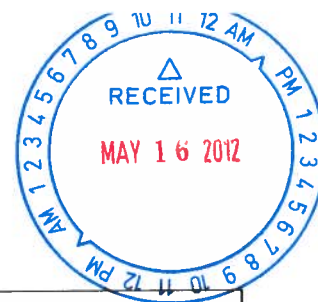
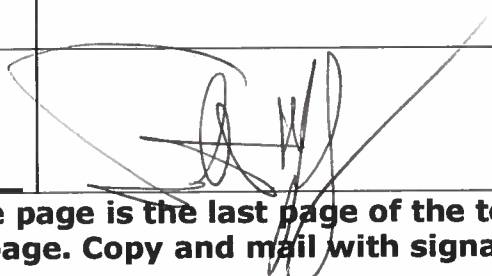


**Colorado Department of Education (CDE)
Gifted Education Program Plan
2012 – 2016**



Administrative Unit's Name: <i>Arapahoe 6, Littleton Littleton Public Schools</i>		Region: Metro
Name of Gifted Education Director/ Coordinator	Melinda Ness	
Director's e-mail	mness@lps.k12.co.us	
Director's Address: 5776 South Crocker Street City: Littleton CO Zip 80120		
Director's phone number	303-347-3477	Fax 303-347-3475
Name of Superintendent/BOCES Director	Scott Murphy	
Superintendent's Signature		
Date: <i>4/18/12</i>		
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 II: Elements of the Program Plan

Section II is completed by every administrative unit (AU) – A Program Plan includes all elements and describes the gifted program and priorities based upon district and community resources. The guidance document for completing the Program Plan is at <http://www.cde.state.co.us/gt/index.htm>.

Directions:

Write the administrative unit's description and targets for each element in the blank, white, space provided in the template (include district level descriptions and targets, if appropriate, in multiple district administrative units). An explanation of each element in the guidance document provides details for the description. The description may be in paragraph form and align with the numbered criteria within each of the elements as outlined in the guidance document.

It is not uncommon in a multi-district AU for districts to be in different stages of development towards addressing the elements of the Program Plan. A multi-district AU may include both a general AU description and targets along with unique district level descriptors and/or targets. The format for multiple district AUs descriptions in any applicable section is: General AU description, AU targets, District description, District target/s.

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State Performance Plan indicators relevant to communication.

- 100% of administrative units will implement methods to provide all stakeholders with access to current information about identification process and programming for gifted students; and, methods for parental engagement in identification and programming.

Communication

AU Description: Communication is provided to parents and the community by multiple means. First, a 60- member Gifted & Talented Advisory Council (GTAC) serves as a critical component for guiding the District G/T Coordinator in determining the needs, issues and concerns of parents/schools around G/T services and programming in LPS. Each school has a parent rep and a G/T teacher representing their school on the GTAC. The Executive Committee is made up of two elementary parent reps, two secondary parent reps, an elementary principal, a secondary principal, a Board of Education member, a Community-at-large member, the current Chair of GTAC (always a parent elected by the Council), the past-Chair, the Chair-elect, and the District G/T Coordinator. GTAC also serves in a critical advisory role to the Board of Education in making decisions around not just G/T services but also other instructional/operational decisions. (See attached bylaws)

LPS's district website is another critical source for providing information to parents and the community at large. G/T information is provided in the PROGRAMS section of the website. Information on the website can be translated into Spanish. Individual schools have G/T information and/or wikispaces detailing services specific to their site. A district brochure (see attached) explaining G/T identification and programming is available and translated into Spanish. This brochure is printed by the District G/T Coordinator and available at every school and is on the district website as well.

A G/T facilitator at every school is responsible for providing G/T Identification and Programming information to parents, staff and administrators at their respective schools through Curriculum nights, G/T nights, their local school website, school newsletters, Faculty meeting presentations and any other means they feel is viable and appropriate to ensure equitable access and comprehensive understanding about LPS's G/T program.

Additional parent meetings are held throughout the year at schools and at the district level with various guest speakers (both local, state and nationally known) about topics relating to G/T including twice-exceptionality, emotional issues related to giftedness including Asperger's Syndrome, Bi-Polar Disorder, perfectionism, underachievement, etc. Topics for district level presentation are determined by Charges selected by the GTAC and approved by the Board of Education. Parenting groups using the SENG (Social and Emotional Needs of the Gifted) are offered at least one semester each year.

Some additional items available are: G/T Teacher Online Handbook, G/T Parent Handbook, Acceleration Brochure, and the agendas/minutes of the GTAC on our website.

AU Target/s:

- We will continuously monitor and revise our communication methods and processes using yearly feedback from our District Gifted and Talented Advisory Council surveys.
- A concerted effort to train more teachers as SENG parent group facilitators will be made each year.

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.	
☒ Check the box if the administrative unit uses the State definition for gifted students. or Definition:	
<u>State Performance Plan indicators relevant to identification.</u> • 100% of administrative units will increase the identification of gifted students from traditionally under-represented population if indicated as a need by local data. • 100% of administrative units will implement procedures to identify gifted students in all categories of giftedness.	
Identification	
AU Description: The district G/T assessment process includes four specific steps: <u>1. Student Search</u> The student search begins when the school G/T facilitator trains their school staff about the needs and characteristics of gifted students so that they can begin to search for students who may be in need of G/T instructional services. The search is broadened by "casting a wider net" through district wide assessments and Student Intervention Teams (SIT) that bring forth the names of other candidates that might not typically be identified. In addition to local school training, the District Coordinator conducts information sessions with other key groups such as ELA teachers, Special Education Teachers, School Psychologists, Instructional Coaches, Counselors, Assistant Principals. and Principals. <u>2. Nomination</u> During the nomination process, the G/T facilitator begins to collect a body of evidence on the nominated student. This evidence helps the local school review team (made of up the G/T facilitator, an administrator or their designee, classroom teachers working with that student, and any other person the team deems necessary to determine what assessment tools/processes should be used to provide the student with an equitable evaluation as well as to bring forth any pertinent information that may assist in making the most appropriate decision around the need for G/T services and identification for that student. Please note that anyone (including parents, teachers, administrators, other G/T students, etc.) can refer a student for the team to consider. Students who come from another G/T program are automatically referred for consideration. Parents indicate on the district registration form that their child was previously in a gifted program and this will trigger a review. This registration form is available in Spanish and beginning with 2012-13 will become electronic. Students are also referred as a result of the district wide assessments given throughout the year. These include the Measure of Academic Progress (MAP) given in grades K-10 in reading and math in addition to referrals generated from CSAP/TCAP data. The MAP test is an adaptive nationally normed achievement test given in the spring of each year. Local schools may administer the MAP test to any student at their discretion in the fall and/or winter as well. Once students are nominated for further evaluation, parents are notified by means of a system letter seeking consent to evaluate the student. No assessment can proceed without written approval by the parent.	

3. Identification

Students in LPS are evaluated for G/T identification using the LPS Hexagon. This Hexagon (see attached) looks at six specific areas for evidence of a need for G/T services. These areas include student aptitude, student achievement, student motivation to learn, observable student behaviors, student interest, and student performance. These areas incorporate all of the areas of the state definition for G/T. In order to be formally identified as G/T, a student must meet the criteria in three of these six areas. One of the three areas must include aptitude or achievement at the 95th percentile or above on a nationally normed test. This information is available on the district website and is downloadable in English or Spanish.

A tremendous amount of effort and research has gone into providing teachers with both test and non-test measures in all areas of the hexagon. For aptitude only standardized nationally normed tests are used. To ensure equity in aptitude, however, a large number of assessments (both group and individual) that measure verbal, nonverbal and quantitative abilities are available (See attached Assessment Chart of Resources). They are also reviewed to minimize cultural bias. Teachers will continue to need ongoing training in how to administer and interpret these assessment tools. This is especially important as new staff members are hired as well as the replacement of assessments due to changes in student norms. The District Office maintains additional aptitude, achievement, motivation, and learning style inventories for trained G/T Facilitators to check out for both individual and group evaluations of students. A district school psychologist and a district G/T Facilitator are available to test students should circumstances indicate a need for this. Students being evaluated for Early Access are assessed by a trained school psychologist. LPS has been fortunate to have the same person in the role for many years and she is extremely knowledgeable of the G/T identification process and G/T characteristics in preschool and primary age students.

4. Service Match

When the Identification process is completed a body of evidence is then presented to the local school review team to determine a) if the student meets the criteria for formal G/T identification and b) what instructional services are needed for that student based on the findings. It is important to note that a service match should occur EVEN when the student is not formally identified as G/T. It is about matching instruction to student needs. The results of this decision are then communicated to the parents. For those students formally identified as G/T an Advanced Learning Plan (ALP) is then developed. Once a student is identified, parents must sign a formal Eligibility Form before G/T services can begin. A copy of this signed form is maintained in their G/T file. All of the information around this process is communicated as explained in the section above on Communication. All processes and procedures are reviewed annually for equity of access and that traditionally underrepresented populations are being identified.

GT Demographic data for LPS as of 2010-11

Ethnicity	G/T	District	G/T Percent	District Percent
American Indian/Alaskan Native	14	81	.005%	.005%
Asian/Pacific Islander	110	470	5%	3%
Black	20	212	.008%	1%
Hispanic	119	2483	5%	16%
White	2161	11680	89%	75%
Total	2424	15506	16%	

Early Access to Kindergarten/1st Grade process in Littleton

Step One:

- ❖ Parent contacts school/district office and makes request.
- ❖ District Coordinator contacts parents and obtains information about student and reason for request. District Coordinator informs parent(s) about process and mails information.
- ❖ Parent decides to request that their child go through the process. The parent then collects the following information for a portfolio:

Observable Student Behaviors

1. Letter from parent requesting early entrance
2. *Kingore Observation Inventory for Parents*) completed by parent
3. Letter from preschool/kindergarten teacher recommending student
4. Any supporting anecdotal information
5. Any available test data (public/private testing, etc.)

Student Performance-work samples including but not limited to:

1. Examples of Number Sense (knowledge of)
2. Examples of Beginning alphabet sounds (knowledge of)
3. Examples of shapes (knowledge of)
4. Examples of colors (knowledge of)
5. Examples of writing

Student Interest

1. Examples ~ Drawings
2. Other Items Parent Deems Appropriate

- ❖ Parent contacts District Coordinator and schedules an appointment to discuss and review the completed portfolio and determine if student needs further assessment (testing) and would benefit academically from participation in the program.
- ❖ District Coordinator refers student to school psychologist for individual testing (at district expense). Areas to be assessed will include cognitive ability, academic achievement, motor skills and social/emotional skills. In addition, District Coordinator will inform principal of local school where parent wishes to enroll student. Parent is also given *Preschool Kindergarten Behavior Scales (PKBS-2)* to be completed by Preschool teacher(s) and returned to District Coordinator.

Step Two:

- ❖ **In order to be placed, a student must be formally identified as Gifted & Talented according to criteria specified in the Colorado Exceptional Children's Education Act (ECEA). The student must have a component or composite score at the 97th percentile on both a standardized mental ability and an achievement assessment.** For those students who DO NOT meet this criteria the process will end and parents will receive notification along with a copy of the written report of test results.
- ❖ For those students who have these two qualifying scores, upon completion of testing a

receiving the written report, an appointment is then made at the requested school site to meet with the team to review the portfolio, evaluate the student to complete the GT identification process, and make a determination regarding placement. The school team may include the principal, district coordinator, GT school psychologist, GT facilitator for that school, kindergarten teacher and/or preschool teachers, and any other appropriate person (i.e. counselor, Ed teacher or Special Ed teacher, etc.) The team then reviews the complete body of evidence and makes a decision regarding placement. **The final decision to accept or not to accept a student is ALWAYS at the discretion of the local school.**

- ❖ Parents will be contacted with the decision of the placement team. If the child is placed in the program, a conference is scheduled with the parent(s) and any appropriate school personnel to develop an Advanced Learning Plan (required by state rules for all identified GT students) for the school year of enrollment.
- ❖ Applications for Early Access to Kindergarten and First Grade are only accepted for the upcoming school year from **January 1st-August 1st** of that year (for example, applications for the 2010-11 school year are only accepted from January 1st to August 1st of 2010). **Applications will be accepted after August 1st.**

Instruments That May Be Used in Determining Placement Include the Following:

Kingore Observation Inventory for Parents

Preschool & Kindergarten Behavioral Scales (PBKS-2)

Individual School Reading Inventories

Individual School Math Placement tests

Scales for Rating the Behavior Characteristics of Superior Students-R (SRBCSS-R)

Young Children's Academic Intrinsic Motivation Inventory (Y-CAIMI)

Standardized Tests That May Be Used for Determining Placement (must be given by a licensed psychologist)

Wechsler Intelligence Test (WIPPSI)

Differential Abilities Scale (DAS)

Ravens Matrices

Test of Early Mathematics Ability (TEMA)

Test of Early Reading Ability (TERA)

AU Target/s:

- The LPS GTAC will annually review identification procedures and update the website and training materials as necessary.
- Demographic data will be monitored annually to increase representation from underrepresented populations.
- Ongoing professional development will be done with K-12 staff to increase their understanding of the characteristics of giftedness in creativity, leadership, art, music and the performing arts.

<u>State Performance Plan indicators relevant to programming.</u> • 100% of administrative units will declare and could implement at least one method of Tier II and Tier III programming to serve each category of giftedness as appropriate for individual gifted students. • 100% of AUs will implement ALPs in high schools by fall 2014 either as a blended plan with the ICAP or as a separate individual ALP. • Colorado will have a policy or guidelines for acceleration.
Programming
Throughout LPS a variety of programming models are implemented. Local schools with guidance from the District G/T Coordinator annually assess the needs of their G/T students and the strengths of their staffs to identify which model best serves their school community. The following details the various models and areas: <u>Differentiated Instruction</u> The following within class accommodations are used for differentiation for instruction: Accommodations for strength areas Alternative instructional strategies Contract learning Curriculum compacting Pre/post testing Individualized plan
<u>Affective Guidance and Counseling</u> The following strategies will be used to provide affective guidance and counseling: Address specific social skills Advanced college planning Autonomous learner model Career planning Electives/seminars Guidance/counseling programs Infusion of identity parallel in content Leadership programming Self-advocacy training
<u>Content Extensions</u> All classes for g/t instruction incorporate goals for depth, complexity, achievement and/or higher-order thinking skills in the following content areas: Language Arts, Math, Science, Creativity, Leadership, Performing Arts/Music/Visual Arts, and General Cognition via the following means as determined by student need and interest: Enrichment clubs before, during and after school; field trips; speakers; exploration studies; competitions including Math Olympiad, Science Fairs, Destination Imagination, Vocal and instrumental competitions, Brain Bowl, etc.; the use of technology to explore areas of interest, variations in products to demonstrate knowledge acquisition and growth; individual projects; independent studies; and other activities identified by local schools and parents.
<u>Acceleration</u>

In LPS, there is a specific process around the various types of acceleration (see attached documents/flyers). In 2011-12 the District GTAC developed an Acceleration Pyramid for the RtI process to assist schools in identifying the most appropriate type of acceleration to select for meeting individual G/T student needs. Content acceleration is determined by a body of evidence which may include student assessment data both formative and summative, individual student performance, individual student portfolios, teacher recommendation, and student/parent request. Grade skipping is driven by a specific administrative process (see flow chart in attachment) which begins with the completion of the Iowa Acceleration Scale to determine the viability of the student candidate for consideration. A school team working with the parent must make the final decision and the District G/T Coordinator may be called in as a resource to assist and support as needed. Early Entrance into Kindergarten and First Grade is driven by a detailed process developed by district preschool and early childhood teachers, elementary G/T facilitators, and elementary principals. It is aligned with state rules around the definition of Early Access. All decisions around these types of acceleration include a body of evidence containing both quantitative and qualitative data.

Both formative and summative data is used to make decisions for matching programming options to student strengths and interests. These decisions are documented in the student's individual Advanced Learning Plan (see attached sample) which is developed annually and maintained in Infinite Campus, our student information system. This data includes CSAP/TCAP, MAP, system and teacher developed assessments, individual student performance and interests. The ALP is reviewed annually with parents and students and signed documenting their understanding and personal commitment to the goals that have been developed. Each individual ALP contains a minimum of one academic and one affective annual goal for each student. The ALP can be accessed at any time for revision and ongoing documentation of conferences and meetings pertaining to the yearly goals for students. ALPs for Early Access students are completed prior to the due date of September 30th of that school year.

Career planning and goal development is important for students. At this time each local school determines the activities that take place in this area, such as career days, guest speakers, etc. With the implementation of the ICAP process at middle and high school, a more strategic process seems to have emerged for students at these levels. Since we don't have guidance counselors in our elementary schools more work will be needed in this area.

In terms of pre-advanced placement, each high school has a process for screening students for advanced placement classes prior to high school. A review team at the high school then makes the decision after reviewing the data and consulting with the middle school.

Post-secondary/enrollment opportunities are available to any LPS student who is interested and/or qualifies via the Concurrent Enrollment process. Also, all three high schools offer College Ready classes in certain subjects for students who want college and high school credit.

Articulation:

Transition meetings are scheduled annually between elementary and middle schools and middle and high school teachers as a routine practice in LPS. G/T facilitators supplement these meetings by holding an additional meeting with the G/T facilitator of the incoming students. Many choose to also hold parent meetings for those students. Transition meetings are scheduled by G/T facilitators to meet and exchange student records including ALPs and discuss individual student cases as needed. Infinite Campus (IC), our student information system, also has a 5th to 6th and an 8th to 9th Transition Tab where teachers can document placement in accelerated classes for GT students during that year ensuring that the data will be available as needed to appropriate staff members.

At this time very little articulation takes place between post-secondary institutions and high schools in terms of gifted education. This can be turned into an opportunity to improve.

Gifted Students New to District:

A central registration process allows for parents of all incoming students to indicate if their child has been identified as G/T or has participated in G/T services in a previous district. This information is then forwarded on to the District G/T Coordinator who then logs it in and contacts each local school G/T facilitator to ensure that the student is brought forward for consideration for G/T identification and services in LPS.

Advanced Learning Plans:

As mentioned in previous sections all formally identified G/T students receive an Advanced Learning Plan (ALP) developed at the time of placement and reviewed annually. The ALP documents G/T services to be provided for that school year as well as a minimum of one academic and one affective goal for the student. Parents receive a copy of this plan for all newly identified G/T students at the time of placement. The plan is maintained electronically in Infinite Campus, our student information system. The format for the plan was developed by LPS's G/T facilitators with input from parents, regular ed teachers, administrators and LPS's GTAC. A sample of the ALP is attached.

Plans to possibly merge the ALP with the ICAP process for secondary students will be under review beginning with the 2012-13 school year.

Student Accountability and Accreditation

Insert SMART Goals for Student Achievement

AU SMART Goals:

1. Students in grades 3-10 who are gifted in Language Arts performing at the Advanced level in Reading will increase by 10% each year till we reach 100%.
2. Students in grades 3-10 who are gifted in Language Arts performing at the Advanced level in Writing will increase by 10% each year till we reach 100%.
3. Students in grades 3-10 who are gifted Math performing at the Advanced level will increase by 5 % each year till we reach 100%.

Optional Individual District Goals:

Student Accountability and Program Evaluation

AU Description: LPS uses several measures to monitor student achievement. CSAP/TCAP data is disaggregated in many ways to look for trends that reflect successful instruction and to develop goals for their School Performance Framework (SPF) plan. All schools participate in the Professional Learning Communities process and have ten designated late state dates in order to meet within their schools across multiple groups, including but not limited to grade level, multi-level, content area, etc. During these days teachers are expected to work together to review a variety of student data to identify successful instructional practices, areas of need/concern and share ideas. They look at both formative and summative assessment.

The Measure of Academic Progress (MAP) is given annually in Reading and Math to all LPS students in grades K-10 to monitor student progress from year to year. Schools have the option of additionally giving the MAP assessment in the fall and/or winter especially for students new to LPS or who may have a specific learning need that indicates this would be beneficial. MAP is an adaptive assessment that

allows a student to demonstrate their level of proficiency without a grade level ceiling. During PLC days all certified staff members review that data as well as CSAP/TCAP data and any other pertinent data. MAP provides teachers with a variety of reports from the individual student level to district level. Student reports also show all data from any previous MAP assessments they have taken so that progress over multiple years can be seen. Teachers can look at their class reports and see content strands and the level at which their class is performing for the purpose of differentiating instruction to meet their class/students' needs. They can then use the Descartes Learning Continuum to identify instructional strategies for the various levels and content strands.

In addition to the local school work, district level personnel disaggregate data from the same assessments to look for district trends by a wide array of criteria including grade level, ethnicity, gender, poverty, school and programs including G/T. The District Coordinator reviews data in the ALP routinely to identify successful practices/methodology at the various schools around G/T programming as well as goal completion. Other data analyses by the G/T Coordinator include disaggregating CSAP/TCAP data around G/T students' strength areas as determined by their eligibility criteria, and G/T student performance across schools, school levels, grade levels, and other state comparisons. LPS continues to make tremendous academic progress as indicated by its recognition two years in a row as a district ACCREDITED WITH DISTINCTION by the state of Colorado.

Monitoring student affective growth and development is a challenge as it is difficult to develop SMART goals in this area. We will continue to review this and work on improving this process.

The GTAC and quarterly G/T Facilitator meetings serve as the vehicles for annually reviewing all district GT programs, procedures, and processes.

AU Target/s:

- Ongoing professional development will take place to assist in the identification of appropriate and effective affective goals for G/T students.

Optional for multiple-district AUs

District Name and Description:

District Name and Target/s:

Personnel

AU Description: Each school has a designated G/T facilitator appointed by their principal. In addition, a District Level G/T Facilitator works with all of the school facilitators and the District Coordinator. G/T facilitators are responsible for identifying new students, all record keeping including ALPs, educating faculty, staff and parents about the G/T program in LPS and collaborating with all classroom teachers who have gifted students in their classrooms. These facilitators meet quarterly as a group with the District Coordinator to discuss various topics dealing with both administrative and instructional issues. The agenda for these meetings is developed collaboratively by the facilitators with the District Coordinator. G/T facilitators also attend the monthly meetings of the Gifted and Talented Advisory Council (GTAC) representing their school. They work with their administrator to select the parent rep for their school who will serve on GTAC. All G/T facilitators are expected to be trained in G/T identification and characteristics, differentiation of instruction for G/T students, and analysis and interpretation relating to the assessment of G/T students for both ID and progress monitoring. They are responsible for communicating to all stakeholders at their buildings the importance of G/T services and are required once a year to present information about G/T services and its impact on all students to their local school accountability committee. A District Coordinator is employed to oversee and manage the district G/T

program. The District Coordinator also presents a G/T update to the Board of Education once a year. (A copy of their specific job description is attached to describe in further detail all of their various duties and responsibilities.) Paraprofessionals DO NOT provide direct instruction of any kind to G/T students but may assist facilitators with various aspects of record keeping including copying, filing, etc. In 2011-12 a concerted effort was made to encourage GT Facilitators to get their GT endorsement. As a result of this effort, the district went from .4% G/T Facilitators having the endorsement to 24% having the GT endorsement with some additional classroom teachers obtaining it as well. Starting in 2009-10, several elementary schools have had entire staffs trained in Differentiated Instruction and this process is expanding yearly. Starting with 2012-13 middle school staffs will be trained in Differentiated Instruction techniques as well. In LPS all content area teachers (including GT) must meet the definition of “highly qualified).

AU Target/s:

- An ongoing effort will be made to increase the percentage of teachers with the GT endorsement by 5% each year.
- Continue to increase the number of school staff trained in Differentiated Instruction by 10% each year.

Optional for multiple-district AUs

District Name and Description:

District Name and Target/s:

Budget:

AU Description:

Once local schools have identified specific needs around G/T instruction, this information is then given to the District Coordinator to review. That review will yield a variety of choices which are then prioritized by the school G/T facilitators collaboratively with the District Coordinator. This information is then shared with the GTAC for further input. The final decision around budgeting for G/T lies with the District Coordinator and is then approved by the Assistant Superintendent for Learning Services and the Superintendent. LPS supports G/T by providing an additional 900% from local funds that pay for instructional positions dedicated to specifically serving G/T students at each school in addition to a fulltime District Coordinator.

AU Target/s:

- Continue to annually review the GT Budget for alignment to the District UIP (Unified Improvement Plan) and the GT AU Plan.

Optional for multiple-district AUs

District Name and Description:

District Name and Target/s:

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.

The proposed budget includes a projection of state funds and contributing funds from the administrative unit. (State finance/accounting regulations require reporting of all expenditures (general funds and state grant funds) related to programs supported through state categorical funds. The program code for gifted

education is 3150.)

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.

Record Keeping

AU Description:

Currently all formally identified students have an Advanced Learning Plan. This plan is maintained in our electronic student information system, Infinite Campus. Each school's G/T Facilitator is required to develop the ALP collaboratively with any teacher working with that student to provide G/T services for each student in their building. Each ALP must contain at least one academic and one affective goal for that school year. More can be developed should the teachers deem it necessary. Each goal is evaluated once a year and the new plan is then developed. Parents receive a copy of this plan upon identification and every year thereafter. Students sign the plan indicating that they have discussed the goal with their teacher and understand what is expected of them. The electronic ALP also allows for G/T facilitators at the school to document all meetings held during the school year that impact the student's G/T performance and/or ALP. The ALP also plays a key role in the articulation/transition process conversations (see under Programming)

- See attached policy and procedures around G/T record keeping.
- See attached copy of the ALP.

AU Target/s:

Annually review the ALP document for potential revision.

Optional for multiple-district AUs

District Name and Description:

District Name and Target/s:

Early Access

Early access provisions are optional. Mark the box pertaining to the individual AU. Submit the early access addendum with the program plan as an attachment when emailing the administrative unit's documents. If there are no changes to an early access addendum already on file with CDE, then mark in this section that an early access addendum is on file. The early access addendum will be posted on the CDE Web along with the AU's program plan. The early access addendum and guidance checklist are at: <http://www.cde.state.co.us/gt/resources.htm>

☒ An early access plan is on file with CDE. No changes.

☐ An early access plan will be attached to the email for Program Plan submission.

☐ The AU does not have an early access plan.

Dispute Resolution

AU Description: I. G/T APPEAL PROCEDURES

- A. Decisions of regarding gifted placement can be appealed to the local school. This appeal can be initiated by anyone eligible to make a referral and must be submitted in writing. The appeal should state the reason(s) for its submission. Within ten (10) school days of receipt of the appeal request a committee consisting of the principal, G/T facilitator, District G/T Coordinator and any other members deemed appropriate by the local school will review the placement and appeal request. The committee will make a decision to do one of the following:
1. Request an individual psychological evaluation from the district G/T Coordinator to assist them in making a decision. This will be done by a school system psychologist.
 2. Make a decision based on the data available.
 3. Minutes of this meeting will be kept and a written report of the decision shall be made to the party initiating the appeal. The minutes must include:
 - a. Date of the meeting
 - b. Names of the members in attendance
 - c. A description of the factors considered in making the decision
 4. The Gifted Program Facilitator shall send a copy of the written report to the district Gifted Program Coordinator.
- B. Appeals of the local school committee decision
1. The Gifted Program Facilitator shall notify the district Gifted Program Coordinator of the appeal request.
 2. Persons making the appeal should do so in writing via the District Coordinator for Gifted & Talented to the following people who will consider their case and make a final decision:
 - a. First - Director of Elementary or Secondary Schools as appropriate
 - b. Second - Assistant Superintendent of Learning Services

AU Target/s:

- Annually review this process for effectiveness.

Optional for multiple-district AUs

District Name and Description:

District Name and Target/s:

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; advanced learning plan form/procedures; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s and/or web-links submitted to Colorado Department of Education.

The administrative unit's program plan is due April 30, 2012.

E-mail the completed program plan, budget page, and other documents to Katherine Keck, keck_k@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_12-16
Douglas County_Budget_12-16
Douglas County_ALP_12-16
Douglas County_Early Access_12-16

**E-mail the Program Plan to
Katherine Keck, Program Assistant
keck_k@cde.state.co.us**

CDE Mailing Address:

Gifted Education
Colorado Department of Education
Gifted Education Unit
1560 Broadway, Suite 1175
Denver, CO 80202
Phone: (303) 866-6652
Fax: (303) 866-6767

CDE Contact Persons:

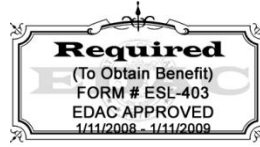
[Jacquelin Medina](#), Director, Gifted Education
Colorado Department of Education
Gifted Education Unit
1560 Broadway, Suite 1175
Denver, CO 80202
Phone: (303) 866-6652
Fax: (303) 866-6767

[Katherine Keck](#), Program Assistant II
Colorado Department of Education
Gifted Education Unit
1560 Broadway, Suite 1175
Denver, CO 80202
Phone: (303) 866-6794
Fax: (303) 866-6767

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



*Gifted students' learning and growth
ensured by needed provisions and advocacy*



Typical/Eligible Expenditures of State Gifted and Talented Education Funds	Suggested/Detailed Chart of Accounts Codes	A. State Gifted Education Funds	B. Administrative Unit's Contributing Funds	
I. Licensed, endorsed personnel working with gifted students			AU's Resources	Other (e.g. Federal or local grant)
Salary	Program: 0070, Object: 0110, Grant: 3150	70,000	666,617	0
Substitute Teachers	Program: 0070, Object: 0120, Grant: 3150	3,000	0	0
Additional Earnings/Stipends	Program: 0070, Object: 0150, Grant: 3150	0	0	0
Benefits	Program: 0070, Object: 0200, Grant: 3150	19,800	180,643	0
Sub-total of I.		92,800	847,260	0
II. Professional Development for educators of gifted students				
Consultant Fees	Program: 2212, Object: 0320, Grant: 3150	0	0	0
Contracted Services	Program: 2212, Object: 0320, Grant: 3150	1,000	0	0
Workshop Fees: Travel, Registration and Entrance	Program: 2212, Object: 0580, Grant: 3150	5,600	862	0
Substitute Teachers	Program: 2212, Object: 0120, Grant: 3150	0	0	0
Additional Earnings/Stipends	Program: 2212, Object: 0150, Grant: 3150	0	0	0
Printing	Program: 2540, Object: 0550, Grant: 3150	0	0	0
Other:	Object: 0390, Grant: 3150	0	75	0
Sub-total of II.		6,600	937	0
III. Activities associated with instruction for gifted students				
Contracted Services	Program: 0070, Object: 0320, Grant: 3150	0	0	0
Additional Earnings/Stipends	Program: 0070, Object: 0150, Grant: 3150	12,000	0	0
Fees for Content Extensions	Program: 0070, Object: 0320, Grant: 3150	6,000	0	0
Field Trips: Contracted	Program: 0070, Object: 0513, Grant: 3150	0	773	0
Field Trips: If District Provided Transportation	Program: 0070, Object: 0851	3,500	0	0
Transportation - Rental of Buses	Program: 0070 & Object: 0444	0	0	0
Printing	Program: 0070, Object: 0550, Grant: 3150	500	0	0
Other:	Program: 0070, Object: 0390, Grant: 3150	0	567	0
Sub-total of III.		22,000	1340	0
IV. Instructional Materials				
Supplies & Materials	Program: 0070, Object: 0610, Grant: 3150	21,821	4687	0
Sub-total of IV.		21,821	4687	0
V. *Instructional Equipment				
Non-Capital Equipment (not a Fixed asset)	Program: 0070, Object: 0735, Grant: 31050	0	0	0
Equipment which is a Fixed Asset	Program: 0070, Object: 0735, Grant: 31050	0	0	0
Attach completed equipment sheet to plan		NA	0	0
Sub-total of V.		0	0	0
Total:		**143,221	854,224	0

* Equipment purchased from state funds may not exceed 25% of the total request from the state.

Equipment must be maintained on an inventory list throughout the useful life of the equipment.

** The AU's request is projected using last year's allocation. The final AU allocation is posted on the CDE WEB page during summer months after the legislative session and approval of the State Board of Education.

Multiple Districts Administrative Unit - Consolidated Signature Page 1

17

Multiple Districts Administrative Unit - Consolidated Signature Page 2		
List the name of each district within the administrative unit	List the name of the district's superintendent	Signature of the district's superintendent reviewing the Program Plan:

Copy, complete signatures and mail to:

Gifted Education
 Colorado Department of Education
 Gifted Education Unit
 1560 Broadway, Suite 1175
 Denver, CO 80202
 Phone: (303) 866-6652
 Fax: (303) 866-6767