

Gifted Education

Comprehensive Program Plan Review and Feedback

Name of AU

**2012 – 2016
Program Plan and Budget**



Department of Education

Program Plan Evaluation Rubric

2012 - 2016 Administrative Unit Program Plan ----- Gifted and Talented Student Education

<p>Not Acceptable (Incomplete) 0-1</p>	<p>Partially Acceptable (Complete but not thorough) 2-3</p>	<p>Fully Acceptable (Both complete and thorough) 4-5</p>
<p>1. One or more elements missing.</p> <p>2. No or little relationship among elements.</p> <p>3. Definition very dissimilar to state definition in Rules*; definition not defensible on basis of accepted practice.</p> <p>4. No or very limited explicit identification procedures.</p> <p>5. Programming services very limited in range (K-12) and/or type.</p> <p>6. Merely provides a list of possible services; unrelated to specific needs of identified gifted and talented students; not defensible based on best practice.</p> <p>7. No explicit goals; few or no accountability procedures evident.</p> <p>8. No staff development specified; staff development intended not related to best practices in gifted education.</p> <p>9. Budget sheet missing or budget not clearly related to plan.</p> <p>10. No or little evidence of communication to stakeholders planned.</p>	<p>1. Complete (contains all elements) but not clearly a plan for upcoming year.</p> <p>2. Inconsistency among elements; fragmented.</p> <p>3. Definition somewhat consistent with state definition in Rules*.</p> <p>4. Provides explicit identification procedures, but may not relate to best practices in identification and/or does not address identification of under-served populations.</p> <p>5. Programming services not comprehensive and/or focus on restricted range of grade levels.</p> <p>6. Programming services address gifted and talented students generally but may not be matched to identified needs of students and/or not based on best practice.</p> <p>7. Implies goals and accountability but not clear and/or measurable.</p> <p>8. Provides for staff development but may not clearly relate staff development to best practices in gifted education and/or is not clearly results-oriented.</p> <p>9. Includes some budget detail; budget appears to support what will be needed to implement plan for upcoming year.</p> <p>10. Clear that some aspects of gifted programming are communicated to some stakeholders.</p>	<p>1. Provides a complete (contains all elements) and explicit plan for the upcoming year.</p> <p>2. Elements of the plan (definition, identification, programming, accountability, personnel, and budget) are closely aligned.</p> <p>3. Definition is the same as or substantially similar to the definition in the Rules*.</p> <p>4. Provides explicit procedures, based on accepted best practices, for identifying gifted and talented students, including those from often under-served populations.</p> <p>5. Describes a comprehensive range of programming services for gifted and talented students, K-12.</p> <p>6. Programming services are specifically based on best practices and matched to identified gifted and talented students' needs.</p> <p>7. Includes clear, measurable goals for upcoming year, including accountability for results.</p> <p>8. Includes explicit staff development that is based on best practices in gifted and talented education and is clearly results oriented.</p> <p>9. Includes budget detail showing the cost of plan implementation.</p> <p>10. Includes methods for communicating all aspects of gifted and talented programming to parents, students, educators and other relevant stakeholders.</p>

Summary Page: If there is no evidence in the program plan, please comment

- ☐ The administrative unit used gifted student performance/growth data and C-GER (Colorado Gifted Education Review) improvement priorities to set AU improvement targets embedded in district unified improvement efforts.
- ☐ Stakeholders collaborated for a plan to identify and serve gifted students.
- ☐ Page One of Template: Includes the name of the gifted education contact person, and name and signature of the superintendent or BOCES director. Copy and mail page one of the Program Plan template with signature to the Department's address noted above.
- ☐ Narrative: Typed on the Program Plan template. The narrative includes descriptions of goals and elements for the Plan. The Program Plan must address all elements and reflect C-GER review priorities. The extent of the continuum of programming options and services is dependent upon the resources available to the administrative unit and its community.
- ☐ Budget Form: Includes details about estimated expenditures for State gifted education funds and contributing funds from the administrative unit.
- ☐ The Early Access Addendum is included with other program plan documents if early access is permitted in the administrative unit and will be altered from the original early access plan. **If already on file, only the signature page for early access need accompany the AU Program Plan.**
- ☐ Optional: The administrative unit attaches or mails local documents along with the submission of the Program Plan template for further description of the local program.

1. Communication: Specify how stakeholder groups will be informed and involved in determining programming options (identification, planning and programming for gifted students).

12.02 (1) (a) *The program plan shall describe how the administrative unit will communicate to parents and educators about available gifted programming options within the administrative unit and how those options may be accessed.*

The Communication narrative includes, but is not limited to:

Yes	No	
		Methods by which the AU communicates to educators about available gifted programming options within the AU and how those options will be accessed. (e.g., annual administrator and teacher information, handbooks, induction programs, Web page)
		Methods by which the AU communicates to parents about available gifted programming options within the AU and how those options will be accessed. (e.g., Web page, translated information, school brochure or handbook)
		Future steps to develop or improve this programming element (Check summary of C-GER report to see if this is an identified area of need)

Comment:

Definition: Write a broad-based definition for gifted students that will guide the gifted program – identification and programming for gifted students in the administrative unit. If the administrative unit uses the State definition, merely, mark the appropriate box on the Program Plan template indicating use of the State’s definition.

12.02 (1) (b) *The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted and talented student” specified in section 12.01(9) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described.*

Review the definition stated in the narrative template.

Yes	No	
		Is the definition adopted by the Administrative Unit the same or substantially similar to the definition of “gifted and talented student” specified in the Rules.
		Is the definition used as a basis for planning elements of the Program Plan and programming support for gifted students of the different exceptionalities?
		(Check summary of C-GER report to see if this is an identified area of need)

Comment:

3a. Identification: Specify the formal identification process used in the administrative unit that aligns with CDE Identification Guidelines. The process and selected tools should reflect the definition of giftedness adopted by the administrative unit and identify educational needs of gifted students. Include how the procedures are consistent, equitable and incorporate valid and reliable instruments. Explain

how procedures reflect efforts to identify students in traditionally under-served populations; and from all categories of outstanding potential. Describe future steps to develop or improve identification.

12.02 (1) (c) **Identification procedure.** *The program plan shall describe the assessment process used by the administrative unit for identifying students who meet the definition specified in section 12.01(9) and for identifying the educational needs of gifted students. The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized programming. The assessment process shall include, but need not be limited to:*

- *A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts the administrative unit will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities; Referral and screening procedures; Multiple sources of data in a body of evidence (i.e. qualitative and quantitative); Criteria for determining exceptional ability or potential; A review team procedure; and A communication procedure by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the student's ALP.*

The identification narrative includes, but need not be limited to:

Yes	No	
		Demographics of the (current) gifted population compared to the total student enrollment of the administrative unit
		AU's identification procedures
		Referral procedures and sources of referrals
		Screening procedures and tool/s used for grade level screening
		Primary tools for identification
		Description of the required body of evidence – multiple sources of data and the criteria that meets exceptional performance, achievement or potential indicators
		Review team procedures
		Methods by which procedures and information are clearly articulated to stakeholders – parents and educators – for equal and equitable access to identification
		A communication procedure for parental engagement in the identification process, notification of determination, and development and review of the student's ALP, advanced learning plan
		Future steps to develop or improve identification assessment, procedures or communication
		Statement about how the identification process allows for a variety of strengths and interests to be recognized and used to guide individual programming
		Statement about how the administrative unit will ensure equal and equitable access to identification for all students (e.g., minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities) through the use of assessment tools that are unbiased toward the group completing the assessments
		Future steps to develop or improve this programming element (Check summary of C-GER report to see if this is an identified area of need)

Comment:

Guidance questions: The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response. If there is a “no” response, **highlight** those components that are missing or incomplete in the plan.

- **Early Access:** If the AU has early access in place and there are no changes, they are required to **ONLY** submit a new signature page to verify continuance of early access in the administrative unit. An AU may submit the Early Access Addendum template along with the documents of the Program Plan (completed narrative template, budget, early access addendum and any other optional documents).

Does the identification process allow for a variety of strengths and interests to be recognized?

Does the identification procedure ensure equal and equitable access to identification for all students (e.g., minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities) through the use of assessment tools that are unbiased toward the group completing the assessments?

Are the demographics of the gifted population reflective of the district’s overall demographics?

Does the administrative unit collect referrals from a variety of sources?

Is a screening tool administered to every student at one or more grade levels?

Are multiple sources of quantitative and qualitative data in a body of evidence used to make identification decisions for all areas of giftedness?

To determine an area of giftedness, do criteria require that the body of evidence demonstrates advanced level on a performance assessment or ninety-fifth percentile or above on a standardized test in the area of exceptionality?

Are well-articulated review team procedures implemented?

Are the procedures for identification assessment clearly written and available to all schools?

Does the administrative unit have a consistent method by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the advanced learning plan?

4. Programming: Describe gifted student programming strategies and academic/talent options or services that will meet the needs matched to identified strengths in the areas of exceptionality. Include options for acceleration, differentiated instruction, and career planning for post-secondary and workforce readiness. Include the structure of the gifted program - how services are delivered at each level of schooling (elementary, middle school, high school). In what ways does the plan provide a continuum of services, K – 12?

Examples: cluster grouping for direct instruction, rigorous or accelerated adaptations to the regular curriculum, selected programs for critical thinking or creativity, continuous learning curriculum, flexible grouping, community mentors in the arts, an acceleration policy or use of proven, researched materials like, College of William and Mary literature units, M-3 math program, and/or U-STARS. Describe future steps to develop or improve programming.

12.02 (1) (d) **Programming.** *The program plan shall describe the programming components, options, and strategies that will be implemented by the administrative unit and schools to appropriately address the educational needs of gifted students. Programming shall match the strengths and interests of the gifted student. Other educational needs shall be addressed according to the individual student’s profile. The program plan components, options, and strategies shall include, but need not be limited to:*

- *Alignment of assessment data to programming options in the areas of giftedness; Structures by which gifted students are served at the different school levels (e.g., the general classroom, resource, and/or pullout); Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills); Affective and guidance support systems (e.g., social skills training, early college and career planning); Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses); The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented; Pre-collegiate and/or pre-advanced placement support; ALP development and annual review conducted through the collaborative efforts of teacher(s), other school personnel (as needed), parents and the student (as appropriate); and Post secondary options available to gifted students.*

The programming narrative includes, but need not be limited to:

Yes	No	
		AU's approach to implementing programming components: 1) delivery of services; 2) options for curriculum and instruction; 3) social-emotional guidance and post-secondary and workforce readiness planning; and 4) differentiated instruction which includes acceleration and key instructional strategies from CDE guidelines.
		Description of options available in the administrative unit that serve an identified area of exceptionality; options for advanced placement, concurrent enrollment, or referrals for community support systems;
		Advanced learning plan development specifying procedures, parental and student engagement and method for annual review and adjustments to the ALP
		Decision to merge the ALP with the I-CAP at the secondary level or to retain ALP as a separate document. If the ALP is merged with the I-CAP provide assurance that personnel facilitating the ALP/I-CAP are knowledgeable about elements of the ALP and needs/programming for gifted students.
		The transition (articulation) procedures for gifted students grade-to-grade or between school levels
		Future steps to develop or improve programming (Check summary of C-GER report to see if this is an identified area of need)

Comment:

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a "yes" response. If there is a "no" response, highlight those areas that are missing or incomplete in the plan.

Is it well articulated that programming shall match the strengths, interests, and special needs of the gifted student?
 Is it evident in advanced learning plans that programming matches the assessment data on strengths and interests of the gifted student?
 Does the administrative unit clearly describe where gifted students are served (e.g., general classroom, classroom cluster groups, vertical cluster groupings, pull-out groupings, or school for gifted)?
 Is differentiated instructional philosophy and support evident for gifted students as exemplified in any of the following: Does the administrative unit have a well-articulated process to consider and determine acceleration decisions? Is cluster grouping, a research-based strategy, supported and implemented in the administrative unit? Are critical and creative thinking strategies incorporated into differentiated content and assessment for gifted students?
 Are affective and guidance support systems available to gifted students in needs of such services?
 Does the administrative unit provide diverse content options (e.g., mentorships, honors program, advanced math) and/or support strategies for each

area of giftedness at the different levels of school?

Does the administrative unit implement a well-communicated method to articulate the needs, interests, and achievement of every gifted student, preschool (if applicable) through grade 12 as exemplified in any of the following:

- Is there an administrative unit timeline for the transition of gifted student data to the next level of school in a timely manner for planning and appropriate course selection?
- Is gifted student data systemically available for articulation and transition?

Does the administrative unit have a method to facilitate early college planning for gifted students?

Does the administrative unit have pathways for advanced placement courses for gifted students?

Are pre-collegiate, pre-advanced placement, vertical teaming, or study skill programs available to gifted students who may need additional support and instruction before taking advanced placement courses?

Is there evidence of ALPs for gifted student that facilitate planning, record keeping and future instructional decisions?

Is the ALP process a collaborative effort of the teacher, parent and student, and other school personnel as needed?

Are ALPs reviewed annually (e.g., during a regular teacher-parent conference; phone conference; individual parent-teacher meeting)?

5. Evaluation and Accountability: **A.** Describe methods and tools used for assessment and evaluation of gifted students' academic performance and growth and affective growth as a result of programming. When, how often, is gifted student data disaggregated to determine gaps in achievement, excellence or demographics? Name any AU formative, interim or summative assessments for monitoring achievement. **B.** What are procedures/methods to evaluate the gifted program? **C.** What methods are used for reporting results to stakeholders? Describe future steps to develop or improve evaluation and accountability.

12.02 (1) (e) The administrative unit program plan shall describe:

- *Methods by which student achievement is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., intervention progress monitoring data sources, advanced learning plan goals, and performance, district, and state assessment data);*
- *Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);*
- *Methods for ensuring that gifted student achievement and reporting are consistent with accreditation requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of growth);*
- *Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress);*
- *Methods by which parents, educators, and other required persons are informed about the above methods*

The evaluation and accountability narrative includes, but need not be limited to:

Yes	No	
		The plan includes locally-determined achievement targets. These can be SMART goals or may align with the formatting of the AU's UIP goals

		Descriptions of how the administrative unit monitors gifted student achievement, and affective or talent goals (individual students and district or school trends)
		Assurance that gifted student performance and growth indicators are disaggregated to inform instruction and programming according to accountability/accreditation requirements for all student groups
		Identification of priority goals or targets for improving gifted student achievement based on disparities found in data. In multiple districts, if needed, list individual district targets prioritized for gifted student achievement/growth.
		Description of how the administrative unit will evaluate the gifted program
		Explain how parents, educators and other stakeholders are informed about evaluation and accountability
		Future steps to develop or improve evaluation and accountability (Check summary of C-GER report to see if this is an identified area of need)

Comments:

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response. If there is a “no” response, highlight those areas that are missing or incomplete in the plan.

Do methods by which student achievement is monitored and measured for continual learning progress align with the state accreditation process (e.g., district assessments, progress monitoring data, ALP goals, classroom performance, and state assessment data)?

- Do gifted students have a plan of action (ALP) for coursework, mentors, internships, assessments or other options facilitating the growth of their exceptionality, and future college planning?
- Are gifted student data results used to determine goals for the administrative unit and the instructional focus for the individual ALP?
- Does the administrative unit have a goal or goals for improving gifted student achievement?

Is the affective growth of gifted students monitored on the ALP and social-emotional needs addressed as needed (e.g., goal or check-off ALP system)?
Is gifted student achievement and reporting consistent with accreditation requirements as exemplified by the following:

- Are the accreditation requirements for categorical groups (e.g., exceptional ability, students with disabilities, English language learners) equally applied to gifted students or students with exceptional ability?
- Is state data disaggregated for gifted students?
- Are there ways to address disparities in gifted student data if evident?
- Is the learning of gifted students monitored for growth?
- Are improvement goals delineated for improving gifted student achievement on state assessment?

Does the administrative unit’s self-evaluation provide feedback on: policy, goals, identification process, assessment, programming components, personnel, budget, reporting practices, and the impact of gifted programming on student achievement and progress?

Does the administrative unit’s program evaluation involve periodic feedback from major stakeholders: parents, students, educators and administrators?

Is data on gifted student achievement available to all stakeholders on an annual basis?

6. Personnel: Describe certified and qualified personnel who will be involved in the indirect and direct delivery of services. Does the AU require personnel to have the gifted education specialist endorsement if working in leadership, resource or special programs for gifted students? Describe professional development in gifted education provided or sponsored by the administrative unit? Do induction programs include a component of for serving gifted students? Are administrators and other educators provided professional development? In what ways will the Gifted Education Specialist endorsement be promoted or sponsored in the AU?

*12.02 (1) (f) **Personnel.** The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for: (A) Management of the program plan; and (B) Professional development activities, the purposes of which are: To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students. Administrative units are highly encouraged to collaborate with universities and colleges for the development of qualified personnel. Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers. Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.*

The program plan shall also indicate the content of and means by which the administrative unit supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and inservice programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).

The personnel narrative includes, but need not be limited to:

Yes	No	
		Description of who serves the gifted students for instruction, counseling and college planning, educator effectiveness/education, and administration of the program plan
		Identify the position responsible for management of the program plan and professional development activities
		How the AU addresses teacher effectiveness: teachers of gifted students will be knowledgeable about gifted students and programming - differentiated instructional methods and competencies in gifted education
		Describe how the administrative unit will promote and/or sponsor an increase in the number of educators applying for the gifted education specialist endorsement; describe any partnership with higher education
		Assurance that paraprofessionals serve in supportive roles, not as primary instructional facilitators
		Describe professional development topics that are on-going and targeted for future professional development (Check summary of C-GER report to see if this is an identified area of need)

Comments:

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response. If there is a “no” response, highlight those areas that are missing or incomplete in the plan.

Beginning in 2010-2011 school year, did the administrative unit employ personnel responsible for the management of the program plan?
Beginning in 2010-2011 school year, did the administrative unit employ personnel responsible for gifted education professional development activities?
Are personnel who work in specific programs or classrooms consisting of mainly gifted students encouraged to become qualified personnel in gifted education?
Does the administrative unit have designated personnel knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students who provide instruction, counseling, coordination and other programming for gifted students?
Does the administrative unit provide professional development to improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students, (e.g., training in differentiated curriculum, instruction, and assessment for gifted learners)?
Does the Administrative Unit have a plan to increase the number of qualified personnel providing instruction to gifted students?
Does the administrative unit make attempts to collaborate with universities and/or colleges for the development of qualified personnel?
Are there provisions to ensure that students are taught by highly qualified teachers in core academic areas?
Are provisions in place to ensure that paraprofessionals are not the sole instructional provider for gifted students?
Are district personnel aware of the means by which the administrative unit supports the acquisition and/or improvement of the knowledge and competencies of personnel relating to the instruction, programming, and counseling for gifted students (e.g., inservice, coaching, induction programs)?

7. Budget: Provide a brief narrative about how state funds and contributing funds from the administrative unit will be used to support the program plan. State funds are not expected to fully fund the program plan. Submit with the 2012-2016 Program Plan a completed [budget page for fiscal year 2013](http://www.cde.state.co.us/gt/director.htm), the first year of this comprehensive program plan: <http://www.cde.state.co.us/gt/director.htm>.

[Examples of Possible Gifted Education Fund Expenditures](http://www.cde.state.co.us/gt/director.htm): <http://www.cde.state.co.us/gt/director.htm>.

For the remaining 3 years of the Program Plan, there are budget page templates for single district administrative units and multiple-district administrative units for annual submission by April 30.

(Note: At the end of the year, administrative units are required to report all expenditures from general and grant funds for programs supplemented by state categorical funds. This is a state financial reporting requirement. The program code for gifted education expenditures is: 3150. It is advised that the administrator of gifted programming in the AU remind constituent schools or districts to use the program code, 3150, when accounting for state and local funds for gifted programming costs. This will provide a more accurate description of funds used to support the gifted program.)

*12.02 (1) (g) **Budget.** The program plan shall propose a budget for gifted education which reflects collaborative efforts within the administrative unit and the cost of implementing the programming components and goals stated in the program plan. The budget shall detail the funding committed by the administrative unit and funding requested from the Department. Funds requested from the Department may be used for: salaries for appropriately certified, endorsed, or licensed personnel serving primarily gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms); professional development and training relating to gifted education; gifted programming options specific to gifted students*

and their advanced learning plans; supplies and materials used in instructional programming for gifted education; and technology/equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount requested from the Department.

The budget narrative includes, but need not be limited to:

Yes	No	
		Primary use of state funds in terms of: personnel, student instructional materials, activities related to gifted instruction, professional development and/or equipment. Budget should be linked to the identification and programming needs of the administrative unit's students and advanced learning plans. Primary use of contributing fund from the administrative unit to support the Program Plan (e.g., administration, personnel, instruction, and/or professional development)
		Future steps to develop or improve personnel and professional development (Check summary of C-GER report to see if this is an identified area of need)

Comment:

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a "yes" response. If there is a "no" response, highlight those areas that are missing or incomplete in the plan.

Does the administrative unit implement a collaborative process with stakeholders (e.g., schools, districts, parents, or steering committee) for determining the gifted education budget?

Does the budget reflect the cost of implementing the programming, goals and objectives stated in the Program plan?

Does the budget detail the funding committed by the administrative unit and funding requested from the Department of Education?

Is there evidence of contributing funds being budgeted by the administrative unit?

Is state funding for gifted education used only for one or more of the following purposes?

- 1) salaries for appropriately endorsed or licensed personnel serving primarily gifted students (e.g., director, coordinator, gifted resource teachers, counselors of the gifted);
- 2) professional development and training related to gifted education;
- 3) activities associated with gifted programming options specific to gifted students and their ALPs;
- 4) supplies and materials used in instructional programming for gifted education;
- and 5) technology and equipment necessary for the education of gifted students (up to 25% of state funds)

8. Record Keeping: Describe the means by which the administrative unit records and sustains the advanced learning plan process as a part of the student record keeping system. Explain the use of the ALP during transition/articulation times. Verify components of the ALP for the student record by attaching a hard copy or outline of the ALP to the Program Plan.

*12.05 (3) **Student Education Records** The ALP shall record programming options, and strategies utilized with individual students and shall be part of the student's record. The ALP shall be considered in educational planning and decision-making concerning subsequent programming for that student and be used in the articulation process, preschool (if applicable) through grade 12. Gifted student records shall describe the body of evidence that identifies*

strengths, interests and needs, and the ongoing programming options and student achievement results.

The student education records narrative includes, but need not be limited to:

Yes	No	
		ALP management system and tool or method for management
		Components of the ALP for the student record
		General steps to manage the ALP when merged with the I-CAP
		Future steps to develop or improve student education records (Check summary of C-GER report to see if this is an identified area of need)

Comments:

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response. If there is a “no” response, highlight those areas that are missing or incomplete in the plan.

Does the administrative unit’s ALP provide a record of ongoing programming options and strategies utilized with individual students and results?
 Is the ALP part of the student’s ongoing records?
 Is the ALP utilized in educational planning and decision-making concerning subsequent programming for that student?
 Is the ALP utilized in the articulation process?
 Do gifted student records include the body of evidence that identified the area of exceptionality, interests and needs?
 Are gifted student educational records and ALPs held to be confidential and protected in accordance with applicable federal and state laws and regulations, and maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the administrative unit, including its member districts?

9. Dispute Resolution: Explain the conflict resolution process that the administrative unit will use when disagreements arise concerning the identification and programming for gifted students. It is recommended to follow general district procedures and guidelines.

12.06 Dispute Resolution. The program plan shall describe a dispute resolution process to be used for resolving disagreements about the identification and programming for gifted students. The dispute resolution process shall, at a minimum, afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented.

The dispute resolution narrative includes, but need not be limited to:

Yes	No	
		A process for conflict resolution for disagreements between parents and staff regarding identification and programming. The process must show that the aggrieved individual has an opportunity to be heard and receives a notice of the decision.
		Future steps to develop or improve dispute resolution, if needed (Check summary of C-GER report to see if this is an identified area of need)

Comments:

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response. If there is a “no” response, highlight those areas that are missing or incomplete in the plan.

Does the administrative unit have a written, well-articulated dispute resolution process?

Does the dispute resolution afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented?