



## Administrative Unit

<b>Administrative Unit name:</b> Adams 12, Northglenn-Thornton - 01020	<b>Region:</b> Metro	
<b>Name of Gifted Education Director/Coordinator:</b> Jim Ellis, Kelly Teran	<b>Email:</b> ell020612@adams12.org, ter010033@adams12.org	
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**Name of Superintendent:** Chris Gdowski --The superintendent, in consultation with the GT Department and senior staff, is aware of and supportive of the Adams 12 GT program.

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

**Directions:**

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

## Procedures for Parent, Family and Student Engagement and Communication

Each of our schools publicizes the building level gifted identification testing date and processes. Various methods are used, such as school newsletters, website postings, announcements, and email notifications. GT Coordinators at each school are extremely helpful in communicating with families and guiding them to our identification information on our district website. Once a child is identified, a parent letter is sent home with information about the assessment data and the identified strength area(s). Each school offers various opportunities for parents and families about giftedness. Some offer parent information nights, coffee brunches, brown bag lunches, SENG groups, and regular communication. Our AU offers district wide SENG parent groups throughout the year facilitated by trained personnel. The district parent group does a phenomenal job in offering opportunities for parents regularly throughout the year. Collaboration and communication with families is highly encouraged, supported, and expected, which includes formal parent contact and progress reporting at least three times a year and ongoing informal contact. Parents and families are highly encouraged and invited to participate in site-based and district wide opportunities to contribute and support our community. Such events include celebrations, stakeholder input events, informational meetings, decision-making opportunities, volunteer drives, and many other student focused events and community service.



Programming options vary by school based on need, which include advanced academic programming, acceleration, concurrent enrollment, enrichment opportunities, individualized instruction-independent study, and affective support. Concurrent enrollment and college and career planning is described in superintendent policy 6285. All students will begin college planning in 6th grade through "College in Colorado." By their 9th grade year, families are notified by CCHE of the higher education admission requirements. The district will make information available about the courses that meet these requirements. Beginning in 9th grade, students participate in the ICAP, which includes the exploration of post-secondary options and the alignment of coursework and curriculum. Concurrent enrollment is offered to students in grades 9-12 and requires an application and academic plan of study that aligns with their ICAP to determine eligibility. The proposed courses must exceed the courses provided by the district in rigor and scope. Approved students and courses will earn the student high school graduation credit and payed for by the district. The ICAP process is differentiated for gifted students through the use of Naviance surveys to complete the requirements of the ALP. Students will focus on the workforce readiness goal and blend it with the identified strength area academic goal for the ALP. NAGC standards are used to select an affective goal. All AU and site-based communication to families is also published and sent out in Spanish. Items in any other language can be submitted to our translation department.

### **Revision 3.17.17**

The ICAP process is differentiated for gifted students through the use of Naviance surveys to complete the requirements of the ALP. Students will focus on the workforce readiness goal and blend it with the identified strength area academic goal for the ALP. NAGC standards are used to select an affective goal.

**TARGET:** The AU will continue implementing the required procedures for parent, family, and student engagement, and communication to maintain the highest level of services.

The superintendent, in consultation with the GT Department and senior staff, is aware of and supportive of the Adams 12 GT program. Various components of the GT program have been written into Adams 12 Superintendent Policy, which is also approved by the School Board. For example, the AU's Acceleration Policy, Concurrent Enrollment Policy, and Early Access Policy have been approved and written into Superintendent Policy.

## **Definition of "Gifted Student"**

The AAGS Department will work toward adopting and implementing the state definition and all gifted identification categories, along with identification processes, for the 2017-18 school year. The entire AU's program plan is based on this definition as its foundation and guiding principles.

"Gifted and talented children" means 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*. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students *include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socioeconomic and ethnic, cultural populations*. Gifted students are capable of *high performance, exceptional production, or exceptional learning behavior* by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability.
- Specific academic aptitude.
- Creative or productive thinking.



- Leadership abilities.
- Visual arts, performing arts, musical or psychomotor abilities."

### **Revision 3.17.17**

The AU currently has gifted identification processes and procedures for General Intellectual Ability, Language Arts, Math, Both Language Arts and Math, Visual Arts, Creativity, and Leadership.

TARGET: The AU will align and fully implement identification processes and procedures for all areas of giftedness by Fall of 2017.

## **Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability**

- The assessment process includes students being screened and recommended, the use of an appropriate cognitive assessment, a collection of a complete BOE (qualitative and quantitative), the evaluation of the entire BOE, leading to a gifted determination in which parent and teachers are notified.
- The AU ensures equal and equitable access for students of all populations by focusing on training staff about the characteristics of gifted for all populations and for all categories using student profiles, various lists of characteristics, "look for's," behaviors, etc. The AU is building capacity through our Talent Pool focus group and 2e Project Cohort group. The top 5% screened for the ELL cohort group ensures students are screened and evaluated. The 2nd grade universal screener using the NNAT provides an opportunity for all students. Schools also use MAPS assessments to screen for gifted recommendation.
- Referrals from a variety of sources and screening procedures are accepted. A student may be recommended by a parent, teacher (or other qualified personnel), or self. Each building is asked to screen by looking at the top percent of MAPS and/or PARCC data, as well as general classroom achievement and behaviors. We also automatically screen the top 5% of an identified ELL cohort. A universal screening process is used at the second grade level using the NNAT. Teachers are given gifted characteristics and student profiles to become familiar.
- The AU strives to honor the timeline of no more than 30 days after a referral to make a determination. At the time of the determination, parents are notified and an ALP is created.
- The AU uses multiple assessments that align with the identification in all domains of giftedness that we currently identify for and for underrepresented populations. We house many assessments and choose them accordingly, based on student need and/or purpose. We have various cognitive and IQ assessments, assessments for creativity, achievement, behavioral, and other areas.
- The AU evaluates a complete student body of evidence (BOE) that has been collected, which includes advanced achievement trends (usually MAPS, TCAP/PARCC, TERA, TEMA, above grade level assessments), cognitive assessment scores (either CogAT, NNAT, an IQ assessment (WPPSI/WISC, or other), and normed behavioral scales (SIGS), along with parent and teacher input. This data includes qualitative and quantitative data from multiple sources and multiple types.
- A review team procedure is used to make gifted determinations. At least one member is trained in gifted identification. The team also includes input from the teacher throughout the process. The AU consults with other personnel as necessary; ELL, Sped, psychologists, specialists, previous districts, etc.
- A determination letter is sent home to parents describing the data and decision of the determination made by the review team. This information is also shared with the school. Parents



may seek further support from the building Principal, building GT Coordinator, the student's teacher, the GT Parents Group, or the AU.

- Parents are made aware of and given an explanation of identification results, as well as the development and review of an ALP. Parents are also given the information in order to contact the school based GT Coordinator for more information and/or guidance. We encourage collaboration between the teacher, parent, and student in writing the ALP. This may take place during Parent/Teacher conferences or a separately scheduled conference.
- The AU uses the criteria of 95th percentile or above and/or an exceptional/distinguished rating to determine exceptionality. The percentiles of 95th are used for all achievement and normed behavioral scales, as well as all cognitive/IQ assessments, and rubric assessments for art, creativity, and leadership determinations.
- Not meeting criteria on a single assessment does not prevent further consideration for identification. We look at all pieces of evidence in the BOE (cognitive, achievement, behavioral, rating scales, etc.) and one non-qualifying assessment will not eliminate a student. We look for three pieces of qualifying evidence (or one cognitive score for GIA along with supporting evidence, as per CDE guidelines) for gifted determination.
- Criteria for screening is around the 80th-85th percentile for Talent Pool in our Title 1 schools and around the 90th percentile on the 2nd grade NNAT Universal Screener, as well as other cognitive and achievement data. We encourage teachers to use their best judgement and to consider student behaviors and thinking strategies and not just a "cut score" on an assessment, which is why our suggested percentiles are preceded by the term "around." Students may be placed on "pending" status if there are indicators of gifted qualification but that does not meet the state criteria for a gifted determination. "Pending" students may be considered a form of talent pool.
- Implementation of statewide identification procedures are used by the AU to ensure portability.
- Transfer of the body of evidence for identification and ALP to the new district will take place through our "Gifted Student Profile Sheet." This is work currently in progress because our current printed ALP does not populate all of the BOE data. The "Gifted Student Profile Sheet" does.
- If body of evidence is incomplete, the AU works diligently with the appropriate parties to collect the necessary BOE evidence needed to make a gifted determination.
- Review of new student's ALP within 45 days of enrollment into the district, and communication with parent within 60 days is honored as part of the identification process by the AU.

### **Revision 3.17.17**

**TARGET:** The AU will target creating processes, by Fall 2017, for all areas of gifted identification which will include various and appropriate assessments and rubrics for each additional area, which will include percentiles and/or exceptional/distinguished ratings. Experts in the specific talent areas have been a part of the rubric creation and adoption process. The AU will rely heavily on the talent area experts to complete the performance evaluations using the standardized rubrics. Another target will be to implement an improved 'team review' process to where more of the review can happen as a team together in person. The AU currently has a Visual Arts panel that makes the gifted determinations for students in the area of Visual Arts. The AU is planning to model this process for the other talent areas. The AU is working to include the "Gifted Student Profile Sheet" and/or a compliant standards-aligned ALP for students transferring out of the district to ensure the BOE information is transferred to meet portability.



The data management system we use, EWS in IC, automatically generates an ALP template for every student identified as gifted in the system. At the end of each school year, the ALPs are transitioned to the next grade level and a historic ALP is kept and is available as read only and will follow the student throughout the district. The current ALP content addresses the educational needs of gifted students and does include academic goals in the identified strength area(s) and an affective goal. Strategies to support the attainment of these goals are also included. The current ALP does not contain assessment data in terms of BOE, however it is accessible in in EWS. The AU will work on revising the current ALP to include a complete student profile, body of evidence, and interests, along with the other CDE ALP requirements. This will ensure the alignment of student data with the ALP goals. These changes will include working toward an electronic signature of collaborators and instructional strategies that align with content, process, product, and environment (differentiation). The AU will work on aligning the goals and support strategies to standards. The ALP template has tabs to enter information, such as supplemental curriculum, activities, enrichments, or other extended strategies. A monitoring tab also exists to enter progress report information from the teacher and parent-teacher conference record keeping. We advise at least 2 formal conferences each year along with ongoing informal conferences, such as mid-year progress monitoring. **TARGET:** The AU will work toward more consistency in what information is entered on these tabs through Standards-Aligned ALP alignment and training.

We have offered great support and resources in the development of quality affective goals, including personal, social, and cultural competencies. The AU emphasizes the belief that goals should be a blend of student interest and content standards based on student data. It is a highly collaborative process involving the student, parents, and teacher(s). Students are active participants and involved in their own goal setting and parent input is highly valued and considered. The AU sets dates for the creation of draft ALPs, sharing with parents, and final ALPs, which are to be signed by parents and a copy placed in the cumulative file. Draft and Early access ALPs are to be completed within the first 30 school days. These drafts are then made available to parents for collaboration and final, signed ALPs are due within 60 days of the start of school. After the AU is trained in Standards-aligned ALPs, the plan is to train building level GT Coordinators and set clear and consistent expectations in the ALP development process. GT Coordinators will then be able to train their staff and offer guidance and support, as they currently do now. GT Coordinators are a great resource for teachers in writing goals and providing resources. With this process, teachers write measurable goals and supports them through tiered instructional strategies. The AU personnel is also available to aid in this process. Overall, the AU will improve on implementing a more consistent comprehensive ALP process incorporating the aspects discussed.

ALPs for students in grades 9-12 complete their own ALPs through the ICAP, which is housed in Naviance. The ALP is blended with the ICAP and is completed by the student through a series of tasks assigned to the student as surveys, which lead to the development of gifted academic achievement goals and affective goals. High school students complete interest, work force, and affective surveys to begin the thinking for meaningful goal setting. Students write their own goals, describe their own strategies, write a plan to attain their goals, monitor their own goals, and evaluate/assess attainment. The ALP blended with the ICAP is considered in planning for post-secondary readiness. Students are assigned a Cooperating Teacher in which they collaborate with throughout the entire ALP process. There is a checkbox within each survey where students can mark if they have collaborated with their Cooperating Teacher and also their parents. The shift to a student driven ALP process began the 2015-16 school year with the intent of making high school ALPs more meaningful and manageable. As we work through this process in collaboration with our GT Coordinators, along with parent and teacher feedback, we will continue to improve on participation rates and the



process as a whole. Numerous resources have been developed to support the students, parents, teachers, cooperating teachers, and GT Coordinators through every step of this process.

### **Revision 3.17.17**

The ALP articulates a Transition process when students move to the next grade level. There is a section in the ALP where teachers enter comments for the parents and next teacher. The teacher will also "Transition" the student to the next grade level by clicking and saving this piece of the ALP. This action will also close-out the ALP and future teachers will have access to view it. ALPs within our system will transfer to schools within our district. This is the same for the high school ALP and the transfer of ICAP and Naviance data. For out of district transfers, the records process is followed. The AU's current ALP offers a menu of tiered instructional support strategies for teachers to select which will support the ALP goals. The new Standards-Aligned ALP process, which will be implemented Fall 2017, will include instructional support strategies which align with the content, process, product, environment approach. Supplemental and/or intensive programming is offered in the classroom, as well as through school course offerings.

The ICAP process is differentiated for gifted students through the use of Naviance surveys to complete the requirements of the ALP. Students will focus on the workforce readiness goal and blend it with the identified strength area academic goal for the ALP. NAGC standards are used to select an affective goal. Post-secondary readiness is supported through the ICAP process.

**TARGET:** The AU will provide Standards-Aligned ALP training to our site based GT Coordinators, who will then train their school personnel. The AU is currently collaborating with IT in aligning the ALP platform to meet compliance and portability requirements. The AU will continue implementing the required procedures for advanced learning plan content, procedures, and responsibilities to maintain the highest level of services. Standards-Aligned ALPs will be implemented Fall 2017. The AU will continue to improve the high school ALP process, which is truly blending the ALP with ICAP making it more meaningful for students, while meeting compliance.

## **Programming**

- The AU provides gifted programming components, options, and strategies that address the educational needs of gifted students. The main categories for programming include Differentiation/Instructional Strategies, Acceleration (subject or full grade), Advanced Options (all levels), Enriched Opportunities, and Affective Learning. Each school has the autonomy to take a focus and implement strategies to serve the population.
- Many schools are implementing the development of a "Student Profile," which may include interests, learning style, multiple intelligence, etc. Programming is then matched to the student's strength area(s) and interests. Schools that are doing this are successful and have strong leadership. The AU would like to target this area and encourage the development and use of a "Student Profile" across all schools.
- Student's data and ALP goals are used to guide programming options and decisions. This includes affective needs, moving to another grade for a specific content, middle school level honors math, high school CP and AP courses in multiple disciplines, and all of our high school Magnet programs; AP, IB, SOAR Honors, Legacy 2000, HS of Business, Early College STEM P-TECH, and Bollman Tech. Teachers have received training on data driven instruction and programming to utilize within their classrooms.



- Numerous schools have created a focus and have identified the type of delivery or approach used for programming. This includes PBL's, inquiry based learning, STEM, The Arts, 21st Century Learning, Depth & Complexity, Challenge Math, Exemplars, Capstone Project & Extended Essays, Expeditionary Learning, Jr. Great Books, William & Mary, Independent Study, Student choice, and passion projects. The AU would like to target the goal of having every school, and staff member, be able to articulate the focus and approach in their school so that families in the community are well aware. The Principal and GT Coordinator have taken steps toward this goal.
- The AU encourages and supports differentiated instructional methods. Many resources and training opportunities are available to support differentiation in the classroom. Each school building K-8 has an instructional coach and a GT Coordinator that are great resources to provide these supports.
- Gifted programming at each school includes various affective learning and guidance support. These include Lunch Bunch discussion groups, counseling, bully prevention, character building curriculum, social-emotional clubs or discussion groups, Second Step, Suicide prevention, Day Without Hate, Advisory time, College and Career Planning, Random Acts of Kindness, etc.
- Gifted Programming provides diverse content options by building off of the current content standards through application and the real world. High schools provide many sections of content branches to meet student interest.
- Programming is articulated across grade levels at some of our schools. The high schools do a great job with this articulation. The middle schools do a great job with a formal honors math and language arts articulation. Other content areas offer advanced opportunities within the classroom. Elementary schools that have strong leadership with an identified focus also do well with this. The AU will target schools that need supports and improvement with the articulation of programming across grade levels.
- The AU provides pre-collegiate and/or pre-advanced placement support through exploring programming options, high school programs, CP and AP courses, the ICAP work, and through the counseling curriculum.
- The AU encourages and supports the collaborative development of the ALP. Our policy and procedures include involving all stakeholders, taking all input into consideration, and collaboratively agreeing on a complete ALP.
- Post-secondary options for students are explored through the ICAP, college information nights, the counseling curriculum and services, and concurrent enrollment partnerships. Superintendent Policy 6285: Post-Secondary Planning and Enrollment Options.
- Concurrent enrollment options are provided if indicated in ALP or ICAP by the specified high school partnerships, which include CU Succeed (marketing/business), FRCC (AA- Computer Info Systems, CNA, welding, auto, graphic design), CCD (EMT), UCD, UNC, UCCS, UC-Pueblo (teacher cadet). Superintendent Policy 6285 2.0: Concurrent Enrollment.
- Each school provides a problem solving process when a gifted student is underachieving through an identified Rtl or MTSS process. Regular and consistent progress monitoring, parent communication, and student support is encouraged and expected by the AU. Schools with specialized program options include Crossroads Alternative School, Independence Academy, Pathways, and the Gifted magnet school Hulstrom K-8. Counselors and GT Coordinators are great resources for supporting students.
- **TARGET:** To develop a district-wide vision that provides schools with a Gifted Programming framework that still allows for autonomy to meet the needs of the student population. All of the above bullets need to be improved in terms of consistency, systemic application, and equitability.



Schools provide numerous enrichment opportunities at all levels, such as MathCounts, Drama Club, Writer's Guild, Mad Science, Robotics, Battle of the Books, Makerspace, Student Council, Art Club, just to name a few. We highly encourage schools to offer enrichment opportunities that meet the needs of the student population for areas of interest and giftedness. Many resources are available through the AU to offer support and guidance in this area.

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## Evaluation and Accountability Procedures

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- The AU utilizes the unified improvement plan addendum by which gifted student performance is monitored and measured and follows the state accreditation process. The AU includes gifted performance as part of the annual district UIP. The UIP goals align with the feedback received from the state accreditation process. The UIP goals align with the district focus. The AU collects, analyzes, and evaluates GT data to create UIP goals and strategies.
- Affective growth is monitored and measured to ensure continual development by each student's teacher within the classroom as a required portion of the ALP. The AU provides many programming options, strategies, and PD opportunities to support affective needs with school personnel. Schools are then encouraged to provide services based on student need. The AU will target PD in affective needs to better prepare site based staff.
- Gifted student achievement and growth data are dis-aggregated for reporting by the AU. Various charts and graphs are created, analyzed, and attached in the CPP. This data guides the creation of the UIP, goals, and the GT program focus areas. We have found very positive results and growth data. We have also seen positive results in our Title 1 schools with Talent Pool.
- The AU's Gifted program self-evaluation includes periodic feedback and review from stakeholders and informs stakeholders of the methods for program evaluation. The AU holds many focus groups for feedback opportunities, as well as surveys and other methods for input and decision-making. The AU includes feedback from parents and community surveys in aspects of the Gifted program. This feedback is very valuable and used in the AU's processes and evaluation, as well as in setting future targets. The AU will continue to involve stakeholders and use data to support decisions. Another target will be to improve communication to the stakeholders in this area.

### Revision 3.17.17

TARGET: The AU will continue to involve stakeholders and use data to support decisions through a root cause analysis or needs assessment. Dis-aggregated data is also used to identify areas of focus and/or need. For example, data analysis for literacy is used for our UIP and how that transfers into the field through instruction. This has influenced the uses of our instructional coaches and resources purchased. Another target will be to improve communication to the stakeholders in this area. Once the Standards-Aligned ALP is implemented Fall 2017, teachers will have been trained on steps 1-4 of the ALP process, which is collecting, analyzing, and synthesizing student data to determine a target, set goals, and influence programming. The CDE Data Dialogue questions will be included in this training.

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## Personnel

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- The AU Director and District Coordinator are responsible for counseling and coordinating gifted programming at the district level. The AU supports school based staff in providing quality,



appropriate, gifted programming within the schools. Site based Principals and GT Coordinators are responsible for designating the focus and expectations for gifted programming within their school. Individual classroom teachers are responsible for providing quality instruction to gifted children.

- Overall, the AU Director oversees all aspects of the Gifted program and is responsible for the management of program plan and gifted education professional development. The District Coordinator is responsible for specific portions of the program plan and certain PD opportunities, such as GT Ignite, PD for GT Coordinators, and promoting and encouraging opportunities as they arise.
- At least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming is in place. The GT District Coordinator is fully licensed, endorsed, and trained in gifted education.
- Collaboration with universities and college support with development of qualified personnel exist through the AU's partnership with the University of Northern Colorado (UNC). Various program options and discounts have been offered to Adams 12 personnel. The AU promotes local accredited gifted programs for interested staff. The AU may also provide support/PD from various professionals associated with highly accredited gifted programs in other universities/colleges.
- All Adams 12 personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers. Most of the teachers in our gifted magnet school hold an endorsement and/or are highly trained in gifted education.
- In Adams 12, the AU ensures that paraprofessionals are not funded with gifted grant funds and are not sole instructional providers.
- Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students through various opportunities offered by the AU. These opportunities include GT Ignite district wide, promotion of CAGT and NAGC and other local GT conferences, and the promotion and implementation of all opportunities provided by CDE; SENG training, Discussion Groups, Online modules, G.E.T, and 2e Level 1 and 2. The AU will begin utilizing the eTips and stay current with best practices via webinars, articles, guest speakers, and other training opportunities. The District Coordinator collaborates with school Principals and GT Coordinators to design and implement site based PD, which may include affective needs, programming, or nature and needs of gifted. The AU has begun a cohort of personnel that has been trained in Depth & Complexity and is currently taking part in the ToT. This work with Depth & Complexity is expanding and filtering into more and more schools. The District Coordinator manages the Google Resource folder for building GT Coordinators. This includes resources and supports for identification, ALPs and goal setting, programming, budget, enrichment, makerspace, and PD. The AU will continue to offer PD opportunities based on need and focus areas.

### **Revision 3.17.17**

**TARGET:** The AU will continue implementing the required procedures for personnel to maintain the highest level of services.

## **Budget**

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- An annual Adams 12 AU budget plan is submitted to the state which reflects state funding and AU contributing funds.
- In Adams 12, state funds are used to support



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- salaries for licensed or endorsed staff that primarily serve gifted students, which includes the AU Director, the District GT Coordinator, the Administrative Assistant, and a building level GT Coordinator at each school ~50-60. We also have a part time tester and psychologist as part of our department.
  - professional development for gifted education, which includes many Gifted Ed conferences, GT Ignite contracted PD, opportunities offered by CDE and other experts in Gifted Ed.
  - program options to support ALPs, which includes Depth & Complexity, advanced academic strategies, acceleration, differentiation, flexible grouping, various enrichments and extensions, and various social-emotional programming opportunities based on student need.
  - materials to support gifted programming, which includes resources and materials to support the above mentioned programming, as well as our gifted assessments and Universal Screener (per grant).
  - administrative costs, technology and equipment, which does not exceed 20% of state funds, which includes laptops, printing, supplies, necessary items, etc.
  - The Adams 12 AU has built strong partnerships with other local AUs to collaborate, establish, and maintain gifted programming, which includes collaboration on ID processes, 2e Project, Talent Pool, ALP on ICAP, PD, etc.
  - TARGET: The Adams 12 AU will continue to submit annual budget plans, which follow state budget guidelines and ensure spending in the subsequent categories. The AU will continue to collaborate with other AUs.

## Reports

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- The Adams 12 AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education and continues to submit a UIP annually.
- The AU complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting, and continues to abide by these rules. The AU collects, analyzes, and evaluates all types of data to determine program goals and to target areas of focus within the gifted program.
- The AU has a budget proposal on file at Department of Education and will continue to submit the appropriate fiscal reports for each due date.
- Accurate records for the Data Pipeline annual reporting of gifted education include number of GT identified student by:
  - Grade level
  - Gender
  - Ethnicity
  - Free and reduced lunch
  - Areas of giftedness
  - Twice exceptionality
  - Preschool served through early access if applicable
  - Percent of students in AU identified
- Qualified personnel in AU: (NOT in the data pipeline) The AU consists of 1 GT endorsed/qualified personnel as the GT Learning Specialist/District Level GT Coordinator.

### Revision 3.17.17



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There are accurate records for the AU's Data Pipeline annual reporting of gifted education which include the number of GT identified student by grade level, gender, ethnicity, free and reduced lunch, areas of giftedness, twice-exceptionality, pre-school served through Early Access, and percent of students in the AU identified. The total percent of students in the AU identified as gifted is slightly higher than the average. The percent of males identified is 6% higher than females. There are discrepancies between the percent of identified gifted students by ethnicity and total populations. Qualified personnel in AU: The AU consists of 1 GT endorsed/qualified personnel as the GT Learning Specialist/District Level GT Coordinator.

TARGET: The AU will continue to provide resources and processes to increase the number of identified gifted students in all underrepresented areas, specifically ELL, socio-economic status, and twice-exceptional. The AU currently has gifted identification processes and procedures for General Intellectual Ability, Language Arts, Math, Both LA and Math, Visual Arts, Creativity, and Leadership. The AU will align and fully implement identification processes and procedures for all areas of giftedness by Fall of 2017.

## Record Keeping

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- Financial records are kept in accordance with principles of governmental accounting through the completion of a GT Program Plan and End of Year Plan by each school's Principal and GT Coordinator.
- An inventory is maintained of all equipment for which funds were received through the AU inventory list and distribution/check out records to buildings managed through the Destiny system. Each school building manages their own inventory of non-AU purchased items through Destiny or other site-based record keeping systems.
- The AU holds the expectation that each year's ALP documents are part of the student's cumulative record by asking for a signed copy to be filed in the student's cume file. The AU's electronic ALP management system, EWS, houses online records of ALPs as read only files. Current ALPs are accessible to parents via the Infinite Campus parent portal.
- The AU honors and implements policies and protocols regarding 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.
- The AU honors and implements policies and procedures, including FERPA, regarding Gifted student education records and ALPs being maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU. The AU's SOP records policy is followed.
- TARGET: The AU will work toward the target of revising the ALP format to include all of the CDE recommended data that can then travel with the student when leaving the district and to ensure portability requirements. The AU is prepared to consider the implementation of a state-wide ALP.

## Procedures for Disagreements

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- The AU has policies and procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs which include:
    - Method to express issues and concerns- Superintendent Policy 1550 Public Complaint states the parent must submit notification in writing to the school within 30 days of the incident, preferably the Principal. A written notice may also be submitted the AU and/or Executive Director of Schools.
    - Means to discuss disagreements in a timely manner- After the notification is submitted, within 10 days school days, the notification is acknowledged and further evidence/information can be collected and a discussion takes place.
    - Notice of the decision giving rise to the dispute- This notice is given to all stakeholders.
    - Opportunity to be heard before decision is implemented- Parents have 10 days to respond to the Executive Director of Schools. Final decisions are made by the Executive Director in writing.
    - Procedures are posted for access to all stakeholders- All Superintendent and District Policy is published and available for the public on the Adams12.org web site or within each school upon request.

The AU has two other policies which include an appeals process and follows Policy 1550 closely along with slight differences. Superintendent Policy 6285 Planning and Enrollment Options deals with concurrent enrollment and states that the Principal decision is final. Superintendent Policy 5240 Early Access, Acceleration, and Grade Skipping includes an appeals process which follows Policy 1550 above.

TARGET: The AU will continue to abide by and progress monitor these policies to maintain the highest level of services.

## Monitoring

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- The AU complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students
- The AU monitors annual and comprehensive plans. Each school building completes a program plan which contributes to the AU's annual and comprehensive plans.
- The AU monitors annual enrollment and performance reports through analyzing various data compilations.
- The AU is prepared to participate in the Colorado Gifted Education Review. The ongoing progress monitoring, completion of annual plans, and the completion of the CPP, have and will contribute to the AU being prepared for the CGER.
- The AU participates in follow-up activities to correct areas of non-compliance and are more than willing to take these into consideration and focus our efforts extensively.
- TARGET: The AU will continue implementing the required procedures for monitoring to maintain the highest level of services.