



Administrative Unit

Administrative Unit name: Boulder RE1J, St. Vrain Valley - 07010	Region: North Central	
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Name of Superintendent: Dr. Don Haddad

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

In St. Vrain Valley School District, (SVVSD) communication with parents and stakeholders occurs through multiple pathways. The developing website for Gifted Services will highlight transparency and clarify procedures for families. In addition to focused parent education topics, information and collaboration with/from gifted education site leaders and teachers, direct email communications detailing time lines and state mandates, newspaper announcements and celebrations (Longmont Times Call), and a parent Google Group, families can access information in a variety of ways. Parents can acquire the email and phone number of district coordinators, and an overview of department responsibilities via the SVVSD Gifted Services website at <http://www.svvsd.org/about/departments/gifted-talented>. Each school in the district has at least one GT representative responsible for communication to stakeholders, ALP development, and state compliance.

Identification of gifted students in SVVSD requires input from parents/students/teachers, as well as, a body of evidence supporting identification. Each year parents, teachers, and students are offered the opportunity to nominate candidates for gifted identification in grades K-12. This nomination process is facilitated at the site level and posted on school websites, newsletters, and through email outreach. Nomination information is available in both English and Spanish. Families receive an additional opportunity to provide input regarding gifted characteristics and learning behaviors by completing the Scales of Gifted Identification (SIGS). Parent and student input is



reviewed by Gifted Services and documented as part of identification criteria on both testing grids and in the district data warehouse for future reference. As the portfolio of assessment data, learning behavior surveys, and anecdotal information is completed, parents are informed of their child's identification status directly from the GT representative in their building. Newly identified students receive a Parent Handbook which outlines identification protocols, programming options, and resources.

Progress monitoring is addressed at the building level, through report cards, individual conferences, ALP development, and data entered within the data warehouse, Alpine Achievement. Individual instances of disengagement and underachievement are referred to the GT Coordinators for further review and consultation. a

Family engagement is also encouraged and requested through the development phase of the Advanced Learning Plan (ALP). Building level meetings are often held providing a collaborative platform to increase parent engagement regarding development of this document. A letter is sent to parents of identified students informing them of the process and timeline for developing the Advanced Learning Plan. Parent collaboration is required at all levels of ALP development. A section of the K-8 ALP documents parent engagement meetings and collaboration between all stakeholders. High school students are supported through an ALP located in the Individual Career and Academic Plan (ICAP). Communication and options regarding the ALP in the ICAP are provided at the building level. Parents are included in the process and have access to view key goals/strategies and course selections designed to meet their student's needs. At the secondary level, the Advanced Learning Plans are student lead and focused. Programming options throughout the district include differentiation, acceleration, ability grouping, cluster grouping, honors, Advanced Placement, International Baccalaureate, and concurrent enrollment. Pathways to advanced programming, ALP processes, and any needed clarification regarding programming, goals, or the ALP document itself, is guided by the GT representative at the specific building site.

Leadership St. Vrain, an award winning parent group, serves as a pathway for sharing information and gathering feedback. Gifted Services shares current identification data, Unified Improvement Plan focus goals, and identification changes with parents in the group who represent a large cross section of the district.

Family engagement is intentionally supported throughout the school year with the inclusion of meaningful, informative events designed specifically for parents and their students. Workshops focusing on current topics of interest such as underachievement, gifted brain development, and advocacy for twice exceptional learners, are enthusiastically attended. Gifted Services consistently benefits from student panels who participate in authentic conversations addressing transition concerns between gifted learners at the fifth and eighth grade level. These conversations build understanding of expectations experienced with grade level/building changes, especially from elementary to middle school. A variety of brochures and information regarding characteristics and needs of gifted students are available through the Gifted Services Department, and GT representatives. District coordinators are constantly available for consultation and support for parents, students, and educators.

Next steps regarding communication and engagement will include:

- Ongoing development of the Gifted Services website in an effort to provide increased transparency and explanation of procedures
- The continued translation of key district documents into Spanish remains a priority goal for the department

Definition of “Gifted Student”

St Vrain Valley School District supports the state definition of a gifted student.



12.01(16) "Gifted Children" means those persons between the ages of four and twenty-one whose aptitude or competence of abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. 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 socio-economic, ethnic, and 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 Thinking, Leadership, Performing Arts, Visual Arts, and Psychomotor abilities.

This state definition serves as the basis for program plan implementation throughout the district. Identification procedures are designed and approved by the Board of Education in supporting access to identification. Focused effort is placed on identification of students from diverse backgrounds through the use of language specific assessment tools, and professional development geared towards understanding the specific characteristics of gifted students with cultural differences.

Accommodations are adhered to in testing situations for those students with any documented need. Identification of gifted students with disabilities substantially increased following collaboration with the Colorado Department of Education on the Twice Exceptional Project. A team of district experts, skilled in understanding the strengths and needs of 2E students, is available to respond in child study meetings. The Twice Exceptional team is equipped with a variety of resources and advice, always focusing on strength based programming. St. Vrain Valley School District also supports early access to kindergarten and first grade through procedures consistent with the state requirements. Advanced Learning Plans document a trajectory of differentiation, advanced courses, and concurrent enrollment for identified students.

Targets for future development include:

- Defining criteria for additional areas of specific aptitude, psychomotor, science, and social studies for identification
- Professional development will be designed to increase understanding and build capacity addressing the specific needs of twice exceptional learners in their educational environment.

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

St. Vrain Valley School District has worked diligently to identify gifted potential within all student groups. Nominations for assessing students are called for each fall, and referrals are accepted from parents, teachers and/or students at each school, grade K-12. Parents of all district students are notified of the nomination process with documents translated in Spanish and English, and distributed via school newsletters, weekly folders, and the GT website and blog. Once a nomination is received, no more than 30 days lapse before a status decision is made by the review team, academic history is perused, and testing is scheduled for the student if assessment has not taken place within the past two years. Testing is administered in the student's primary language and accommodations are made where necessary, especially when taking processing time into consideration. Students who perform at advanced levels, but do not meet the 95th percentile state criteria, are placed on a "program and monitor" status. "Program and monitor" allows provisions for students to be included in gifted programming/advanced classes, and invited to any events outside of the school day organized for gifted learners. In addition to inclusion in gifted programming, classroom teachers for these "program and monitor" students are made aware of the necessity for differentiation and support. The



names and assessment scores for these "program and monitor" students are entered into our database and records are reviewed each year, often indicating the need for additional testing and possible formal identification. Parents are notified of assessment scores and gifted status via letters sent directly home. The status letter provides parents with information about protocols regarding the Advanced Learning Plan. Gifted Services disaggregates state testing data each fall and determines the top 5% of each student group, using this data as an automatic flag indicating the need to review historical data, and/or proceed through identification protocols. Students who participate in enrichment activities such as the Academic Games League or STEM programs are automatically reviewed for their gifted potential, and often sent through the assessment process, as are students building language proficiency at advanced rates.

Currently, St. Vrain Valley School District identifies students in the categories of: General or Specific Cognitive Ability, Reading, Math, Writing, Visual Arts, Performing Arts (music/dance), Creativity and Leadership. Training has taken place to insure that identification of twice exceptional students includes a thorough review of the cognitive testing report. A protocol regarding support needed for twice exceptional students in our district has been developed and includes collaboration with the Special Education Department, GT representatives, parents, and administration. For students who are nominated by parents, teachers, or flagged through state assessment or ESL data disaggregation, the identification process typically begins with a cognitive assessment (CogAT, WISC, WPPSI), comprising of all batteries (verbal, quantitative, non-verbal). In addition to the cognitive measure, a complete body of evidence is gathered from achievement assessments (state testing, district assessments, ITBS, QRI, TOMAGS), historical information from our data warehouse, and learning surveys (SIGS, Teacher Inventory for Culturally and Linguistically Diverse). If a student does not meet criteria on a single assessment, that does not prevent further consideration for identification. Identification in the talent areas of visual/performing arts, writing, creativity and leadership are portfolio based and reviewed by a panel of experts for qualification. Gifted status review takes place through the collaboration of a team endorsed in gifted education and trained in state identification protocols.

A specific records request protocol has been designed to facilitate the transfer of identification status and Advanced Learning Plan information to the new school district. This protocol allows for all historical data to be electronically mailed securely once we have verified the name and address of the requesting district. Schools are instructed they have 45 days to review the ALP from previous district for new students, and communication about options within the receiving school to parents must take place within the 60 day window. This communication to parents needs to outline options available within St. Vrain to meet the academic and affective needs of the student and any changes that will take place with the Advanced Learning Plan. If a body of evidence from a transfer student is not complete, steps are taken to gather historical data from the previous district, and/or administer additional assessments in an effort to identify using portability guidelines.

A transition form is provided to GT teachers and/or site leaders at each school and is used as a tool to flag students who will require additional assistance or considerations when transitioning from 5th or 8th grade. The form is reviewed by the GT coordinators, and subsequently shared with the counselor and GT representative at the receiving school for follow up. In addition to the transition form noting areas of concern, data is sent to the schools regarding specifics of the gifted population at their site which includes area of identification, historical Advanced Learning Plans, and academic progress data.

- Future target steps to improve our identification procedure include:
- Development of criteria in the areas of world languages, psychomotor, science, and social studies
- Continued advocacy for implementation of a universal screen



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- Increased collaboration with the ESL Department regarding advanced development of language fluency
 - Consistent review regarding efficacy of identification tools used with our under-represented populations
 - Response to social/emotional issues, reviewing resources and professional development options available to build capacity of teachers throughout the district
 - In response to recent changes in the Exceptional Children's Education Act, we are reviewing timelines for all protocols and clarifying procedures for stakeholders
 - Continued focus on professional development regarding characteristics of gifted learners

Advanced Learning Plan Content, Procedures and Responsibilities

The St. Vrain Valley School District Advanced Learning Plan supports gifted and talented students in several ways. A standards based academic SMART goal is created for each area of a student's identification. Training is provided to site leaders in each building. Site leaders facilitate the collaboration and development of academic goals designed to build success at an advanced level in areas of identification throughout the academic year. Since every student differs academically, multiple pathways to support students are recommended. Acceleration in both content and grade are documented options following the Board Of Education approved procedure. Student progress on assessments is monitored and recorded in the data management system. Progress monitoring is a required component of the SVVSD Teaching and Learning Cycle. As students transition to high school, their Advanced Learning Plan is embedded within the ICAP. This plan becomes student directed and focuses deeply on college and career readiness, as well as, interest based inventories. Standards based academic and affective smart goals are included in the ICAP. Advanced course work and progress monitoring reflections are recorded within the comprehensive plan. Evidence of parental collaboration is documented in all systems. Parent and student collaboration (meeting, phone call, email) is a required component of K-12 plans. Every effort is made to engage parents and stakeholders in building understanding, support, and collaboration with the development and implementation of each ALP.

The historical student profile is housed within the ALP and the district data management system. As students move through secondary education, their profiles include additional interests and career options within their ICAP plan.

Standards based SMART affective goals are used to support all gifted and talented students. These goals reflect the development of self advocacy skills to address leadership, college and career planning, perfectionism, passions and interests, stress management, and the strengthening of social skills. All GT representatives are trained regarding self advocacy protocols to support a trajectory of autonomous learning as students progress through their academic career.

As a district, we continue to focus on expanding differentiation options and building the capacity of teachers to support these options throughout the district. In addition, we continue to explore and refine the integration of the ALP into the ICAP at the high school level.



General procedures for Advanced Learning Plan implementation are multi-faceted. Principals and GT representatives are provided with a timeline outlining the development of ALP in their building. All plans are generated or reviewed in the fall, and parents receive an email notification reminding them of their rights and responsibilities regarding this document. This parent communication builds capacity to understand the components of an ALP, the timeline for creation, and a request for active collaboration regarding goals. Many schools have an ALP informational meeting to answer specific questions and to gather input from parents. Collaboration between classroom teachers occurs at the building level with the GT representative serving as a facilitator. Monthly site leader and GT teacher meetings are attended by a representative from each school. Meetings focus on supporting academic and affective needs of gifted students, as well as, providing guidance regarding state mandates and progress of the Advanced Learning Plan. Site leaders and GT personnel are tasked to ensure that all stakeholders (students, teachers, parents) are part of the collaboration. A final copy of the Advanced Learning Plan is sent home or accessed by parents electronically (ICAP system). Parents are communicated with via email, phone call, or through a personal conference. Progress monitoring occurs throughout the year within building assessment cycles. Changes inside the plan may be integrated at any time throughout the academic school year. Leadership St. Vrain, an inclusive, district-wide parent group, provides feedback regarding the ALP/ICAP and implementation procedures. All plans (K-8) are located in Alpine Achievement (APAS), the district data management system. High school plans are located within the ICAP system and designed to support college and career readiness. Plans are accessible and archived for reference and portability.

Skills of self-advocacy have become an important focus area for our gifted population. From early years through high school, students are trained using district protocol promoting the strength of collaborative conversations and self reflection regarding the learning environment and curriculum. Students and teachers have begun to communicate about specific needs of gifted learners and incorporate individualized programming for unique students.

Procedures for high school are similar to the process followed in elementary and middle school. The nature of the Individual Career and Academic Plan is student centered and driven. The student, with guidance, generates and leads a collaborative conversation in support of their plan. Students are encouraged to access Honors, AP, IB, and concurrent enrollment classes. Affective and standards-based academic goals are included for all students. Opportunities to reflect on progress are provided and supported by the site leader and the counseling department.

A system for portability allows ALP plans and identification information to be transferred to new districts. Using the same system as the Special Education Department, information is provided to the receiving school through a traditional confidential records transfer.

Next steps and targets include:

- Continued development of the ICAP/ ALP integration, including communication to parents and teachers
- Continued development of methods for collaboration, not just communication regarding the ALP

Programming

St. Vrain offers a variety of options to meet academic needs throughout the district including: GT pull-out classes, GT push-in support, cluster grouping, ability grouping, focus schools, Advanced Placement (AP), STEM/STEAM, International Baccalaureate (IB), Innovation Center (STEM), Leadership Academy, Visual/Performing Arts, and concurrent enrollment. Detailed information about focus schools can be found at:

<http://www.stvrain.k12.co.us/academicsPrograms/focusSchools/>.



In addition to a variety of focus options at each site, the Advanced Learning Plan outlines best practice strategies for differentiation and programming, important for teachers/administration to review and consider. These best practice strategies align with the strengths and needs of gifted students in their areas of identification/goals and guide professional development options recommended and designed by Gifted Services. A collaborative effort between the GT representative, parents, and classroom teachers supports the development and progress of the goals outlined on the Advanced Learning Plan.

Delivery methods of gifted services is a site-based decision, determined by staffing allocations and focus area of the school. Open enrollment allows students to register for programs in their area of interest. At this time, ten elementary schools offer specified GT programming, other elementary schools provide differentiation and programming options within the general classroom. Secondary programming is supported by advanced and Honors classes. Students are encouraged to register for Honors, Advanced Placement, International Baccalaureate and concurrent enrollment classes. Programs such as CU Succeed and the Leadership Academy support academic and affective needs. Focus programs (mentioned above) support college and career development throughout SVVSD. St. Vrain Valley School District currently supports 70 focus programs K-12. High school programs include STEM, Medical and BioMedical Academy, Energy Academy, Aerospace Academy, International Baccalaureate, Visual Arts Academy, and the Career Development Center. St. Vrain also holds the distinction of being the first district in the state of Colorado to offer a "Pathways in Technology" early high school program. This program allows students to earn both a high school diploma and an Associates Degree at no cost to the student. SVVSD supports Universal High School. UHS is a focus program within Silver Creek High School. The mission of Universal High School is to support advanced and gifted students through highly individualized curriculum including: advanced courses, online options, self advocacy training, and a small supported environment.

Affective needs of all students will be an important focus with the implementation of specific curriculum designed to strengthen social/emotional skills at all grade levels. A counselor is assigned to each building and plays a key role in the development and response to affective goals for gifted students. Many GT teachers focus on self-advocacy skills through a variety of simulations and activities tied to Habits of the Mind and the Autonomous Learner Model.

St. Vrain has implemented a Board of Education approved protocol for acceleration, designed in concert with research and recommendations from Nicolas Coangelo, author of *A Nation Deceived*.

This process requires a body of evidence gathered through specific data points determined to be most reliable indicators of success. It is "recommended" that a student be identified as gifted in multiple academic areas in order to be considered a strong candidate for acceleration. The acceleration procedure takes place after numerous best practice strategies have been implemented and exhausted such as; content acceleration, flexible grouping, compacting, and independent learning options. The academic needs of students who do not meet the criteria for acceleration are often addressed through recommended content acceleration, and procedures are also in place to create academic peer groups for these advanced learners.

Gifted Services continues to improve programming by focusing on:

- Increased access to advanced content/programming for second language learners
- Increased access to district GT events, Robotix, Academic Games League for second language learners
- Opportunities to engage with academic peers within and outside school day
- Focus on problem solving team and protocols in response to disengagement and underachievement
- Alignment of GT units to common core standards
- Implementation of Thinking Maps and Depth/Complexity into programming at all grade levels to increase rigor



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- Professional development focused on best practice for gifted including Socratic Seminar, Jacob's Ladder

Evaluation and Accountability Procedures

Gifted student performance is measured and monitored through a compilation of annual state assessment data in areas of reading/writing/math, ESL performance scores, academic progress noted in report cards, and historical district assessment scores recorded in the data warehouse, Alpine Achievement. Data for the gifted population is continually disaggregated and shared with all stakeholders for review and analysis. Gifted Services gathers reporting from CDE, and also seeks assistance of District Technology Services to create documents reflecting progress by individual student, school, and impact of gifted programs on student achievement.

Trends in achievement for each academic area are analyzed by GT representatives every fall, and a collaborative conversation takes place to identify how to best address any academic concerns, make productive instructional decisions, and set relevant goals. In addition to these measures, "C,D,F" lists are generated twice a year by the GT representative in each building. Should a student be underperforming in the area(s) of identification, measures are taken to identify the concern and support the student in achieving to their potential. Conferences, for the majority of the gifted population, are led by the students and reflect a data driven conversation.

Each year the district publishes a report to the community. This report details the achievement of our students and performance of our schools. The local newspaper also publishes results of state testing. Presentations to the Board of Education, by the Department of Curriculum and Assessment, take place each year, focusing on performance and progress made in response to all learning targets. Affective growth, based on goals outlined in the Advanced Learning Plan, is measured and monitored to ensure continual development as evidenced through rubrics, self-evaluation, and teacher/student reflective observations. Each year, a parent/student night is presented, typically focusing on some aspect of social/emotional concerns of gifted students.

Self-evaluation of Gifted Services takes place through feedback from a variety of venues and stakeholders. Leadership St. Vrain is a community of parent representatives from the entire district which meet monthly. Feedback is often funneled to Gifted Services from this committee, and Gifted Services presents an annual overview report to the group annually. In addition to feedback from the St. Vrain leadership group, comments are gathered during site based Advanced Learning Plan meetings where parents and students attend to learn about their rights and responsibilities regarding the ALP. GT teachers provide evaluations regarding processes and protocols on a monthly basis as we review current changes to the law and procedures in place responding to state mandates. A GT site leader from each building provides feedback from their own perspective, citing examples about problems, concerns, or success they are experiencing. Gifted Services completes a self-evaluation in the spring, using CDE tools including the programming rubric and compliance checklists. Bi-monthly meetings are held with the Executive Director of Student Services providing a venue for feedback from a different perspective and collaboration regarding continued development of effective response protocols and processes. Comments are solicited from principals annually when they are provided with information about professional development options and support we offer through our department. Parent feedback is gathered after district events and parent/student nights take place. Steps are taken to constantly respond to feedback, adjusting protocols as necessary, and moving forward towards higher efficacy.



Information regarding any concerns, updates, or evaluation data is shared with administration in each building, as is data gathered regarding specific topics of interest such as efficacy of GT teachers reflected in achievement data with the gifted population, percentage and progress of our Twice Exceptional students, specific site based information about the number and areas of identification. Continued progress in this area will be facilitated by:

- Baseline review of data and root cause analysis for Twice Exceptional students
- Data dialogue regarding state assessment progress for all gifted students
- Development of annual survey for parents and administration
- Review of tools used for affective evaluation
- Development of relevant self-evaluation tool for GT Teachers and Site Leaders

Personnel

The Gifted Services Department is comprised of a highly qualified, gifted endorsed Elementary Coordinator, Secondary Coordinator, Assessment Clerk, and Administrative Assistant at this time.

Responsibilities for the department personnel include facilitating gifted identification and programming throughout the district, compliance with state mandates and reporting, maintenance of identification data in management system, purchasing records, and maintenance of the resource library. The Elementary and Secondary Coordinators manage the Program Plan, UIP, Early Access identification, Budget, and develop relevant professional development offered to teachers and administration throughout the district, designed to focus on and support the development of higher level thinking skills using tools such as Thinking Maps and Icons of Depth and Complexity, and focus on characteristics of unique populations (2E) and gifted learners.

Personnel responsible for providing instruction, counseling, and coordinating programming for gifted students varies from site to site throughout the district, but all are highly qualified. Ten elementary schools have designated endorsed or highly qualified GT teachers who provide advanced programming based on the needs of their population, and serve as a resource to the general classroom teachers in their building. Teachers providing core content programming to gifted students are highly qualified and trained regarding the needs and characteristics of gifted learners. The remaining elementary, middle schools, and high schools identify a site leader who typically teaches full-time and assists with identification, creating Advanced Learning Plans, disseminating information to students/parents, providing resources to classroom teachers, and monitoring progress of advanced students in their buildings. Site leaders are compensated for work outside contract hours through Gifted Services, and are provided with monthly professional development options tied to re-licensure credit hours and needs of gifted students. Para professionals are not subsidized with gifted funds, nor are they responsible for core content instruction.

Increased efficacy goals in this area include:

- Continued conversations regarding need for gifted teachers in every building
- Review of compensation/credits for Site Leaders in effort to create system with limited annual turnover
- Clarified documents of GT Teacher and Site Leader role and responsibilities
- Clarification of job descriptions within Gifted Services



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- Collaborative effort with University of Northern Colorado or Regis University to promote Master's/Endorsement program
 - Continued cohort of teachers seeking endorsement or Master's degree in Gifted Education

Budget

The budget plan for St. Vrain is annually submitted to the state reflecting grant funding amounts and district contributions. Estimates in each budget category are determined by feedback from stakeholders, and as necessitated by changes in state law, (i.e. ALP collaboration). At this time, a significant amount of grant funding is being expended in response to changes in the Exceptional Children's Education Act which requires additional time (outside of contract hours) focused on collaboration between teachers, parents and students in development of affective and academic goals for the Advanced Learning Plan. Grant funds are used to support salaries of the Elementary and Secondary Coordinators who directly serve every building in the district, develop training classes, and manage state compliance.

In addition to the coordinator salaries, and support regarding ALP collaboration, a significant portion of state funding is expended for resources used to train teachers and/or materials used directly with gifted students. State grant money subsidizes manuals for Thinking Maps, resources for Depth and Complexity, and games used with Academic Games League of America. Parent education is a focus of our efforts and with the support of state funds a comprehensive library has been created to provide a wealth of informative resources for parents throughout our district. In addition to the parent library, grant money is also allocated to cover the services of a specialize expert who provides information at an annual "parent/student night," focusing on relevant topics regarding affective considerations and needs of the gifted population. The overall majority of state funds is used for materials directly related to instruction of gifted students, and compensation for the two district coordinators. District funding directly supports salary compensation for 10 elementary GT teachers, and supplemental materials for one middle school site.

Future steps to improve budgeting procedure will include:

- Training for both coordinators and support staff regarding coding and budget management and changes
- Increase access to materials for Thinking Maps and Depth/Complexity for schools with high percentages of underrepresented populations
- Streamline ALP collaboration process in efforts to decrease cost expended to create plan
- Streamline test scoring to decrease compensation for extra cost spent hand scoring tests
- Review and streamline data entry procedure for all sites to decrease cost expended

Reports

St. Vrain Valley School District Gifted Services submits an annual Unified Improvement Plan in concert with the district UIP to the Colorado Department of Education. The annual budget proposal is submitted via the ESSU data management system after review and approval by the Director of Student Services, and the Finance Department in St. Vrain. Records regarding the area of giftedness, gender/ethnicity, free and reduced, twice exceptionality are all recorded in Infinite Campus. The percentage of students identified as gifted is reviewed each spring as we prepare to present "The State of Gifted Services" to the leadership committee. This presentation includes information about programming options, differentiation, qualified personnel, and expenditures throughout the academic year. Accurate records regarding identification status, gender, grade level, etc. is recorded within the data pipeline management system as prescribed by CDE.



Each school is represented either by a designated GT teacher, or a site leader, who assists in meeting state mandates regarding gifted services, programming and identification.

We continue to review practices and procedures in Gifted Services, striving to streamline the system for effectiveness and accuracy.

Record Keeping

Financial records are kept in accordance with principles of governmental accounting and overseen by the district Department of Finance.

Gifted Services maintains an itemized record of all equipment and materials purchased with state funds, this record is continually updated, items purchased are labeled and recorded with District Technology Services.

Data, plans, and historical records gathered for individual students are securely housed within Alpine Achievement, our data management system, and accessible only to those with approval from administration. . All records are available to parents upon request, and mailed or emailed within secure platforms when needed. A specific protocol has been developed for dissemination of records needed when students transfer to another district or state in response to portability laws now in effect. Records are purged after students leave the district.

Procedures for Disagreements

Should a parent disagree with the identification data, procedure, or protocols, they are encouraged to attend a conference with the GT staff inside their specific building as a first step. If questions and concerns remain after conferring at the building level, it is recommended that parents contact the district coordinators. The Executive Director of Student Services enters the conversation when disagreements are not solved at the coordinator level. Procedures are posted on the GT blog, (and soon on the website), GT teachers and site leaders are trained as to the proper channels and protocol to follow when dealing with disagreements. Outside evaluations, or additional testing are accepted and reviewed for identification. Personnel are continuously available for discussions about programming options, goal changes within the ALP, or any identification clarification.

The timeline for the disagreement procedures is fluid and situational. The Executive Director of Student Services confirms the final decision. Every attempt is made to respond to parent concerns within 48 hours.

Monitoring

Gifted Services Coordinators are responsible for response to federal laws and regulations regarding the program plan, identification, and programming for gifted students. The Unified Improvement Plan and Comprehensive Program Plan are monitored by the Gifted Services Coordinators and the GT representative in each building, with periodic review taking place through consultation with the Director of Student Services.



Gifted Services responds to recommended areas for improvement as developed through the Colorado Gifted Education Review and is currently focusing on progress in the areas of: increased identification of students from diverse populations, revisions and updates to gifted documents, and targeted professional development designed to build the capacity of teachers, students, and parents.