



# COLORADO

## Department of Education

### Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Sheridan School District 2		Fiscal Year: FY 2020-2021
AU Address 4150 S Hazel Ct		
City Englewood,	State CO	Zip Code 80110
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Gifted Education Program Director Signature		
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Superintendent Signature		

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

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

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



Exceptional Children's Education Act Program Element	Please describe how the element is currently implemented in the AU. Address every article of law in each element.	
<p><b>Procedures for Parent, Family, and Student Engagement</b> 12.02(2)(a)</p> <p>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>	<ul style="list-style-type: none"> <li>• In Sheridan Schools we believe in inclusivity for all students demonstrating advanced potential. In a district with a high poverty, minority and social dynamic the identification process can be challenging. We encourage all staff to refer children who they believe demonstrates potential in any area. The GT staff will follow up with gathering a body of evidence to support the referral or support the identified area.</li> <li>• Parents are informed about access to identification procedures via the district website, highlighted in school newsletters, sent to families of nominated students, school counselors, GT Building Lead teachers and other staff members who are watching out for students who might benefit.</li> <li>• Educating parents and families about giftedness or parenting gifted students is done via quarterly gifted family nights, at various school events where we are included on the agenda, SEAC meetings and other community events. Mailings at beginning of each school are sent with a master calendar to share yearly dates/events.</li> <li>• Electronic newsletters are sent to families every other month with pertinent updates.</li> <li>• At the beginning of the year community BBQ, information is shared at a table set up for questions and information.</li> <li>• Combined GT and SPED monthly parent meetings are held with SEAC.</li> <li>• An open communication philosophy between community and gifted education support staff is established and works well within our small district.</li> <li>• Information about involvement and progress reporting occurs at SEAC meetings, at school parent/teacher conferences and 2x/year report out to the Board of Education.</li> <li>• Programming options available to students varies according to level. Students at the elementary level are cluster grouped. Secondary students are grouped in Honors Courses depending on their talents and skills. Core classes, electives, before/after enrichment opportunities, AP courses and ACC courses are also available to enhance academic progress.</li> <li>• Information about concurrent enrollment is highlighted at events above and via communication strategies listed above. Students take the AccuPlacer test to determine potential involvement in concurrent enrollment courses with institutions with whom we work. Our partnership with ACC continues to grow and meet the needs of our advanced learners.</li> <li>• Involvement in college and career planning is part of iCap and ALP goals established between/amongst student/parent/teacher. Student ALPs and/or iCaps include information/goals about college/career planning. School level counselors also support this effort at their respective buildings.</li> </ul>	

	<ul style="list-style-type: none"> <li>All communication and information is sent in English and Spanish and translators are available at all events. This is a non-negotiable expectation throughout our district.</li> <li>Parents and families are involved as noted above. We combine our efforts with SEAC because many of the involved parents have 2e learners. We conduct monthly meetings. Agenda items include updates and opportunities about giftedness for both children and adults, generally include food/treats, and almost always include giveaways such as a book or mind puzzles. These sessions are conducted in English/Spanish as needed. Information from informal surveys is used to determined presentation topics.</li> </ul>	
<p><b>Definition of “Gifted Student” 12.02(2)(b)</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>The written definition of giftedness for SSD2 is the same as the state definition.</p>	
<p><b>Identification Procedures 12.02(2)(c)</b>          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>	<ul style="list-style-type: none"> <li>Anyone may refer a student to the GT Coordinator, GT Resource Teacher or any GT building leads for assessment at any time during the school year. The GT Coordinator and/or the GT RT will collect data and present the student data to the GT Committee for discussion and determination of identification. Once the determination is made, communication to parents, teachers, and other pertinent staff is completed, including flags in IC and ALP goals.</li> <li>The process for identifying students who meet definition criteria includes a documented process/checklist that lists all essential and optional identifying components. Then, a Data/Identification team reviews folders of nominated students and makes recommendations to the GT Coordinator.</li> <li>Method(s) to ensure equal and equitable access for students of all populations includes information dissemination to ALL staff members in every building. Each July all building administrators are updated on the GT processes and expectations for GT identification and programming.</li> <li>All students nominated are reviewed by the Data/ID team. Universal screening occurs in the fall of 2<sup>nd</sup> Grade. Top “15%” screening takes place in the Spring of Kindergarten. PSAT is given in the Fall of 8<sup>th</sup> grade. All three of these processes are used to assure ongoing identification and screening at K, 2<sup>nd</sup>, &amp; 8th grade levels in SSD2.</li> <li>Anyone can refer from a variety of sources and screening procedures, including self-nomination by students. When a referral is made, a folder is created to collect the BOE. When the identification is complete, a BLUE GT/ ALP folder is created with the BOE and placed in the student’s cumulative folder at the school site, where additional data and records are added as need through graduation.</li> <li>We work diligently to meet the 30-day goal, but with a .4 FTE Coordinator and a .2 Resource Teacher, we do not always make this goal. We have strategized for more effective meeting of this goal by</li> </ul>	

<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 the determination, and engage in the development and review of the student's ALP.</p>	<p>"grouping" students who need similar tests administered, by scheduling non-contact days with teachers in class so that assessment/interviews can occur more expediently, and by using our quarterly Data/ID team meeting dates to review nominated students' Bodies of Evidence.</p> <ul style="list-style-type: none"> <li>• Assessments that align with identification in all domains of giftedness and in underrepresented populations are used, including NNAT, CogAT, PSAT, SIGS (home and school), interviews and others as needed. The CDE Chapter 3 identification process is followed.</li> <li>• The GT review team/ Gifted Data/Identification committee has a primary grades representative, a high school representative, our Gifted Resource Teacher, a 3-8 school member, and our district's Director of Data and Assessment. All have been trained and have extensive knowledge in gifted education. Determination of identification is in a specific area OR Talent Pool designation is established at this time. Talent Pool students will be monitored. Identified students will be placed in cluster classrooms in grades 1-5 and programming will begin that matches area of strength and needs in grades 6-12 through honors courses, content acceleration, or concurrent enrollment.</li> <li>• A determination letter for parents and school files describing decision of the review team is completed and available in both English and Spanish. Letters are sent in the mail to parents whether students are identified or not. Hard copies are in student folders and electronic copies are housed in the GT Coordinator's computer.</li> <li>• A communication procedure with parents to make them aware of and understand identification results, options and development and of ALP begins with a personal phone call. The above mentioned letter is sent as a follow up and confirmation. The letter ends by notifying parents that they will be invited to be involved with the ALP development and includes the date and time for the meeting that was discussed during the phone call.</li> </ul>	
<p><b>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool</b> 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 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>	<ul style="list-style-type: none"> <li>• Criteria for determining exceptional ability or talent pool is based on the 95% qualification data point for the tool used to determine such ability.</li> <li>• Multiple data points are collected in a body of evidence.</li> <li>• Both qualitative and quantitative data points are used.</li> <li>• One data point neither qualifies or disqualifies a student's identification.</li> <li>• A committee reviews the body of evidence and determines next steps for the student- identification and programming, talent pool and programming or status quo.</li> <li>• Talent area determination is completed using rubrics and other resources from J Hartounian books. Other districts have shared their rubrics and documents as well.</li> </ul>	

<p><b>Identification Portability 12.02(2)(e)</b>                  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>	<ul style="list-style-type: none"> <li>• Portability of identification is implemented and followed according to CDE guidelines.</li> <li>• Upon receiving out of district ALPs, they are reviewed within the 45-day expectation (typically within 10) so that appropriate class and course placement occurs to meet the student needs.</li> <li>• Parents are contacted for further information and to discuss goal setting and to get any new or updated information about the learner.</li> <li>• Previous school is contacted to assure proper placement and to gain any other insights or needs pertinent to the learner.</li> <li>• For students exiting our system, upon request from the receiving school, the cumulative folder is sent, which includes the blue ALP folder that houses the body of evidence for identification, past and present ALPs that include goals, and areas of strength.</li> </ul>	
<p><b>Advanced Learning Plan Content 12.02(2)(f)</b>                  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>	<ul style="list-style-type: none"> <li>• An ALP is developed for every gifted student according to the student’s strength area(s), interests, and instructional and affective needs using the Google Forms and Infinite Campus. ALP forms include student strengths, areas of growth, data and goals including those in identified areas, affective goals, and career/future goals.</li> <li>• The ALP is considered in planning for post-secondary readiness. Currently students are asked to consider a goal about the post-secondary options and we support student goals as best we can through mentors, explorations or work apprenticeships.</li> <li>• No transition process from level to level is needed as we are a small district. ALPs transition from building to building is done electronically in Infinite Campus. A hard copy moves from building to building within the student’s cumulative folder. ALP hard copies are given to teacher s each year before they receive their new students so that they have awareness of their identified students and their strengths, needs, and goals.</li> <li>• The ALP includes a student profile.</li> <li>• Annual, standards-aligned academic SMART goals are developed with the student that aligns with the student’s strength area(s). Clusters/honors teachers are developing ALPs with students, sharing drafts at conferences and then finalizing the document.</li> </ul>	

<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>	<ul style="list-style-type: none"> <li>• Affective SMART goals reflect development of personal, social, communication, leadership, and/or cultural competency based on individual need and student input.</li> <li>• ALP progress on goals is completed twice a year at fall and spring parent conferences, input and clarification is sought and signatures are collected for accountability.</li> <li>• ALP development includes teachers(s), student, parent and support staff as appropriate: See description above.</li> <li>• Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP, especially with limited time.</li> <li>• Students are active participants in the ALP process. They create and own their SMART goals.</li> <li>• ALPs are managed within the secure school cumulative record system and are transferred between grades and school levels. ALP Body of evidence information is housed in blue folders. ALPs themselves are housed in the Infinite Campus system and are accessible to those working with identified students.</li> </ul>	
<p><b>ALP Procedures and Responsibilities</b> 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</p>	<ul style="list-style-type: none"> <li>• ALP paper copies are housed in blue "gifted folders," and electronic versions are housed in Infinite Campus. We have several historical ALP drafts for students in their blue folders documenting the data collected for the body of evidence.</li> <li>• Recently, we have begun using a simplified template for student/parent use via Google Forms. That information is then synthesized by classroom and/or resource teacher, then all is reviewed at conference time.</li> <li>• Annual strength/area of need/affective/future career goals are developed with students, families, and teachers. They are standards based and in SMART format. Parent signatures are collected during the review and / or during conferences.</li> <li>• Goals related to personal/social/communication/leadership/others are contained in ALPs. Affective groups occur at the high and middle school levels.</li> <li>• ALPs are reviewed at the beginning of each school year and individual goal setting conferences are held so students can determine their academic and affective goals for the school year. Goals are monitored 2x throughout the year and are closed out in May of each year. Parent signatures are collected in October and May of each year.</li> <li>• Use of bibliotherapy is used at the Elementary Level</li> </ul>	

<p>continue with ALP implementation and continue to engage parents in the process.</p>		
<p><b>Programming 12.02(2)(h)</b>                  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>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 course);</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>	<ul style="list-style-type: none"> <li>• The foundational philosophy for GT programming used in SSD2 is the Autonomous Learner Model. Each GT Cluster, honors and ALM/GT elective teacher is provided a copy of the Autonomous Learner Resource book to assist in programming, planning and activity engagement for gifted learners.</li> <li>• Cluster grouping strategies are used at the elementary grades. We cluster group identified gifted students into one classroom per grade level where the classroom teacher receives professional development opportunities and has the support of a gifted resource teacher that works part time in the classrooms. At the Secondary grades, we provide honors and AP classes where gifted students are grouped together. Additionally, they have opportunities for subject acceleration and concurrent enrollment at community colleges and other institutions, mentorships or work apprenticeships as needed and available.</li> <li>• Our gifted resource teacher helps classroom teachers with MTSS levels of support and attempts to influence teachers to continue the practice when not present in the classrooms.</li> <li>• At the elementary levels, our resource teacher works with classroom teachers to support the affective needs of students. This is accomplished through modeling and dissemination of information. At the secondary grades, our gifted resource teacher co-plans and co-facilitates affective groups that meets every other week with topics selected by gifted students in collaboration with the school counselors.</li> <li>• Other provisions include: curriculum compacting, independent interest projects via the ALM, Jr. Great Books groups, and co-planning at the elementary level.</li> </ul>	
<p><b>Evaluation and Accountability Procedures 12.02(2)(i)</b>                  The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p>	<ul style="list-style-type: none"> <li>• Student academic and affective SMART goals are created in the fall by the students, monitored in the winter, and closed in the spring.</li> </ul>	

<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)(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>	<ul style="list-style-type: none"> <li>• The ALP goal evaluation process is completed with the cluster classroom teacher in grades 1-5. In grades 6-12, the GT Resource Teacher and school counselors collaborate with the students to complete the process.</li> <li>• ALP Goal Completion data is collected as to whether the goal was met or not met. Conversations are held to determine the success or lack of success of each goal between the student and the adult they are working with.</li> <li>• Programming surveys are completed every other year to gain feedback on what is working and what needs adjusted in the SSD2 GT Programming options. We welcome feedback and suggestions.</li> <li>• Interviews are conducted with graduating students to obtain feedback on the GT/ ALP experience. The data is used to evaluate and adjust programming options and structures. The interviews are conducted in a focus group type setting during a lunch meeting.</li> <li>• The GT Coordinator reports to the Board of Education twice during the school year. Demographic data, achievement data, goal setting data, perception data and data from CDE is shared. Goals are set around discrepant data for the purpose of improvement.</li> </ul>	
<p><b>Personnel</b> 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>	<ul style="list-style-type: none"> <li>• Personnel responsible for providing instruction, counseling and coordination of programming for gifted students includes the District Director of Exceptional Student Services, a GT Coordinator, a Gifted Resource Teacher, and each a Gifted Building Lead at each site. Together, this team helps coordinate gifted programming in the designated cluster classrooms (k-5) and supports other teachers in grades 6-12.</li> <li>• In terms of instruction, classroom cluster and honors teachers work in push-in collaborative manner and/or co-planning model with the Gifted Resource teacher.</li> <li>• Professional Development opportunities occur in the classrooms as well as facilitated after school with a menu of options that is shared with ALL district educators each semester.</li> <li>• The GT Coordinator is the designated person within the AU who is responsible for management of CPP.</li> <li>• A good faith effort by the AU is made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming Director of Exceptional Student Services is full time, Director of Gifted Education is a .2 allocation and our Gifted Resource Teacher, is a .4</li> </ul>	

<p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <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>allocation. Gifted cluster and honors teachers help administer our program.</p> <ul style="list-style-type: none"> <li>• Collaboration with universities and college support development of qualified personnel. We collaborate with Adams State and UNC to help with PD credits and sessions as well as sending students to SEP.</li> <li>• Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers.</li> <li>• Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers.</li> <li>• Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students with the "push-in" model.</li> <li>• SSD2 is will be joining the Metro Certification process to assure an ongoing record of teachers who are working toward or have earned their GT certification.</li> </ul>	
<p><b>Budget 12.02(2)(k)</b></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>	<ul style="list-style-type: none"> <li>• The majority of Sheridan's gifted funds come from state funding, are complemented by state grants, and are minimally supplemented by district funds. Together, these funds provide for the salary of the Director of Exceptional Student Services and funding of the Gifted resource teacher salary.</li> <li>• GT funds are also expended on gifted educational consultant fees, materials for classrooms and family involvement, stipends for Gifted Building Leads, conference registrations/fees, testing supplies &amp; materials, field trips, extracurricular activities for students and families, and other needs that arise.</li> <li>• GT Teacher, GT Coordinator and GT Building Leads are all either endorsed, or working toward endorsement in Gifted education. Remaining funds are used for materials, assessments, communications, conferences and professional development.</li> <li>• All GT expenditures are monitored by the district grants coordinator to assure proper expenditures.</li> <li>• GT Budget reports are completed each spring and fall as requested by CDE.</li> </ul>	

<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 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><b>Record Keeping 12.05(1)</b> 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><b>12.05(2) Inventory</b> 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><b>12.05(3) Student Education Records</b> The ALP documents shall be part of the student’s cumulative education record.</p> <p><b>12.05(4) Confidentiality of Student Education Records</b> 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><b>12.05(5) Maintenance and Destruction of Student Education Records</b> 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.</p> <p><input checked="" type="checkbox"/> Yes</p>	
<p><b>Procedures for Disagreement 12.06</b> 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</p>	<ul style="list-style-type: none"> <li>• Sheridan School District is an equal opportunity educational institution and does not unlawfully discriminate on the basis of race, color, national origin, sex, or disability in admission or access to, or treatment, in its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504 and ADA may be referred to the Executive Director of Exceptional Student Services or the Superintendent or to the Office for Civil Rights, U.S. Department of</li> </ul>	

<p>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>Education, Region VIII, Federal Office Building, 1244 North Speer Blvd, Suite 310, Denver, CO 80204, 303-844-2991. Similarly, if one disputes the findings of any of our gifted identification decisions, programming options or Advanced Learning Plan documents, dispute resolution would begin with the District’s Gifted Coordinator. Disputes or concerns will be addressed within 15 school days. If unresolved, the concern will proceed to the Executive Director of Exceptional Student Services and will be addressed within 15 days of receipt. Finally, the Superintendent has the ultimate say in any dispute or concern.</p> <ul style="list-style-type: none"> <li>• The statement was created collaboratively with staff, students and parents.</li> <li>• The statement is included on the GT Website and GT publications.</li> </ul>	
<p><b>Early Access 12.02(2)(f)</b>                  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>	