

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

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Superintendent's Signature Date: April 29, 2008	_____	
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)		
<p>⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.</p> <p>The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.</p>		
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:

Check here if not applicable

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

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

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

Goal:

Indicator 18A:

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

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

Directions:

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

Local Student Achievement Indicators

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

Examples of Student Achievement Indicators

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

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

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

Indicator 1A: Students who are identified as gifted in mathematics performing at the advanced level on CSAP mathematics will increase their performance index average scaled score by 3% annually in 2009, 2010, and 2011.

Evidence 1A: Percent of students gifted in math who increase their performance index average scaled score by 3% annually.

Indicator 1B: Students who are identified as gifted in literacy (Language Arts, Reading) performing at the advanced level on CSAP reading will increase their performance index average scaled score by 3% annually in 2009, 2010, and 2011.

Evidence 1B: Percent of students gifted in literacy (Language Arts, Reading) who increase their performance index average scaled score by 3% annually.

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.

Current Status: "Developing"

In community outreach, the Thompson School District Gifted Education program is developing a sound parent and educator communication process. The following goals are benchmarks for the next three years:

2009:

1. Provide information about the characteristics of gifted learners to all teachers K -12.
2. Expand initial screening procedures to include a grade level screening tool, CoGAT 6 for second semester, second grade by Spring 2009
3. Expand written communications about gifted education to include Spanish Language versions.
4. Re-write the District Gifted Education Website to include the District's Identification Process.
5. A brochure about the identification process of gifted students and descriptions of gifted traits will be published and disseminated widely at the beginning of the 2008-2009 school year. Stakeholder groups will include the Talent Development Services Advisory Council, District Accountability Advisory Committee, the Board of Education, the front desk at the School District's Office, and all 28 schools.
6. Increase the community involvement in gifted education through a CAGT Affiliate Group, PAGE (Parents Advocating Gifted Education) Thompson.
7. Develop a format for monitoring equal access for ELL students by reviewing CSAP data on ELL students who score at the proficient level on any CSAP exam. Also, coordinate with ELL Coordinator about students who exit the English Language Learners Program in a rapid manner. We will document the process for diverse population identification and disseminate this information to ELL teachers, G/T teachers, general education teachers, and building principals.
8. During each Advanced Learning Plan meeting, parents will be asked to contribute a "Parent Goal" which they intend to support during the academic year of the ALP.
9. Present at building level SAAC team meetings when requested at any of the 28 district Schools.
10. Present a "State of Gifted Education Report" to the new Superintendent, Board of Education, and DAAC (District Accountability Advisory Committee) as required/requested each year from 2009 through 2011.

2010:

1. Continue teacher training on gifted characteristics and dissemination of gifted programming literature.
2. Create a programming guide for parent understanding.
3. Continue parent dialogue and support through PAGE Thompson.

2011: Plan to be on target.

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?

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

We accept the State of Colorado's definition of Gifted Students and use the definition as our own as well.

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).

Current Status: On-Target

Body of Evidence:

Thompson School District Gifted Education Identification to determine students' exceptional ability and/or potential. We are at the on-target level with some modifications for program improvement scheduled throughout the next school year. The district is fully engaged in developing a "Body of Evidence" to determine the student's placement into gifted education. The screening instruments used in the identification process develop the "*Thompson School District Gifted and Talented Student Profile Form.*" Assessment data must be collected from

three or more sources.

Criteria is broken out in to the following levels:

In order to be identified, students must demonstrate a strong profile on more than one assessment in at least two of the four main categories:

1. Current Performance in the Curriculum
2. Cognitive Power
3. Behavioral Indicators or Attributes
4. Evident Precocity /Extreme Talent

Categories are annotated on the Identification Matrix as S, M, or B derived from the following:

Strong Indicator: 98-99%tile

Moderate Indicator: 95-97%tile

Borderline Indicator: 91-94%tile

Students are identified in the following strength areas:

1. General Intellectual Ability
2. Specific Academic Aptitude: to include the following:
 - Reading/Language Arts
 - Communication (oral)
 - Writing
 - Mathematics
 - Science
 - Social Studies
3. Creativity
4. Leadership
5. Visual Arts
6. Performing Arts
7. Twice-Exceptional
8. ELL/Culturally Diverse

Referral and Screening Procedures:

We accept referrals for gifted education from multiple sources including parents, general education teachers, administrators, other credible sources. In some cases, we also accept self-referrals.

Screening: We use nationally normed assessments as much as is functionally possible. Some categories of giftedness lend themselves to national assessments and others are more portfolio and attribute based. We seek to identify students from broad screening spectrum which includes the following five categories:

1. Current Performance in the Curriculum
2. Cognitive Power
3. Behavioral Indicators or Attributes
4. Evident Precocity - Extreme Talent
5. Special Talents - Creativity and Non-Verbal/Visual Spatial

Multiple data sources include the following array of assessments:

- 1. Current Performance in the Curriculum:** CSAP, MAPs, DORA, and DRA, ITBS and Explore, TOMAGS. Most data in this category is gathered for two consecutive years with 95 percentile equating to a moderate indicator.
- 2. Cognitive Power:** Cognitive Abilities Test (CogAT) or OLSAT, or other ability testing such as the K-BIT, NNAT, SAGES-2, DAS, WISC IV. All tests in this category are converted to standard age scores and percentiles.
- 3. Behavioral Indicators or Attributes:** (SIGS) Scales for Identifying Gifted Students, and other attribute checklists which have been locally created to facilitate the identification of the following populations: Reading, Oral Communication, Writing, Art, Music, Drama, Twice-Exceptional, English Language Learners and Culturally and Linguistically Diverse scales.
- 4. Evident Precocity - Extreme Talent:** This category includes juried performance, projects, products and assessments which use rubrics or rating scales for evaluation. These are useful in determining extreme talents in visual or performing arts, creativity, or leadership. In some cases, this can also be used to determine precocity in science for students who individually demonstrate extreme talent in science projects and science fair categories.
- 5. Special Talents - Creativity or Non-Verbal/Visual Spatial:** Multiple data sources in **creativity** include the Torrance Test of Creativity or the Test of Creative Thinking - Drawing Production, and/or portfolio creation or the Creativity Checklist score. Multiple data sources in the Non-Verbal/Visual Spatial include 95%tile and above scores on the NNAT, Non-Verbal portion of the Cogat, OLSAT: Figural Reasoning, and the K-BIT Matrices, and the Visual Spatial Checklist from the Gifted Development Center, Dr. Linda Silverman.

Goals by 2011:

1. Review number of students identified in each category of giftedness to determine if assessment instruments are appropriate to desired identification areas. For example, are we over-identifying math and reading students to the exclusion of leadership and creativity?
2. Continue to train gifted education specialists on assessment instruments to insure that all teachers are completely familiar with the administration requirements of each assessment instrument.
3. Continue to work with gifted education staff and general education staffs to link students' needs in the areas of giftedness to learning which may be beyond the Colorado Content Standards. Continue to explain and implement the Gifted RTI model for all teachers.
4. Develop a dialogue with general education teachers K - 12 about the need for their instructional support for learning accommodations for high ability, gifted learners in support of students' Advanced Learning Plans.
5. Develop a dialogue with building principals K - 12 about the need for their instructional

support for learning accommodations for high ability, gifted learners in support of students' Advanced Learning Plans.

6. Continue to monitor assessment criteria on the Identification Matrix to determine if we are making the best use of assessment instruments.

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.)

Current Level: Developing

The district is currently defining the instructional programming and the continuum of delivery of services. While we have a moderate staffing component, we do not have a plan for content extension and strategies in each category of giftedness. This will be accomplished in conjunction with the Advanced Learning Plans which are currently under development and currently being piloted.

Structure Thompson School District provides the following structure of gifted education at each of the following levels:

1. Pre-school Gifted Education Programming: We are developing a plan to provide services at the Pre-school level on an as required/ as needed basis.

2. Elementary Gifted Education Programming:

Delivery Model: Pull out, General Education School Setting, Grouping is a modified pull-out with some flexible grouping.

Currently: Elementary "Pull-out" evolving toward a Push in, developing into a modified pull out with Gifted Education Consultation and Resourcing for all the elementary school faculties provided by the elementary level Gifted Education Specialists. This is contingent upon in-depth Differentiation of Instruction on Diverse Learners Training and Characteristics/Attribute Training for all teachers at the elementary level. Gifted Education Specialists are staffed with 50% FTE at each elementary school.

2009: Evolving from only pull out to modified pull out with strong classroom differentiation emphasis, with 50% dedicated Differentiation Instructional Coaches with one at the elementary level and one at the middle school level.

2010: Movement toward greater general education classroom Differentiation of Instruction for all elementary classrooms across the district with continued differentiation coaching support.

2011: Differentiation support within the classroom for all identified gifted students. General education teachers will provide the at least 80% of instruction for high ability, gifted learners through differentiation and will fully support Advanced Learning Plan goals and implementation of the ALP goals in concert with the building Gifted Education Specialist.

3. Middle Level Gifted Education Programming:

Delivery Model: Advanced and accelerated classes, General Education School Setting, Grouping in some flexible grouping, Ability Grouping

The model for Gifted Learners is centered on "Advanced Classes," (Honors), Single Subject Acceleration, and Radical Acceleration (where appropriate) and utilization of the G/T Specialist as a consultant to general education teachers. G/T specialists also serve as a "Gifted Resource/Consultant" in the selected classroom instructional times as well as serving as a consultant and resource during team meetings for individual student consultation. William and Mary Units are available for teachers to check out from district office as a resource.

4. High School:

Delivery Model: Advanced and accelerated classes, IB, Advanced Placement, pre-AP, General Education School Setting, some flexible grouping, Ability Grouping.

At the high school level, we use the College/Career and Affective Guidance model through the employment of a 50% G/T Counselor at each of the four High Schools The district also has embraced the concept of "Focus" high schools during the 2007-2008 school year, in which specific high schools embraced "programming" which is linked to specific gifted and/or talent student needs. The array of high school programming options includes: International Baccalaureate, Advanced Placement, the Arts through the Lisa Program, and a Science and Mathematics emphasis. Each high school offers Post-Secondary options. Each high school has a part-time counselor who is a dedicated resource for the focus on college applications, career counseling, high stakes testing, and personal, affective counseling. Gifted Education Counselors are staffed at 50% for each high school.

Differentiated Instruction

Current Level: Developing

CURRENT STATUS: Although historically, there has been a level of "differentiation" training in Thompson School District, there has been little emphasis on sustaining the emphasis through "expected" best practices for high ability, gifted learners. We have set a goal through the theme of meeting the needs of "diverse learners" to develop within our gifted education specialists an in-depth knowledge of acceleration procedures, instruction which encompasses depth and complexity, higher order thinking skills, and Colorado Model Content Standards extensions which are appropriate for gifted learners in their areas of strength.

PLAN: In order to address the extreme need for consistent use of best practices in meeting the needs of diverse learners, Thompson School District will be supporting the development of a core cadre of teachers who will receive in-depth training on the Differentiation of Instruction and

Academic Diversity this summer, 2008, through enrollment in the University of Virginia "Academic Diversity Institute" with Dr. Carol Ann Tomlinson. These core personnel, will then return to the local school district and implement the Trainers of Trainer model in training the Gifted Education Specialists from each building Plus One (such as a core, lead teacher). Thus, the training will be TOT, Plus 1 model to increase the implementation effectiveness. Additionally, each person who attends the Academic Diversity Training locally will receive the Tomlinson book, The Differentiated Classroom as a resource along with the Winebrenner book, Teaching Gifted Kids in the Regular Classroom, at the elementary and middle level. The schedule for improved gifted education programming through the emphasis on diverse learners and the differentiation of instruction is outlined below:

2009: Continued emphasis on Differentiation of Instruction, implementation and training,

2010: Continued emphasis on Differentiation of Instruction, implementation and training

2011: All teachers trained on Differentiation of Instruction, implementation and training

2008-2011: Re-write and modify "induction" training for new teachers to include "diverse learners" with an emphasis on the gifted learner and under-served populations, in coordination with Deb Jones, the Director of Professional Staff Development.

Affective Guidance and Counseling

Current Level- Developing

The district provides affective guidance and counseling on an "as needed" basis in a personal counseling model. Additionally, gifted education specialists at the elementary level, provide models of giftedness through studies of eminence in the "Night of the Notables." At the middle and high school levels, career guidance is provided from the results of the early Explore assessment, along with affective and career guidance. At the high school level, affective guidance is provided based on interests on the PLAN test and personal guidance is provided through personal interview with the high school gifted counselor at each high school. Each high school counselor is intimately involved in students college and career planning. The high school program also includes peer support systems, grouping with like minded peers for gifted social events, and self advocacy training. The high school staffing for gifted education includes a 50% counselor at each of our four high schools.

Content Extensions

Current Level: Developing

By the end of the school year, 2008-2009, each teacher will have available to them lists of appropriate content extensions for each of the identified areas lists below. Methodology for instruction will include instruction from the Gifted Specialist at each building concerning appropriate content extensions.

The district goal in this area is to have this well-defined by September 2008 so that ALP goals are both meaningful and organizationally possible for individual students. In order to understand the students' learning needs, we will have to clearly define content extensions in each of the categories listed below.

Language Arts: **developing**

Math: **developing**

Science: **developing**

Creativity: **developing**

Leadership: **developing**

Performing Arts/Music/Visual Arts: **developing**

General Cognition: **developing**

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).

Current Level: On Target

Students are accelerated in the following manner:

Single Subject Acceleration is provided for students who are at least two grade years above their peers in one subject. As an example, math acceleration is accomplished through a criterion referenced test which has been locally developed and locally normed. It is administered at the beginning of the second semester of the fifth grade year to determine eligibility for accelerated mathematics in middle schools. Students who offered the option to take the test who do well enough (71% correct) are encouraged to "grade-skip" 6th grade math and to enter 7th grade math their first year in middle school. Parents and students are fully advised of the math sequence that this single subject math acceleration sets in place for the student.

Radical Acceleration: In considering a student for total subject acceleration (grade skipping) the district uses the Iowa Acceleration Scale. When the scores indicate that the student would be a "good" or "strong" candidate for acceleration, a SIT team is convened to discuss the student's acceleration needs, strengths, and possible impediments. If a student is accelerated, the notation of the radical acceleration is noted in the cum file and the District Coordinator for Gifted Education provides consultation to the process and attends the "SIT Team" Acceleration Meeting for guidance and consultation.

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?

Current Level: Developing:

At this point, Thompson District has not focused on individual programming which is matched to the students' strengths and interests. With the development of Advanced Learning Plans this year, we will be able to do a better job of matching programming to student strengths and interests. Student's strength areas are fully analyzed before a student is identified to receive gifted education service. As we begin to implement Advanced Learning Plans we plan to have the following plan in place for the next three years:

Plan: The future plan is to develop strong Advanced Learning Plans focused on individual

gifted students' needs which are matched to their identified strength and interests. As a goal, by 2011, we will do the following:

1. Align ALPs to student needs and programming.
2. Link advanced instruction for gifted learners to a standards-based curriculum.
3. Provide gifted education specialists and general education teachers differentiation training on pacing, characteristics of gifted learners, and the social and emotional needs of gifted learners.
4. Develop opportunities for high ability, gifted learners to participate in meaningful research, independent studies, and mentorships.
5. Define policies which address student acceleration by content and grade level. Clearly define, implement, and share broadly the singled subject and grade skipping acceleration procedures K-12 in a publication which has been coordinated through Student Achievement Services Directors and the Executive Director of Student Achievement Services.

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?

Current Level: On-Target

Description of Pre-Collegiate Programming and Post-Secondary Options: Thompson School district offers a post-secondary enrollment option to students who "top out" on course offerings in sequential classes, for example, the next math sequence after Calculus AB, and BC. Through the Department of Curriculum, the district pays for students to enroll in courses offered by local colleges such as Colorado State University, Front Range Community College, and the University of Colorado. The district also financially supports gifted students who choose to enroll in dual-credit courses offered by Front Range Community College and Aims Community College. Students may also enroll in Colorado on-line courses. The high school fee portion of this program, i.e. text books, transcribing fees, is supported by the Department of Curriculum. Additionally, the district is developing a Math and Science focus high school at Berthoud High School. If students complete a sequence of courses at Berthoud High School, they can earn an Associates Degree while in high school.

The high school and middle level Pre-AP and Accelerated course designations vary throughout the district. They are, however, designed to meet the needs of gifted and high ability learners and serve as a focal point of our college preparatory curriculum.

Description of Pre-Advanced Placement Programming:

High School: The entry level ninth grade classes at the high school level are aligned at three of the four high schools to appropriately prepare high ability and gifted learners through their enrollment in "Honors" and "Accelerated" courses at High School. The fourth high school is an International Baccalaureate High School with a K - 12 I. B. feeder system which will be in place by Fall of 2008. Loveland High School, the IB High School, has an I. B. Diploma Programme.

Middle School: The pre-advanced placement program at each of the middle schools is developing at all of the three middle schools that are not IB designated. Two middle schools have designated their middle level instruction as aligned in their feeder system as having a "Pre-Advanced Placement" focus. Those middle schools are: Walt Clark Middle School and Turner Middle School. Middle level course designations vary from "accelerated" to Pre-AP designations.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Current Level: On-Target

Documentation: At this time, the ALP development is on target and specific individual student files have been developed. Each student will have an ALP file (yellow file) which is being developed for him/her. The order of filing of information in the ALP file has been clearly articulated to the G/T specialist at each school. Left side: Original testing data, test protocols, and identification matrix, and identification letter to parents. Right side: printed copy of student's ALPs in order beginning with first one written on the bottom.

Supplies: Each gifted education specialist has been provided with the following materials:

1. Yellow, double pronged folder with student's name affixed on label
2. Two-hole punch for filing purposes
3. "Confidential " stamp to stamp outside of file and all documents

The development of the Advanced Learning Plan in Thompson School District has been evolving since September 2007. After a review of ALPs state-wide, we developed our own model, following what we considered to be the best model from each district. We have created a model which fits our district and our particular needs as a middle classed, somewhat rural district of 15,000 students with a community population of about 65,000 with 28 schools total.

At this point, we are "piloting" the ALPs at selected middle schools and selected elementary schools. We have learned through trial and error that there are embedded errors in our current pilot form and we intend to correct those errors before May 1, 2008. Additionally, as the school year closes, we have asked gifted education specialists to write transition background information on all students who are at transition years, i.e. 5th to 6th grade, 8th to 9th grade. Then we plan to write Advanced Learning Plans on an incremental basis for all students at all grades for each of the three semesters from September 2008 through December 2009.

Each ALP is written in the student's strength area of identification. We gather the following information in writing the ALP:

1. Demographic information
2. Student background information
3. Student interests in narrative format
4. Student's identified strengths (from gifted identification matrix)
5. We write "strength area goals"
6. We write an affective guidance and counseling goal and these goals are monitored quarterly at each marking period.
7. We provide a Structure for the delivery model setting or placement to facilitate the student meeting her/his goal.

8. We also address acceleration options
9. We also address strength-based accommodations which teachers will use to support student learning.
10. We also address parent involvement, for example, parents are asked to write a goal which they will support in their child's education.
11. We obtain signatures of the student, the G/T specialist, parent(s), Classroom teachers, and other personnel.
12. We then monitor the progress on the student's goal by noting the student's progress on the goals at each marking period.
13. Our strength area goals include goals for all identified areas of giftedness in accordance with the State of Colorado definition of gifted, and accommodations include all areas of giftedness including other categories of learners: Twice-exceptional, English Language Learner, Non-Verbal, and Social/Emotional needs.

Finally, by December 2009, all students who are identified as gifted will be on Advanced Learning Plans.

Review Process:

By May 2009, we will initiate our first review process. This is still in the planning stages, but the process should include the following elements:

1. Clearly defined parameters for noting a student's goal as "goal met (M) or "goal not met" (U)
2. Clearly defined ALP review teams for the Elementary, Middle, and High School Review teams to circulate throughout the district in early May of each year to review students' Advanced Learning Files and current Advanced Learning Plans.

Programming: Articulation

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

Current Level: Developing

When students are identified for gifted education services, they are entered into the Gifted Education database. We follow identified gifted students throughout their tenure in this district. Additionally, we also will roll our identification system into the new "Infinite Campus" district-wide program in the Fall, 2008. Within the Advanced Learning Plan, student engagement in gifted education programming options will be clearly outlined in a summary report included at the end of each year in the student's ALP file. Imbedded in each ALP are programming goals which are matched to students' academic and affective needs

Although we are just now developing our policies and procedures for Advance Learning Plans, we have established that ALP files will be filed in the cumulative record file as a part of the student's cum file, but will clearly be annotated as a gifted ALP file because of the file's bright yellow color. All gifted education specialists and gifted education counselors will be informed of procedural and confidentiality requirements for each ALP. In addition, each ALP will define the student's target goals for the year, for each year that the student is in the K - 12 system. ALPs will be developed in a collaborative document created with a team approach to include the general education teachers(s), parents, gifted education specialist, and the student.

In addition, at each transition year, gifted specialists who have exiting students and teachers who have entering students will share meaningful transition information about each student. Those years would include, grades 5 to 6, and grades 8 to 9.

Programming: Gifted Students New to the District

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

Current Level: On Target

When we receive a student who is new to the district, we review the data available to see if the previous gifted education placement mirrors our placement. If not, we correlate the student's previous placement to our district's requirements for placement into gifted education. If there is not correlation because placement was based on methodologies which are dramatically different from the Thompson District criteria, we call the district and request a "release of information" and we request the "exact" test protocol forms and data conversion if available. We also try to correlate the student's previous placement with our rigorous placement. If this is not possible, after we have explored all other possibilities, we attempt to avoid putting the student "at risk." This is especially true for a student who is entering from a dramatically different state or district criteria. We also offer the parents and student "placement testing" which is done on an individual basis. Usually the student is tested on the Cognitive Abilities Test (CogAt) to determine the Verbal, Quantitative, and Non-Verbal abilities. We do not call this a test of giftedness, we call it an assessment for "placement purposes." We do not "de-gift" student who enroll in Thompson School District from another state or district. But, we are concerned about putting them "at risk" without a proper understanding of their current abilities and performance. We additionally review previous grade reports, cumulative file data, other testing results from State required testing which correlates to the Colorado CSAP. We honor a previous district's placement into gifted education, but regard appropriate placement in Thompson District as a critical criteria.

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?

Current Level: Developing

ALPs for each student are monitored in the following manner:

1. Goals for each student are reviewed for progress at each marking period.
2. The final measurement for goals is in late April and early May when the yet-to-be determined review team reviews all ALP files and goals district-wide to determine met and unmet goals.
3. A passing score for each school's met/unmet ALP goals is at 90% for the total school's goals, not individual students.
4. If goals are unmet, the classroom teachers, gifted education specialist, parents, and student will review the unmet goals to determine if the goals should be continued for the next year or if a

new goal should be written which more closely matches the student needs. In extreme cases, the SIT team could be convened.

5. Through an on-going dialogue with the Director of Assessment and the Executive Director of Student Achievement Services, the district will establish a procedure to link to the ALP goals met/unmet to the State Accreditation Plan.

Evaluation and Accountability: Social and Emotional

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

Current Level: Developing

Each ALP is written with a Social/Emotional (Affective) goal. At this time we need to focus on procedures for monitoring student's social, emotional and behavioral development. We currently have gifted education teachers at the elementary level who see students at least twice a week at each grade level. At the middle level gifted teachers do not see students every week, but a school counselor is available. At the high school level, gifted students' needs are addressed through high school counselors.

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.

Current Level: Developing

The district's current practices include:

The Assessment Department does provide disaggregated CSAP data to each school on the performance of gifted students on each test administered on the CSAP yearly.

In the Fall 2008, the Gifted Education Staff (22 teachers and counselors) will meet to review our mission, vision, values, and goals and correlate the results to best practices as outlined by the CDE handbooks on gifted education.

All gifted teachers are required to review the previous year's CSAP data for identified students' performance data and to determine potential gifted students.

Plan: In 2010, the Thompson District Gifted Education Office plans to create a survey which will include all stakeholders: parents, general education teachers, building administrators, g/t specialists to determine the effectiveness of the overall gifted education programming. This will be one full year into the required implementation of the Advanced Learning Plans for all gifted students. This survey will be set up on a Likert scale and will measure the current program and will be used to determine the basis for program improvements. The parent advocacy group, PASGE, will assist in the review of the program.

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.

Current Level: Distinguished

Personnel who provide direct and indirect instruction and secondary counseling to identified gifted students meet the following criteria:

1. District Personnel: - Indirect Instructional Personnel

District Coordinator of Gifted Education: Rebecca Blocher: B. S. Secondary Language Arts Education, M. S. Gifted Education; Administrative Endorsement, 7 - 12; Gifted Education Specialist Endorsement, Pre-K - 12.

Parent Liaison and Enrichment Coordinator: Danel Lins: Bachelor's Degree in Mathematics Education, parent of two identified Gifted Students in Thompson School District. Danel coordinates the "enrichment" programming and is in a non-instructional capacity as a classified employee.

2. High School Personnel: Gifted Education Counselors -Indirect Instruction, Affective Guidance

A. Berthoud High School: Erica Koehler: M. S. School Counseling, Colorado Certification

B. Loveland High School: Jill Doty: Professional Services License, Counselor.

C. Mountain View High School: Linda Videll, M. S. Education, Pupil Personnel Services,

D. Thompson Valley High School: Christine Dildine, M. S. Special Education, M. S. School Counseling, Licensed Professional Counselor, Ph D. in Education and Human Resource Studies

3. Middle School Personnel: Gifted Education Specialists: Direct Instruction

A. Turner Middle School, Carrie Bartmann: Elementary Education K - 6, English Language Arts, 7 - 2, M. S. Gifted Education due to be completed, August 2008

B. Bill Reed Middle School: Sherry Burrell: BA, Visual Art Education K - 12. No intention to pursue gifted education endorsement and will not be teaching in gifted education beyond the 07-08 school year.

C. Walt Clark Middle School: Linda Pfeiffer: B. A. Criminology, MS Gifted Education, with Gifted education Endorsement, Ed D. Gifted Education, pending December 2009

D. Conrad Ball Middle School: Dana Stoddard, BS, Elementary Education, Educable

Mentally Handicapped, anticipated endorsement, May 2012

E. Lucile Erwin Middle School: Susan Teumer, MA, Special Education, K - 6, Acoustically Handicapped, (Deaf Education) 0 - 21, Anticipated Gifted Endorsement, May 2012

4. **Elementary School Personnel: Gifted Education Specialists: Direct Instruction**

A. **Amelia Chapman**, BA, History, Endorsement in Elementary Education, Gifted Education Specialist Endorsement anticipated completion, 2009. M. S. Gifted Education pending, August 2011, assigned to Namaqua Elementary School and Berthoud Elementary School both at 50%.

B. **Carol Doyle**, BS Vocational Home Economics, assigned to Lincoln Elementary at 50%, no intention to pursue gifted education endorsement and will not be teaching in gifted education beyond the 07-08 school year.

C. **Heather Flesner**, B. S. Education, Endorsement as Gifted Education Specialist, M. S. Gifted Education 2002, assigned to Stansberry Elementary and Carrie Martin Elementary, both at 50%

D. **Suzi Gossard**, B. S. Elementary Education, EMH, and Reading Specialist, M. S. Gifted Education, 2000, assigned to Cottonwood Plains and Edmundson Elementary Schools, both at 50%

E. **Vicki Henderson**, B. S. Elementary Education, B.A. Psychology, M. S. Gifted Education, 1980, assigned to Truscott Elementary School, at 50%.

F. **Carrie Hodge**, B. S. Elementary Education, Endorsement in Gifted Education pending, August 2008, M. S. Gifted Education, pending August 2008, assigned to B. F. Kitchen Elementary and Sarah Milner, both at 50%.

G. **Cathy McCluskey**, BA Music, Master's Degree in Gifted Curriculum, August 2000, Anticipated completion date of Gifted Education Endorsement: March 2009, currently assigned to Garfield Elementary School at 50%.

H. **Becky Monchak**, BA Elementary Education, Anticipated completion of the Gifted Education Endorsement, August 2008, currently assigned to Ivy Stockwell Elementary School and Big Thompson Elementary School both at 50%.

I. **Robin O'Donnell**, BA English Education, Elementary Education Endorsement, Anticipated completion of Gifted Education Endorsement, December 2008, currently assigned to Van Buren Elementary School at 50%.

J. **Maureen Paterson**, B. A. Art Education, M. A. Education, Anticipated completion of Gifted Education Endorsement, August 2009, currently assigned to Mary Blair Elementary and Centennial Elementary, both at 50%.

K. **Mary Westerfield**, BA. Secondary Social Science with an emphasis in Psychology, M. S. Gifted Education, 2002, currently assigned to Monore and Winona Elementary Schools, both at 50%.

During the 2008-2011 School years:

Every attempt will be made to employ highly qualified personnel who have their Master's Degree in Gifted Education or, at a minimum an "Endorsement in Gifted Education." When positions within gifted education come open, every attempt will be made to interview candidates who are interested and passionate about the learning pathways of high ability and talented learners..

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

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?

Current Level: Developing

1. Induction for all teachers: In coordination with Deb Jones, Director of Professional Staff Development, the current "new teacher induction" program will be rewritten to include topics on meeting the needs of diverse learners through differentiation.

2. During the Summer for implementation in fall 2008, a cadre of core teacher leaders in gifted education will attend the Academic Diversity training at the University of Virginia. This differentiation training will evolve into consistent training and consistent expectations for the delivery of services to gifted students.

3. gifted Education specialists will also receive on-going training on the following elements of best practices:

a. Assigned reading at each staff meeting at each level from the CDE Publications "Gifted Education Guidelines and Resources, Volume I, and Volume II to increase the capacity of our hired staff.

b. A consistent review of the assessment instruments which are used for identification.

c. A review of the district's identification matrix and local procedures for identification in multiple categories of giftedness.

d. Other staff development will be based on the findings of the 2010 gifted education district-wide survey results.

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?

Current Status: Developing

Collaboration with local Universities: At this time, Thompson School District is developing a collaborative partnership with the University of Northern Colorado with Dr. George Betts and Dr. Stuart Omdal to develop financial support for teachers who are pursuing either their endorsement as a Gifted Education Specialist (24 graduate hours) or their Master's Degree in Gifted Education (36 graduate hours). We are working toward an amicable solution that would facilitate future students who are Thompson District employees entering the Endorsement/Master's Degree Program. Thompson is most interested in not only the beginning process but also the completion process. Thus, we will be writing a benchmarking plan for Endorsement and Master's Degree support which provides teachers reimbursement for specific documented benchmarks. Our district goal in this endeavor is about district teachers who seek the gifted endorsement not only entering the program but exiting in a timely manner to garner the highest benefit to Thompson District as their employer.

After a review of the graduate program at UNC, the local determination has been that teachers are exceptionally well immersed in one gifted education model, the Autonomous Learner Model and the social and emotional needs of the gifted learner almost to the exclusion of Colorado Model Content Standards, and other nationally recognized models such as the Renzulli Triad Model and other general accepted models of gifted education. Graduates of this UNC program appear to need more in-depth study in the differentiation of instruction, coaching of general education teachers, and overall, an in-depth study of general education curriculum, K - 12.

CASL: The district also collaborates with other regional districts in support of CASL (Center for Advanced Student Learning). In this endeavor, we pay approximately \$10,000 to CASL and in return receive administrator training on topics of interest. This past year topics included Dr. David Lohman on the COGAT 6, and Dr. Marcia Gentry on Flexible Grouping. This regional partnership has been somewhat beneficial. However, we need to review our alignment with CASL and the training which administrators actually need. This district's attendance has been somewhat low at CASL breakfasts and commitments wane as the year progresses. It would be beneficial to have presentations on how administrators can best support advanced learning plan implementation in their schools and their re-defined roles in the district.

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.

Current Level: On-Target

Thompson School District provides exceptional matching funds which cover the entire gifted education staff's salaries and benefits in excess of \$739,500. This is significantly in excess of the requirement to provide "matching funds." Funds to match the State's input to Thompson School District are used in gifted education programming. This is direct support for gifted student needs and training of staff.

For the portion of the district gifted education funding, we have earmarked large categories for the following:

1. Salaries for the Enrichment Specialist - certified
2. Class coverage for gifted education specialist, Substitute teachers, when g/t specialists have to be absent for trainings and district meetings
3. Professional Development for Diverse Learners Differentiation, NAGC and CAGT, and workshop fees
4. Field Trips for specific gifted learning purpose
5. Printing of brochures previously mentioned to increase district-wide support for gifted
6. Instructional materials in direct support to gifted learners and their teachers
7. No money is allocated at this time for instruction equipment

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.

Financial Records:

Financial records are completely handled by the district's finance department through the District's Grant Manger, Brenda McKee. Payroll, i.e. teachers' salaries are handled through the finance department as well. All expenditures are handled through purchase orders or reimbursement forms with attendant receipts required.

Inventory of equipment purchases:

To date, no equipment has been purchased with State funds.

Gifted Student Records:

Student records for all students who will be on Advanced Learning Plans by December 2009 will be handled in the following manner:

Maintenance: Filed in the individual student's cumulative record file at each school's location, marked confidential, and in a controlled access environment.

Retention: When a student exits the district, a copy of the current ALP may accompany the student, but the entire ALP file remains in the district stored at District Office until one year after the student should have graduated. A copy of the ALP file will only be released to parents when appropriate "student release of information" forms have been completed and filed.

Destruction: After the student should have graduated, but has moved, the file will be shredded and destroyed in accordance with district policy. For students who are Thompson students at graduation, we will retain their ALP files one year after the student's graduation. If we receive pertinent data from the Colorado Department of Personnel and Administration, we will revise our plans accordingly to be in compliance.

Review Process:

By May 2009, we will initiate our first review process. This is still in the planning stages, but the process should include the following elements:

1. Clearly defined parameters for noting a student's goal as "goal met (M) or "goal not met" (U)
2. Clearly defined ALP review teams for the Elementary, Middle, and High School Review teams to circulate throughout the district in early May of each year to review students' Advanced Learning Files and current Advanced Learning Plans.

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?

Current Level: Developing

Beginning in the 2008-2009 School year the following procedure will be in place:

The dispute resolution procedure for resolving disagreements about identification and programming is the following:

- Parent(s) submits a letter to Dr. Paul Bankes, Thompson School District Director of Assessment, stating their concerns about their child's identification and/or programming.
- After review of the parents concerns, consultation with parties involved, (i.e. Building G/T Specialist, Building Principal, G/T District Coordinator), Dr. Bankes will provide a copy of his findings in letter format with accompanying rationale to the parents. The copy of the findings will be presented to parents within three calendar weeks of the receipt of the original dispute letter.
- A copy of the parents' disputes along with the resolution findings will be filed in the students' cumulative record file and in the students' ALP file should an ALP subsequently be created.
- To provide the widest dissemination possible of the "Dispute Resolution Procedure," parents of future identified students who currently receive a "G/T Parent Concern Flow Chart" when their child is identified to receive gifted education services, will now also receive a copy of the "Dispute Resolution Process" in their initial g/t identification parent packet.

Additional Administrative Unit Information

Directions: Optional

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

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

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

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

File Name Examples: Douglas County_ProgramPlan_08-11
 Douglas County_Budget_08-09
 Douglas County_ALP_08-11
 Douglas County_PPAttachment_08-11

**E-mail the Program Plan to
DeLinda Rose, Program Assistant
rose_d@cde.state.co.us**

CDE Mailing Address:

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

CDE Contact Persons:

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

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

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



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Copy, complete signatures and mail to:

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