

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

<b>Administrative Unit's Name:</b> Delta County School District		<b>Region:</b> West Central
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<b>Name of Superintendent/BOCES Director</b>	Mike McMillan	
<b>Superintendent's Signature</b>		
<b>Date:</b> _____		

**The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.**



**Section I: State Performance Plan (SPP)**

⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.

The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.

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

**Goal Area I: Student Achievement - Targets**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.*

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

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

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

Evidence 7: Percent of administrative units implementing professional development.

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

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

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

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

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

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

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

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

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

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

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

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

**Goal Area IV: Partnerships – Parents**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal Area VI: Supervision and Monitoring**

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

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

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

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

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

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

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

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

**Indicator 17A:**

**Indicator 17B:**

XX  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:**

XX  Check here if not applicable

## Section II: Elements of the Program Plan

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

Directions:

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

### Local Student Achievement Indicators

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

#### Examples of Student Achievement Indicators

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

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

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

**Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP will increase from 54% to 72%.**

Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP

reading tests.

**Indicator 1B: Students gifted in math performing at the advanced level on CSAP or district’s curriculum based assessment will increase from 68% to 79% or make significant growth.**

Evidence 1B: Percent of students gifted in math who demonstrate significant growth on the district’s curriculum based assessment or performing at the advanced level on the CSAP math test.

Indicate 1C: The percent of students gifted in “Other” categories will increase performance on CSAP reading test from 90% proficient **and above** to 100% proficient **and above**.

Evidence 1C: **Percent** of students gifted in “Other” categories performing at the proficient **and above** level in reading.

### Community Outreach

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

The administrative unit will communicate to parents annually about the options available for gifted students. This oral or written communication will be documented and documentation will be placed in student’s GT folder. Parents will have the opportunity to participate in an annual evaluation of the district’s GT program.  
GT Site Coordinators will coordinate parent involvement activities that foster and encourage parental input in their students’ program development. These activities would include, but not be limited to, parent conferences, parent review of programming options, and parent participation in GT site, community, regional, and State GT events.  
These activities, where feasible, would be made available to all GT parents including underrepresented groups.  
The administrative unit will make GT notebooks available to each site. The notebook includes all procedural, legislative, and district directives for GT identification, assessment, and programming. **This will be available for parents and will be on the district website.**

### Definition

Directions: Write the administrative unit’s definition for gifted students that aligns with the State’s definition. If the definition is the same as the State’s definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

“Gifted and talented children” refers to persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential for accomplishment from all socio-economic and ethnic, cultural populations.  
XX  Check the box if the administrative unit uses the State definition for gifted students.

### Identification

Describe the assessment process used for identifying gifted students; include how student interests,

strength area/s and needs are determined.

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

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

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

What method/s will ensure equal and equitable access to all students?

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

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

Gifted students may be identified using test results, teacher observations, etc. Delta County School District uses the *Identification Tool for Teachers* and the "*Twelve Traits of Giftedness: A Non-Biased Profile*" to help guide decisions. A body of evidence, Professional Learning communities in each school, and input from both parents and students, will be used as well. Screening tools, such as the Naglieri, will help identify students, who come from historically underserved populations. A district school psychologist will assist in the identification of students with disabilities.

### **Programming**

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

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

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

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

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

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

### **Structure**

GT structure is adaptable to meet student need. Each school in our district has well developed PLC (Professional Learning communities) that incorporate the delivery models that best serve each individual student's need.

### **Differentiated Instruction**

Acceleration, in the form of upper level classes or subjects, is offered GT students in our district.

High-order thinking skills and content extensions are planned around GT needs at each grade level in the district. D.I. in the classroom is a strategy to meet the needs of the gifted learner.

RTI meetings are held at each building to discuss the specific needs of GT students needing intervention.

### **Affective Guidance and Counseling**

Each Delta County School District building has access to affective guidance and counseling. These services are available on an as needed basis for parents and children. Schools have character development programs in place that encourage self-esteem, self-advocacy, and peer support. Delta County School District high schools provide college and career planning for their students. CAP (Child

Advocacy Program) has been initiated in our middle and high schools. Collaboration with staff from Special Services is available, if additional support is required.

**Content Extensions** - Examples of content extensions that are provided in Delta County School District include:

Language Arts:

Junior Great Books, extended novel units, drama extensions, advanced writing groups, and speech and debate teams are some options for GT students as well as advanced foreign language options.

Math:

Accelerated Math, Math Olympiads, cross-grade competition, and advanced math placement

Science:

Science Fair competitions, advanced science projects, and accelerated science classes

Creativity/Performing Arts/Music/Visual Arts:

Creativity is encouraged in all schools and at all levels. Art, drama, music, and computer programming are available to Delta County School District students. In school and after school competition, after school advanced instruction, and community theatre opportunities are available to students.

Leadership:

School councils, community service organizations, and state leadership conventions give GT students opportunities to develop and enhance their leadership skills.

General Cognition:

GT students are given opportunities in all subject areas to exercise higher order thinking and problem solving skills to strengthen their general cognition.

Other extended learning opportunities are available to meet the need of every gifted learner.

#### **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).

The decision to [grade-skip](#) or take accelerated classes is made by the RTI team for that student. Parents and counselors are included in the decision making. Student must be achieving at least one grade level above his current grade and must be ceiling the CSAP/NWEA scores for a minimum of 2 years. A student developmental inventory provided by the guidance counselor will be used to guide the decisions.

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

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

An assessment profile of identified GT students and potential GT students will be collected at district level and distributed to GT site coordinators. [This will become a part of the student's ALP. Assessment objectives may be a part of a student's ALP.](#) This profile will contain CSAP, NWEA, and other available district assessment data. If the objective is met, the programming options have been successful. [The services and programs will be aligned to student needs as indicated in their ALP.](#)

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

Describe pre-collegiate or pre-advanced placement support systems available to gifted students.

<p>What post secondary options are available to gifted students?</p> <p>Delta County School District collaborates with Mesa State College and Colorado Northwestern Community College to provide concurrent enrollment in post secondary courses to eligible students through advanced classes, on-line college courses, and on campus courses.</p>
<p style="text-align: center;"><b>Programming: Advanced Learning Plan</b></p> <p>Describe the advanced learning plan development and review processes.</p> <p>Delta County School District ALPs function as a working (living) document for GT students. Student demographics, profile, student and parent input, and SMART goals are incorporated in the ALP. Each GT student is assigned a PLC to help drive services. Review of ALP is conducted twice annually with staff, student and parents; once at the end of the year and again at the beginning of the school year to determine if objectives have been met.</p>
<p style="text-align: center;"><b>Programming: Articulation</b></p> <p>How are the needs of gifted students and programming options articulated through the P-16 system?</p> <p>Delta County School District has organized and disseminated a GT notebook that articulates process, identification, delivery of services, and assessment of GT students and the GT program P-16. Information is also available on our district's First Class Mail. Transitioning GT students from Preschool to Elementary to Middle to High is supported with a meeting of all GT site coordinators in the spring of each school year.</p>
<p style="text-align: center;"><b>Programming: Gifted Students New to the District</b></p> <p>What process is used when gifted students move into an administrative unit's district?</p> <p>New students who demonstrate giftedness or who have prior GT identification, will go through the district process of identification including but not limited to parent and student questionnaire, collecting assessment data and prior information from cum folders from their previous schools.</p>
<p style="text-align: center;"><b>Evaluation and Accountability</b></p> <p>Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.</p> <p>What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?</p> <p>In what ways are advanced learning plan (ALP) goals monitored?</p> <p>What are progress monitoring methods? What state, district and school data monitor gifted student achievement?</p> <p>Our district uses CSAP, NWEA, District-wide assessments, DIBELS, CELApro, DIAL (preschool) and others to insure that gifted student achievement and reporting are consistent with accreditation requirement. Advanced Learning Plan goals are monitored through PLCs in each school, by the GT site coordinator in each school, parent/teacher conferences, and by the District's Gifted and Talented Coordinator.</p> <p>An annual meeting with parents of GT students will discuss ALP goals and will provide progress monitoring to insure that services continue to meet the needs of the GT student.</p>
<p style="text-align: center;"><b>Evaluation and Accountability: Social and Emotional</b></p> <p>Describe how gifted students' social, emotional and/or behavioral development is monitored for</p>

appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data ).

Counselors are available district-wide for GT students. The CAP (Child Advocacy Program) is available in many schools. Career and/or college planning begins at the end of 8<sup>th</sup> grade. RtI is available in all schools to help meet the social and emotional needs of a gifted learner.

**Evaluation and Accountability: Program Evaluation**

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

Every GT student and GT parent completes an annual EOY evaluation form. The District GT coordinator will facilitate this evaluation and review the specific components of the GT program with site coordinators. Revisions will be made based on the results of those evaluations and recommendations from site coordinators.

**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.

GT site coordinators oversee program design and other programming elements for gifted students and families. Highly qualified personnel, teachers and paraprofessionals, will provide required services. If paraprofessionals provide services, they are under the direct supervision of a highly qualified teacher.

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

Mark the box with the administrative unit's response:

XX  Yes       In Progress

**Personnel: Professional Development**

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

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

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

Professional development opportunities that will facilitate the learning and growth of gifted students in our district will be facilitated by the personnel director, district leadership, and the GT district coordinator. RtI, DI, PLC, and other workshops continue to be offered annually. [Attendance will be strongly encouraged at regional/state GT professional development activities.](#)

Information concerning GT Learning Modules will be disseminated to site coordinators and participation will be encouraged.

**Personnel: Higher Education Support**

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

Depending on available resources, the District financially supports teachers taking college advanced courses by reimbursing all or a portion of the expense of credit hours. **GT funds will help support GT staff to take advantage of the CDE modules and other GT professional development activities.**

**Budget: Narrative**

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

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

The administrative unit provides, at a minimum, matching funds. The total budget for gifted students supports the salary of the district GT coordinator and the site coordinators in each school. Additional monies support programming implementation.

**Budget: Form**

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

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans;
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

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

**Record Keeping**

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

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

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

The financial and inventory records are kept at the District Office with the GT administrative assistant.

These records are maintained according to district record retention policy. Student educational information is kept in a separate gray folder inside the student's cum folder. GT Site coordinators maintain these records.

### Dispute Resolution

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

A dispute resolution is on file at the district office and contains a good faith effort to resolve any dispute regarding identification and programming for gifted students. Parents of the GT student (or a middle/high student, if applicable) will access this process first through the site coordinators and principal at each school. If this issue is not resolved, the District GT coordinator will schedule a meeting to review the dispute with all parties. The superintendent will make the final decision, and all parties will receive written notice of the determination.

### Additional Administrative Unit Information

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

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

GERCS have already received our District GT Handbook, which is a work in progress.

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

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, [rose\\_d@cde.state.co.us](mailto:rose_d@cde.state.co.us). Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

<u>File Name Examples:</u>	Douglas County_ProgramPlan_08-11
	Douglas County_Budget_08-09
	Douglas County_ALP_08-11
	Douglas County_PPAttachment_08-11

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

**CDE Mailing Address:**

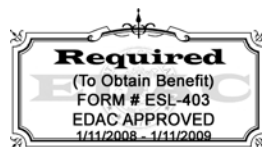
Colorado Department of Education  
Exceptional Student Leadership  
Gifted Education Unit  
201 East Colfax Avenue  
Suite 300  
Denver, Colorado 80203-1799

**CDE Contact Persons:**

Jacquelin Medina  
medina\_j@cde.state.co.us  
303.866.6652

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



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

**BOCES Consolidated Signature Page**

<b>Administrative Unit's Name:</b>	<b>Region:</b>
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