



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Weld 6, Greeley - 62060		Fiscal Year: FY
AU Address 1025 9 th Ave		
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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 align="center">Exceptional Children’s Education Act Program Element</p>	<p align="center">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 student communication and engagement.</p>	<p>District 6 provides a wide variety of methods to keep parents, families, and students engaged in the educational process. When stakeholders work together, the gifted student benefits from the cohesive support.</p> <p>On the main district website, there are quick links to the Gifted Education web pages to help parents access key information about our gifted programming. Included on these pages are:</p> <ul style="list-style-type: none"> · Gifted Program Mission/Vision · Gifted and Talented Updates · Quick Links: <ul style="list-style-type: none"> o Is My Child "Gifted"? o Resources for Parents o Handbook o Resources for Students o Brochures o Resources for Educators o Contact Us/School Info <p>All of the GT Specialists also provide information on their schools' web pages which allow them to communicate with parents and students at each building. All of the district and school web pages can also be translated into other languages.</p> <p>The Gifted and Talented Program: Parent and Community Handbook is available online as well as offered in hard copy or electronically at parent-teacher conferences. It outlines for parents:</p> <ol style="list-style-type: none"> 1. What does "gifted" mean? 2. Are goals different for gifted students? 3. Characteristics of gifted children 4. Profiles of the Gifted and Talented 5. Social emotional needs of gifted children 6. Strengths and challenges of gifted children 7. How are students identified as gifted? 8. What are Advanced Learning Plans? 9. How is the programming designed? 10. What can I do to support my gifted child? 11. Gifted characteristics of special populations 12. What if my child is underachieving? 13. How can I support gifted education in CO? 14. How can I talk to teachers? 15. What are the steps if I disagree? 16. What are some good resources? 17. Definitions and terms <p>This handbook and all its information is also available in Spanish, which is the other main language in District 6. Although this handbook is only available in the two main languages, there are district translators available for parents who may require</p>	

	<p>support in other languages. Family Center provides multiple supports for parents, including language translators and educational liaisons. The Family Center also helps GT Specialists translate all of their communication with parents, including the Spanish versions of parent letters that are linked to the new digital handbook. The GT Advisory Council updated the handbook in 2019.</p> <p>District Level. In addition to the web pages and the handbook, parents can also gain insight into gifted education by participating in the GT Table Talks that meet throughout the school year to address gifted education in this district/community and topics in the field of gifted education at large that are relevant to the work in the district. Throughout the school year, parents can set up meetings with the district gifted coordinator, email, or call to discuss any topics or ask any questions. In years when the GT Parent Institute is not being held, we provide smaller evening events with guest speakers. In Fall 2020, parents were invited for evenings with Mark Hess and Jenny Hecht as part of a regional parent outreach.</p> <p>Gifted Education Comprehensive Program Plan Weld 6, Greeley3</p> <p>Building Level. The district has 7.5 FTE designated for GT Specialists. Each of these educators are assigned 1-5 buildings, and they provide parent meetings, individual conferences, emails, letters, phone calls, and/or other services to connect with the parents in each building. We also inform parents through text messages utilizing the Remind App. Parents are invited to attend special events like Spelling Bee competitions or Young Chautauqua performances, and they can also volunteer to support activities like Battle of the Books, History Day, or IB Art Museum field trips. It is important for parents to share in the education of their gifted students, and all parents are invited to provide input on the Advanced Learning Plans of their gifted children, either in person, via email, by phone or virtually.</p> <p>Part of the ALP meetings for secondary students includes conversations surrounding post-secondary college/career goals, and these goals are then aligned to the academic and/or affective goals on the ALP, and may include discussions surrounding the variety of concurrent enrollment opportunities that are available to students in the district. The GT Specialist at each school sends out information regarding ALP progress and assessment data to each gifted student’s parents. Staff, students, and families can access the district website's Career and College Readiness page with multiple links to support individual career pathways and concurrent enrollment opportunities.</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>Greeley-Evans School District 6, in accordance with The Exceptional Children’s Educational Act (ECEA), requires all identifies and serves students between the ages of five and twenty-one, and a four with Early Access, whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.</p> <p>ECEA Rules specify the areas for gifted identification in Colorado. A student may be identified in one or more of these domains (areas):</p> <ul style="list-style-type: none"> · General Intellectual Ability · Specific Academic Aptitudes <ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Mathematics ▪ Science ▪ Social Studies ▪ World Languages · Specific Talent Aptitudes <ul style="list-style-type: none"> ▪ Creative or Productive Thinking ▪ Leadership Abilities 	

	<ul style="list-style-type: none"> ▪ Visual Arts ▪ Drama ▪ Music ▪ Dance ▪ Psychomotor <p>Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities.</p>	
<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 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 assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality 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>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. Students who demonstrate certain markers, but lack a significant body of evidence will be placed on the Talent Pool list. They may receive intervention services as available, but will not be formally identified unless a sufficient body of evidence is established. While criteria have been established for decision making, some of the data may be subjective in nature and some degree of imprecision in testing is always present. Thus, decisions should be made by the review team utilizing multiple sources from the Body of Evidence, with the use of sound reasoning and data interpretation, in order to provide a meaningful Learning Profile. If a student is determined to qualify for gifted services, the Learning Profile can then help shape meaningful academic and affective goals in the Advanced Learning Plan based on the area(s) of identification.</p> <p>STUDENT SEARCH Screening Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests. All second grade students take the NNAT3 in the spring. By providing this universal screening of all in-district and charter schools, it ensures equal and equitable access for all students in our community. This process along with nominations yields a list of nominees based on district criteria from which GT teachers will begin the GATHERING BODY OF EVIDENCE process.</p> <p>Nomination/Referral The initial stage of identification consists of a call for nominations, generally in the spring, along with GT characteristic information shared with all stakeholders, but can be done at any time it is felt necessary. Parents, teachers, counselors, community members and students are invited to submit the names of students they view as potentially gifted or talented using characteristic sheets available. They are asked to indicate what they believe to be the student’s particular strength area(s). Information is published about this process in both English and Spanish. Efforts will be made to increase understanding of giftedness throughout the community to enhance the effectiveness and scope of this process. Giftedness exists within all sub-groups of the population, and continuous attempts to refine the process in the Greeley-Evans School District will be made so that children identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status. The goal is for every parent and teacher to have opportunities to nominate students for GT services if they see the need.</p> <p>COLLECT A BODY OF EVIDENCE The next stage in the identification process is to secure additional information that will aid in determining the youth’s talents or giftedness and his or her programming needs. Appropriate data must be gathered in at least three of the following four categories: Intellectual Ability, Achievement, Behaviors/Characteristics, and Demonstrated Performance. All information collected is confidential and will be placed in the GT tab on Infinite Campus and in the red G/T folder or blue Talent Pool folder in the cumulative ("cum") file. Beginning the Fall of 2020, incoming</p>	

<p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation 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>kindergarteners will not have a paper cum file. Instead all documents will be uploaded into Infinite Campus.</p> <p>REVIEW BODY OF EVIDENCE</p> <p>A student's body of evidence should be reviewed by a team (min. of 2 people) trained in ID protocols for each nominee based on the suspected area(s) of exceptionality. Some students do not perform well on standardized tests but may show evidence of exceptional ability in other ways. This is often true for those who are Twice-Exceptional (both gifted and learning disabled), second language learners, and children from low income backgrounds. In these cases, team judgment is necessary and further evidence may need to be gathered. Additional evidence may consist of behavioral checklists, product/performance rating scales, and alternative standardized assessment tools. Product/performance rating scales can help to assess classroom work that may be significantly advanced for the student's age or grade placement.</p> <p>Students are not denied services or identified on the basis of performance on any single score or instrument. Rather, those evaluating the data are looking for sufficient evidence of exceptional talent or ability to warrant special programming or services. This review is an ongoing process, and a student is not formally identified until a sufficient body of evidence is collected. Gifted identification recognizes and delineates exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided.</p> <p>IDENTIFICATION</p> <p>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:</p> <ol style="list-style-type: none"> 1. Is the student's skill level/ability much above that of peers the same age? 2. Does the student require intense or sustained resources, adaptations, or acceleration in order to demonstrate continued progress commensurate with his/her ability? 3. Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines? <p>If students meet the district/state criteria, the student's name and area(s) of identification are sent via email to the district assessment office designee and copied to the Gifted and Talented Coordinator for final review and to be added to the district database. All newly identified gifted students are entered into the GT data base by the district coordinator or designee. Once completed, GT Specialists can proceed with notification letters, enter any qualifying data into the GT tab on Infinite Campus, and mark the student status as "Identified". Any hard copies of evidence, including any completed profile sheets, should be placed into a RED folder in the cum file and/or uploaded into Infinite Campus. An Advanced Learning Plan for the student should then be started in Alpine or Naviance.</p> <p>The team may also decide that a student does not qualify, or that enough information is not available to make an informed decision. In the latter case, the student is placed on a "Talent Pool" list, provided appropriately challenging programming (advanced math, Junior Great Books group, etc.), and reviewed again the following year as more information becomes available. GT Specialists can proceed with notification letters, enter any data into the GT tab on Infinite Campus, and mark the student status as "Talent Pool". Any hard copies of evidence, including any completed profile sheets, should be placed into a BLUE folder in the cum file or uploaded into Infinite Campus. When doubt or uncertainty exists, continue collecting data. The GT teacher will send a letter home to parents communicating the results of the identification process.</p>	
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<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</p> <p>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 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>PROGRAMMING MATCH Approximately 3-5% of the student population is formally identified as gifted/talented in any given strength area, though many additional students may participate in programs for advanced learners. Student data is used to match students to appropriate programming. Services for all identified students seek to ensure that they continue to make growth commensurate with their ability in their strength areas, and to perform at advanced and distinguished levels. Programming may include advanced and/or interdisciplinary classes, curriculum compacting in the regular classroom, and differentiated instructional techniques, or other targeted services. Services may also include content area or grade level acceleration, rapid pacing through the curriculum, mentoring, advanced learning plans (ALPs), and affective (counseling) support services. School personnel, along with parents and in some cases the student, all share responsibility for encouraging and supporting the student's continued growth in his/her strength areas.</p> <p>PERIODIC RE-EVALUATION School personnel periodically review student performance and progress to ensure that the ALP goals are supporting student needs and to see if any additional areas of strength or talents should also be evaluated to be added to the identification area(s) already documented.</p> <p>METHODS TO SUPPORT EQUITY Nomination/Referral. In order to support the identification of underserved populations (English Language Learners, Twice Exceptional Students, Culturally Diverse Gifted, etc), multiple methods for nomination, including special checklists for twice exceptional students and culturally/linguistically diverse students, are employed. For culturally/linguistically diverse students, teachers are asked questions like:</p> <ol style="list-style-type: none"> 1. Which student displays a great deal of common sense and is self-reliant even in difficult situations? 2. Which student tends to have an extensive vocabulary and a sense of humor in either language? 3. Which student seems to be able to demonstrate a sense of personal culture, a pride in their heritage, while remaining successful in the "Anglo world"? <p>Similarly, in the checklist to nominate twice exceptional students, teachers are asked to complete a Likert scale (Seldom/Never, Sometimes, Often, Almost Always) on a student based attributes such as:</p> <ol style="list-style-type: none"> 1. Works or appears to think more slowly because of auditory or visual processing problems; may have reading problems due to cognitive processing problems 2. Shows a high level of curiosity and questioning 3. Has advanced ideas and opinions which they are uninhibited in expressing 4. Exhibits deep sensitivity 5. Uses humor and cleverness; may be humorous in "bizarre" ways 6. Possesses strong observation skills <p>These checklists help educators sees gifted characteristics in gifted students who fall into these underrepresented populations. Referrals are given by parents, teachers, students, and self. Teacher and parent observation scales can also be used to develop a clearer picture of the students' abilities from a variety of sources at school and at home.</p> <p>Assessments. District 6 is also utilizing different cognitive assessments that may also expand the identification of underserved gifted students. In addition to updating to the NNAT3 for our screener, which contains less cultural bias than previous versions, District 6 also uses the CogAT and the RAVENS, which are assessments that may provide better identification opportunities for some of our students with language challenges or learning needs. When looking at student achievement data, the Woodcock Johnson that is utilized in Special Education and</p>	
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	<p>the WIDA ACCESS taken by English Language Learners can also provide useful evidence for gifted education as well.</p> <p>TIMELINE</p> <p>Within one week of the referral, the GT Specialist begins to collect the body of evidence. The goal is to have the body of evidence ready to review prior to the monthly/bi-monthly GT identification team meetings, so that the longest delay in identification would be 14-28 days; however, this timeframe might vary if district benchmark assessments or other achievement data is in the process of being completed according to the district testing windows. Once the identification has been determined, letters are sent to parents and then the initial ALP meeting is set up for the parents' soonest convenience. Because identification is an ongoing process throughout the school year, it is possible that some students may be identified during the final 4-6 weeks of the school year. When this occurs, the identification is completed and documented in a timely manner; however, the formal ALP goals and programming matches may occur with the student's new teacher(s) at the beginning of the upcoming school year. This does not preclude the student from being served in the appropriate learning environment for the remainder of the current school year based on the recommendations of the GT Specialist and classroom teacher(s) until the formal goals have been established for the upcoming year. All ALP documents must be updated by October 1st each school year; but most are completed in early September so that parents can provide feedback during parent/teacher conferences. Prior to the final review of each ALP in May, GT Specialist must monitor progress at a minimum of one additional time throughout the school year with each gifted student, and progress monitoring is often more frequent for elementary schools with smaller rosters.</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 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>PORTABILITY</p> <p>Leaving District 6. In addition to following the portability rules for identification provided by CDE (see "REVIEW BODY OF EVIDENCE"), District 6 also works to provide all gifted identification and programming information in the student cum files and/or uploaded into Infinite Campus for the next school district. With the Enrich system, electronic files containing the current ALP can also be sent to the receiving district. At times, students move and the receiving district doesn't request the cum folder until much later, after the cum folder has been archived in our Records department. Past practice was just to scan the main database sheet with state assessment records for those students and then shred any additional information, allowing some gifted information to be lost. The Records Department also digitally scans any student information in the red or blue folders that contain GT and Talent Pool information. As a result, we have multiple back ups for gifted student information in addition to the hard copy of the cum folder to increase the likelihood that the receiving district can pick up immediately to continue gifted education servicing.</p> <p>Coming from Colorado district. When receiving students who have been identified as gifted in another Colorado district, identification and ALP information is sought and the previous district is contacted if there are any identification questions. Portability is recognized across Colorado.</p> <p>Coming from outside Colorado. When a gifted student is identified outside of Colorado, data is sought within the student's IC personal documents/cum folder to see if the identification aligns with the CDE identification guidelines, since portability rules do not apply outside Colorado. The data is then reviewed by the identification to determine whether the gifted identification requirements are met and the student can be entered into the District 6 system. If not, the team determines what data might be required to meet the Colorado guidelines, and parent permission is sought so that more evidence can be gathered. Then the</p>	

	<p>student proceeds through the normal process starting with the collection of a body of evidence.</p> <p>Timeline. The Office Manager of each school processes the incoming student’s database information and any previous cum folder information. If the parent indicates that the student was identified as gifted previously, the Office Manager notifies the GT Specialist by email. The GT Specialist will review the student information by the next GT Identification Team meeting (14-28 days) to review the body of evidence. Based on the determination by the team, the parents will be notified as to the identification status and/or the initial Advanced Learning Plan meeting. The total process should take no more than 45 days from start to completion, unless the team recommends waiting for additional results from District 6 benchmark or common assessments to support the area of identification, as determined by the district assessment calendar. These assessments typically occur in six- or eight-week cycles, depending on the content area, so it just depends on when the newly enrolled student sat the assessments for the recommended content area. An eight-week cycle could mean up to a maximum 56-day delay prior to finalizing the identification area and setting the programming goals in the ALP.</p>	
<p>Advanced Learning Plan Content 12.02(2)(f)</p> <p>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 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 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)</p> <p>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 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>When developing our Advanced Learning Plans, District 6 follows the steps recommended by the State of Colorado to ensure that all ECEA guidelines and rules are followed and that all stakeholders are informed participants in the process. Stakeholders include the gifted student, parents, classroom teachers, administrators, and/or other support staff as appropriate. For twice exceptional students, GT Specialists work closely with the Special Education team to support student strengths as well as their learning needs/modifications. For students learning English as their second language, GT Specialists work closely with the English Language Development team to support student strengths as well as their learning needs/modifications.</p> <p>GT documentation includes identification profile information, standards-aligned academic goals, and standards-aligned affective goals. Within Alpine, the ALP template houses all of these areas. In Naviance, the goals are housed but the identification profile is maintained through a special tab in Infinite Campus. All Gifted students have their identification profiles housed in Infinite Campus as a backup for the hard copy documents and to help with reporting out to the state the different areas of identification.</p> <p>When planning for postsecondary workforce readiness, academic and affective goals are developed to support each student’s future success for college and career opportunities. Transitions are a routine part of the gifted education process in District 6, at the end of every school year, a meeting with all of our GT Specialists is held to pass along the ALP information and share recommendations for each student as they move to a new building level. Recommendations are also shared about social/emotional needs of students who work with school counselors, social workers, and other mental health professionals. The Infinite Campus system automatically reassigns the students to their new buildings and GT Specialist within Alpine to ensure a smooth transfer of records. For secondary students, their academic and affective goals are developed to ensure a successful transition to postsecondary education and/or career entry. Additionally, the GT Specialist Team has a special transition meeting each spring to communicate about the students and their needs with the new receiving GT Specialist.</p> <p>To provide a comprehensive profile of every identified student, GT Specialists document student strengths, needs, and interests in the ALP documents, and Infinite Campus pulls additional information (student name, ID#, school, grade, parent/guardian names, contact information). Every student has a minimum of one academic and one affective goal based on their area(s) of identification and need for support/extension. Academically, students and teachers are involved in setting goals which are monitored throughout the year using NWEA testing and other standards aligned assessments or documents. These goals are designed to further growth and are not deficit based. For affective goals, students work with their GT Specialists to identify strength areas that can be developed (leadership, communication, etc.) or areas for personal growth to remove learning barriers (self-advocacy, test anxiety, perfectionism, etc.). These affective goals are monitored using observation tools, self-reflection measures, or other appropriate means to ensure that the student is progressing. Every teacher has access to the ALP documents for those students whom they are serving in their classrooms through the Alpine system, and the students are flagged on their rosters through Infinite Campus.</p>	

	<p>A wide variety of supplementary curriculum, activities, strategies, and extended opportunities are offered in District 6 that support student ALP goals. In our elementary grades, academic growth is supported using supplemental materials such as Khan Academy, Zearn, William and Mary, Junior Great Books, and Jacob's Ladder. Young Chautauqua, Spelling Bee, Battle of the Books, Sumdog Competitions, choir concerts, art shows, and other activities are available to extend learning opportunities for gifted students. Additionally, Dos Rios Elementary is an International Baccalaureate (IB) Primary Years Program candidate school and focuses on valuing diverse cultures, looking at our world through a variety of learning lenses, and providing the appropriate level of rigor for all students. Many elementary schools are utilizing Blended Learning (a district initiative) to support individualized instruction and growth. At the middle school level, Blended Learning is being utilized to individualize instruction, and schools also provide the opportunity to take above grade level courses in Math and Language Arts. Brentwood Middle School became a fully authorized IB Middle Years Program school which supports rigor across content areas. At the high school level, a large assortment of advanced coursework, including Advanced Placement and International Baccalaureate Programs (Middle Years Program and Diploma Program), are available to all students. District 6 provides numerous concurrent enrollment opportunities via AIMS Community College and the University of Northern Colorado. Additionally, there are secondary level magnet programs which allow students to pursue career interests while still in high school. Some of our fifteen magnet programs include engineering, fire science, catering, agriculture, Marine Corps JROTC, and health sciences. Outside of our traditional high schools, the district provides unique learning environments for gifted students. Early College High School allows students (grades 9-12) to earn an associate's degree from Aims Community College while they are simultaneously earning a high school diploma, and half of their teaching staff is made up of Aims professors.</p> <p>Although GT Specialists are assigned to each school and facilitate the ALP documents for those identified gifted students, the stakeholders are a crucial part of the ALP process. The GT Specialists consult parents/guardians, teachers, support staff, and/or administrators and then meet with students to develop the preliminary ALP academic and affective goals. Based on the academic area(s), students are programmed for and given the appropriate supplemental and/intensive programming necessary to achieve the established goals. Fall parent/teacher conferences are utilized to review the ALP documents with the families and ask for any input regarding student goals and programming, and to also have parents select areas in which they will provide support to their students. If parents are unavailable during conferences, they are emailed copies of the ALP and invited to either meet with the GT Specialist or provide feedback via email. Once all stakeholders have had the opportunity to provide input, the plan is finalized and then monitored throughout the year. Teachers are familiar with the ALP process and the goals, utilizing the Data Team Process that they use to evaluate the learning of all of their students. All students are part of their own ALP progress monitoring and help determine whether their goals were met at the end of each year. Some schools have the older students type in their own reflections and thoughts into their ALP document regarding their growth over the year, both academically and affectively. Progress reports are sent to parents throughout the year. Student identification and Advanced Learning Plan documentation are housed electronically and in hard copy in the cumulative folders when applicable. Student identification information is added to our Infinite Campus system to ensure that our charter schools can access that information and it is a backup for the hard copy portfolio in the cumulative files. Student ALP documents are kept electronically in</p>	
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	<p>the Alpine system, all charter schools are also using the Alpine system to store ALPs as well. Hard copies of any assessments, identification profiles, or ALPs are placed in red folders in the student’s cumulative file, and for students who are in a talent pool and being watched for future identification, their documentation is placed in a blue folder in the cumulative file. Electronic copies are also housed in Alpine and IC.</p> <p>The District Coordinator ensures that all teachers and GT Specialists have access to the correct students according to FERPA requirements. GT Specialists have the roster of identified gifted students tagged in Infinite Campus and utilize that list to ensure that all identified students have ALP documentation within the Alpine System. In order to be tagged in the Infinite Campus system, students who have been identified through the district protocols (described elsewhere) are then added to a tagging roster which is emailed electronically to the GT Administrative Assistant and copied to the District Gifted Coordinator.</p> <p>To provide a comprehensive profile of every identified student, GT Specialists document student strengths, needs, and interests in the ALP documents, and Infinite Campus pulls additional information (student name, ID#, school, grade, parent/guardian names, contact information). Every teacher has access to the ALP documents for those students whom they are serving in their classrooms through Alpine and Infinite Campus, and the students are flagged on their rosters through Infinite Campus. Student identification and Advance Learning Plan documentation are housed electronically and in hard copy in the cumulative folders. Student identification information is in the GT Tab on Infinite Campus system to ensure that our charter schools can access that information and it is a backup for the hard copy portfolio in the cumulative files. Student ALP documents are kept electronically in Alpine for all district schools and all charter schools. Hard copies of any assessments, identification profiles, or ALPs are placed in red folders in the student’s cumulative file, and for students who are in a talent pool and being watched for future identification, their documentation is placed in a blue folder in the cumulative file. All files for students newly identified or new to the district as of the 2020-2021 school year will be scanned and uploaded to Infinite Campus, no hard copies will be saved in the cumulative file from the current school year forward.</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 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>District 6 offers a wide variety of programming options to serve the needs of gifted students. Programming is divided into four major categories: Structure, Content Options, Guidance, and Differentiated Instruction. Structure options include magnet programs (STEM, Art, Health Science, etc.), cluster grouping, pullout enrichment opportunities, mixed-grade classrooms, online courses, Blended Learning, special interest classes, Advanced Placement, International Baccalaureate, career pathways, dual enrollment, and Early College Academy. Content Options include Math Counts, Spelling Bee, science fairs, book studies, Summer Enrichment Program, contests/competitions, William and Mary curriculum, music ensembles, Junior Great Books, Odyssey of the Mind, student council, and forensics. Guidance programming includes addressing social, behavioral, and emotional needs; improving relationships, providing career guidance, and facilitating affective focus groups. Differentiated Instruction options include acceleration (subject and/or whole grade), questioning for higher-order thinking skills, content extensions, pre-assessments, tiered assignments, and Depth and Complexity tools. Programming decisions are made based on the needs of gifted individuals and/or groups of gifted students and how to best address their academic and affective needs.</p> <p>As a district, Multi-tiered Systems of Support are used to meet the needs of all students, including gifted students. Using the Response to Intervention (RtI) Model as the philosophical foundation, the gifted education team focuses on training</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>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>classroom educators to differentiate their Tier 1 instruction to meet the needs of the gifted students in their classrooms. Tier 1 instruction is supported through professional development such as strategic lesson planning instruction. Additionally, half of each GT Specialist's time is designated for coaching and can include observation, planning support, instructional modeling, and co-teaching. Tier 2 instruction is based on the area of giftedness and may include advanced targeted instruction groups, honors classes, music ensembles, etc. For Tier 3 instruction, students may require significant subject acceleration (concurrent enrollment, Early College Academy, etc.) or special opportunities for advanced abilities (State Honor Choir, national poetry contests, club hockey, etc.)</p> <p>As part of the Advanced Learning Plan, GT facilitators facilitate the development of student goals based on data, interviews, or other support information. Each student's academic and affective goals are aligned with the programming options that will best fit the student's strengths and interests. Students, parents, and teachers all contribute to finding the appropriate programming options and goals. Although goals are designed to be completed within the school year (although they can be extended as needed), the goals should be aligned with the student's long-term college and career aspirations. GT Specialists work together across levels to ensure that students can access a variety of learning opportunities and extensions (such as elementary students attending middle school for math) and to make sure that long range student growth is cohesive and comprehensive as students move from elementary to middle to high school level.</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>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>For several years, the District has embedded the GT goals for the Unified Improvement Plan rather than adding an addendum, so the data is gathered utilizing the district data systems and state reported data. Using disaggregated data, the District Leadership Team, District Accountability Committee, and Board of Education provide input to develop goals and action steps for district improvement based on district performance data, and gifted student growth data and goals are embedded under each priority improvement goal in accordance with the state accreditation process. For 2018-2019, a Gifted Education Plan based on our District Priorities was requested to be included with other instructional areas.</p> <p>The Gifted and Talented Advisory Council reviews GT data and programming and provides parent, educator, administrator, counselor, and community member feedback through its diverse membership. The GT Advisory Council has also been working to update our Parent Surveys and expand to get feedback from additional stakeholders as well, so they will be reviewing the state stakeholder surveys available on the Data Management System, personalizing them for District 6, and transferring them into Google Forms for easy response.</p> <p>For all student academic and affective goals in the Advanced Learning Plans, smart goals are written to determine whether those individual goals are progressing; however, at the district level, feedback on the affective goal success will also be integrated into the stakeholder surveys to provide additional data in terms of programming effectiveness. Currently, parents complete surveys each spring to provide feedback on what needs were addressed or still need to be addressed through our gifted education program, and those surveys are reviewed by the GT Advisory Council to provide improved support.</p>	

<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>Each fall, the Board of Education receives an update on Gifted Programming in the district, and the presentation is aired publicly for all community members to watch on local television, and it is also recorded and posted on the district web site under the Board Meetings. The Board has back up documents that provide more detailed achievement data and programming information, and they ask clarifying questions, make comments, or request additional information which is then provided in the Board of Education packets the following week.</p> <p>District 6 has its current annual plan, including the embedded Gifted plan, on file at CDE, and complies with the requirements of accreditation with regard to the analysis of student achievement data, breaking it down by subgroups (gender, FARM, ethnicity, EL, etc.), grade levels, and content areas. It also uses data to identify instructional goals for gifted students and report on their growth measures. The data is disaggregated by all areas of identification. The district departments of Assessment and Student Information Services help ensure that all required data is reported to the state. Human Resources reports out on Qualified Personnel.</p>	
<p>Personnel 12.02(2)(j)</p> <p>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>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>District 6 employs a part time administrator to manage the gifted education program and support buildings as part of the GT Specialist Team. The current District GT Coordinator is enrolled in a masters degree in Gifted Education and coordinates professional development for the GT Specialist team and for all district teachers and administrators. The GT Specialists attend the CAGT conference every fall, CDE meetings or regional trainings, and several serve on state gifted committees. District 6 has allotted 7.5 FTE to hire GT Specialists, and there are currently eight educators serving in this role. Four of the eight GT Specialists also possess masters degrees in Gifted Education, and the district works in collaboration with the Gifted Education Program at the University of Northern Colorado to ensure that teachers have access to quality training. Each GT Specialist serves 1-5 schools, so every school in the district has a GT Specialist assigned to support gifted education in that building. GT Specialists are fully certified teachers who are responsible for the identification and programming plans of all gifted students in their assigned buildings. They facilitate the Advanced Learning Plan process and make sure that all stakeholders are invited to participate in the development and monitoring of the academic and affective goals. The GT Specialist is responsible for entering the ALP into the template housed on Alpine. Additionally, GT Specialists serve as instructional leaders and coach teachers in providing appropriate differentiation and extension for gifted students in their classrooms. All teachers who provide classroom instruction to gifted students are licensed and highly qualified according to federal requirements, and the Human Resources Department monitors this during the hiring process and throughout a teacher's tenure in the district. No paraprofessionals are used as instructional providers.</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> <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)</p> <p>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 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> <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 programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU</p>	<p>District 6 submits an annual budget plan and spending report to show how the state funding is distributed to support gifted education. The district funds the standard salaries for GT Specialists and the District Gifted Coordinator; however, the district has applied for the Qualified Personnel Grant to cover .5 of the District Gifted Coordinator salary. The state gifted funding is used to provide professional development by bringing in trainers, paying GT Specialists to provide summer professional development off of contract time, or to pay for attending conferences. The district pays for the Alpine system that houses the Advanced Learning Plans. The state gifted funding covers the cost of the GT Parent Institute or other parent learning opportunities, transportation for advanced math students needing to attend class in other buildings, advanced curriculum supports (William and Mary curriculum, Advanced Placement textbooks, Depth and Complexity materials, Junior Great Books, etc.), and technology (iPads for testing or Blended Learning Instruction; laptops for GT Specialists, etc.). A large portion of the budget funds the assessment materials used for identification, including the NNAT 3, which is the universal screener given to all second grade students in the district. The district has applied for the Universal Screener Grant to offset this large expense. As demonstrated by the expenditure reports, technology does not exceed 20% of the annual budget, and all financial requirements are followed. The budget is prioritized by the needs expressed from the GT Specialists, The GT Advisory Council, and the District GT Coordinator, and final approval comes from the Assistant Superintendent of Academic Achievement.</p> <p>District financial records are coded for gifted education and for gifted grants according to the state codes, and all financial practices are kept in accordance with the governmental accounting guidelines. All inventory is housed and checked out of the district gifted education store room. Any technology is labeled and assigned to the gifted education department, and there is a record of all purchases made from gifted education accounts.</p>	

<p>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 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>You may simply check “yes” if you follow these procedures. If you do not, please explain. <input checked="" type="checkbox"/> Yes</p> <p>District financial records are coded for gifted education and for gifted grants according to the state codes, and all financial practices are kept in accordance with the governmental accounting guidelines. All inventory is housed and checked out of the district gifted education store room. Any technology is labeled and assigned to the gifted education department, and there is a record of all purchases made from gifted education accounts.</p> <p>Every teacher has access to the ALP documents for those students whom they are serving in their classrooms through the Alpine system, and the students are flagged on their rosters through Infinite Campus. Student identification and Advance Learning Plan documentation are housed electronically and in hard copy in the cumulative folders for those students identified prior to the 2020-2021 school year. All documents for students identified during the 2020-2021 academic year and beyond will be housed electronically within Alpine and IC. Student identification information is in the Infinite Campus system to ensure that our charter schools can access that information and it is a backup for the hard copy portfolio in the cumulative files. Student ALP documents are kept electronically in the Alpine system or on Naviance. Hard copies of any assessments, identification profiles, or ALPs are placed in red folders in the student’s cumulative file, and for students who are in a talent pool and being watched for future identification, their documentation is placed in a blue folder in the cumulative file. All electronic and hard copy student ALP documents and cum folders are kept secure according to state law and FERPA regulations. When students exit the district or graduate, the Records department follows record-keeping protocols that involve electronic storage and shredding of any paper copies of documents that will not continue to be placed in secure storage.</p>	<p>o We do not have any major changes in procedures for record keeping; however, our change to keeping detailed gifted identification information in Infinite Campus follows security protocols since this is the access controlled student data and records electronic management system.</p> <ul style="list-style-type: none"> o 2020-2025 ▪ Continue entering the identification information for our gifted students into Infinite Campus.
<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 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>The Gifted and Talented Program: Parent and Community Handbook is available online as well as provided in hard copy at parent-teacher conferences if requested. It outlines for parents the steps to take for dispute resolution (page 21). Dispute Resolution Process: All disputes will be solved using a consensus model. It is the intent of the Greeley-Evans School District 6 to resolve questions and concerns at the level in which they occurred. Your child’s Gifted and Talented Specialist should be the first person to address any questions and concerns regarding Gifted and Talented identification and/or services. Students are encouraged to first talk with their Gifted and Talented Specialist to address any questions, issues, or concerns. Parents/guardians are also invited to contact the Gifted and Talented Specialist at his/her child’s school to address their concerns and to come to a mutually satisfactory resolution. If the student and/or parents/guardians are not satisfied with the response by the Gifted and Talented Specialist, they should then contact the building principal. Through collaboration of the student, parents/guardians, and the building GT Specialist, the principal will resolve the questions, issues and/or concerns. If the student and/or parents/guardians are not satisfied with the resolution at the building level, they may contact the District Gifted and Talented Facilitator who will then work with all</p>	

	<p>parties to seek a satisfactory resolution. If the student and/or parents/guardians are not satisfied with the resolution by the Gifted and Talented Facilitator, they may appeal in writing to the Director of Curriculum and Instruction who will review the process and evidence and respond in writing to the parent/guardian within 10 school days. If the student and/or parents/guardians are not satisfied with the resolution from the Director of Curriculum and Instruction, they may appeal in writing to the Assistant Superintendent of Academic Achievement who will review the process and evidence and respond in writing within 10 school days of receiving the letter of appeal. If the student or parents/guardians are not satisfied with the resolution from the Assistant Superintendent of Academic Achievement they may appeal in writing to the Superintendent within 10 school days after receiving the Assistant Superintendent of Academic Achievement's response. The Superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The Superintendent's decision is final.</p>	
<p>Early Access 12.02(2)(f) 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. <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. <input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education. <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>	