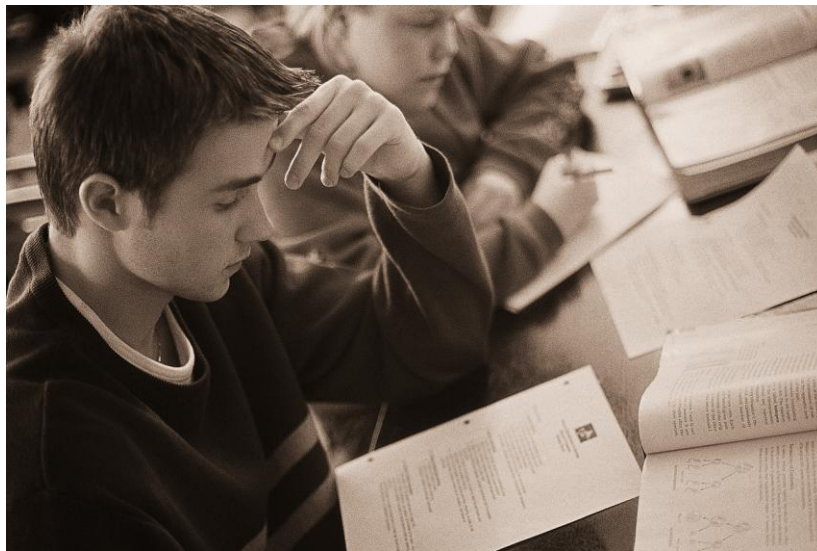


CBOCES
Gifted and Talented
Administrative Unit

Program Handbook
and
Monitoring
Binder



DISTRICT CONTACT INFORMATION

Administrative Unit's Name: CBOCES		Region: North Central
Name of Gifted Education Director/ Coordinator for the District Tresban Rivera		
District Director's e-mail trivera@cboces.org		
District Director's Address: 830 S. Lincoln	City: Longmont	Zip 80501
District Director's phone number 303-772-4420 ext. 2510		Fax 303-702-1649
Name of Superintendent EXECUTIVE DIRECTOR: Jack McCabe		

Please fill in the information in the tables of each section.
Within the section, please label evidence and attachments
that will support goals from the section. Place all evidence
behind the corresponding goal section.

Section I

State Performance Plan (SPP)

Section I: State Performance Plan

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 Rtl 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.

****NOTE****

This section is only to be completed if the Administrative Unit participates in the CIMP process and is in need of improvement.

Goal Area VI: Administrative Unit's CIMP Targets

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

Indicator 17A:

Indicator 17B:

Check here if not applicable

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

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

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

Goal:

Indicator 18A:

Indicator 18B:

X Check here if not applicable

Section II:

Elements of the Program Plan

Section II: Elements of the Program Plan

Directions:

The minimum standards for the Administrative Unit are indicated in the GREEN areas. Write the district'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.

Type the district's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. Write an evidence statement that is measurable (e.g., percent, number). If the district has additional indicators and evidence, please label them 1D, 1E, etc.

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.

Administrative Unit Indicator 1A needs in reading: *Students gifted in Language Arts performing on the advanced level on CSAP Reading will increase 15% by 2011.*

Administrative Unit Evidence 1A needs in reading: *The district baseline for this measure is the 2007-2008 CSAP Reading data. The Administrative Unit identified gifted Language Arts population performing at the advanced level is _____%.*

Administrative Unit Indicator 1B needs in writing: *Students gifted in Language Arts performing on the advanced level on CSAP Writing will increase 15% by 2011.*

Administrative Unit Evidence 1B needs in writing: *The district baseline for this measure is the 2007-2008 CSAP Writing data. The Administrative Unit identified gifted Language Arts population performing at the advanced level is _____%.*

Administrative Unit Indicator 1C needs in math: *Students gifted in Math performing on the advanced level on CSAP Math will increase 15% by 2011.*

Administrative Unit Evidence 1C needs in math: *The district baseline for this measure is the 2007-2008 CSAP Math data. The Administrative Unit identified gifted Math population performing at the advanced level is _____%.*

ADMINISTRATIVE UNIT – DISTRICT INFORMATION

CBOCES GTAU has developed a data collection form to be used in the 2008-2009 school to be used by each of the 11 district within the AU. 2007-2008 CSAP data will be tracked by each district by grade using this form. This will serve as baseline data with districts clearly identifying area of giftedness and percent of student scoring advanced for that area at each grade 4-10.

Community Outreach

- Describe how the district 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.

Administrative Unit minimum requirements:

At a minimum, 100% of districts within the Administrative Unit will, by 2011:

- **Provide an informational brochure for all stakeholders - available in each school building that includes the identification process and programming options (posted on the website if available) – these will be available in the student's home language**
- **Parental engagement opportunities are fostered in each individual building/district through the use of parent committees, teams, organizations, etc.**
- **During parent teacher conferences or other assigned meeting time, the parents will take an active role in the writing, implementation, and monitoring of the ALP**
- **Parents of students from underrepresented groups are communicated with through the use of an interpreter and/or the student's home language translated documents**
- **The Administrative Unit will provide literature about student opportunities as they become available**

Each district will provide evidence for each of the above indicators at the end of each school year (ie. Agendas, sign in sheets, flyers, brochures)

AULT - DISTRICT INFORMATION

- **GT information brochure**
- **Parental engagement opportunities**
- **ELEMENTARY – PTO, GT parent meetings with individual teachers and liaisons, accountability team**
- **MS - PTO, GT parent meetings with individual teachers and liaisons, accountability team**
- **HS - PTO, GT parent meetings with individual teachers and liaisons, accountability team**
- **ALP – Shared at the parent teacher conferences each fall and reviewed in the spring.**

BRIGGSDALE - DISTRICT INFORMATION

- **Electronic version of the informational brochure is nearly complete. Superintendent needs to give it a final review and it will be posted on school website by the end of 2007-08 school year. Printed version will be available in school office for school year 2008-09.**
- **Open house, parent teacher conferences, school volunteers, and volunteer committees are in place.**
- **Parent involvement for ALP is in place.**
- **ESL personnel is in place.**

- Bulletin boards are ready for postings.

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School district will:

- By 2009, have brochures in English and Spanish available in each district building. The brochures will outline the definition of giftedness as well as the identification process and programming options.
- By fall of 2009, will begin to maintain communications with parents through a quarterly newsletter which will include information on current programming options as well as information on student opportunities such as the UNC Summer Enrichment Program, College visitation opportunities, Engineering camps, and any other available opportunities for our gifted and talented students.
- By fall 2010, will host at a minimum one GT parent meeting each semester providing opportunity for parent input and the study of the various aspects of gifted children through discussion and possible book studies.
- By fall 2008, will involve parents actively in the writing, implementation, and monitoring of the ALP. Parents will meet with the classroom teacher and GT building representative or coordinator at the fall parent teacher conference or at another scheduled appointment.
- All communications in writing are sent home in the home's primary language. An interpreter is available, if necessary, for any meetings.

EATON - DISTRICT INFORMATION

Currently Eaton RE-2 communicates with parents and educators about gifted programming, identification, and resources through our brochure, website (http://gt.eatonsd.schoolfusion.us/modules/groups/integrated_home.phtml?gid=344078) and district committees (accountability and gifted and talented). We also host informational nights annually to provide parents/teachers of identified gifted students with information about the program. All information is translated as needed. Parents are involved during the writing of the ALP and meet annually to update the plan.

Community Outreach Goal: By 2011, Eaton RE-2 will train staff and implement a SENG support group (Supporting the Emotional Needs of Gifted Children) for parents.

RE1 -DISTRICT INFORMATION

By 2011, the district will have the following in place at 100% of its schools:

- Brochures and handbooks that share detailed information with parents about the district's identification process, programming, and alternative resources. Both the brochures and handbooks will be updated yearly as needed; they will be composed in both the Spanish and English language.
- Various parental opportunities including a parent meeting at the district level or at each school that would provide information on resources and their application for parent of gifted students. Sign in sheets will be maintained at each meeting.
- Advanced Learning Plans with parental input. Students' ALPs will be discussed during scheduled parent meetings or during parent/teacher conferences. ALPs will also be provided in Spanish and a translator will be available as needed. Teachers will maintain a record of meetings or conferences.
- Libraries with resources for the parents of a gifted child(ren). Each GT teacher & school will maintain and furnish resources as needed. Parents will be allowed to check out resources as needed.

JOHNSTOWN - DISTRICT INFORMATION

- The Weld RE-5J School District has a color brochure addressing the basic elements of gifted education available to all parents and community members as each building site as well as the administration building. This brochure is currently in English only. Goals for the 2008-2009 school year would be to have the brochure translated and available in Spanish as well as developing a Gifted and Talented link on the district website. The brochure has been given to the BOCES office.
- Parental engagement opportunities are presented at open houses held in each building. The gifted education staff is present and available to assist parents whenever necessary. Parental engagement is also available and encouraged through the Odyssey of the Mind program. This program is offered at all elementary sites, the charter school and will be offered at the middle school level during the 2008-2009 school year.
- ALP meetings are held each year in each building for formally identified gifted students. It is mandatory that parents be present for these meetings to gain their input on the ALP document. Teachers are then given the updated ALP each school year.
- Interpreters are available at ALP meetings should parents require translation.

PAWNEE - DISTRICT INFORMATION

3 Year Goals:

- Pawnee School District will develop and distribute an informational GT brochure. GT communalizations will also be done through individual memos and when appropriate GT information will be published in district wide monthly school newsletter.
- Pawnee School District will develop and implement a comprehensive GT identification process and procedures in order to obtain a sound body of evidence when identifying GT students within our district.
- Pawnee School District will continue to engage parents in the district's accountability committee.
- Pawnee School District will develop and implement a district wide Advanced Learning Plan. Once implemented the parents of GT students will meet with the students and GT team in order to write and yearly monitor the individual student's ALP.
- Pawnee School District will distribute information about GT opportunities to appropriate students and parents when available.

DISTRICT INFORMATION

The Platte Valley School District is in the process of redesigning our Gifted and Talented programming. When that process is completed, in May, 2008, we will develop a new informational brochure for all stakeholders to be completed by August, 2008. We have established a GT Advisory Committee to provide parental input into this process and to foster parent engagement. We develop new ways for parents to participate in the writing, implementation, and monitoring of the ALP process.

Parents of students from underrepresented groups will receive communications through the use of an interpreter and in translated documents.

PRAIRIE - DISTRICT INFORMATION

School open-house, brochures, parent/teacher conferences, newsletters, school paper

WELDON VALLEY - DISTRICT INFORMATION

Beginning with the 2008-09 school year, the current informational brochure on the gifted program will be posted on the school website and updated annually. Beginning with the 2008-09 school year, the Gifted Coordinator will form a parent/teacher/student gifted advisory committee to provide communication and engagement opportunities for parents. This committee will meet twice a year by 2011. Beginning with the 2008-09 school year, all ALPs will be updated prior to or at parent teacher conferences in November. Updates to ALPs will be done in the spring of each year as needed. Beginning with the 2008-09 school year, the district will continue to provide literature to students about enrichment/gifted opportunities as they become available.

WIGGINS – DISTRICT INFORMATION

The district will advertise to inform stakeholders on the internet, with informational brochures for all stakeholders, parent meetings through our parent breakfasts and Accountability Committees, as well as in our local newspaper.

Definition

Directions: Do not do anything in this category. The administrative unit will be using the state definition of gifted students.

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

State Definition of 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).

Administrative Unit Identification Plan:

At a minimum, 100% of districts within the Administrative Unit (AU) will, by 2011:

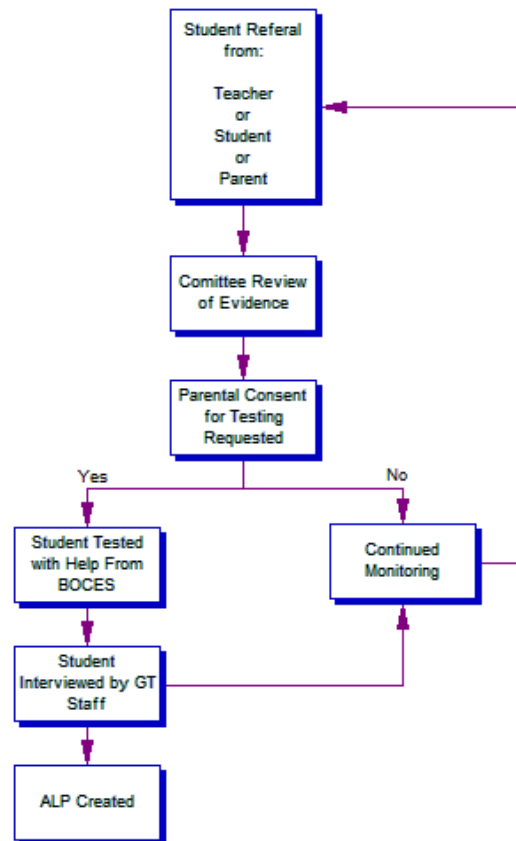
- **Use their RTI teams to help with the review and intervention for possible GT and identified GT students**
- **Maintain a GT representative in their district to help with identification and implementation**
- **Maintain a flow chart with the AU that shows the referral and screening procedures for identification**
- **Parents and teachers will be involved by using, at a minimum, a published rating scale of GT traits during the identification process (ie. ALM, Renzulli, Kingore Observation Inventory)**
- **Each district will have and use an ALP by Fall 2008 for each identified gifted student – The ALP will clearly identify multiple sources of data used to identify the student (from menu below)**

Assessment options (menu) The districts may choose as many or as few as deemed necessary in the district and may add additional research based assessments.:

- **CSAP, MAPS, NWEA**
- **COGAT**
- **GATES**
- **Slocumb Payne Poverty scale**
- **Torrance assessments**
- **Ohio creativity scales**
- **SAGES**
- **Naglieri**
- **KBIT 2**

BRIGGSDALE - District Identification Process

As early as kindergarten, students may be referred to the District Gifted and Talented Coordinator on the basis of exceptional ability, talent, or potential for accomplishment as evidenced by student behavior, performance, high scores on standardized tests or state and district assessments; report cards; and/or samples of outstanding student work. Referrals may come from teachers and staff, parents, or students at any time during the year.



Once a student has been referred for gifted and talented assessment, the District Gifted and Talented Coordinator gathers information, documenting student need for programming. Parents are contacted and the district requests permission to schedule testing such as Naglieri Nonverbal Ability Test (NNAT) and for the District Gifted and Talented Coordinator to interview the student. Those students who demonstrate advanced abilities will fall into one of several categories:

- Gifted: Gifted students comprise a very small percentage of the general population. These students are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Identification is also important because these students may have difficulty functioning well in the normal classroom and may have difficulty associating with their peers.
- Talented: Talented students show unique skills in certain areas. While these students generally function well in a normal classroom, it is important to identify talented students so that they may pursue their interests and talents and continue to grow in these areas.
- High Achieving: High achieving students usually thrive in the standard classroom. These students tend to be highly motivated and successful. It is important to identify these students so that teachers continue to challenge and encourage them.
- Advanced: Advanced students show above average abilities. It is important to identify

advanced students so teachers can strive to continue above average growth in these students.

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School District will:

- By 2011, develop and utilize RTI teams in coordination with the district GT committee to review and provide intervention for possible GT and identified GT students
- By 2008, maintain a part-time GT Coordinator and building representatives to help with identification and implementation
- By 2008, have an ALP in place for all gifted students

Brush RE2-J School District
GT Identification Process

STEP ONE

Collect Body of Evidence

Information on each student's Achievement, Aptitude, Performance, and Behavior will be collected on a student profile. Data is collected from the Naglieri Nonverbal Abilities test, CSAP tests, and NWEA tests. Students who meet the given criteria will be placed in the Talent Pool for further testing.



STEP TWO

Cognitive Abilities Test

The CogAT will be administered to all students in the talent pool based upon their Body of Evidence. This test will take place in early fall.



STEP THREE

Identification

All data from steps one and two will be reviewed by district GT committee for recommendations of services as needed in each student's area of exceptional talent. Formal identification will be completed by October.



STEP FOUR

Programming

Programming options for each identified student will be recommended based on the state programming guidelines which include Structure, Content Options, Differentiated Instruction, and Affective Guidance components.

EATON - DISTRICT INFORMATION

Eaton RE-2 Identification Process

Step 1: Screening

Measures:

- * 85th percentile on Naglieri
- * 2 or more Advanced scores on CSAP
- * 95th percentile or above on 2 or more Scantron areas
- * Teacher Referral using Roger's Checklist
- * Accelerated growth (2+ years) on CELA

Any student qualifying with one or more of the above measures will move on to step 2.

Please note:

- * All 3rd & 6th grade students will be administered the Naglieri Nonverbal Test
- * All other grades (4th and on up) will rely on the rest of the screening measures.

Step 2: Data Collecting

Body of Evidence is collected on all students in step 2. Parents are notified and are asked for permission to test. All parents are notified with test results.

CogAT is administered:

- * 95th percentile and above are automatically identified (step 3) and placed on an Advanced Learning Plan (ALP).
- * 85th to 94th percentile are considered for identification and referred to school's SRIT team.

This will also include a student inventory

Body of Evidence includes (*but is not limited to*):

Naglieri	CSAP	Demonstrated Performance
Scantron	CogAT	Interest Survey
Teacher Checklist	CELA	Parent Inventory

Step 3: Formal Identification

ALP will be written in conjunction with SRIT team. (Student Response to Intervention Team)

Conferences will be held with GT representative, student and parent(s) to review ALP at beginning of each school year.

RE1 – DISTRICT INFORMATION

By 2011, the district will have the following in place at 100% of its schools:

- Process of using each school's SIT team in the identification of GT students.
- Consistent practice for writing, implementing, and monitoring each student's ALP including who will participate in creating the ALP and the method of obtaining the parents signature on the ALP.
- Definition of the student talent pool and the process in continuing to evaluate those students.
- Discover and implement an assessment tool to identify minority students as gifted.

JOHNSTOWN - DISTRICT INFORMATION

Identification Process for Weld RE-5J

1. Teachers begin in the early grades (K-2) watching for students exhibiting characteristics of giftedness. These watch lists are passed to the next grade level. Upon reaching the third grade, ALL students in the district are given the Naglieri assessment. Gifted and Talented coaches in each building score these assessments and begin a talent pool of students based off the watch lists (teacher recommendations), Naglieri scores, and parental recommendations.

2. The talent pool is then given the COGAT assessment. Coaches score these assessments to add to the body of evidence.
3. Additional evidence is gathered in the form of the Renzulli inventory from classroom teachers as well as a parental inventory that is sent home to be completed by the parents of potential candidates.
4. Coaches also gather data in the form of classroom performance grades.
5. After CSAP scores arrive the fall of the talent pool's fourth grade year, these are added to the body of evidence.
6. Upon the completion of data gathering (Naglieri, Renzulli, COGAT, CSAP, Classroom grades, parental inventory) student cases are presented to the district Gifted and Talented team and formal identification takes place for those students meeting the criteria. ALP's are completed with parents and service begins during the fourth grade year.
7. This process is also used in the fall of each year for all sixth graders and any new students entering 7th and 8th grade. If new students enter any grade after the identification process has begun, staff members in all buildings are informed to recommend any new students exhibiting gifted characteristics to the Gifted and Talented coach in the building so they can be evaluated individually.
8. In specialized cases with those students exhibiting giftedness in the arts and music, the Torrance assessment is administered on an individual basis. The district Gifted and Talented team is receiving training on April 18th, 2008 in how to score this assessment.
 - As SIT teams are developed throughout the district, they will be utilized in this process more and more.
 - Each building in the district has a Gifted and Talented coach that carries out the duties of identification, working directly with identified students in some cases, and working with staff in servicing identified students. 5 out of 6 coaches in the district possess Master's Degrees in Gifted Education.
 - ALP's are already in use with all identified students in the district and student file contains all pertinent data substantiating the identification.
 - A goal for the 2008-2009 school year is to install an appropriate assessment for those students with diverse ethnic backgrounds.

PRAIRIE – DISTRICT INFORMATION

Teacher /parent referral, COGAT, CSAP, Scantron-Ed performance

WELDON VALLEY – DISTRICT INFORMATION

Beginning with the 2008-09 school year, the gifted coordinator will utilize the SIT team to assist the gifted population in all areas including identification and interventions. A flow chart including the referral, screening and identification process of gifted students will be updated by the gifted coordinator during the 2008-09 school year and annually thereafter. During the 2008-09 school year, the gifted coordinator will examine research based rating forms for parents and teachers resulting in the continued use of the existing forms or adoption of new forms for 2009-10. ALPs, introduced in 2007-08, will be fully utilized for all identified students beginning the fall of 2008-09. Beginning with the 2008-09 school year, the gifted coordinator will examine approved assessment tools for identifying areas of giftedness other than academically oriented abilities such as artistic and leadership abilities resulting in full utilization by 2011.

WIGGINS – DISTRICT INFORMATION

NWEA Fall tests RTI Committee Gates Possible Classroom Interventions, and/or Meeting with Counselor for support.

Programming

- Describe the options and strategies that will be implemented by the district 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 district?
- Name affective *guidance and counseling support systems* for gifted students.
- List *content extensions/strategies* available for each category of giftedness.
- Districts 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.)

Administrative Unit Goal – By 2011, the districts within the AU may choose from any strategies listed on the menus below. They may choose as many or as few as deemed necessary based on student data within the district. Districts will be responsible to show evidence used to the AU Director.

Administrative Unit Menu- Structure

- Classroom with flexible grouping
- Multi-grade classrooms
- General education with resource room
- Regular education honors
- AP
- IB
- Advanced elective classes
- Online advanced classes
- Classroom with cluster grouping

Administrative Unit Menu - Differentiated Instruction

- Curriculum compacting
- Single subject acceleration
- Concurrent enrollment
- Independent study
- Online learning
- AP
- IB
- Post secondary options
- Grade skipping
- Multi-age classrooms
- Critical Higher order thinking skills
- Creative Higher order thinking skills

Administrative Unit Menu - Affective Guidance and Counseling Content

- Understanding giftedness
- Self-awareness
- Relationships / social skills
- Perfectionism
- Emotional intensity
- Moral concerns

Administrative Unit Menu - Content Extensions

Language Arts:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced/honors classes
- Supplemental curriculum
- Replacement curriculum
- Post secondary courses
- AP
- IB
- Community resources

Math:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced/honors classes
- Supplemental curriculum
- Replacement curriculum
- Post secondary courses
- AP
- IB
- Community resources

Science:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced/honors classes
- Supplemental curriculum
- Replacement curriculum
- Post secondary courses
- AP
- IB
- Community resources

Social Studies:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced/honors classes
- Supplemental curriculum
- Replacement curriculum
- Post secondary courses
- AP
- IB
- Community resources

Creativity:

- Creative training
- Improvisation training
- Competitions
- Specialized curriculum
- Internships

- Creativity institutes / summer programs
- Renzulli type III activities
- Community resources

Leadership:

- Instruction in leadership skills debate
- Specialized curriculum
- Camps
- Conferences
- Mentorships
- Service learning
- Executive internships
- Community resources

Performing Arts/Music/Visual Arts:

- Select choir, band, etc.
- Music camp
- Mentorships
- Competitions
- Professional workshops
- AP
- Post secondary courses
- Community resources
- Theatre classes
- Dance classes
- After school / private classes
- Performances

General Cognition:

- Differentiated instructional strategies
- Assessment alternatives
- Critical thinking strategies

AULT - District - Structure

- **Classroom with flexible grouping**
- **Regular education honors**
- **AP**

District - Differentiated Instruction

- **Single subject acceleration**
- **Concurrent enrollment**
- **Independent study**
- **AP**
- **Post secondary options**
- **Critical Higher order thinking skills**
- **Creative Higher order thinking skills**

District - Affective Guidance and Counseling Content

- **Self-awareness**
- **Relationships / social skills**
- **Moral concerns**

District - Content Extensions

Language Arts:

- Differentiated instructional strategies
- Advanced/honors classes
- Supplemental curriculum
- Post secondary courses
- AP
- Community resources

Math:

- Differentiated instructional strategies
- Advanced/honors classes
- Supplemental curriculum
- Post secondary courses
- MS Honors
- AP
- Community resources

Science:

- Differentiated instructional strategies
- Advanced/honors classes
- Post secondary courses
- AP

Social Studies:

- Differentiated instructional strategies
- Advanced/honors classes
- Post secondary courses
- AP

Creativity:

- Competitions
- Internships
- Community resources

Leadership:

- Conferences
- Mentorships
- Service learning
- Community resources

Performing Arts/Music/Visual Arts:

- Select choir, band, etc.
- Competitions
- Performances

General Cognition:

- Differentiated instructional strategies
- Critical thinking strategies



BRIGGS DALE -District - Structure

- **Classroom with flexible grouping**
- **Multi-grade classrooms**
- **Advanced elective classes**
- **Online advanced classes**
- **Advanced classes through interactive video**

District - Differentiated Instruction

- Single subject acceleration
- Concurrent enrollment
- Independent study
- Online learning
- Post secondary options
- Multi-age classrooms
- Critical higher order thinking skills
- Creative higher order thinking skills

District - Affective Guidance and Counseling Content

- Understanding giftedness
- Self-awareness
- Relationships/ social skills
- Moral concerns

District - Content Extensions

Language Arts:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced classes
- Advanced online classes
- Advanced distance learning classes
- Post secondary courses

Math:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced classes
- Advanced online classes
- Advanced distance learning classes
- Post secondary courses

Science:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced classes
- Advanced online classes
- Advanced distance learning classes
- Post secondary courses

Social Studies:

- Differentiated instructional strategies
- Assessment alternatives

- Advanced classes
- Advanced online classes
- Advanced distance learning classes
- Post secondary courses

Creativity:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced classes
- Advanced online classes
- Advanced distance learning classes
- Post secondary courses

Leadership:

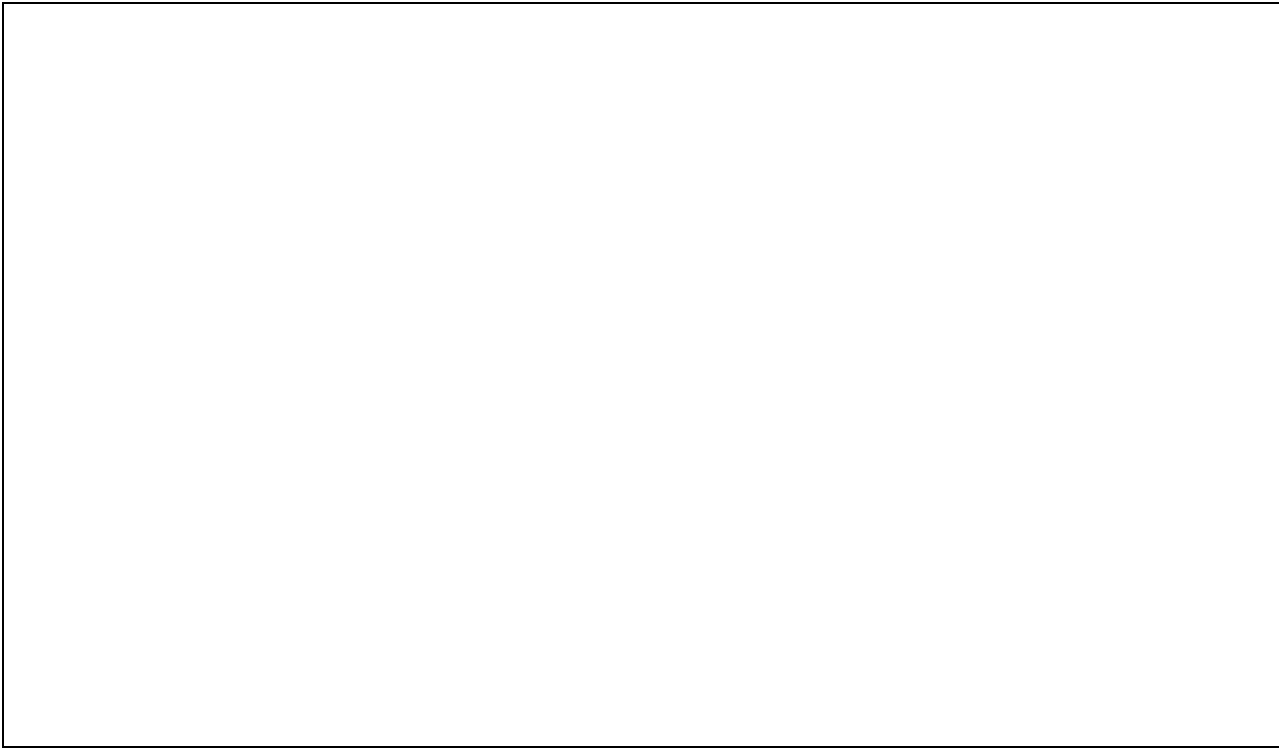
- Organizations: FFA, FCCLA, FBLA, Student Council, NHS
- Community service

Performing Arts/Music/Visual Arts:

- Drama class
- Choir
- Performances

General Cognition:

- Differentiated instruction
- Assessment alternatives
- Critical thinking strategies



BRUSH - District - Structure

The Brush RE2-J School District provides the following GT Structures:

- Classrooms with flexible and cluster grouping
- AP Chemistry and AP Calculus
- Advanced elective classes – Physics, Pre Calculus, Advanced Math/Trigonometry, French III/IV, Spanish III/IV, Advanced Art, Select Musical Ensembles, Creative Writing

The Brush RE2-J School District will, by 2011:

- Provide students the opportunity to enroll in advanced online classes

District - Differentiated Instruction

The Brush RE2-J School District utilizes the following differentiated instruction methods:

- Advanced Placement Classes – Chemistry, Calculus
- Concurrent enrollment with Morgan Community College as students enroll in English Composition, Algebra, Trigonometry, Western Civilizations, Medical Prep, Human Growth & Development, and Biology
- Independent Study – science research/projects, U.S. Government

The Brush RE2-J School District will, by 2011:

- Utilize curriculum compacting which will be the focus of our professional development for all teachers in our 2008-2009 school year.
- Provide students the opportunity to enroll in advanced online classes
- Develop lessons and activities to promote the use of critical and creative higher order thinking skills
- Single subject acceleration – freshmen GT students will be placed in the sophomore science class – Biology - based upon their BOE, 8th grade GT students are tested and placed in Algebra I based upon their BOE setting them on the track to take Algebra II as a freshman
- Utilize the Iowa Acceleration Scale to determine a student's eligibility for grade skipping if the need arises

District - Affective Guidance and Counseling Content

The Brush RE2-J School District will, by 2011:

- Through counseling groups at the various grade levels, address the gifted student's needs in the areas of understanding giftedness, self-awareness, and perfectionism

District - Content Extensions – Brush RE2-J School District

Language Arts:

- Differentiated instructional strategies as addressed in our districts professional development focus
- Advanced classes – Creative Writing, Novel
- Post secondary courses – MCC English Composition 122 – 2007-2008 enrollment of 7 GT students
- Community resources – Blue Horizons annual Young Writers Workshop

Math:

- Differentiated instructional strategies as addressed in our districts professional development focus
- Advanced/Honors classes – Advanced Math/Trig, Pre-Calculus – 2007-2008 enrollment of 16 GT students
- Post secondary courses – MCC Trigonometry - 2007-2008 enrollment of 2 GT

students

- **Advanced Placement Calculus - 2007-2008 enrollment of 4 GT students**

Science:

- **Differentiated instructional strategies as addressed in our districts professional development focus**
- **Advanced/Honors classes – Physics - 2007-2008 enrollment of 5 GT students**
- **Supplemental curriculum – individual science research/projects**
- **Post secondary courses – MCC Biology - 2007-2008 enrollment of 1 GT student**
- **Advanced Placement Chemistry - 2007-2008 enrollment of 7 GT students**

Social Studies:

- **Differentiated instructional strategies as addressed in our districts professional development focus**
- **Independent study - 2007-2008 enrollment of 1 GT student – U.S. Government**
- **Post secondary courses – available through MCC**
- **Boys State/Girls State**

Creativity:

- **Competitions – Forensics, NJC Math/Science contest – creative thinking category**
- **UNC Summer Enrichment Program**

Leadership:

- **UNC Leadership Enrichment Program**
- **RYLA (Rotary Youth Leadership Awards) Camp**
- **Boys State/Girls State**

Performing Arts/Music/Visual Arts:

- **Select Musical Ensembles – Jazz Choir, Jazz Band I, Jazz Band II**
- **Colorado State University Summer Music Camp**
- **Masonic Band Camp**
- **Competitions – group competitions, solo/ensemble contest, league honor band, league honor choir, All-State Band, All State Choir, CSU honor band – 2007-2008 participation in listed competitions or honor groups – 30 GT students**
- **Professional workshops – master classes on various instruments**
- **Three major performances and several smaller community performances**
- **Community Resources - students perform with community band – 4 GT students**

General Cognition:

- **Differentiated instructional strategies as addressed in our districts professional development focus**
- **Develop lessons and activities to promote the use of critical and creative higher order thinking skills**

EATON - District – Structure

Eaton RE-2 provides opportunities for flexible, cross-grade and cluster grouping based on performance or interest within the K-12 scope and sequence. Students also have access to honors, Advanced Placement, online and college courses to supplement their general education.

District - Differentiated Instruction

Teachers provide differentiation by increasing content depth, novelty or the complexity of learning tasks. Data is gathered through surveys and pre-assessment. Students are encouraged to use higher order thinking skills. The teacher and student choose how instruction will be differentiated when writing the ALP.

Programming Goal: By 2011, all Eaton RE-2 staff will demonstrate basic knowledge of differentiated instruction.

District - Affective Guidance and Counseling Content

Students at EMS and EHS are cluster grouped for their homeroom/advising. This allows staff to adjust the pacing of the homeroom/advising curriculum to meet the unique needs of gifted learners and provides time with their peer group. Both programs provide specialized career/school planning, practice in social skills, appropriate self-advocacy and instruction on stress reduction. Individual counseling is also available as needed.

District - Content Extensions

Language Arts: All K-5 students have an additional 30 minute reading instruction time in flexible, cluster groups at their instructional reading level. Once in secondary school qualified students can participate in honors or advanced placement classes. College and online courses are also available.

Math: K-5 students can accelerate within their general education class either using the Accelerated Math software or moving to another grade for math instruction. Qualified secondary students can join accelerated math courses. Advanced Placement, online, and college courses are available as needed.

Science: Qualified students can take honors, advanced placement, online, or college level courses.

Social Studies: Qualified students can participate in honors or advanced placement classes. College and online courses are also available.

Creativity: Gifted students can participate in many extracurricular programs for the arts, competitions, and community programming.

Leadership: Many leadership opportunities are available through both courses and extracurricular activities. Service learning is emphasized within each school.

Performing Arts/Music/Visual Arts: Gifted students can participate in many extracurricular programs for the arts, competitions, and community programming.

General Cognition: Teachers emphasize higher order thinking skills and debate. The Socratic Seminar is used throughout the district.

RE1 - District - Structure

Currently the schools within the district offer a variety of the following strategies:

- Classroom with flexible grouping (55 students participating)
- Multi-grade classrooms (38 students participating)
- General education with resource room (16 students participating)
- Regular education honors (24 students participating)
- Advanced Placement courses (6 students participating)
- Advanced elective classes-Advanced Math, English I, etc. (2 students participating)
- Online advanced classes (available; no students participating)
- Classroom with cluster grouping (31 students participating)

By 2011, the district will:

- Increase participation of gifted and talented students in strategies offered by 10%.
- Increase participation of gifted and talented students in online advanced courses by 100%.
- Review strategies offered and provide equal opportunities for all schools within the

district to offer similar programs.

District - Differentiated Instruction

Currently the schools within the district offer a variety of the following strategies:

- Curriculum compacting (44 students participating)
- Single subject acceleration (15 students participating)
- Concurrent Enrollment (6 students participating)
- Independent study (9 students participating)
- Online learning (1 student participating)
- Advance placement courses (6 students participating)
- Post secondary options (3 students participating)
- Grade skipping (available; no students participating)
- Multi-age classrooms (40 students participating)
- Critical higher order thinking skills (57 students participating)
- Creative higher order thinking skills (54 students participating)

By 2011, the district will:

- Increase participation of gifted and talented students in online advanced courses by 100%.
- Review strategies offered and provide equal opportunities for all schools within the district to offer similar programs.

District - Affective Guidance and Counseling Content

Currently the schools within the district offer a variety of the following strategies:

- Understanding giftedness (57 students participating)
- Self-awareness (71 students participating)
- Relationships/Social skills (71 students participating)
- Perfectionism (57 students participating)
- Emotional intensity (14 students participating)
- Moral concerns (18 students participating)

By 2011, the district will:

- Increase participation of gifted and talented students in all areas of Affective Guidance and Counseling Content by 10%.
- Review strategies offered and provide equal opportunities for all schools within the district to offer similar programs.

District - Content Extensions

Currently the schools within the district offer a variety of the following strategies:

Language Arts:

- Differentiated instructional strategies (54 students participating)

- Assessment alternatives (15 students participating)
- Advanced/honors classes (43 students participating)
- Supplemental curriculum (15 students participating)
- Post secondary courses (available; no students participating)
- Advanced placement (4 students participating)
- Community resources (15 students participating)

Math:

- Differentiated instructional strategies (57 students participating)
- Assessment alternative (18 students participating)
- Advanced/honors classes (41 students participating)
- Supplemental curriculum (4 students participating)
- Post secondary courses (6 students participating)
- Advanced placement (2 students participating)

Science:

- Differentiated instructional strategies (26 students participating)
- Assessment alternatives (22 students participating)
- Advanced/honors classes (14 students participating)
- Supplemental curriculum (1 student participating)

Social Studies:

- Differentiated instructional strategies (28 students participating)
- Assessment alternatives (8 students participating)
- Advanced placement (5 students participating)

Creativity:

- Creative training (10 students participating)
- Creativity institutes/summer programs (1 student participating)
- Community resources (4 students participating)

Leadership:

- Instruction in leadership skills debate (3 students participating)
- Camps (14 students participating)
- Mentorship (4 students participating)

Performing Arts/Music/Visual Arts:

- Select choir, band, etc. (26 students participating)
- Music camp (3 students participating)
- Competitions (24 students participating)
- Theatre classes (5 students participating)
- After school/private classes (2 students participating)
- Performances (18 students participating)

General Cognition:

- Differentiated instructional strategies (43 students participating)
- Assessment alternatives (33 students participating)
- Critical thinking strategies (43 students participating)

By 2011, the district will:

- Explore community resources and increase participation of gifted and talented students by 5%.
- Increase the number of honors courses offered within the district and increase participation by 5%.
- Increase creativity options for gifted and talented students by 10%.
- Increase leadership options for gifted and talented students by 10%.
- Increase science and social studies options for gifted and talented students by 10%.

JOHNSTOWN - District – Structure

At the elementary level the two main structures that are utilized to service identified students are classrooms with flexible grouping and classrooms with cluster grouping.

At the middle school level, advanced classes are offered in Math, Reading, Language Arts, and Science. These classes use the same curriculum as other classes but are presented at a deeper and accelerated level. Identified students are given first priority when scheduling students for the advanced classes. We also will advance students an entire grade in math if deemed necessary. Once students are in eighth grade, we send them to the high school to take math.

At the high school level, advancing students an entire grade in a subject is possible depending on performance at the middle school level. Incoming freshmen may be eligible to skip English 9 and advance into English 10. The same can be done in math and other subjects if needed. This can create multi-grade classrooms. AP courses are offered in Science, English, Social Studies, Art, and Math. Advanced classes can also be taken online and that information is given to every identified student at the high school level.

District - Differentiated Instruction

The following are used throughout the district at various levels:

- **Curriculum compacting**
- **Single subject acceleration**
- **Online learning**
- **AP**
- **Independent study Post secondary options**
- **Grade skipping**
- **Multi-age classrooms**
- **Critical Higher order thinking skills**
- **Creative Higher order thinking skills**

District - Affective Guidance and Counseling Content

Every building in the district is equipped with a set of resource materials that address the guidance and counseling issues with giftedness. These are available for any staff member or parent to check out. In addition, some identified students are set up on a regular counseling schedule with the school counselor to work on issues related to giftedness. These sessions are

generally done on a weekly basis for a 45 minute to an hour time period. Issues relating to giftedness are discussed with parents during the ALP meeting and incorporated into the student's plan if deemed necessary.

District - Content Extensions

Language Arts:

The following are used throughout the district at various levels:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced/honors classes
- Supplemental curriculum
- Post secondary courses
- AP

Math:

The following are used throughout the district at various levels:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced/honors classes
- Supplemental curriculum
- Post secondary courses
- AP

Science:

The following are used throughout the district at various levels:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced/honors classes
- Supplemental curriculum
- Post secondary courses
- AP

Social Studies

The following are used throughout the district at various levels:

- Differentiated instructional strategies
- Assessment alternatives
- Advanced/honors classes
- Supplemental curriculum
- Post secondary courses
- AP

Creativity:

The following are used throughout the district at various levels:

- Competitions

Leadership:

The following are used throughout the district at various levels:

- Instruction in leadership skills debate
- Conferences
- Student Council / Student Government

Performing Arts/Music/Visual Arts:

The following are used throughout the district at various levels:

- Select choir, band, etc.
- Music camp
- Competitions
- Post secondary courses
- Theatre classes
- After school / private classes
- Performances

General Cognition:

The following are used throughout the district at various levels:

- Differentiated instructional strategies
- Assessment alternatives
- Critical thinking strategies

PAWNEE - District - Structure

Pawnee School District due to the small class sizes we are able to utilize various groupings techniques and students receive a lot of individual attention. Also due to the small school size each individual teacher is able to differentiate the instruction in order to meet each individual student's needs and capabilities. We also have begun to broaden our abilities to offer our advanced students online and IVS college level course work through Aims Community College.

3 Year Goals:

- With the implementation of a comprehensive assessment and identification plan we will work towards offering specific students different programming options in order to meet the GT student's needs and goals.

District - Differentiated Instruction

Pawnee School District has offered numerous trainings to all staff members in regards to differentiated instruction and many staff members have attended DI conferences in order to better implement DI within our small class sizes. Pawnee School District also allows for individual teachers to accelerated specific subjects for students if deemed appropriate. Pawnee School District has also offered independent study options and online college level learning options for our students. Our school also has a licensed school counselor on staff who works extensively with every student on post secondary plans and options.

District – Affective Guidance and Counseling Content

Pawnee School District employs a licensed school counselor who works with students in order

to meet their academic; personal/social; and career needs and goals.

District – Content Extensions

Pawnee School District currently offers an advanced online college level language arts curriculum and the district is looking to purchase K-12 Accelerated Reader program to implement at the school.

In the math department we offer advanced IVS courses to students.

In relation to “other” gifted areas our students have the opportunity to participate in music competitions, other academic competitions (i.e. spelling bee), knowledge bowl teams, FFA leadership opportunities and competitions, and state level competitions (FBLA, FFA, etc.)

For leadership opportunities our 7-12th students are given opportunities to engage in leadership groups (FFA, FBLA, NHS, StuCo), camps, and conferences.

All core classes and instructors have ample amount of training and knowledge in relation to differentiated instruction and our school offers an after school program in order to help meet the needs of individual students.

PLATTE VALLEY - District - Structure

Currently under revision

District - Differentiated Instruction

No formal differentiation at this time

District - Affective Guidance and Counseling Content

No formal affective guidance and counseling at this time

District - Content Extensions

Language Arts: None

Math: None

Science: None

Social Studies: None

Creativity: None

Leadership: None

Performing Arts/Music/Visual Arts: None

General Cognition: None

PRAIRIE - District - Structure

Grades K-5 swoop reading groups based on reading levels

Advanced elective bovine reproduction and advanced online classes

District - Differentiated Instruction
Independent study, online learning and inter-active video conference instruction

District - Affective Guidance and Counseling Content
Self-awareness available on an as needed basis

District - Content Extensions

Language Arts: reading interventions, vocab training
TOSCRF and TOSWRF assessments

Math:

Science:

Social Studies:

Creativity:

Leadership:

Performing Arts/Music/Visual Arts: District competitions and Northeastern Jr. College Art Show

General Cognition:

WELDON VALLEY – DISTRICT INFORMATION

Beginning 2008-09, the district will continue to use the programming options and strategies as listed in the 2007-08 brochure including within class differentiation, flexible grouping, curriculum compacting, accommodations for strength, grouping for instruction, content area acceleration, after school enrichment, summer enrichment, contest/competitions, school wide enrichment activities, college level coursework/concurrent enrollment/AP classes, advanced on-line classes. Field trips and off campus experiences, affective needs counseling and workshops. For the next three years, these strategies will be monitored annually and additional options will be made available as needed to meet student needs. By 2011, the district's programming strategies and options, as outlined in our brochure, will reflect our continued emphasis on differentiation and an individualized approach to the needs of gifted students. ALPs will reflect the use of the programming options available.

WIGGINS – DISTRICT INFORMATION

Wiggins is just beginning to use differentiated instruction.

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).

By 2011, 100% of the districts within the Administrative Unit will use, at a minimum the Iowa Acceleration Scale for decisions on student acceleration.

AULT - DISTRICT INFORMATION

We will implement the Iowa Acceleration Scale for all GT students when making the decision to do grade acceleration. Discussions will be held with the Student RTI Team, parent, and student when making this decision.

BRIGGSDALE - DISTRICT INFORMATION

ED Performance testing, CSAPs, standard curriculum tests and classroom performance are all used in decision making. A district wide data map for each student in the district is used to help track and monitor student progress and potential.

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School District will, by 2011:

- Utilize the Iowa Acceleration Scale to determine a student's eligibility for grade skipping as the need arises
- Single subject acceleration – based upon their BOE, freshmen GT students will be placed in sophomore science – Biology which sets them on the track to enroll in chemistry as a sophomore and AP chemistry as a junior
- 8th grade GT students are tested and placed in Algebra I based upon their BOE which sets them on the track to enroll in Algebra II as freshmen

EATON - DISTRICT INFORMATION

Students are accelerated K-12 within their general education classrooms through differentiation and by qualifying for accelerated classes. Data used for decision making includes district, classroom, and state assessments.

Programming Goal: By 2011, Eaton RE-2 will use the Iowa Acceleration Scale for decisions on student acceleration.

RE1 - DISTRICT INFORMATION

By 2011, the schools within the district will:

- Use at a minimum the Iowa Acceleration Scale for decisions on grade skipping.
- Develop a consistent process for subject skipping and a list of tools to support the decision making process.

JOHNSTOWN - DISTRICT INFORMATION

We have only grade skipped (an entire grade level) one student since I have worked in this program. We weighed many factors in making this decision (peer relations, academic ability, intellectual assessment scores, CSAP scores, classroom performance, emotional and physical adaptability, parental input) but we did not use any formal tool such as the Iowa Acceleration Scale.

When grade skipping for one class, such as math, again we look at a body of evidence (see above) as well as the wishes of the student and parents when making these decisions. We often will administer a final exam from the class the student is skipping out of to determine if he or she

truly does possess the knowledge base, both conceptually and skill related, and has mastered the concepts of the class he or she is skipping out of. We do not use any formal tool. This will be a goal for our district to install the Iowa Acceleration Scale to help determine grade skipping.

PAWNEE - DISTRICT INFORMATION

- Currently Pawnee School District offers accelerated college level courses in the areas of language arts and math.
- Pawnee School District will utilize the Iowa Acceleration Scale in order to assess the need for acceleration of students.
- Pawnee School will follow school board policy in relation to student acceleration.

PLATTE VALLEY - DISTRICT INFORMATION

No acceleration plan exists at this time

PRAIRIE - DISTRICT INFORMATION

Advanced/honors courses are offered online, post secondary and AP courses are also available online

WELDON VALLEY - DISTRICT INFORMATION

During 2008-09, the district will learn more about the Iowa Acceleration Scale for decisions on student acceleration by examining the scale and working with CBOCES staff. By 2011, the district will adopt a rating scale to use when accelerated situations arise. Subject area acceleration is more of a need for our gifted students. During 2008-09, the district will continue to focus on district strategies frequently used for subject area acceleration including acceleration in math classes, curriculum compacting, post secondary options/college classes and advanced on line learning. The Gifted coordinator will work with staff to review decisions and options regarding subject area acceleration resulting in a plan that will be in place by 2011.

WIGGINS – DISTRICT INFORMATION

None at this time

Programming: Appropriate Match to Strengths

How will the district 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?

Administrative Unit minimum requirements:

By 2011, 100% of the districts within the AU will use the identified strengths of the gifted student to develop and implement the ALP. The body of evidence used to identify the gifted student helps to find student strengths, therefore, this data will also be critical in choices for student programming documented on the ALP.

AULT - DISTRICT INFORMATION

The ALP will be further developed to include more specialized programming for the GT student. Parents and students will be more directly involved in this process.

BRIGGSDALE - DISTRICT INFORMATION

Body of evidence:

Student work, standard curriculum tests, student projects, student interviews.

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School District will, by 2011:

- Insure that the ALP will be developed and implemented based upon the body of evidence that was used to identify the student as a gifted learner.
- The ALP will be reviewed by the district GT committee and/or RTI team to confirm a match in each students programming options to his/her strengths

EATON - DISTRICT INFORMATION

Prior to writing the ALP data is gathered on student interests, academic strengths, and social/emotional needs. Parents work with the student response to intervention to write the plan

RE1 - DISTRICT INFORMATION

By 2011, 100% of the district will continue to discover and develop programming for identified gifted students. The ALP will serve as a directive for selecting student programming. Training will be provided to teachers as needed to facilitate this need.

JOHNSTOWN - DISTRICT INFORMATION

Once a Weld-RE5J student is formally identified in a specific area or areas, programming is geared towards those strengths as much as possible. For example, at the elementary level, a student may be placed in a rotation with other students exhibiting the same strengths and the instructor will gear instruction at a higher level for that area of strength. At the middle school level, the student will be placed in advanced classes for the areas of strength the exhibit. At the high school level, possible AP courses may be available to that student as a junior or senior.

Pre-testing is utilized a great deal to determine what material the student has already mastered so that they may move on to more challenging material. Pre-testing may also be used to

determine if the student should skip a course and move on to higher level courses.

Gifted and Talented coaches in each building also communicate outside opportunities available to students to enhance their strength areas such as summer camps, outside classes, private lessons, Ideas are also implemented into the ALP of what students can do at home to further challenge themselves in their strength areas.

PLATTE VALLEY - DISTRICT INFORMATION

We are currently developing a plan to insure that a gifted student's individual programming is matched to his/her strengths and interests. That plan will include a body of evidence.

PRAIRIE - DISTRICT INFORMATION

ALP's are written on identified GT students and reviewed annually to assess and modify the effectiveness of the learning plan. Assessments used are CSAP and Ed. Performance

WELDON VALLEY – DISTRICT INFORMATION

By 2011, 100% of ALPs will reflect that a proper body of evidence was used to identify students. The ALPs will show evidence of matching strengths to programming options

WIGGINS – DISTRICT INFORMATION

It is our intention, though at the beginning stage of this, to use the information from NWEA tests to find the individuals score and then use the skill analysis provided by NWEA to match the students learning program to his/her strengths and weaknesses.

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?

Administrative Unit minimum requirements:

- 2 year or 4 year college coursework
- Online college coursework
- AP courses
- Counseling services
- IB
- Concurrent enrollment
- Executive internships / job shadow
- Mentoring
- Service learning
- Community resources
- Technical training
- Professional seminars / training

AULT - DISTRICT INFORMATION

- 2 year or 4 year college coursework
- Online college coursework
- AP courses
- Concurrent enrollment
- Mentoring

BRIGGSDALE - DISTRICT INFORMATION

- 2 year or 4 year college coursework
- Online college coursework
- Concurrent enrollment
- Counseling services
- Internships/ job shadow
- Mentoring
- Service learning
- Community resources
- Technical training

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School District provides students the opportunity to:

- Enroll in Advanced Placement classes - Chemistry, Calculus
- Receive dual credit for courses at Morgan Community College (MCC)
- Attend summer engineering and medical programs at various universities – CSU, DU, CU, Wyoming, MIT

EATON -DISTRICT INFORMATION

Identified gifted students are cluster grouped for homeroom and advisement during middle and high school. This allows their teachers to accelerate the pre-collegiate and post-secondary planning to meet the needs of the gifted students. They also are able to visit college campuses as a group. Students have the opportunity to enroll in AP, honors, online or college level courses. Internships and mentoring or also available as needed based on the ALP. Service learning opportunities are abundant.

RE1 - DISTRICT INFORMATION

Currently the schools within the district offer a variety of the following strategies:

- 2 year or 4 year college coursework (available; no students participating)
- Advanced placement courses (6 students participating)
- Counseling services (5 students participating)
- Concurrent enrollment (6 students participating)
- Executive internships/job shadow (available; no students participating)
- Mentoring (available; no students participating)
- Community resources (available; not student participating)

By 2011, the district will:

- Increase gifted and talented involvement in college coursework, job shadowing, mentoring, and community resources by 100%.
- Increase participation of gifted and talented students in currently offered strategies by 5%.
- Explore service learning and technical training that may be offered in the district.

JOHNSTOWN- DISTRICT INFORMATION

The following options are available to high school students:

- **2 year or 4 year college coursework**
- **Online college coursework**
- **AP courses**
- **Counseling services**
- **Technical training**

Post secondary options available include classes at the community college in Greeley and on-line classes. Our district uses Colorado On-Line Learning and Brigham Young University On-Line Courses.

PAWNEE - DISTRICT INFORMATION

- Pawnee School District currently offers advanced college level course in content areas of language arts and math.
- Pawnee School District offers core courses that meet the requirements of two and four year college admissions.

Pawnee School District students also have access to a school counselor in order to work extensively on post secondary planning and options (Post Secondary Prep Course

PLATTE VALLEY - DISTRICT INFORMATION

No post secondary options are available specifically for gifted students at this time.

PRAIRIE - DISTRICT INFORMATION

Online courses (advanced, college and AP)

WELDON VALLEY - DISTRICT INFORMATION

By 2011, the district will continue to make available college level course work, on line college coursework, AP courses, concurrent enrollment, specialized workshops or technical training as needed. New programs will be added as needed to meet the needs of the targeted population

WIGGINS – DISTRICT INFORMATION

Advanced students have the opportunity to take classes with MCC using the Distance Learning Lab. The program is called the Sophomore Scholarship Program. In it, the students can take 30 credit hours while in High School and then another 30 hours will be paid for by MCC after High School. Our online courses are offered for all students, not just the gifted. Our Counselor uses the College in CO.org web site for grades 6-12 for Career guidance.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

By 2011, the **Administrative Unit will develop and implement a common ALP for use with all districts in the AU. Annually, the AU will review each individual district process to ensure consistent implementation.**

AULT - DISTRICT INFORMATION

We will continue to play a role in the development of the AU ALP and fully implement it when in place.

BRIGGSDALE – DISTRICT INFORMATION

Classroom teachers, the school counselor, the school principal, the district gifted and talented coordinator, and the parents will work together to complete an Advanced Learning Plan (ALP) for the student.

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School District will, by 2011:

- Adopt the use of a common ALP used by our Administrative Unit
- Undergo a yearly review by the AU of our ALP process

EATON - DISTRICT INFORMATION

In December 2007 Eaton RE-2 updated their ALP. The new ALP is a condensed version of the sample ALP from CDE. It varies by grade span (4-5, 6-8, 9-12) with the intent of matching the resources/needs of the schools.

Programming Goal for ALP: By 2011, Eaton RE-2 will develop and implement a common ALP for the Administrative Unit.

RE1- DISTRICT INFORMATION

By 2011, the district will develop a consistent process of completing the ALP and maintaining the student's growth.

JOHNSTOWN - DISTRICT INFORMATION

The Weld RE-5J District currently uses the same ALP document in all buildings throughout the district. BOCES has a copy of it on file. Every year, the Gifted and Talented coach in each building holds ALP meetings with the parents of each formally identified student. Generally a building administrator and classroom teacher are also present at the ALP meeting. CSAP scores are reviewed, Goal areas are addressed and written, and programming ideas are addressed at written for the student in terms of at school, in the classroom and at home.

The ALP is signed and placed in the student's formal file. A copy is also given to the classroom teachers of that student.

PAWNEE - DISTRICT INFORMATION

Pawnee School District will develop and implement an ALP development and review process and procedures.

PLATTE VALLEY - DISTRICT INFORMATION

The GT Advisory committee will participate in the advanced learning plan development and review process.

PRAIRIE - DISTRICT INFORMATION

The District has an ALP form at this time and by 2011 we will adopt common Administrative Unit ALP

WELDON VALLEY - DISTRICT INFORMATION

During the 2008-09 school year, 100% of gifted students will be using the district ILP as facilitated by the gifted coordinator. By 2011, the district will implement the common ILP developed by the AU for 100% of the identified students.

WIGGINS – DISTRICT INFORMATION

Wiggins will be using an ALP for each identified student for the first time during the 2008-2009 school year.

Programming: Articulation

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

Administrative Unit minimum requirements:

By 2011, GTAU districts will DRAFT language to articulate P-16 programming to all stakeholders in all individual districts using their communication networks.

ALL DISTRICTS WITHIN THE AU - DISTRICT INFORMATION

A portion of the work within the AU during the next three years will be to begin the process of P-16 articulation. This will encompass many stakeholders from all 11 of the AU districts. In 2011, the preliminary draft will be presented to all stakeholders in all individual districts.

Programming: Gifted Students New to the District

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

Administrative Unit minimum requirements:

By 2011, 100% of the districts within the AU will have a meeting with the parent and school site GT teams within thirty days of student enrollment to review the student's current ALP and make any alterations needed to ensure all needs are met.

AULT - DISTRICT INFORMATION

All ALPs will be reviewed with the parent, student, counselor, teacher, and administrator by the end of 2008-2009 and continue to make yearly updates and changes as necessary.

BRIGGSDALE – DISTRICT INFORMATION

It is suggested that the classroom teachers continuously monitor progress of students identified by the program and that an annual review of the student ALP be performed to insure the student continues to make gains.

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School District will, by 2008:

- **Insure that new GT students to our district will be identified and a parent meeting will be held within 30 days to review the student's current ALP and make any alterations to ensure all needs are met in the new setting**

EATON - DISTRICT INFORMATION

Eaton RE-2 requires that a review of learning plans (ALP or other) be held within 30 days of enrollment.

RE1 - DISTRICT INFORMATION

By 2011, 100% of the schools within the district will create a process for new students that enroll in the district that may be identified as gifted and talented.

JOHNSTOWN - DISTRICT INFORMATION

As new students enroll in the district, their cumulative file goes through a screening process which may include the secretary, the counselor, an administrator or all of the above. If any indication of gifted programming appears in that file, the Gifted and Talented coach follows up by contacting the parents to ensure the ALP is current and the identification is formal ie: backed up with a body of evidence to substantiate the identification. If no body of evidence is apparent, the student's former school may be contacted and/or the student may follow the district's flow chart for formal identification. In the meantime, the student is placed in the appropriate classes to begin programming.

PAWNEE - DISTRICT INFORMATION

At this time no process exists to meet the needs of gifted students moving into our district.

PAWNEE - DISTRICT INFORMATION

At this time no process exists to meet the needs of gifted students moving into our district.

PRAIRIE - DISTRICT INFORMATION

Within 30 days of receiving the ALP will be reviewed by the GT team.

WELDON VALLEY – DISTRICT INFORMATION

Within 30 days of receiving the ALP will be reviewed by the GT team.

WIGGINS – DISTRICT INFORMATION

Within 30 days of receiving the ALP will be reviewed.

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?

Administrative Unit minimum requirements:

By 2011, 100% of the districts within the AU will select a method from the menu below to show student growth and achievement. Yearly, the AU will ensure collection and review of all student ALPs by the district representatives.

MENU:

- CSAP advanced scores
- District assessments as stated in district accreditation plan
- NWEA, MAPS
- Progress monitoring tools
- DIBELS, DORA, DRA
- Yearly Progress Probes
- Scantron online assessments
- AIMS web

GT reporting method used to report to the AU:

- Number of identified GT students in math, language arts, and other categories will be disaggregated into subgroups as written in the state accreditation plan.

AULT - DISTRICT INFORMATION

- CSAP advanced scores
- Progress monitoring tools
- DIBELS, DORA, DRA

Scantron online assessments

BRIGGSDALE – DISTRICT INFORMATION

Naglieri Nonverbal Ability Test (NNAT) and for the District Gifted and Talented Coordinator to interview the student.

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School District will, by 2009:

- Ensure the collection and review of all student ALPs by the GT coordinator
- ALPs will be updated yearly with the entry of assessment data to monitor student growth and achievement

GT student CSAP and NWEA scores will be monitored and tracked for growth and achievement in his/her strength area – the ultimate goal being at least one year's growth

EATON - DISTRICT INFORMATION

Eaton RE-2 reviews data (CSAP, Scantron, DRA-2, Dibels) from identified students annually with the gifted and talented committee and the district accountability committee. Each school uses progress monitoring tools during the school year to ensure all students are on track for growth goals set forth in learning plans.

RE1 - DISTRICT INFORMATION

By 2011, 100% of the schools in the district will:

- Monitor students on an ALP according to a developed process.
- Use data from CSAP, NWEA, YPP, and various other tools to monitor student's progress. This progress will be noted in the student gifted and talented folders that will be passed on as the student progresses through the district's school system.

JOHNSTOWN- DISTRICT INFORMATION

Currently Weld RE-5J uses CSAP Advanced scores and DIBELS as a means of showing student growth and achievement. CSAP scores are reported on the ALP each year and discussed with parents. All CSAP and DIBEL data is housed on the Alpine Achievement System of data collection. Please see data at the beginning of this report.

PAWNEE - DISTRICT INFORMATION

- The assessments that Pawnee School District currently utilizes are: CSAP, Dibels, Ed Performance, Terra Nova, and ACT.
- Pawnee School District will develop, implement, and monitor ALPs for each identified GT student.

PLATTE VALLEY - DISTRICT INFORMATION

The evaluation process will be developed as a part of the District GT plan.

PRAIRIE - DISTRICT INFORMATION

Tools currently being used to monitor achievement and progress are CSAP advanced scores, Scantron online assessments and AIMS web.

We can use CEDAR data to report to the AU

WELDON VALLEY - DISTRICT INFORMATION

By 2011, if CSAP is still in the format it is today, we will be using those test scores as the primary method to show student growth and achievement as outlined by state accountability and accreditation measures. However, CSAP will not be a stand alone indicator, a body of evidence will be used at the district level including NWEA-MAPS and Scantron, to determine growth. By 2011, 100% of identified gifted students will demonstrate one or more year's growth annually.

WIGGINS – DISTRICT INFORMATION

AimsWeb, CSAP, DIBELS, are currently used to monitor achievement.

Evaluation and Accountability: Social and Emotional

Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress.

Administrative Unit minimum requirements:

By 2011, 100% of the districts within the AU will be in progress toward meeting the goal of monitoring social and emotional needs of gifted students. The districts may choose from the following menu as possible monitoring methods.

Menu of possible methods:

- rubrics for personal journals
- interviews
- student surveys
- demonstrations of self-advocacy
- career and/or college planning
- anecdotal data
- counseling groups

AULT - DISTRICT INFORMATION

We will investigate and implement a social and emotional needs plan by the end of 2011. This plan will be designed by counselors, parents, administration, students, and staff and will include a minimum of the following:

- career and/or college planning
- counseling groups K-12

BRIGGSDALE - DISTRICT INFORMATION

District will evaluate options and may ask for additions to this menu.

BRUSH - DISTRICT INFORMATION

The Brush RE2-J School District will, by 2011:

investigate and implement a social and emotional needs plan by the end of 2011. This plan will be designed by counselors, parents, administration, students, and staff and will include a minimum of the following:

- career and/or college planning
- counseling groups K-12

EATON - DISTRICT INFORMATION

Currently, Eaton RE-2 relies on teacher observation, student surveys, and interviews to monitor social, emotional and/or behavioral development of students.

Evaluation and Accountability Goal for Social Emotional: By 2011, Eaton RE-2 will develop and implement a survey tool to systematically measure social/emotional growth of identified gifted students.

RE1 - DISTRICT INFORMATION

Currently the schools within the district offer a variety of the following methods:

- Rubrics for personal journals (4 students participating)
- Interviews (64 students participating)
- Student surveys (54 students participating)

- Career and/or college planning (66 students participating)
- Anecdotal data (4 students participating)
- Counseling groups (5 students participating)

By 2011, 100% of the schools within the district will investigate further into the needs of the gifted and talented students' emotional and social needs, and increase participation by 5%. The district will provide additional training for teachers as needed to ensure program validity.

JOHNSTOWN - DISTRICT INFORMATION

This area has not been directly addressed in Weld RE-5J. We have no formal tracking system in place for this goal. Our identified students participate in career planning as early as 5th grade by taking interest inventories. Career and college planning continues in the high school years as

PAWNEE - DISTRICT INFORMATION

Pawnee School District employs a licensed school counselor who monitors the social and emotional well being of each student. The district will adopt specific measures in order to assess and monitor these needs of gifted students.

PLATTE VALLEY - DISTRICT INFORMATION

A process for monitoring the social and emotional needs of gifted students will be part of the district plan.

PRAIRIE - DISTRICT INFORMATION

Student and parent interviews and surveys

WELDON VALLEY - DISTRICT INFORMATION

During 2008-09, the district will work with CBOCES staff to get a better idea of documenting the way the social and emotional needs of gifted students are monitored. By 2011, the district will have a menu of monitoring methods in place that are coordinated with the ALP.

WIGGINS – DISTRICT INFORMATION

A process for monitoring the social and emotional needs of gifted students will be part of the district plan.

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.

Administrative Unit minimum requirements:

Annually, at a minimum, the AU will provide a director who is GT qualified.

The AU will encourage districts to employ people who are certified in GT instruction or encourage staff to pursue the certification.

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:

Yes In Progress

ALL DISTRICTS INVOLVED IN AU - DISTRICT INFORMATION

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

Mark the box with the district's response:

xxxx Yes In Progress

Evaluation and Accountability: Program Evaluation

In what ways does the district 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.

Administrative Unit minimum requirements:

Each district within the AU will do an annual self-evaluation using the state programming rubric. This will be completed with key stakeholders in the district.

ALL DISTRICTS WITHIN AU - DISTRICT INFORMATION

The AU will review the state programming rubric with the 11 districts involved and guide each district through a process of annual self-evaluation

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 district's gifted student data and related to the instruction, programming and counseling of gifted students?

Administrative Unit minimum requirements:

The AU will encourage districts to employ people who are certified in GT instruction or encourage staff to pursue the certification. Each year, the AU will continue to provide professional development options through the JET, Catch Up, NCRPDC, and other PD opportunities.

ALL DISTRICTS WITHIN THE AU - DISTRICT INFORMATION

The CBOCES AU will continue to offer a broad range of professional development opportunities through various face-to-face and online methods. By 2011, the AU will develop a gifted/talented professional development certificate program in conjunction with Adams State.

Personnel: Higher Education Support

In what ways does the district 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?

Administrative Unit minimum requirements:

By 2011, the AU will develop partnerships with other AUs, regional experts, or universities to help develop highly qualified personnel within each of the districts.

ALL DISTRICTS WITHIN THE AU - DISTRICT INFORMATION

Many of the opportunities presented to our AU are with national experts and universities; this is accomplished through our membership in CASL. The AU will continue the CASL membership in order to continue developing partnerships in the area of higher education support.

Budget: Narrative

Directions: Describe the district'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.

Administrative Unit minimum requirements:

Quarterly, the AU will host meetings to discuss budget options and plans with all districts. At year end, the AU will evaluate each district budget to ensure proper use of GT funds.

Budget: Form

Complete and e-mail a budget page available at: <https://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.

Annually, the AU will provide a combined AU budget to the state using the budget template and will ensure each district's proper use of GT funds.

ADMINISTRATIVE UNIT Colorado Department of Education
 Education of Exceptional Children
Gifted Student Education Funds
2008-2009 Fiscal Year Budget

Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	36558	112955
Substitute Teachers	1727	800
Additional Earnings/Stipend	7390	4790
Benefits	3113	20831
Sub-total of I.	48788	139376
II. Professional Development for educators of gifted students		
Consultant Fees	500	500
Contracted Services	12000	4200
Workshop Fees	19600	6400
Substitute Teachers	2700	200
Additional Earnings/Stipend	4500	
Printing	700	100
Sub-total of II.	40000	11400
III. Activities associated with instruction for gifted students		
Contracted Services	6916	10264
Additional Earnings/Stipend	5000	15613
Field Trips	1897	2004
Transportation	700	1525
Printing	200	
Other		
Sub-total of III.	14713	29406
IV. Instructional Materials		
Materials	25120	6500
Sub-total of IV.	25120	6500
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	**128621	186682

Colorado Department of Education
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2008-2009 Fiscal Year Budget

<u>AULT</u> Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	3000	15000
Substitute Teachers		
Additional Earnings/Stipend (mileage)	500	
Benefits	900	
Sub-total of I.	4400	15000
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		
Workshop Fees	1000	
Substitute Teachers		
Additional Earnings/Stipend		
Printing		
Sub-total of II.	1000	
III. Activities associated with instruction for gifted students		
Contracted Services		
Additional Earnings/Stipend		
Field Trips		
Transportation		
Printing		
Other		
Sub-total of III.		
IV. Instructional Materials		
Materials	4100	
Sub-total of IV.	4100	
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	**9500	15000

* Equipment purchased from state g/t funds may not exceed 25% of the total request from the state. Equipment must be maintained on an inventory list throughout the useful life of the equipment.

** Total request is based upon the amount allocated to the administrative unit in a given year.

Colorado Department of Education
 Education of Exceptional Children
Gifted Student Education Funds
2008-2009 Fiscal Year Budget

BRIGGS DALE Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	700	1000
Substitute Teachers	402	400
Additional Earnings/Stipend		
Benefits		1100
Sub-total of I.	1102	2500
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		3900
Workshop Fees		3600
Substitute Teachers		
Additional Earnings/Stipend	1500	
Printing		
Sub-total of II.	1500	7500
III. Activities associated with instruction for gifted students		
Contracted Services		
Additional Earnings/Stipend		
Field Trips	125	
Transportation		75
Printing		50
Other		
Sub-total of III.	125	125
IV. Instructional Materials		
Materials	1500	2000
Sub-total of IV.	1500	2000
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	** 4227	12125

* Equipment purchased from state g/t funds may not exceed 25% of the total request from the state. Equipment must be maintained on an inventory list throughout the useful life of the equipment.

** Total request is based upon the amount allocated to the administrative unit in a given year.

Colorado Department of Education
Education of Exceptional Children
Gifted Student Education Funds
2008-2009 Fiscal Year Budget

BRUSH Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary		10000
Substitute Teachers		
Additional Earnings/Stipend	2100	
Benefits	534	
Sub-total of I.		
II. Professional Development for educators of gifted students		
Consultant Fees		3000
Contracted Services		
Workshop Fees	3000	
Substitute Teachers		1500
Additional Earnings/Stipend		
Printing		
Sub-total of II.		
III. Activities associated with instruction for gifted students		
Contracted Services	500	
Additional Earnings/Stipend	2500	5000
Field Trips	500	
Transportation		1000
Printing		
Other	3500	6000
Sub-total of III.		
IV. Instructional Materials		
Materials	2000	2000
Sub-total of IV.		
V. * Instructional Equipment		
Attach completed equipment sheet to plan	600	
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	** \$15,234	\$28,500

* Equipment purchased from state g/t funds may not exceed 25% of the total request from the state. Equipment must be maintained on an inventory list throughout the useful life of the equipment.

** Total request is based upon the amount allocated to the administrative unit in a given year.

Colorado Department of Education
Education of Exceptional Children
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2008-2009 Fiscal Year Budget

EATON Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	12,640	28,895
Substitute Teachers	500	
Additional Earnings/Stipend		
Benefits		
Sub-total of I.	13,140	28,895
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		
Workshop Fees	650	
Substitute Teachers		
Additional Earnings/Stipend		
Printing		
Sub-total of II.	650	
III. Activities associated with instruction for gifted students		
Contracted Services		4,239
Additional Earnings/Stipend		10,613
Field Trips	250	
Transportation	200	
Printing		
Other		
Sub-total of III.	450	14,852
IV. Instructional Materials		
Materials	500	
Sub-total of IV.	500	
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	14,740	43,747

* Equipment purchased from state g/t funds may not exceed 25% of the total request from the state. Equipment must be maintained on an inventory list throughout the useful life of the equipment.

** Total request is based upon the amount allocated to the administrative unit in a given year

Colorado Department of Education
Education of Exceptional Children
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RE1 Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary		
Substitute Teachers		
Additional Earnings/Stipend		
Benefits		
Sub-total of I.		
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		
Workshop Fees	2500	
Substitute Teachers	1200	
Additional Earnings/Stipend	3000 (Danae)	
Printing		
Sub-total of II.	6700	
III. Activities associated with instruction for gifted students		
Contracted Services	3000	
Additional Earnings/Stipend		
Field Trips		
Transportation		
Printing		
Other		
Sub-total of III.	3000	
IV. Instructional Materials		
Materials	8332	
Sub-total of IV.	8332	
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	Total allocation to district \$18,032.00	

Colorado Department of Education
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JOHNSTOWN Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	7500	7500
Substitute Teachers		
Additional Earnings/Stipend	4790	4790
Benefits	1000	1000
Sub-total of I.		
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		
Workshop Fees	1750	2000
Substitute Teachers		
Additional Earnings/Stipend		
Printing		
Sub-total of II.		
III. Activities associated with instruction for gifted students		
Contracted Services	2000	2000
Additional Earnings/Stipend		
Field Trips	97	250
Transportation		250
Printing		
Other		
Sub-total of III.		
IV. Instructional Materials		
Materials	1850	1500
Sub-total of IV.		
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	** 18,987	21,290

Colorado Department of Education
Education of Exceptional Children
Gifted Student Education Funds
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PAWNEE Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	2200.00	2000.00
Substitute Teachers	225.00	
Additional Earnings/Stipend		
Benefits	679.00	
Sub-total of I.		
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		
Workshop Fees	200.00	
Substitute Teachers		
Additional Earnings/Stipend		
Printing		
Sub-total of II.		
III. Activities associated with instruction for gifted students		
Contracted Services	416.00	
Additional Earnings/Stipend		
Field Trips		1454.00
Transportation		
Printing		
Other		
Sub-total of III.		
IV. Instructional Materials		
Materials	294.00	
Sub-total of IV.		
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	4014.00	4014.00

Colorado Department of Education
 Education of Exceptional Children
Gifted Student Education Funds
2008-2009 Fiscal Year Budget

PLATTE VALLEY Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	6518	48560
Substitute Teachers		
Additional Earnings/Stipend		
Benefits		18731
Sub-total of I.		
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		
Workshop Fees	2500	
Substitute Teachers		
Additional Earnings/Stipend		
Printing		
Sub-total of II.		
III. Activities associated with instruction for gifted students		
Contracted Services		
Additional Earnings/Stipend		
Field Trips		
Transportation		
Printing		
Other		
Sub-total of III.		
IV. Instructional Materials		
Materials	2982	
Sub-total of IV.		
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	**12000	67291

Colorado Department of Education
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PRAIRIE Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary		
Substitute Teachers		
Additional Earnings/Stipend		
Benefits		
Sub-total of I.		
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services	1000	
Workshop Fees	1000	
Substitute Teachers	500	200
Additional Earnings/Stipend		
Printing		100
Sub-total of II.	2500	300
III. Activities associated with instruction for gifted students		
Contracted Services		
Additional Earnings/Stipend		
Field Trips		300
Transportation		200
Printing		
Other		
Sub-total of III.		500
IV. Instructional Materials		
Materials	1621	
Sub-total of IV.	1621	
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	**4121.00	800.00

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WELDON VALLEY Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary		
Substitute Teachers		\$400.00
Additional Earnings/Stipend		
Benefits		
Sub-total of I.		
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		\$300.00
Workshop Fees		\$300.00
Substitute Teachers		
Additional Earnings/Stipend		
Printing		
Sub-total of II.		
III. Activities associated with instruction for gifted students		
Contracted Services	\$1,000.00	\$4,025.00
Additional Earnings/Stipend	\$2,500.00	
Field Trips	\$ 925.00	
Transportation		
Printing		
Other		
Sub-total of III.		
IV. Instructional Materials		
Materials	\$ 600.00	
Sub-total of IV.		
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	**\$5,025.00 *Please check allocation	\$5,025.00

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WIGGINS Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	4,000	
Substitute Teachers		
Additional Earnings/Stipend		
Benefits		
Sub-total of I.	4,000	
II. Professional Development for educators of gifted students		
Consultant Fees	500	500
Contracted Services	1,000	
Workshop Fees	2,000	500
Substitute Teachers	500	
Additional Earnings/Stipend		
Printing	200	
Sub-total of II.	4,200	1000
III. Activities associated with instruction for gifted students		
Contracted Services		
Additional Earnings/Stipend		
Field Trips		
Transportation	500	
Printing	200	
Other		
Sub-total of III.	700	
IV. Instructional Materials		
Materials	613	1,000
Sub-total of IV.	613	
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	**9513	2,000

* Equipment purchased from state g/t funds may not exceed 25% of the total request from the state. Equipment must be maintained on an inventory list throughout the useful life of the equipment.

** Total request is based upon the amount allocated to the administrative unit in a given year.

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

Provide a copy (attachment) of the 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.

Administrative Unit minimum requirements:

By Spring 2009 and annually, thereafter, the AU will keep a copy of all documentation on file at the CBOCES Learning Services office that will be updated each year. A copy will be also be kept at the district.

ALL DISTRICTS WITHIN THE AU - DISTRICT INFORMATION

All 11 districts within the AU will be provided a notebook containing the current AU and the individual district plan. The notebooks will be divided into sections

Dispute Resolution

Describe the district'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?

Administrative Unit minimum requirements:

By 2011, the AU will create a basic plan to resolve any disputes or disagreements within the districts. The AU will have one basic template that will be used throughout all districts in the AU.

ALL DISTRICTS WITHIN THE AU – DISTRICT INFORMATION

Each district operates their own method of dispute resolution at this time. The work of the AU will include the above stated goal in developing an AU plan for this process.