

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

Administrative Unit's Name: Weld RE8/RE3J		Region: North Central
Name of Gifted Education Director/ Coordinator Brigitte Gustafson		
Director's e-mail brigittegustafson@re3j.com		
Director's Address: P.O. Box 269	City: Keenesburg	Zip 80643
Director's phone number		Fax 303-536-2010
Name of Superintendent/BOCES Director: RE8: Mark Payler RE3J: Marvin Wade		
Superintendent's Signature Date: _____		

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



Section I: State Performance Plan (SPP)

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

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

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

Goal Area I: Student Achievement - Targets

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

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

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

Goal Area I: Student Achievement – Record Keeping

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

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

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

Goal Area I: Student Achievement – Assessment Tools

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

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

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

Goal Area II: School Capacity – Training and Programming

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

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

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

Goal Area II: School Capacity – Personnel

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

12.02 (1)(f)(i)

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

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

12.02(1)(f)(i)

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

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

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

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

Goal Area II: School Capacity – Professional Development

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

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

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

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

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

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

Goal Area III: Representation in the Gifted Population – Categories

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

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

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

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

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

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

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

Goal Area IV: Partnerships – Parents

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

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

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

Goal Area IV: Partnerships – Higher Education

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

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

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

Goal Area V: Unique Populations – Early Childhood

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

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

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

Goal Area V: Unique Populations – Support Structures

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

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

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

Goal Area VI: Supervision and Monitoring

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

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

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

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

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

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

Goal Area VI: Administrative Unit's CIMP Targets

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

Indicator 17A:

Indicator 17B:

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 gifted in language arts performing at the advanced level on CSAP reading or writing will increase by 10%

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

Indicator 1B: Students gifted in math performing at the advanced level on CSAP math will increase by 10%

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

Staff: One hardcopy of the Staff Handbook will be kept in the building offices. The entire handbook will be available online through the district website or portal. Staff will be reminded through staff meetings that materials are available and where to find them. The Staff Handbook includes information on the identification process, ALPs, programming options, RtI, and GT resources and will also include necessary materials for identification (i.e. Purdue rating scales, observational inventories, parent surveys). Meetings will be held in all schools at the beginning of the year in order to remind staff of procedures and options related to Gifted Education. New employees will receive information at new employee orientation.

Parents: Parents of identified students will be given a copy of the district's Parent Handbook. The handbook will include district contact information, programming options, identification process, ALP information, parenting issues, Gifted and Talented Organizations and resources. In addition, quarterly meetings will be held at the building or district level in order to provide information specific to gifted programming and/or parenting a gifted child. Parents will also be encouraged to help develop goals for the ALP and to be present at the annual ALP meeting. All materials will be available in the parents' native language and interpreters will be available when appropriate.

By 2011, 100% of all schools will conduct an annual meeting with staff regarding policy and procedures. By 2011, 100% of all schools will participate in quarterly parent meetings that will address current issues in gifted education.

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.

Gifted and talented children are those students whose abilities, talents and potential for accomplishments are so exceptional or advanced that they require special provisions to meet their educational needs. Gifted and talented students are capable of high performance in any or a combination of these areas: general intellectual ability, specific academic aptitude, creative/productive thinking, leadership and human relations, visual arts and performing arts. The children identified as gifted should reflect the diversity of the local community in terms of gender, ethnicity and socio-economic status. Students are identified through the use of multiple resources to develop a body of evidence. Identification and program options are standardized and used consistently throughout the district.

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).

Identification Process

1. Increased awareness of the identification process is achieved through parent meetings, newsletters, staff meetings and in the classroom with students.
2. Students are nominated for the program by teachers, parents, staff, peers or self.
3. District test data (NWEA, Acuity, CSAP, etc.) is routinely monitored for scores that would qualify students for the GT Program.
4. A portfolio of student data is gathered to determine eligibility:
5. Students will be identified using multiple criteria. Six categories will be assessed and students need to meet the criteria for the gifted program in three of the six categories. The categories are:
Category A: Intellectual Aptitude: 95th percentile or above on any subtest of the CogAT, Naglieri, or similar test
Category B: Academic Achievement: 95th percentile or above on any subtest of NWEA, Acuity, Terra Nova, or similar test)
Category C: Performance: Advanced level on any sub test of the CSAP or 2+ years above in reading/ 1+ years above in math. Can also include exceptional classroom performance in science, social studies or the arts.
Category D: Observable Student Behaviors: Teacher surveys, Parent surveys, Student surveys, Underachievement Inventories, Purdue Rating Scales
Category E: Leadership: 2 examples of advanced or distinguished level of interpersonal skills compared to age mates.
Category F: Visual Arts, Performing Arts, Musical Abilities, Psychomotor Ability: Judgment by professional artists, performers or teacher specialist or evidence of demonstrated bodily-kinesthetic abilities at the advanced or distinguished level compared to age mates.
6. A committee of no fewer than 3 will meet to evaluate the student's portfolio of data and determine eligibility for the program.
7. If a student qualifies for the GT program, all stakeholders meet to develop the ALP. Information should be gathered from teachers, parents, counselors and the student. Programming and goals will be developed based on the student's strengths and needs.

-In order to better serve the Spanish-speaking populations of the districts, the CogAT will be used, with emphasis on the Non-Verbal section. Whenever possible, reading and math tests used to determine eligibility will be given in Spanish. Finally, a rating scale specific to English Language Acquisition students will be given to teachers as an alternative to other rating scales.

-To qualify potential twice-exceptional students, test data for the IEP will be used in conjunction with the portfolio of data that is gathered for the GT process.

-By 2011, 100% of the districts' GT students will be identified through the district's identification process. A separate data base will be kept with the names of GT students identified through this process and compared annually against Infinite Campus data to make sure that there are no students who are coded without proper documentation.

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

Cluster groupings within the schools: Gifted students at the same grade level are grouped together within the same classroom.

Advanced Placement and Honors/College Placement Classes: Provide challenge and rigor to gifted students. Students may have the option of entering these classes early.

Pullout program/resource room (3J elementary only): Students are pulled out for the purpose of extending what is being taught in the regular classroom. “The key to resource room success is that the regular education and gifted education teacher collaborate on the needs of gifted students and the shared responsibility of differentiated instruction.” (CDE Programming Guide)

Cross grade level grouping: Student is grouped with like-ability students for the purposes of acceleration. There should be no ceiling on the child’s learning within groups.

By 2011, all counselors at the secondary level will explore online options for career exploration and college placement opportunities with gifted students.

Differentiated Instruction

Subject Acceleration and Curriculum Compacting: Students learn at a considerably faster pace in their area(s) of strength.

Content Extension: Students study curriculum in more depth in their area(s) of strength or with more complexity. May involve independent study, contract learning, tiered assignments and choice in learning.

Affective Guidance and Counseling

Orientation into gifted program: Provide students with information about options available through the gifted and talented program.

Affective Development: Address issues of affective development for gifted students: perfectionism, relationship/ social skills, unrealistic goals, emotional intensity, moral concerns, and the result of stress and lower achievement.

Career and College Planning: Provide counseling focused on career and college planning, including options for financial aid, testing, mentorship, and job shadowing. Topics for counseling in this area will include identification of strengths and interests, goal setting, study skills, decision-making and time management.

Content Extensions

Language Arts: In class differentiation, 3J: Pullouts

Math: In class differentiation, 3J: Pullouts

Science: In class differentiation, 3J: Pullouts

Leadership: Participation in student council and other student groups

Performing Arts/Music/Visual Arts: Music at the elementary grades, all at the secondary level, art shows (all grades in RE8, 9 – 12 in 3J)

General Cognition: Progress monitoring, CSAP, CogAT used for appropriate identification.

Programming: Acceleration Plan
In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).
By 2011, the districts will develop procedures for acceleration.
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?
Data from the student's portfolio for identification will be used to write an ALP with programming aligned to the student's strengths and needs. The ALP will then be used to drive instruction for the child.
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?
Duel Enrollment with Aims Community College: Students enroll in classes through Aims Community College in their strength area. Post Secondary Options: Students can enroll in local colleges and will be reimbursed for up to two courses per semester where a "C" or better is obtained.
Programming: Advanced Learning Plan
Describe the advanced learning plan development and review processes.
See Attached ALP
Gifted students will have an Advanced Learning Plan. This plan will be developed when the child enters the program and updated and reviewed annually. Parents, teachers, counselors will be involved in the development of goals and programming options. 80% of all gifted students will have an ALP by December 2008. 100% of all gifted students will have an ALP by May 2009.
Programming: Articulation
How are the needs of gifted students and programming options articulated through the P-16 system?
The Gifted and Talented Coach will meet with teachers in each building at the beginning of the year to discuss the ALPs of each gifted student new to the building.
Programming: Gifted Students New to the District
What process is used when gifted students move into an administrative unit's district?
Gifted Students New to the District: Students new to the district with a label of "GT" will go through the same procedures listed above for identification. Test data and antidotal information from the student's previous district can be used to qualify the student, but criteria set by the district must be used.
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?
Teachers will document quarterly progress of ALP goals and report quarterly progress to parents with the student's report card. Parents will be informed of progress as compared to non-gifted students.
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).
Monitored through the ALP

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.

CIMP, GT Programming Evaluation, Data from Professional Development, Parent Evaluations, Needs Assessment from students

Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.
If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

GT Coordinator, GT Coach, GT Pullout/Resource Teacher, Counselors in every school

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?

District professional development will include differentiation, gifted education, cognitive coaching, and RtI and will be available through summer academies, online courses and PDC.

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?

Collaboration with NCRPDC, Northern Directors Meetings, State and Regional Conferences

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.

All GT monies currently go to the salary of GT Coach. General fund supports remainder of salaries, supplies, field trips and extracurricular activities.

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 are kept through the business office. Student records are kept online in Infinite Campus and in the buildings. Student records are purged after 5 years.

Dispute Resolution

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

Parents and students will be part of the decision-making process regarding programming. Parents can appeal decisions by informing GT personnel of their concerns. The GT Coordinator will have the final decision regarding disputes.

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:

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

Douglas County_ALP_08-11
Douglas County_PPAttachment_08-11

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

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.



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