student Leadership  
Gifted Education Unit  
201 East Colfax Avenue  
Suite 300  
Denver, Colorado 80203-1799

### 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.



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

**BOCES Consolidated Signature Page**

<b>Administrative Unit's Name:</b>	<b>Region:</b>
<b>BOCES Executive Director Signature:</b>	
<b>Date:</b> _____	

