



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Weld RE-5J, Johnstown/Milliken 62050		Fiscal Year: FY 2020-2021
AU Address 110 Centennial Drive		
City Milliken	State Colorado	Zip Code 80543
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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 style="text-align: center;">Exceptional Children’s Education Act Program 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>12.02(2)(a)(i): Weld RE-5J implements parent, family, and student engagement and communication regarding gifted education programs that include, but are not limited to: All parents are notified when testing for identification occurs during the 2nd and 6th grade levels; Ways to educate parents and families about giftedness or parenting gifted students is available during annual ALP conferences, through GT coaches and GT coordinator, on the Weld RE-5J district website https://www.weldre5j.k12.co.us/student-information/page/gifted-and-talented, the Parent Handbook, and resources are available upon request from the GT coordinator; information about involvement and progress reporting is provided to parents and families during the annual ALP conference; programming options are discussed with parents, family, students, classroom teachers, and GT coaches with input received and a collaborative decision is made at each school to match the student’s strengths and challenges; information about concurrent enrollment is provided at the high school level and is available on the school website and from the school counselors, this includes partnerships with University of Northern Colorado and AIMS Community Colleges with coursework or certificate programs, an online option is available with BYU; parents, family, and the student can be involved in the career planning by CTE pathways being developed at the high school level with exploration beginning at middle school, as well as a plan for all students to develop and complete an ICAP portfolio in Naviance account; since the primary languages in the AU are English and Spanish, documents are provided in these languages and a translator is available when needed; and ways that parents and families participate in the school community include direct involvement in the ALP writing, parent-teacher conferences, and parents may volunteer in classrooms, as field trip chaperones, club sponsors, and on occasion as coaches.</p> <p>12.02(2)(a)(ii) Not Applicable since Weld RE-5J is not a multi-district AU or BOCES.</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>12.02(2)(b) Gifted and talented children mean those 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. 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"> ● Specific academic aptitude <ul style="list-style-type: none"> ◦ Reading ◦ Writing 	

	<ul style="list-style-type: none"> ◦ Math ◦ Science ◦ Social Studies ◦ World Languages • Specific Talent Aptitude <ul style="list-style-type: none"> ◦ Creative or productive thinking ◦ Leadership abilities ◦ Visual arts ◦ Performing arts ◦ Musical abilities ◦ Psychomotor abilities • General Intellectual Ability <p>This definition shall serve as the basis of implementation for all of Weld RE-5J's programs.</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) The program plan for Weld Re-5J for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) In an effort to ensure equal and equitable access for all students, Weld RE-5J screens ALL students in second and sixth grades and those new to the district using the current version of Naglieri Nonverbal Ability Test (NNAT). Naglieri is used to provide equitable access for all student populations since there is no reading or writing requirement. Translated directions are provided to English Language Learners to ensure they understand what the screener is asking them to do. The initial screening process is utilized to develop the talent pool with students scoring 85% or higher on this screener being included in the talent pool.</p> <p>12.02(2)(c)(ii) Weld RE-5J does take referrals/nominations from classroom teachers, parents, students themselves, and in some cases administration personnel or coaches. There is a formal nomination form in our parent handbook on our district website. Weld RE-5J also uses other assessments not in our general process such as the Kaufman Brief Intelligence Test (KBIT), Torrance Test of Creative Thinking, and the Kingore Observation Inventory when needed. Weld RE-5J will also take into consideration any normed data a parent provides from outside sources from testing they have had completed. Weld RE-5J conducts interviews, looks at classroom performance, and considers exceptional placement in competitions as part of the body of evidence.</p> <p>12.02(2)(c)(iii) Weld RE-5J maintains a timeline of 30 school days to inform stakeholders following a referral if a student will continue with formal identification or if the student will receive talent pool designation.</p> <p>12.02(2)(c)(iv) Weld RE-5J begins with a universal screener which is the latest version of the Naglieri. All students are tested using NWEA as a district assessment data point. Teachers complete SIGS inventories and parents complete the Scales for Identifying Gifted Students (SIGS) parent inventory. We use Colorado Measures of Academic Success (CMAS), and Scholastic Aptitude Tests (SAT) data as part of the body of evidence as well. In</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 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</p>	<p>some circumstances, the KBIT and/or the Torrance Test of Creative Thinking is given at the elementary level to gain further insight into a student's strengths. The Cognitive Abilities Test (CogAT) is administered if there is potential and the Naglieri screener does not provide a score that would place the student in the talent pool. We have also developed a district wide portfolio system to be considered as part of the body of evidence as well for the talent aptitudes: Visual Arts, Performing Arts, Music, Dance, Psychomotor, Creativity and/or Leadership.</p> <p>12.02(2)(c)(v) The body of evidence includes formal assessment scores as well as inventories, observational scales and interviews conducted with teachers and parents. Assessments used in our district include:</p> <ul style="list-style-type: none"> • Cognitive tests that measure general intellectual ability such as the Naglieri and CoGAT, • Achievement tests that measure ability in a specific academic area such as NWEA, CMAS, Star Math and Star Reading In some cases, informal portfolio work is used as well. • Creativity tests that measure creative ability such as The Torrance Test of Creative Thinking • Observation Scales that glean information from classroom teachers and parents such as SIGS • Interviews or inventory check lists completed by the GT coach with teachers and parents. • Portfolio system used to gather evidence in the talent aptitudes <p>As recommended the body of evidence contains data to identify the strength area defined and these same categories are used in data collection and for developing the ALP.</p> <p>12.02(2)(c)(vi) The Weld RE-5J GT team completes formal identification each year which currently includes 8 members, 1 of which holds a certificate in Gifted Education and 1 the is pursuing GT endorsement. This team meeting takes place in August each year prior to the start of the school year but identification can take place any time if the body of evidence warrants it. The team reviews each case and comes to agreement on either formal identification, watch list, or no placement.</p> <p>12.02(2)(c)(vii) Weld RE-5J's GT team utilizes the following procedures for determining identification or talent pool designation:</p> <ul style="list-style-type: none"> • As outlined in our handbook, a 95th percentile or above is the rating used in our district to determine exceptionality. • The only exception is an 85th percentile can be scored on the initial screener to become part of the talent pool but will not be used as a qualifier unless it is a 95th percentile. • We will also take into consideration any normed data a parent provides from outside sources from testing they have had done. • We will also conduct interviews, look at classroom performance, and consider exceptional placement in competitions as part of the body of evidence. • When only cognitive ability assessment data meets criteria in a body of evidence, Weld RE-5J may determine that the student is identified with general or specific intellectual ability since this identification meets the condition of portability. <p>12.02(2)(c)(viii) A letter is sent home to parents once final determinations have been made and a copy is placed in the students cumulative GT file which includes all documents that were utilized to determine giftedness are placed in the student's cumulative school file.</p> <p>12.02(2)(c)(ix) The 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 includes</p>	
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<p>the determination, and engage in the development and review of the student’s ALP.</p>	<p>notification letters during the process, parent and student involvement during the ALP meetings, questions and concerns are addressed during ALP meetings, and parents are encouraged to reach out to the building GT coach or the district GT coordinator if need be.</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 exceptionality/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>12.02(2)(d) Talent Pool 12.02(2)(d)(i) Weld RE-5J maintains criteria for exceptional ability to mean, 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age peers.</p> <p>12.02(2)(d)(ii) A body of evidence is utilized to determine exceptional potential, if criteria on a single assessment tool is scoring below the 95th percentile for the normal qualification procedure.</p> <p>12.02(2)(d)(iii) Students scoring in a screening assessment or results from observation/performance assessment tools within the range of 85th percentile to 95th percentile will remain in the talent pool while further data collection and observation occurs to determine identification or talent pool status.</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>12.02(2)(e) Identification portability is based upon using the exact state identification documents to ensure portability. These charts, developed by CDE, are included in our handbook as a guide to identification for staff and parents. Narratives are also included for further clarification. Weld RE-5J has implemented procedures for statewide portability of identification that includes, but may not be limited to:</p> <p>12.02(2)(e)(i) Weld RE-5J has adopted the process of inserting a blue file folder into the cumulative record file specifically for GT documents only. At the high school level, a student is sent with their entire GT file upon withdrawing from high school in addition to the transfer process conducted by the counseling office.</p> <p>12.02(2)(e)(ii) GT coaches will consult with parents, students, and former school about evidence brought in from another district within 45 days of the new enrollment.</p> <p>12.02(2)(e)(iii) If the GT coach cannot gain adequate information from the former in state school, the student will be re-evaluated according to our district process and standards. If a student transfers from an out of state district, the GT coach will consult with parents and the students but ultimately the student will be re-evaluated if the evidence is inconclusive from an out of state school. Reviews of any incoming GT files from in state or out of state will occur within the first 45 days of enrollment to the school district. GT coaches are alerted by admin and support staff if a new student has enrolled that possesses a GT file and ALP. The GT coach will review the file within 45 days of enrollment to the district to determine if the evidence is conclusive of the identification. If so, the GT coach will view the ALP to make sure it is up to date with the current school year and have a conversation either in person or over the phone with the parents and students to ensure their awareness of the ALP and the goals listed. If the ALP is outdated, the GT coach will schedule a meeting with parents, the student, and the classroom teacher to update the ALP for the school year. If it is determined that the evidence is inconclusive, the student will be re-evaluated.</p>	

	<p>12.02(2)(e)(iv) Communication to parents will occur within 45 days of the student’s start date. Communication will include information about how the 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 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) Weld Re-5J develops an ALP for every gifted student identified and tailors it to the student’s determined area(s) of giftedness, interest, and instructional and affective needs. ALPs are considered in the educational planning and decision making for a student’s programming and transition needs. ALP information at the high school level, is incorporated into the student’s individualized career and academic plan (ICAP) and conversations are held among the student, GT coach, counselors, and parents.</p> <p>12.02(2)(f)(i) Weld Re-5J’s ALPs are confidentiality maintained and include a body of evidence that creates a profile of the student’s giftedness, strengths, interests, goals, programming, and note areas that are being monitored as possible unidentified strengths.</p> <p>12.02(2)(f)(ii) ALPs are written specifically with each student and updated yearly to include the following elements:</p> <ul style="list-style-type: none"> • General demographic information including area of Identification and Synthesis of Body of Evidence • Student Interests and Extra Curricular Activities • Student goals are standards-based related to the student’s strength area. Goals include one standards-based goal in the student’s strength area, and one affective goal. • All ALP’s district wide will be written in standards-based format. • Weld RE-5J progress monitors the goals indicated in the ALP and monitors for additional previously unidentified strengths. • In order to create meaningful goals for an identified student, the parents and student are asked to give input. • Affective goals are written in to develop personal, social, communication, leadership, cultural competency. • Collaboratively, the team works to develop an affective goal that is meaningful and appropriate for each student and it is documented in the ALP. • Goals are written in a SMART goal format so they are measurable for all stakeholders. <p>12.02(2)(f)(iii) A description of supplemental curricular, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available within Weld RE-5J include, but are not limited to:</p> <ul style="list-style-type: none"> • Extra Curricular Activities <ul style="list-style-type: none"> -Competitive sports/activities (e.g., swimming club team, chess team) - Recreational sports/activities (e.g., biking with family, camping) - Skill development activities (e.g., music lessons, cooking classes) - Clubs - Family-recommended religious organizations and activities - Civic organizations - Collections/hobbies - Academic Games - Student Council - Before/After School Enrichment Classes - Academic Contests 	

	<ul style="list-style-type: none"> - Summer Program(s) in Strength Area(s) - Community-Sponsored Activities - District Sponsored GT Events • Parental Involvement Seek out community resources to enrich and extend my child's passion areas <ul style="list-style-type: none"> - Support the child with content extensions - Monitor child's progress - Attend parent, teacher, student conferences to review academic achievement and social-emotional development - Provide homework space and time - Demonstrate interest in child's school life - Talk about homework with child - Model mistakes and humor in fixing mistakes - Expect school attendance - Help child be organized for school - Celebrate school successes - Assist child with realistic life goals and aspirations - Encourage child to participate in community service - Support child by transporting him/her to GT activities - Help child to participate in organized activities such as scouts, church groups, chess, or sports teams for socialization and/or leadership skills - Provide child with special music, drama, or art lessons in their area of strength - Communicate directly with school staff when questions arise - Encourage student to communicate with teachers when questions/concerns arise - Provide a homework space that is free of distractions • Strategies/Interventions <ul style="list-style-type: none"> - Research on particular subjects of interest - Use of extension menus on assignments & projects - Flexible grouping - Opportunities to pretest out of content & do extension projects - Use of technology for projects - Compacting curriculum & providing extension activities - Accelerated class placement upon meeting criteria - Online course study - Career study - Job shadowing/mentorship - Recommended Extra-curricular activities - Other: Provide strategies and support to improve in areas needed; Provide demonstrations, experiments, & graphic organizers; Research careers dealing with non-verbal strengths; Exploration of strategic games and puzzles; Sudoku and other problem solving puzzles; Drama/Theatre activities; Provide organized learning environment; Explain the big picture; Help student organize materials; Summarize learning; Limit distractions (visual and auditory); Allow student freedom to move, doodle, manipulate etc.; Provide natural or subdued lighting; Provide focus on the learning objectives; Use of advanced organizers; Hands on approach manipulating forms or objects; Visual aids/clues rather than verbal (examples: visual schedules, sight words, vocabulary words, lists of transition words/phrases); Sequential steps; Use of maps, symbols, pictures, videos, overheads, graphs, maps, PowerPoint, media programs; Use of mind or concept maps; Use of visualization; Brainstorm using illustrations, mind maps and models; Use of kinesthetic (drama, movement, manipulatives); Careful seating to avoid distraction (windows, open doorways, etc.); Reflective though active exercises (question-write-pair-share) and brain-storming sessions; Note taking with use of pictures; Help with visual cues and associations for memorization. 	
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<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>	<ul style="list-style-type: none"> • Learning Structure <ul style="list-style-type: none"> -Classroom with flexible grouping - General education with peer tutoring - General education with cluster grouping - Classroom with cross-grade grouping - Special interest clusters - General education with resource room - General education honors classroom - Magnet classroom - School within a school - Advanced Placement - International Baccalaureate - Magnet School - School for gifted students • Increase Rate of Learning <p>*By: Subject-based Acceleration:</p> <ul style="list-style-type: none"> - Curriculum compacting - Testing out - Post secondary options - Independent study - Online learning - Concurrent/Joint enrollment <p>*Grade-based Acceleration</p> <ul style="list-style-type: none"> - Grade skipping - Multi-age classrooms - Early entrance to middle/high school - Early admission to college <p>*Content Extension (Depth, Complexity, Novelty)</p> <p>*Higher Order Thinking Skills (Critical, Creative)</p> <p>12.02(2)(f)(iv) Progress monitoring occurs during building level parent-reporting times and notes are written in the student's ALP to update the progress towards ALP goals. This can occur more frequent if needed.</p> <p>12.02(2)(f)(v) At Weld RE-5J personnel involvement in ALP development and in the progress report meetings includes:</p> <ul style="list-style-type: none"> • Students, teachers, GT coaches, and parents, at times an administrator may be involved in the ALP development as well as the annual ALP meeting. • Progress monitoring is communicated to parents in a variety of ways including phone call, emails, parent teacher conferences, or written notification that is sent home. • Signatures are acquired on the ALP from all parties involved. 	
<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)</p> <p>12.02(2)(g)(ii) Teachers are informed by the GT coach in each building if a student in their class had an ALP. Teachers will either take part in the development of the measurable ALP goals (most likely at the elementary level), or will be asked to support ALP goals if they do not take part in the actual writing of the goal (most likely at the middle school and high school level). Even if teachers do not take part in the actual writing of the goal, the goal will be standards aligned so that teachers can easily address the goals within the classroom and provide evidence of achievement. GT coaches will assist in the writing of goals but will not be the sole custodian due to teacher and parent involvement with either writing or supporting the goals.</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>12.02(2)(g)(iii) Students are always present at the ALP meeting and are asked many questions by the GT coach and teacher in order to obtain valuable student input into the ALP.</p> <p>12.02(2)(g)(iv) A copy of the body of evidence and the yearly ALP document are placed in the student’s cumulative file each year in a blue folder designated solely as a GT file of record. A formally identified student is also flagged in Infinite Campus as a student who has an ALP. The flag in Infinite Campus alerts classroom teachers that an ALP exists and prompts them to locate it within the system. ALPs are updated at in the fall of each school year.</p> <p>12.02(2)(g)(v) ALP progress is reported when the ALP is developed, and at building level report card periods. Students at all levels are encouraged to contribute, participate, and led the direction of the ALP.</p> <p>12.02(2)(g)(vi) Weld RE-5J shows evidence of parent engagement and input in ALP development and the review progress by maintaining signatures on ALP documents at the ALP meetings and survey information obtained during the identification process.</p>	<p>12.02(2)(g)(iii) The use of a Google Survey is being explored at the high school level to engage high school students in the participation of the ALP development.</p>
<p>Programming 12.02(2)(h)</p> <p>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)</p> <p>12.02(2)(h)(i) The components, options, and strategies offered in Weld RE-5J address the educational needs of gifted students through a variety of approaches both in and out of the classroom. Within the classroom, differentiation techniques, depth and complexity, project based learning, and the use of menus have been implemented Additional components to gifted education include:</p> <ul style="list-style-type: none"> • Grade and content acceleration • Above grade level online learning opportunities • Cluster grouping • Advanced and honors level classes • Cross grade grouping • GT pull-out enrichment • GT enrichment classes • Secondary level GT students mentoring elementary level GT students • Social Emotional Lunch Bunches and Break-out sessions • Professional workshops for student with published authors • GT Seminar • Science Fair and National History Day • Work with College in Colorado for ICAP • Pre-AP and AP classes • Concurrent enrollment and Dual Enrollment • Independent Study • Acceleration through online learning • Certificate Programs through Aims community college • STEM certification through CSU • Wide range of elective classes • Senior Seminar • Multitude of extra curricular opportunities that can capitalize on leadership, creativity, and public speaking 	

<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>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p>	<ul style="list-style-type: none"> • Advanced math classes at the middle school level in 7th and 8th grade • STEM as an elective class at the middle school level • Robotics as an elective class at the middle school level • Sphero Club during the school day at the charter school open to K-8th grades • Junior Great Books <p>12.02(2)(h)(i)(A) Programming aligns with ALP goals. Students identified in specific academic areas are placed in advanced tracks of that area or instructed using differentiation strategies to service for the student at an appropriate challenge level. In non-academic areas of identification, ALP goals are written to align to the programming that is offered or to accommodate outside programming. When Weld RE-5J does not have needed programming accommodations outside programming by adjusting the student's schedule or platform in which they learn content (e.g., online options).</p> <p>12.02(2)(h)(i)(B) The delivery of programming at different levels spans a variety of techniques that include compacting curriculum, acceleration of content by a full year, testing out of content coupled by either acceleration or extended learning opportunities, differentiation techniques including project based learning & extension menus, Depth and Complexity, pull-out, cluster grouping, cross grade grouping, independent studies, online learning, and concurrent enrollment opportunities. Weld RE-5J has implemented, to a high degree, the use of pre-tests to determine mastery of content. If a student scores at a level that shows mastery, teachers then design alternative curriculum for those students and excuse them from the work the rest of the class is doing for that unit. GT coaches in each building are available to help teachers design curriculum for students who have passed pre-tests.</p> <p>12.02(2)(h)(i)(C) Depth and complexity training has been provided to staff district-wide with emphasis at the secondary level. GT coaches in each building are available to help teachers design curriculum, instruction, and methods for students.</p> <p>12.02(2)(h)(i)(D) Affective goals are written to ensure service is available that will address the goal effectively. Examples would be counseling support, teacher support within the classroom, support through clubs and organizations, GT coach support, and support through specialized enrichment classes. This can involve meetings, counseling sessions, enrichment classes, daily check-in and check-outs, and connections with parents. In addition, Weld RE-5J offers Social Emotional lunch bunch meetings and/or break-out sessions to our students.</p> <p>12.02(2)(h)(i)(E) Diverse content options are provided as indicated above which can be tailored to meet student’s areas of strength</p> <p>12.02(2)(h)(i)(F) Each building in Weld RE-5J may offer unique opportunities, therefore the district team meets every year to discuss and evaluate programming district wide as well as within their own buildings. The team however, is aware of what is offered as students move from one level to the next, or perhaps transfer to a different elementary in the district. We have published menus on our district website that articulate programming options at each level to provide valuable information to staff and community about our programming.</p> <p>12.02(2)(h)(i)(G) Honors level courses are offered at the 9th grade level which translate into Pre-AP courses at the 10th grade level. This structure was implemented several years ago to prepare students for AP level or University level course work once they become</p>	<p>12.02(2)(h)(i)(F) The stated menus on the website need to be published and maintained.</p>
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<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>juniors and seniors. Some identified students have been accelerated in specific content areas however and are able to enroll in AP courses as early as the 10th grade year.</p> <p>12.02(2)(h)(i)(H) GT coaches, staff, parents, and the student are involved in the development of the ALP where programming is discussed and considered when developing the ALP goals. The GT coach will work closely with counselors, teachers, and admin to ensure the programming is matching what is outlined in the ALP. This will be evident through documentation during progress monitoring checks with the student.</p> <p>12.02(2)(h)(i)(I) ICAP is implemented at the middle school level and continues through 12th grade. Students begin the process of post-secondary options by taking interest inventories, completing research on chosen occupations, uploading documents supporting their portfolio, completing job shadowing requirements, and completing community service. In addition, all seniors are required to take senior seminar in order to graduate where they finalize their ICAP portfolio as well as complete financial aid documents, fill out job and college applications, fill out scholarship applications, complete community service, and come to a final determination of their path after high school.</p> <p>12.02(2)(h)(i)(J) AP level courses, con-current enrollment options both on and off our campus with a partnership through the University of Northern Colorado and Aims Community College, and certificate programs. We also have concurrent enrollment options through BYU using an online format.</p> <p>12.02(2)(h)(ii) Addressing underachievement in identified students certainly includes counseling sessions with school counselors, conferences with GT coaches, partnerships and close communication with parents and teachers, weekly check-in plans, planner checks, before and after school assistance in content with teachers and/or tutors, and goal setting. Building level MTSS process are utilized as a problem solving process when a gifted student is underachieving.</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>12.02(2)(i) The comprehensive program plan shall describe Weld RE-5J's procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Weld Re-5J's UIP addendum follows state accreditation and includes a disaggregated data analysis of identified student performance by which district GT goals are set. The Weld RE-5J School District is fully accredited and meets all requirements of CDE. The GT program follows all requirements and rules of the state.</p> <p>12.02(2)(i)(ii) Affective goals are address each year during the ALP process and documented as to whether the student achieved their goal. Affective goals are also addressed in the progress monitoring notes included in the students ALP.</p> <p>12.02(2)(i)(iii) All goals are written in a measurable manner so that evidence can be provided to determine whether or not the student actually met their goal. GT achievement and growth is disaggregated as requested by the state in UIP reporting.</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>12.02(2)(i)(iv) The district team has conducted surveys of stakeholders (parents, students, teachers and admin) to obtain feedback and determine areas of strength in addition to areas in need of improvement.</p> <p>12.02(2)(i)(v) The information gleaned from the surveys is reported to stakeholders in one of the following ways: email, given in hard copy at parent teacher conferences, given in hard copy during ALP meeting, or published on district website. Surveys are conducted in the spring every other school year and reported to stakeholders by the fall of the next school year. The district GT team presents to the school board during the fall when results are published. The content of this presentation includes an overview of the program, results of the survey and next steps for sustained program improvement.</p>	<p>12.02(2)(i)(iv) Weld Re-5J is exploring the option of using the Gifted Education Quality Assessment Rubric as a program self-evaluation tool to internally monitor our progress.</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>12.02(2)(j) Personnel information for Weld RE-5J:</p> <p>12.02(2)(j)(i) The plan for personnel for Weld RE-5J who provide instruction, counseling, coordination and other programming for gifted students is to employ an individual in the coordinator position whom is qualified personnel with endorsement or an advanced degree in gifted education or in pursuit of said qualifications. Further the plan for personnel at the building level is to provide 1 stipend to each of the six buildings for a GT Coach.</p> <p>12.02(2)(j)(i)(A) Weld RE-5J employs a GT District Director whom is responsible for the management of the program plan and submitting all required documents to CDE for the district and a GT district coordinator whom is responsible for setting district level meetings, creating agendas for those meetings, attending state level director's meetings, implementing new requirements and rules into the district program, completing all state level reporting, executing professional development offered at the district.</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 teachers and personnel, Weld RE-5J will continue to offer and engage in book studies related to improve participants skills and participation in the regional professional development opportunities, knowledge and expertise in the area of gifted education.</p> <p>12.02(2)(j)(i)(B)(II) To increase the number of qualified personnel providing instruction to gifted students, Weld RE-5J will offer the book studies to any staff interested. Further, Weld RE-5J will encourage staff that are interested in pursuing higher degrees in gifted education to do so and will offer information about grant opportunities when available.</p> <p>12.02(2)(j)(ii) Weld RE-5J has made a good faith effort to hire and retain one half time coordinator who is working towards their GT endorsement to administer and monitor the implementation of the district's GT program.</p> <p>12.02(2)(j)(iii) Weld RE-5J has employed 1-2 individuals at each building for ALP writing and monitoring, and at times to provide differentiated instruction for gifted students. These individuals also provide building level coaching to other teachers on how to differentiate instruction for gifted students.</p> <p>12.02(2)(j)(iv) Weld RE-5J collaborates with the University of Northern Colorado (UNC) to provide online educational classes for the staff to access. The current coordinator is attending classes at UNC for the GT Endorsement and will do so for the next 2.5-3 years.</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>12.02(2)(j)(v) Weld RE-5J meets the federal requirements for highly qualified in the core academic areas 100%.</p> <p>12.02(2)(j)(vi) Weld RE-5J do not fund paraprofessionals with GT grant funds and they are not sole instructional providers.</p> <p>12.02(2)(j)(vii) The plan for Weld RE-5J to support 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 includes past experiences of book studies, attendance of the CAGT conference, workshops provided by UNC staff, and summer symposium attendance. For the future, Weld RE-5J will continue to support educators in their quest to increase their understanding of gifted education by providing information on additional educational opportunities, maintaining a “library” of educator resources of gifted education, and encouraging individuals to earn their GT masters degree, endorsement, or certification.</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)</p> <p>12.02(2)(k)(i) An annual budget plan is submitted to the state that reflects state funding and contributing funds by the district. The budget includes funding committed by Weld RE-5J and funding requested from CDE. Funds requested from CDE are used in the following matter:</p> <p>12.02(2)(k)(i)(A) Funds are used to support salaries for licensed or endorsed staff that serve gifted students. This includes the district GT coordinator and building level coaches.</p> <p>12.02(2)(k)(i)(B) Funds are used to support professional development for gifted education. Past examples include professional workshops addressing reading and writing provided to staff and students at the elementary and middle school levels, this included bringing in a published author to offer professional development to both staff and students.</p> <p>12.02(2)(k)(i)(C) Funds are used to support program options and school counseling or affective guidance specific to support gifted students and ALPs. Past examples include CAGT conference fees and stipends provided to counselors.</p> <p>12.02(2)(k)(i)(D) Funds are used to support materials used in instructional programming for gifted education. Past examples of items we have done for our GT students include the purchase of Junior Great Books materials and professional development as an added programming option, materials for robotics clubs at different building, STEM lab materials, Mindware materials for GT enrichment classes, and field trips for GT seminar participants and GT enrichment classes.</p> <p>12.02(2)(k)(i)(E) Funds have not historically been used for administrative costs.</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 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>12.02(2)(k)(ii) Weld RE-5J does not contract with other AU's to establish and maintain gifted programming.</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>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>12.06 Procedures for Disagreement are outlined following the above recommendations: method to express, discussion in a timely manner, notice of decision, and opportunity to be heard. This protocol is outlined in our GT Handbook under Procedures for Disagreement and is readily available to all stakeholders by accessing the district website. The plan is as follows: 1. It is the intent of the Weld RE5J School District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding Gifted and Talented identification, ALPs, and services/programming should be brought first to the Gifted and Talented coach or counselor at your child's school. Students are encouraged to talk with the Gifted and Talented coach or counselor to address any questions, issues, or concerns. The Gifted and Talented coach and/or counselor will work with parents and students to resolve any questions, issues, or concerns by students or parents/guardians. New information and/or data may be introduced by the parents/guardians. 2. If the student and/or parents/guardians are not satisfied with the response by the Gifted and Talented coach and/or counselor, they should then contact the building principal. Through collaboration with the student, parents/guardians, counselor, and Gifted and Talented coach, the principal will resolve the questions, issues, or concerns. 3. If the student or parents/guardians are not satisfied with the resolution at the building level, they may appeal in writing to the superintendent within 10 school days after receiving the building level response. The superintendent will review the process and</p>	

	<p>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)(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. <input checked="" 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 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>	