

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

Administrative Unit's Name: RE-1 Valley School District		Region: NE
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Superintendent's Signature Date: 5-8-08		
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>		
<p>STATE PERFORMANCE PLAN For Information, Guidance and Technical Assistance</p>		

Goal Area I: Student Achievement - Targets

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

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

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

Goal Area I: Student Achievement – Record Keeping

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

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

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

Goal Area I: Student Achievement – Assessment Tools

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

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

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

Goal Area II: School Capacity – Training and Programming

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

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

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

Goal Area II: School Capacity – Personnel

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

12.02 (1)(f)(i)

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

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

12.02(1)(f)(i)

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

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

Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students.

Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.

Goal Area II: School Capacity – Professional Development

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

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

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

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

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

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

Goal Area III: Representation in the Gifted Population – Categories

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

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

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

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

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

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

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

Goal Area IV: Partnerships – Parents

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

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

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

Goal Area IV: Partnerships – Higher Education

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

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

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

Goal Area V: Unique Populations – Early Childhood

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

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

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

Goal Area V: Unique Populations – Support Structures

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

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

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

Goal Area VI: Supervision and Monitoring

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

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

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

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

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

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

Goal Area VI: Administrative Unit’s CIMP Targets

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

Indicator 17A:

Indicator 17B:

X Check here if not applicable

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

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

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

Goal:

Indicator 18A:

Indicator 18B:

X Check here if not applicable

Section II: Elements of the Program Plan

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

Directions:

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

Local Student Achievement Indicators

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

Examples of Student Achievement Indicators

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

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

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

Indicator 1A: The number of students gifted in language arts that meet their NWEA expected growth goal (as determined by NWEA norming study) will be raised by 2% from spring 2008 to spring 2011.

Evidence 1A: Percent of students gifted in language arts meeting growth goal in NWEA reading.

Indicator 1B: The number of students gifted in math that meet their NWEA expected growth goal (as determined by NWEA norming study) will be raised by 2% from spring 2008 to spring 2011.

Evidence 1B: Percent of students gifted in math meeting growth goal in NWEA math.

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.

Parents are notified about the CogAT screening that is currently used in the spring of 3rd grade. This letter explains the body of evidence (NWEA, CogAT, CSAP, teacher recommendation) that is collected for identification. This letter will be available on the web, along with other gifted information, such as recommended books for parents regarding giftedness. Gifted information sent home will be translated in Spanish.

As children are identified, the parent notices describe the programming options available.

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.

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).

To serve the high level learners informally in grades K-2, we provide flexible learning groupings for reading and math. Our formal identification begins with the 3rd grade cohort each year. In the spring of 3rd grade, we screen with the CogAT assessment. Using this assessment's four criteria areas, and NWEA reading, NWEA math, CSAP reading, CSAP math, CSAP writing, and teacher

recommendation, we identify students for language arts, math, and combined language arts and math giftedness. Starting in the fall of 2008, we plan to assess using the CogAT in November of 3rd grade (versus spring of 3rd grade). By 2011, all areas of giftedness will be identified to match the state's definition of gifted areas, thereby adding other data to our body of evidence.

The math and the nonverbal scores of the CogAT, along with teacher recommendation will be areas to explore underserved populations. These testing areas do not rely on language so will lessen the language impact of testing.

The third grade teachers will coordinate with the AU director to identify the 3rd grade cohort. The gifted child, parent, and teacher will write yearly ALPs to describe the targets for the year.

We also have SIT team meetings as needed for students' needs for intervention. Our district has implemented the RTI model to help both struggling and gifted learners.

Communication for identification is sent home each year in English and Spanish. This will also be posted to the web. This identification letter explains the identification areas, assessments, and development of the ALP. Students' ALPs will be reviewed annually with the parent, child, and teacher.

Characteristics of gifted children and identification procedures are shared with staff each year to aid in teacher referrals.

Other forms of assessment will be examined to lessen the effects of a student's primary language.

Students can be nominated each year from the current year's supporting body of evidence.

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

Flexible readiness learning groups

Specialized upper level classes

Differentiated Instruction

Acceleration

Grouping through readiness level

In-depth work

Compacting

Independent Study

Affective Guidance and Counseling

Social skills training

Early college coursework through Northeastern Junior College (Sterling)

Career planning

Content Extensions

Language Arts: College of William and Mary literature units, AP English, AP Literature, AP Comp, College coursework

Math: Acceleration per grade level math, College coursework, AP Math, College of William and Mary math units

Science: AP Biology, College coursework

Creativity: Odyssey of the Mind

Leadership: Student Council, Odyssey of the Mind, Knowledge Bowl

Performing Arts/Music/Visual Arts: AP Art, Band, Choir, Jazz Band

General Cognition: Higher Order Thinking Skills, AP Psychology, AP US Government and Politics, AP History

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).

A body of evidence (CSAP, NWEA, CogAT, informal testing) is used along with teacher and parent recommendation for grade skipping or subject acceleration issues.

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?

Currently we use the CogAT, NWEA, and CSAP for formal assessment in the development of the ALP. The NWEA DesCarte helps set academic goals for reading, math, writing, and science.

Parents, teachers, and the child will review the ALP annually.

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?

AP coursework offered includes English, Literature, Composition, Psychology, US Government and Politics, History, Biology, and Art. Northeastern Junior College in Sterling provides access to college level coursework.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

The child, parents, and teacher will review the student's ALP each year, setting yearly goals. Assessment data will include NWEA math, reading and CSAP data, along with teacher recommendation from teacher observation and informal testing.

Programming: Articulation
How are the needs of gifted students and programming options articulated through the P-16 system?
Our AU includes the district’s preschool teachers in our curricular framework and curriculum adoption process. Preschool teachers make recommendations to our kindergarten teachers through the transition process each spring. College and career planning are incorporated into the middle and high school curriculum. The students’ ALPs will travel up through the grade levels so future teachers will be able to see previous ALPs. We are pursuing the electronic housing of the ALP on Alpine Achievement. Transition processes between buildings ensure the communication of the needs of the gifted children.
Programming: Gifted Students New to the District
What process is used when gifted students move into an administrative unit’s district?
New students to the district are tested with NWEA reading and math. Student records are also used for formalized testing records. Students that are identified in another school district process who then move into our district are included in our district gifted cohort and receive an ALP (assuming an ALP isn’t already in place from the previous district).
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?
CSAP and NWEA data are recorded in Alpine Achievement. This data can then be filtered by giftedness for analysis. The number of gifted students scoring advanced in CSAP in their area of giftedness will be evaluated, along with the percentage of gifted students meeting their growth targets (as determined by NWEA norming study expected growth) in NWEA in their area of giftedness. Alpine Achievement is in the process of incorporating ALPs through their website, which would make district ALPs available to the district AU plan coordinator. Students’ academic achievement concerns can be further analyzed through the student’s ALP document. NWEA will be our monitoring method.
Evaluation and Accountability: Social and Emotional
Describe how gifted students’ social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data).
The social, emotional development of the gifted child will be addressed through an affective component of the ALP. Teachers can also record anecdotal data throughout the year on the ALP. As part of the ALP process, teachers will interview and survey the students regarding social and emotional development.
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.

The CSAP and NWEA performance of the gifted children will be analyzed at the building and district level through data mining and programming discussions. As we participate in the CIMP process, we will have “other eyes” to help us evaluate our gifted program. Parents will be surveyed annually in how effective they felt the gifted program has served their child’s needs.

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.

We utilize flexible learning groups for much of the gifted programming in K-5. Teachers are trained in their curricular area, such as a teacher that has gifted students for reading receives Treasures reading professional development, whereas a teacher teaching gifted math students receives professional development from Everyday Math. The middle school/junior high and high school programming includes specialized classes, such as A-Math or AP History. The teachers receive professional development through the professional development coursework arranged from our district’s assistant superintendent. We do not have any paraprofessionals through our gifted programming.

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

Mark the box with the administrative unit’s response:

X Yes In Progress

Personnel: Professional Development

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

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

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

Online GT coursework is offered to all teaching staff with free tuition through Northeastern Junior College. If the teacher wants graduate credit through Adams State, the employee is reimbursed for the tuition once the course is completed successfully. If a book is required for the course, the book is provided by the district. After completion of the course, the teacher keeps the book as a resource. The teachers of the gifted children receive professional development in their area of expertise (described in section just above this section). Teachers and the district GT coordinator are not required to have gifted coursework. The gifted coordinator has taken two of the online Javits courses in the last year. Many of our district teachers have taken the online Javits coursework through Melanie and Karen. This has been a great option for distance learning in our rural area of NE Colorado.

The data derived from CSAP and NWEA become the focal point of how best to improve our gifted programming. Social emotional needs for the gifted children are addressed through recommended books to staff and parents. Social emotional books will be purchased and housed in each building’s library for staff to refer to. Emails announcing new books available in the libraries will be sent to all district staff.

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?

With UNC’s proximity to Sterling, this could be an opportunity to team in the future for professional development through in-services or for interested teachers to start a cohort for a masters or endorsement in gifted education.

Additionally, RE-1 Valley is Reading Recovery based. As a result, our district has a connection to the Morgridge School of Education at DU which houses the university level teacher leader for Reading Recovery. This connection has allowed the District curriculum work and staff development to benefit from the expertise of the Education Department at DU.

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.

Buildings are provided with GT allotments for programming supplies. Teachers of gifted students submit requests to the district GT coordinator for approval. Personnel, benefits, and professional development is coordinated at the district level by the district GT coordinator.

The administrative unit matches or surpasses the state funding in each category. The budget categories are determined so as to support the goals in the AU plan.

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 GT financial records at the district level are printed each year and kept in the GT director's records. Inventory of equipment purchased with state funds are kept by the district GT coordinator. The student education records are maintained through our student information system. An electronic database is also kept regarding the gifted students and their area of giftedness.

The maintenance, retention, and destruction of GT records are in accordance with district policy EHB.

The ALP is attached (see attachment).

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?

If a parent disputes an identification or programming issue, the parent contacts the building level teacher and/or principal. If this building's personnel or parent need additional assistance, they contact the district GT coordinator. If issues are not resolved, this will advance to the assistant superintendent, then the superintendent, followed by the district school board.

The process is described in the parent letter for screening and also posted to the web.

Parents can bring evidence that supports their claim of their child's giftedness. The child's teachers and principal will evaluate such evidence along with sharing their particular view regarding the child's level.

The parents are notified by phone calls or meeting in person. This is then documented through recordkeeping .

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:

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



