



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Vanessa Giddings		Fiscal Year: FY 2020-2021
AU Address 201 E. 12 th Street		
City Durango	State Colorado	Zip Code 81301
Gifted Education Director Name Vanessa Giddings	Telephone 970-247-9581	Email Address vgiddings@durangoschools.org
Gifted Education Program Director Signature		
Superintendent Name Dan Snowberger	Telephone 970-247-9581	Email Address dsnowberger@durangoschools.org
Superintendent Signature		

The **Comprehensive Program Plan (CPP)** is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website.

Directions:

Write the administrative unit's description of how it implements each element of the Comprehensive Program Plan and how the AU plans to improve or enhance each element as appropriate. Address all key requirements as they are described in the Rules in your response.



<p>Exceptional Children's Education Act Program Element</p>	<p>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> Describe the specific action steps (activities, strategies) the AU will take Identify the data, policies and procedures, and/or research that supports the specific steps that were selected Identify who is responsible for implementing these actions steps Provide a timeline for implementation with specific benchmarks and dates Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and</p>	<p>Durango 9-R values and seeks two-way communication with all stakeholders, including the families of gifted students. In order to inform and gain feedback from parents about identification processes, parenting and educating gifted children, programming options, college and career planning, and family involvement, the District uses the district website, parent handbook, an advisory council, and parent meetings at schools sites with the GT Program Facilitator. Additionally, information about involvement and progress reporting, concurrent enrollment, and college and career planning happen in site-based Gifted and Talented parent meetings and Advanced Learning Plan meetings with individual families. Predominant avenues of communication include (but are not limited to): Websites, Parent Advisory Council, Parent Brochures and Literature, Parent Meetings, Advanced Learning Plan Meetings, Faculty Meetings, Professional Development Meetings. The website and brochures have been translated into Spanish, and each webpage has a link for translation through Google Translation Services. GT District and school personnel contact information are also posted for access by the public. Our application for the Early Access Program is posted in the local paper and is available to parents via the Early Childhood Coordinator's office and the district website. The GT Program Identification handbook is available on the district website. The GT Program uses a Google Share drive to house all program documents, including permission to test letters, talent pool letters, universal screening notifications, annual ALP and transition meeting letters, among other documents. The GT Program also utilizes Infinite Campus to communicate via email and text to families and GT students. Each campus also utilizes GT Program Bulletin Board to share information about the GT Program.</p> <p>The GT Program partners with SWGT, the SWCO CAGT affiliate, in order to advocate for gifted students and to share information with GT families across the region, not only within Durango School District 9-R, through enrichment fairs, roundtable, discussions, and mini-conferences. The GT Program works in conjunction with SWGT to provide family-specific trainings on in-demand topics such as 2E, social-emotional needs of Gifted, and "Understanding the ALP Process." Annual GT Program Meetings also provide an overview of the status of the GT Program to families. The GT Program also reports to the DAAC (district academic accountability committee) on a monthly basis throughout the school year. Each school provides a presentation about the GT Program on "Back-to-School Night" at each campus. The GT Program also hosts monthly GTPAC meetings to gather input from the GT community. An annual GT Program survey is administered to students, families, teachers, and administration with the goal of gathering feedback to inform the biennial action plan of the GTPAC.</p>	<ul style="list-style-type: none"> •

<p>student communication and engagement.</p>	<p>Opportunities also exist in varied forms at each school level. Schools will update GT families on their students' progress reports at least two times per year. This may occur during a combination of parent conferences, informal/formal meetings, email updates, reporting periods, etc.</p> <p>Durango School District 9-R offers many options for students to be involved in concurrent enrollment or college-level classes. Information about these opportunities is available online, and high school academic advisors work with GT students to understand their options and available programming supports. All programming is based on students' identified strengths. Flexible grouping at the elementary level supports extended learning. Secondary schools offer honors and accelerated courses for students in their strength areas with goals supported by their ALPs.</p>	
<p>Definition of "Gifted Student" 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of "gifted student" specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>Durango 9-R's definition of a gifted student is aligned with the definition provided by Colorado Department of Education:</p> <p>"Gifted students" are persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.</p> <p>Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</p> <ul style="list-style-type: none"> ● General or specific intellectual ability ● Specific academic aptitude ● Creative or productive thinking ● Leadership abilities ● Visual arts, performing arts, musical or psychomotor abilities 	
<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) 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 planning and</p>	<p>Durango 9-R seeks equitable and equal access to gifted and talented services for all qualifying students. The purpose of the assessment process is to recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. We make continuous attempts to see that students identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status.</p> <p>Three "Guiding Questions" are used throughout the process of identifying students: Is the student's skill level/ability significantly above peers the same age? If so, does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability? Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines?</p>	<ul style="list-style-type: none"> ●

<p>programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU 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;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification</p>	<p>GT Facilitators work in general education classrooms and/or with small groups of students to identify potential and conduct universal screening lessons such as KOI. Every second grader in Durango 9-R is screened with the CogAT in late winter. All sixth graders are screened using the NNAT3 in the fall. GT Referrals are accepted from parents, teachers, peers, community members, and students throughout the year. The GT Program provides annual training on identification and GT characteristics to all building facilitators, including information regarding underserved populations. Durango 9-R's identification rate for GT has been at 5.1%, with significant underrepresentation for non-dominant populations including Native American, Hispanic-Latinx, low SES, ELL, and 2E. Our demographics for our GT population do not match our district demographics, yet we are improving through increased training and screenings. The GT Facilitators partner with ELD teachers to identify students who demonstrate accelerated growth, as measured by ACCESS. ACCESS scores are utilized to generate referrals and as qualifying data, as per updated state guidance. Durango 9-R includes the use of portfolios and performances as evidence for exceptionality for identification purposes, as well as the use of local norms to widen the reach of the talent pool for under-represented populations. Students may also be flagged for further consideration by standardized assessment scores in the top 5-10% percentiles (nationally, state, and/or locally normed).</p> <p>After a student has been referred, current test scores, including universal screening data, are collected and the need for additional testing will be determined. If more testing is warranted, a Permission to Test letter will need to be signed by the parent/guardian and returned to the school. A variety of assessment tools are used to collect information when a student's performance or potential are advanced compared to age peers. The results of testing and next steps will be communicated to parents/guardians within 30 days of permission to test.</p> <p>Quantitative and qualitative measures are utilized to determine if a student meets the criteria for gifted identification and to build a student profile of strengths and interests. Durango 9-R uses CMAS, SMI, SRI and other assessments including the IOWA, STAR, Gates, and iReady, TOMAGS, and the K-BIT to determine achievement levels. The Early Access Program utilizes additional assessments, identified in the Early Access Addendum.</p> <p>Assessment data from standardized, norm- referenced creativity tests may also be used to determine if a student demonstrates gifted ability in the area of creativity. Creative aptitude is demonstrated by a student scoring in the 95th percentile or above on norm-referenced creativity tests such as the Torrance Tests of Creative Thinking (TTCT) or the Profile of Creative Abilities (PCA). To aid in identifying students who do not score at or above the 95th percentile on cognitive or achievement measures, creativity tests may be useful in building a body of evidence for formal identification, because the tests add validity to observed creative characteristics.</p> <p>Through the use of behavior and characteristics scales, such as the <i>Scales for Identifying Gifted Students</i> (SIGS), <i>Gifted Evaluation Scale</i> (GES), and the <i>Gifted Rating Scales</i> (GRS), educators and parents can observe students in multiple settings. Characteristics such as leadership, motivation, memory, reasoning, creativity and sense of humor become a focus rather than academic aptitude. Durango School District 9R recognizes that different genders,</p>	
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<p>assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionalism in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation</p>	<p>cultures, races, ethnicities, and social designations have various ways of communicating that may impact an observer’s perspective regarding behaviors that constitute giftedness (NAGC, 2008). Norm-referenced observation scales are used as qualifying data for gifted identification. These scales are a valid and reliable way for educators and parents to evaluate gifted behavior and characteristics.</p> <p>The assessment process for identifying students with Specific Talent Aptitudes in Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities, Creative or Productive Thinking, Leadership Ability includes a review of a student’s body of evidence by a team consisting of GT facilitators/ liaisons, the district GT Specialist, in collaboration with classroom teachers and other school personnel who work with the student. Some students, including Twice-Exceptional, second language learners, and children from low income backgrounds may show evidence of exceptional ability in other ways.</p> <p>Examples of performance evaluation may include:</p> <p>Juried Performance: Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in the field. An example of such a performance would be a student selected for a statewide choral group or debate team.</p> <p>Contest/Competition: Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.</p> <p>Portfolio: Over time, some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification. A valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student’s artwork throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.</p> <p>All data, including achievement, cognitive ability, behaviors and characteristics, and performance evaluation are added to the Body of Evidence. Information collected is confidential. The Body of Evidence is presented by the site-based or district GT Facilitator to the GT Review Team to make an identification determination. In addition to the building and/or district GT facilitator, the team may also include the school counselor, classroom teacher, and/or education specialists. The review team meets to determine if the student’s needs exceed those which can be met in the classroom, and if the student is eligible for gifted educational services. If a student is identified as gifted in General Intellectual Ability, Specific Academic Aptitude, or in a Talent Area, an ALP will be written to align with strength areas. The GT Facilitator/ Liaison will send a letter to the parents/guardians informing them of the area(s)</p>	
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<p>from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student's ALP.</p>	<p>of identification and a parent packet with resources for families. GT Facilitators/ Liaisons will put a copy of the ALP in the student's CUME folder.</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptional/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not</p>	<p>Criteria for Exceptionality: District procedures have been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted/talented in one or more areas. A student is formally identified as gifted/talented when data collected over a period of time suggests that he/she matches the definition of a "gifted child", and the following questions are answered in the affirmative: Is the student's skill level/ability much above that of peers the same age? Does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability? Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines? Quantitative and qualitative measures are utilized to determine if a student meets the criteria for gifted identification and to build a student profile of strengths and interests. Durango 9-R uses CMAS, SMI, SRI and other assessments including the IOWA, STAR, Gates, and iReady, TOMAGS, and the K-BIT to determine achievement levels. The SIGS Scales are utilized as Observation/ Behavior scales. The district also has access to the GES, the GRS, and the KOI. Durango 9-R also utilizes the Torrance (TTCT) and the PCA to</p>	

<p>prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>	<p>assess creativity. The Early Access Program utilizes additional assessments, identified in the Early Access Addendum.</p> <p>The data becomes the Body of Evidence. Information collected is confidential. The Body of Evidence is presented by the site-based or district GT Facilitator or the site-based liaison to the GT Review Team to make an identification determination. The team will include, but not be limited to, district and/or site-based GT Facilitators and school administrator. The team may also include the school counselor, classroom teacher, and/or others designated by the Facilitator and administrator. A team of teachers meets to determine if the student's needs exceed those which can be met in the classroom, and if the student is eligible for gifted educational services. The Guiding Questions are used to focus the GT Review Team's discussion. If the student is identified, the GT Facilitator, Liaison, or designee will begin writing the Advanced Learning Plan. Parents may provide input anecdotally or through completion of SIGS. Qualifying students demonstrate expected and/or challenging characteristics typical of gifted learners. They may also demonstrate precocious levels of performance in a strength area and/or have cognitive abilities within the superior range. The GT Facilitator/ Liaison will send a letter to the parents/guardians informing them of the area(s) of identification and a parent packet with resources for families. GT Facilitators/ Liaisons will put a copy of the ALP in the student's CUME folder.</p>	
	<p>The team may also decide that a student does not qualify but that there is sufficient evidence of high achievement or ability. In this case, the student is placed on a "Talent Pool" list, and data is reviewed periodically to determine if needs are being met and/or if there is a need for formal identification. Schools may set the criteria used to determine which students should be part of the talent pool. However, the criteria generally is not less than the 80th percentile. Schools may also use local norms from universal screens for cognitive ability (CogAT, NNAT3 or other CDE-accepted assessment) to find students from underserved populations who may be eligible for the Talent Pool.</p>	
	<p>The Durango 9-R School District uses local norms on district cognitive ability screens that have been aligned to state standards and have been vetted by CDE. Use of local norms may not be portable for identification and parents need to be informed of this if those scores are used for their BOE. Students in the talent pool may be guested into the GT Program, and/or may be monitored and evaluated without receiving direct instruction from the GT Facilitator depending on the specific needs of the student.</p>	
	<p>Talent pool participants will be entered into the Enrich system by the school GT Facilitator, and will be evaluated at least annually. Families will be notified via letter by the school's GT Facilitator that their student has been placed in the talent pool. GT Facilitators will communicate at least annually with families regarding the status of the student in the talent pool.</p>	

	<p>The GT Facilitator will send a letter to families communicating the results of the identification process.</p>	
<p>Identification Portability 12.02(2)(e) Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student's ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as</p>	<p>A hard copy of the most recent ALP is to be kept in the student's cumulative file in order to ensure portability. Durango 9-R sends records to the requesting organization or parents when a signed request for records release is received. The GT Facilitator/ Liaison will also complete a Student Profile for GT Identification and place a hard copy of this document in the student's CUME file. Durango 9-R has established the following procedures for reviewing new students' data and ALPs:</p> <p>When a student transfers in from another district with an ALP, the ALP is reviewed to determine whether the Body of Evidence supports gifted identification, If the ALP does not contain the information on how the student was identified, the GT Facilitator / Liaison will contact the sending school to get the data. Once student data has been received, the GT Facilitator/ Liaison will send the ALP and other information to the district GT Specialist. The GT Specialist will review the data to determine whether the state guidelines were followed.</p> <p>If a student meets the guidelines set by the state, the student will be identified as gifted in the Durango 9-R School District. A new ALP should be written within 45 (school) days of identification. The GT Facilitator/ Liaison will notify the parent(s) of the student's status, and will include the parent(s) and student in the ALP process.</p> <p>If a student was identified using criteria that do not match state guidelines, (i.e. checklist rather than norm-referenced scales, DIBELS, less than 95th percentile) the GT Facilitator/ Liaison will send home a permission to test form, and record the qualifying data from the previous district on a new profile form. The GT Facilitator/ Liaison will begin to collect missing data and will inform the parent/ guardians within 30 school days of the status of the identification process.</p> <p>If a parent marks the GT box on the new enrollment forms, the GT Facilitator/ Liaison will follow up with the parent to see if there is an existing ALP. The GT Facilitator/ Liaison may also need to contact the sending school for additional information. If the box was checked in error, the GT Facilitator/ Liaison will ask the parent if they want their child assessed for GT identification in Durango 9-R. If so, the GT Facilitator/ Liaison will send home a permission to test form and begin the assessment process. If they do not want to assess for GT identification, the process is complete.</p> <p>If a student transfers from another state, the GT Facilitator/ Liaison will send all data to the district GT Specialist. If the data is sufficient for an identification, then a letter will be sent. If data is missing, the GT Specialist will determine what data needs to be collected. The GT Facilitator/ Liaison will Send home a permission to test form and follow assessment procedures.</p>	

<p>practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP</p>		
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student's individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU's student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in</p>	<p>Durango 9-R provides identified gifted students with ALPs developed in accordance with the student's identified area(s) of giftedness, interests, and instructional needs and affective needs. Durango 9-R strives to meet the specific requirements for ALP content development that are consistent with ECEA Rules as indicated by the 2017 C-GER Review. Durango 9-R will continue to improve goal writing to further align goals with state standards. Durango 9-R will also increase awareness of classroom teachers and parents of the ALP goals. An ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs, and affective goals reflect development of personal, social, communication, leadership, and/or cultural competency, and description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals and ALP development includes teachers(s), student, parent and support staff as appropriate, and ALP development includes teachers(s), student, parent and support staff as appropriate, and classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals. ALPs for elementary, middle school, and high school students are written and stored in Enrich. Durango 9-R practices a gradual release model for developing ALPs. In the elementary level, plans with measurable, standards-based academic and affective goals, that reflect development of personal, social, communication, leadership, and/or cultural competency, are created to address student interests, instructional and affective needs, and student strengths, and are written by GT and classroom teachers in collaboration with students and parents. At the middle school, students begin to take a more active role in ALP development; choosing goals for themselves with input from GT and classroom teachers and parents. In high school, students write their own goals to best align with their desired college and career path. ALPs are signed by parents, students, GT facilitators, and classroom teachers. A signed copy is sent home with the parents, a copy is added to the student's CUM folder, and the original is stored in the GT Facilitator's building file. Progress on academic and affective goals is shared with parents during conferences and recorded on the ALP. Additional progress monitoring can be sent home with student report cards as GT teachers provide supplemental information to classroom teachers for standards-based grading. All ALPs are kept in confidential folders and in our secure online system.</p> <p>ALPs are not blended with ICAP. At the high school level, Advanced Learning Plans are written for all identified students, stored in Enrich, and inform the students' Individual Career and Academic Plan (ICAP). Standards- aligned goals are written for/by students for each identified strength area. Students write an affective goal that is based on the Durango 9-R</p>	

<p>terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom</p>	<p>Mindsets and Behaviors Standards. Differentiation strategies for the classroom and structural accommodations (such as accelerated classes) are recorded on the ALP. Progress on academic and affective goals is shared with parents during conferences and recorded on the ALP. Additional progress monitoring can be sent home with student report cards as GT facilitators/ liaisons provide supplemental information to classroom teachers for standards-based grading. ALPs contain information on how the student was identified and current achievement data for their area of strength.</p> <p>The Gifted Education Program has purchased resources for classroom teachers including Jacob's Ladder, Junior Great Books, Project M3 and M2, and William and Mary Units. These resources support gifted students achieving their ALP goals. Durango 9-R has also provided trainings from Karen Brown and Bertie Kingore, Terry Bradley, Thinking Strategies and Minds on Math to provide support in the regular classroom.</p> <p>Students are transitioned from one grade to the next during transition meetings that occur each spring. GT Facilitators meet with each other to pass on GT folders and to provide information regarding best learning environments for each identified and talent pool student. At the high school, GT Liaisons help students develop their own ALP goals that relate to post-secondary readiness. GT Liaisons also help students register for concurrent enrollment options as well as higher-level classes on high school campuses. Durango 9-R offers a wide range of college and career pathway opportunities for students.</p> <p>The GT Program provides a process for training and supporting personnel assigned with the responsibility for ALP development, progress report meetings, and conferences with parents and students. GT facilitators receive training on strategies for inclusion of all stakeholders in all aspects of the ALP process, including development and monitoring. All schools use the same process of management of the ALPs in the school cumulative file system, including transferring between grades and school levels. All schools utilize a Transition Plan of Action, including a template to be used during transition meetings between grade levels and schools that include a review of the student's ALP and specific programming needs; Durango 9-R requires annual transition meetings between grade level teachers, or GT facilitators and GT Liaisons. The GT Program Specialist sets an annual window for transition meetings and GT Program Budget pays for substitute coverage for GT Facilitators to participate.</p>	
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<p>teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>		
<p>ALP Procedures and Responsibilities 12.02(2)(g) 12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student’s area of strength. ALP goals should be written</p>	<p>Advanced Learning Plans are written for all identified students. ALPs are updated annually with input from students, teachers, parents, and the GT Facilitator. ALPs for elementary, middle school, and high school students are written and stored in Enrich. Durango 9-R practices a gradual release model for developing ALPs. In the elementary level, plans with measurable, standards-based academic and affective goals, that reflect development of personal, social, communication, leadership, and/or cultural competency, are created to address student interests, instructional and affective needs, and student strengths, and are written by GT and classroom teachers in collaboration with students and parents. At the middle school, students begin to take a more active role in ALP development; choosing goals for themselves with input from GT and classroom teachers and parents. In high school, students write their own goals to best align with their desired college and career path. ALPs are signed by parents, students, GT facilitators, and classroom teachers. A signed copy is sent home with the parents, a copy is added to the student’s CUM folder, and the original is stored in the GT Facilitator’s building file. Progress on academic and affective goals is shared with parents during conferences and recorded on the ALP. Additional progress monitoring can be sent home with student report cards as GT teachers provide supplemental information to classroom teachers for standards-based grading. All ALPs are kept in confidential folders or in our secure online system.</p> <p>ALPs are not blended with ICAP. The High Schools use Naviance to house student ICAPs, and Advanced Learning Plans are written for all identified students. ALPs for high school students are written and stored in Enrich and inform the students’ Individual Career and Academic Plan (ICAP). Standards- aligned goals are written for/by students for each identified strength area. Students write an affective goal that is based on the Durango 9-R Mindsets and Behaviors Standards. Differentiation strategies for the classroom and structural accommodations (such as accelerated classes) are recorded on the ALP in Enrich.</p> <p>Progress on academic and affective goals is recorded on the ALP and shared at least two times per year. This may occur during a combination of parent conferences, informal/formal meetings, email updates, reporting periods, etc. Additional progress monitoring can be sent home with student report cards as GT facilitators/ liaisons provide supplemental information to classroom teachers for standards-based grading. ALPs contain information on how the student was identified and current achievement data for their area of strength.</p> <p>Students are transitioned from one grade to the next during transition meetings that occur each spring. GT Facilitators meet with each other to pass on GT folders and to provide information regarding best learning environments for each identified and talent pool student. At the high school, GT Liaisons help students develop their own ALP goals that relate to post-secondary readiness. GT Liaisons also help students register for concurrent enrollment options as well as higher-level classes on high school campuses. Durango 9-R offers a wide range of college and career pathway opportunities for students.</p>	

<p>or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>Durango 9-R has established the following procedures for reviewing new students' data and ALPs:</p> <p>When a student transfers in from another district with an ALP, the ALP is reviewed to determine whether the Body of Evidence supports gifted identification. If the ALP does not contain the information on how the student was identified, the GT Facilitator / Liaison will contact the sending school to get the data. Once student data has been received, the GT Facilitator/ Liaison will send the ALP and other information to the district GT Specialist. The GT Specialist will review the data to determine whether the state guidelines were followed.</p> <p>If a student meets the guidelines set by the state, the student will be identified as gifted in the Durango 9-R School District. A new ALP should be written within 45 school days. The GT Facilitator/ Liaison will notify the parent(s) of the student's status, and will include the parent(s) and student in the ALP process.</p> <p>If a student was identified using criteria that do not match state guidelines, (i.e. checklist rather than norm-referenced scales, DIBELS, less than 95th percentile) the GT Facilitator/ Liaison will send home a permission to test form and record the qualifying data from the previous district on a new profile form. The GT Facilitator/ Liaison will begin to collect missing data and will inform the parent/ guardians within 30 school days of the status of the identification process.</p> <p>If a parent marks the GT box on the new enrollment forms, the GT Facilitator/ Liaison will follow up with the parent to see if there is an existing ALP. The GT Facilitator/ Liaison may also need to contact the sending school for additional information. If the box was checked in error, the GT Facilitator/ Liaison will ask the parent if they want their child assessed for GT identification in Durango 9-R. If so, the GT Facilitator/ Liaison will send home a permission to test form and begin the assessment process. If they do not want to assess for GT identification, the process is complete.</p> <p>If a student transfers from another state, the GT Facilitator/ Liaison will send all data to the district GT Specialist. If the data is sufficient for an identification, then a letter, parent packet, and yellow folder will be sent. If data is missing, the GT Specialist will determine what data needs to be collected. The GT Facilitator/ Liaison will Send home a permission to test form and follow assessment procedures.</p>	
<p>Programming 12.02(2)(h) 12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective</p>	<p>Programming for students with ALPs takes different forms depending on each school within Durango 9-R according to staffing levels. All schools utilize differentiation within the regular classroom as the main model of providing differentiation for GT students. Depending on the school site, students may receive pull-out support or flexible grouping for instruction in their strength area(s). The amount of time GT students are pulled out for advanced instruction is determined at the building level by the building leadership. The district purchased advanced materials for teachers to use with these classes (William & Mary Curriculum, Jacob's Ladder, Michael Clay Thompson, Math Olympiad). Students identified in talent areas receive service in their strength area from that area's teacher. Students who are identified in General Intellectual Ability work with the GT Facilitator and the classroom teacher in a strong, but not identified area or in critical thinking. Affective needs are addressed in different ways according to each school site. Schools may provide small pull-out groups, lunch bunches, time with school</p>	

<p>needs shall be addressed according to the individual student's profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student's assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p>	<p>counselors or academic advisors, or through 6 to 8 week-long courses targeting specific issues or skills. GT Facilitators and school counselors have been trained by Terry Bradley in Social Emotional Groups. High school academic advisors support GT students with affective needs and provide support for college and career planning. Gt students also receive targeted support during daily advisory periods. We have several concurrent enrollment options for Gt students, as well as AP and Honors classes. Advisors, teachers, and counselors at all levels utilize the MTSS to monitor GT student's growth and learning to support students where they might be underachieving.</p> <p>Durango 9-R utilizes the Iowa Acceleration Scales to determine grade-level acceleration placements. There is also a procedure for acceleration in math which is accessible in elementary school. In middle school, students may also advance to study high school level math in eighth grade. Students who are highly gifted in language arts or math may also participate in the Early Access Program in order to enter kindergarten or first grade one year early.</p> <p>The school district aligns assessment data and ALP goals at every site that address identified areas of giftedness through programming options such as: structures (push in, clustering, co-planning, co-teaching, multi-age/grade groupings); diverse content options; classroom-level differentiation specific for gifted learners; content extensions; options for acceleration. Durango 9-R also implements affective and guidance support systems throughout the AU.</p> <p>Programming matches the academic strength(s) and interests of the student: Utilizing systems and structures supported by a district-wide MTSS framework for systems and structures, a more accessible model for improving programming will be to focus on Tier I, rigorous programming in the general education setting. Aligning programming goals with the Curriculum, Instruction, and Exceptional Student Services Departments will increase effective implementation and ensure that advanced academic and affective programming occurs consistently in order to implement affective and guidance support systems throughout the AU. Options include, but are not limited to: TSI, KOI, Depth and Complexity, Advanced Curriculum options (Michael Clay Thompson, William and Mary lit. units, Math Olympiad, advanced and enrichment units for math). Enrichment options (Science fair, history day, math fair) Structures or type of delivery by which students are served at different school levels: At all levels, assessment data and identification are currently considered to initially place students into classes according to areas of strength and address affective needs.</p> <p>Students with ALPs receive support in differentiated instruction and methods: d. Pre-collegiate and/ or pre-advanced placement support: All GT students currently receive academic counseling with regard to pre-collegiate and/ or pre-advanced placement support from campus GT Facilitators at the beginning of each academic year.</p> <p>Post-secondary options to students: At the middle and high school level, all GT students are currently advised of relevant concurrent enrollment opportunities if indicated in ALP or ICAP on an annual basis during their ALP meetings. This requirement is in compliance, and the GT Program will continue to refine and improve the systems and structures to ensure this practice.</p>	
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<p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child's ALP or ICAP. To be considered in an ALP, the AU shall consider the student's need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>		
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:</p>	<p>Durango 9-R analyzes disaggregated gifted student performance by sub-groups (e.g., grade range, FRED, ethnicity) to reveal strengths and/or disparities in achievement and/or growth on state and district assessments. Trends are analyzed to define priority performance challenges and to determine root causes of the needs of the gifted students. This data along with annual review of ALPs is used to create and refine action plans to meet the needs of gifted learners in the district. Stakeholders provide feedback at regular Gifted and Talented Advisory Council meetings.</p>	

<p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) 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);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p>	<p>Gifted data and goals are embedded in the district UIP, as required by the CDE.</p> <p>State-assessment GT student data is shared within the district by the GT Specialist. Trends within our district are noticed and evaluated. The GT Specialist shares disaggregated data with GT facilitators to collaboratively develop goals for the District Unified Improvement Plan All GT Facilitators in our district have the goal of working with classroom teachers to help them develop competency-based lessons to show advanced classroom performance. All student data is stored in Enrich and can be accessed in schools by the GT Facilitator. GT student growth (achievement and affective) are monitored on Advanced Learning Plans. In addition to the Colorado Gifted Education Review (C-GER), the GT Program conducts its own evaluations. A parent and teacher survey will be given annually to collect stakeholder feedback. These results will be shared with principals, GT staff, and the Gifted and Talented Parent Advisory Council (GTPAC). GTPAC meets once each month beginning in October. We have a goal of having representatives from each educational level (elementary, middle, and high), parents, and our community. This group works on a different topic for a year or two, developing a plan for improvement in that area.</p> <p>The goals for 2020-2022 will be: Improving communication involving all stakeholders regarding ALP's, Programming, and Community engagement. An area of high interest is having access to a GT mini-conference for families, students, and educators. The council decides at the end of each phase what the next focus will be.</p>	
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<p>12.02(2)(i)(iv) 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); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>		
<p>Personnel 12.02(2)(j) 12.02(2)(j)(i) 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 AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p>	<p>All GT staff are certified teachers or counselors, not classified staff. Paraprofessionals may work with individuals or small groups of twice-exceptional students but are not the sole/primary instructors. Professional Development is offered primarily through CDE and the GERC grant. Durango 9-R also works to provide specific training designed mainly for classroom teachers working with gifted students. The GT Specialist is responsible for providing training to all new staff on the identification, programming, and record keeping tools used in the district. With state and local resources, the district has provided trainings on instructional materials used with gifted learners in our schools. Responsible Personnel include the following: Instruction: Provided by the classroom teacher trained in cluster grouping methods and differentiated instruction. Additionally, instructional extensions are delivered by the 9-R site-based gifted facilitator in conjunction with the classroom teacher. Counseling: Provided in partnership between the 9-R site based gifted facilitator and the school counselor. Coordination of Programming: The site based gifted facilitator in conjunction with the district director, district specialist, advisory council, and school leadership are responsible for providing programming for gifted students in alignment with ALP goals. Management of the program plan and professional development is coordinated by the District Director of Student Support Services. Personnel instructing gifted students meet the requirements for highly qualified teachers, and professional development for those teaching gifted students is developed around differentiated instruction, depth and complexity, and meeting the social-emotional needs of gifted learners.</p>	

<p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) 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</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) 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.</p>		
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<p>12.02(2)(j)(vi) 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.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU 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 in-service 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).</p>		
<p>Budget 12.02(2)(k) 12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding</p>	<p>Durango 9-R submits an annual budget to CDE. The budget includes spending for state funds as well as AU funds. The majority of AU funds support gifted education personnel across the district. State funds are used in allowable categories, with the majority spent in curricular and testing materials to support GT students, staffing for GT personnel, and professional development.</p>	

<p>requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU's gifted student education program described in the AU's program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p>		
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<p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programing in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>		
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student's</p>	<p>You may simply check "yes" if you follow these procedures. If you do not, please explain.</p> <p>✓ Yes</p>	

<p>cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not</p>	<p>The Durango 9-R Procedure for Disagreement is posted online. Parents begin the process with the teacher, move to the principal, the GT Administrator, the Director of Student Support Services, and finally the Superintendent. The disagreement moves up the ladder until it is resolved.</p> <p>Parents may appeal a decision by asking for the reconsideration of the results of any part of the identification process which would include the following: screening procedure or assessment instrument (which results in identification); the scheduling of children for assessment; the placement of a student in any program; receipt of services; and ALP</p>	

<p>be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall 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 procedures must be posted for ease of access by stakeholders.</p>	<p>components. Parents should submit a letter to the Principal outlining the nature of the concern, and with supporting documentation attached.</p> <p>In an identification appeal, the parent must provide evidence that the child’s knowledge, skills, and abilities are superior to those demonstrated and measured by school personnel. Testing from an outside source will be considered, but Durango School District 9R is not responsible for any costs incurred if a parent chooses to obtain information this way. The Principal and/or the Director of Exceptional Student Services will convene a meeting with the parent/guardian, and the appeal committee to review the appeal request. The Principal will issue a written final decision within 30 days of the appeal. This written notice will include the reason(s) for the decision.</p> <p>Placement decisions are reversed in instances where extensive documentation is presented providing significant evidence that the child’s knowledge, skills, and abilities are superior to those measured by school personnel. The decision of the appeal committee is final.</p>	
<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check “no” if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	