



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Colorado Springs El Paso District 11		Fiscal Year: FY 2020-2021	
AU Address 1115 N El Paso Street			
City Colorado Springs	State CO	Zip Code 80903	
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The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

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

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



<p style="text-align: center;">Exceptional Children’s Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</p> <p>The Colorado Springs School District 11 Board of Education is dedicated to providing comprehensive programming for the identification and education of gifted students. The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow at their level of potential.</p> <p>12.02(2)(a)(i) The D11 Gifted (GT) Student and Family Guide provides detailed information regarding the entire Gifted and Talented Program in District 11. District 11 informs parents, students, staff, and stakeholders through the Gifted and Talented page on the District 11 website. The Gifted Resource Teachers (GRTs) are excellent points of contact for information at each school site; Gifted Magnet Program (GMP) Teachers are considered GRTs for the duration of this document. Families are invited to Back to School Nights, informational meetings, student presentations, and in-class activities. Furthermore, parents and guardians are always welcome to inquire about a student’s progress and or programming.</p> <p>Identification Procedures: Parents are informed of the Identification Procedures on the D11 GT Website. GRTs work with parents of students who are going through the GT Review process to help parents understand the Identification process. District 11 follows the guidelines of the Office of Gifted Education at CDE.</p> <p>Parent Education: Specially trained District 11 GRTs provide parent cohort meetings of the social emotional needs of gifted during fall and spring sessions. In these meetings, parents and staff discuss the needs of gifted students, and how to provide social and emotional support to their children.</p> <p>Parental Involvement: Parent, student, and staff involvement is expected during the Advanced Learning Plan (ALP) goal-setting process. Students write standards-aligned academic and affective goals with GRT support. Parents are expected to provide input and guidance toward student-developed, strength-based goals.</p> <p>Progress Monitoring:</p>	

	<p>Progress is monitored regularly throughout the school year and documented on the ALP for elementary students and in Naviance for secondary students. Parents have access to the elementary ALP through the GRT at their students' school(s) and to the secondary ALP through the parent portal in Naviance.</p> <p>Programming Options: Programming options vary from school to school. Upon gifted identification, families receive information describing programming options available in School District 11, so that families may have the opportunity to choose the academic pathway that best meets the needs of their student(s).</p> <p>Concurrent Enrollment: Information concerning high school programming, AP and IB course options, Career and Technical Education, concurrent enrollment, dual enrollment and alternative schooling options are published by District 11 and promoted by Gifted Resource Teachers -at the high school level. GRTs and High School Counselors communicate with families to help them navigate student opportunities.</p> <p>College and Career Planning: Secondary students develop goals for the Individual Career and Academic Planning (ICAP). The GRT supports ICAP as a portion of the ALP goal setting process. Students are encouraged to forecast their post-secondary options aligned with the District 11 Graduate Profile.</p> <p>District 11 has a Career and Counseling department which supports schools and individual students with college and career plans. There is at least one staff member at each middle and high school who is a designated contact.</p> <p>Primary Languages: Translated copies and/or interpreters are available to students and/or families who need it. English and Spanish translations of most documents from the GT Office are available.</p> <p>Parent Participation in the School Community: The GT Advisory Committee (GTAC), comprised of parents, administrators and stakeholders, meets quarterly to discuss the vision and direction of Gifted Education in District 11. GTAC meeting agenda items include information about the Colorado state rules and guidelines for Gifted Education as well as District 11 programs and activities. Parents, administrators, and stakeholders collaborate to support the mission of the GT Department in the areas of Identification, Assessment and Programming.</p> <p>A Parent Advisory Committee meets quarterly to provide support to families who have gifted students. This forum connects families to the programming opportunities for gifted students, with families of gifted students and to the personnel in the GT Office.</p> <p>Parental involvement with organizations and conferences such as the Pikes Peak Association of Gifted Students (PPAGS), Colorado Association of Gifted and Talented (CAGT), and Beyond Giftedness are advertised and encouraged.</p>	
<p>Definition of "Gifted Student" 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of "gifted student" specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>12.02(2)(a)(ii) District 11 is not a multi-district AU</p> <p>Definition of "Gifted Student" 12.02(2)(b) Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under</p>	

	<p>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 <i>areas of giftedness</i>:</p> <ul style="list-style-type: none"> ● General or specific intellectual ability ● Specific academic aptitude ● Creative or productive thinking ● Leadership abilities ● Visual arts, performing arts, musical or psychomotor abilities 12.01(16) 	
<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of</p>	<p>Identification Procedures 12.02(2)(c)</p> <p>All students in District 11 have the opportunity to be considered for gifted potential. A diligent effort is made by the District 11 GT office, Gifted Resource Teachers, school administrators, and D11 staff to identify characteristics of gifted potential in all areas of identification and to refer those students for to a Gifted Review Team. District 11 identifies Gifted and Talented students from traditionally underserved populations of students.</p> <p>12.02(2)(c)(i) All 2nd grade students in District 11 are given the Cognitive Abilities Test as a universal screener to measure verbal, quantitative and nonverbal ability. Assessment data is reviewed for students in grades 3-12 to determine if additional assessments are needed in order to formally identify a student as Tier 3 Gifted or Tier 2 Talent Pool. Gifted preschool-age students can be referred to the Gifted Review Team and parents/guardians of highly advanced gifted children may apply for an Early Access review for their child when the student’s exceptional ability warrants accelerated programming.</p> <p>12.02(2)(c)(ii) In addition to the universal screener, D11 seeks referrals from a variety of sources. Referrals can be made by classroom teachers, counselors, parents or guardians, the student himself/herself, the MTSS team, or anyone with knowledge of the student’s potential. During a GT Review, GRTs use a variety of tools to develop a body of evidence for identification (e.g. assessment data, performance observations, anecdotal records and questionnaires.)</p> <p>12.02(2)(c)(iii) Once the referral has been made, the GRTs and the GT Office work together to assemble information for the body of evidence to work toward an identification. Within 30 school days, the GT Review Team communicates with the family indicating either a formal GT identification or the next steps in the identification process. It is possible that the team may need more time to offer additional assessments to develop the body of evidence. The GT Review Team documents the process and information needed in the student information system.</p> <p>12.02(2)(c)(iv) The process for identifying exceptionality in the categories of giftedness in traditionally underrepresented populations is a special focus of the GT Team in District 11. It is a high priority to provide opportunities to develop talent by providing enriching curriculum and experiences for Tier 3 Gifted and Tier 2 Talent Pool students. National and Local Norms are used on achievement measures to determine students in the 85th percentile and above, and culturally-sensitive assessments are utilized.</p> <p>12.02(2)(c)(v) During a GT Review, the team uses a variety of tools to develop a body of evidence for identification (e.g. assessment data, performance observations, anecdotal records and questionnaires) to discern the area(s) of strength for the student.</p>	

<p>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>12.02(2)(c)(vi) The GT Review team includes the GRT, a Gifted Education Specialist, a Parent/Guardian, and the classroom or content teacher. The student is invited when applicable and appropriate.</p> <p>12.02(2)(c)(vii) The Universal Screener (CogAT) is used to determine a student's verbal, quantitative and nonverbal area(s) of ability. When a student meets the 95th percentile in any one area, the GT Review Team recommends the review or administration of additional assessments to augment the body of evidence. Students who transfer to District 11 with a General or Specific Intellectual Ability will be reviewed for identification by supporting documentation that accompanies enrollment.</p> <p>12.02(2)(c)(viii) In order to facilitate communication between school and home, a letter conveying the determination of Gifted Identification is sent to families and GRTs from the GT Office. The letter indicates if a student is identified as Tier 3 Gifted, in the Specific Academic or Talent area, or as Tier 2 Talent Pool in a Specific Academic or Talent area. GRTs keep the letter for their records and the letter is added to the student's cumulative record.</p> <p>12.02(2)(c)(ix) In the letter sent from the GT Office the next steps of communication are provided to families and GRTs. Students and parents are invited to actively participate in the ALP goal-setting process. Parents are encouraged to contact the GRT to learn more about gifted programming that is offered at their student's school, and are welcome to contact the GT Office for additional explanation of the identification determination.</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</p> <p>12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>	<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</p> <p>All identified students in School District 11 have an electronically-maintained Advanced Learning Plan (ALP) in the student information system. Students may be referred for a GT Review by parents, teachers, GRTs, administrators, coaches, or the student themselves. All referrals are reviewed within 30 days of receipt by the GRT.</p> <p>12.02(2)(d)(i) District 11 uses a variety of assessments that align with all domains of the areas of gifted identification in the state of Colorado. GRTs pursue the identification of Tier 3 Gifted and Tier 2 Talent Pool Students through adding to the body of evidence. Scores that may not meet identification criteria do not exclude a student for gifted identification consideration.</p> <p>12.02(2)(d)(ii) In accordance with the Colorado Gifted Guidelines for Identification, the body of evidence of quantitative and qualitative data is reviewed by the Gifted Review Team, where multiple sources of information including are used to determine eligibility.</p> <p>12.02(2)(d)(iii) Students who show promise in academic and talent areas require strategic interventions to maximize their intellectual and/or talent potential. Tier 2 Talent Pool enrichment varies from school to school. Students may be supported through pull-out, push-in, and/or core instruction to receive interventions to address areas of strength and to foster potential over time. Talent Pool students are identified based on scores between the 85th and 94th percentiles on nationally or locally-normed ability and achievement assessments. As Talent Pool students participate in interventions and focused enrichment activities, GRTs and classroom teachers monitor growth, which adds to the body of evidence for gifted identification when appropriate.</p>	
<p>Identification Portability 12.02(2)(e)</p> <p>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</p>	<p>Identification Portability 12.02(2)(e)</p> <p>District 11 values gifted identification, and works to identify students according to state guidelines to ensure District 11 students have a valid identification that is easily accepted by other districts in Colorado.</p>	

<p>children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student’s ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student’s ALP</p>	<p>12.02(2)(e)(i) The D11 Gifted and Talented office responds to records requests within a timely manner to provide the body of evidence in a GT Review Plan to the requesting district or school.</p> <p>12.02(2)(e)(ii) Students with a gifted identification and/or an ALP who transfer to District 11 from another state or another district are reviewed by a Gifted Review Team within 45 school days of enrollment or notification that gifted services were provided in the previous learning environment. Schools have systems in place to share enrollment information with the GRT for students who received gifted services in the previous school.</p> <p>12.02(2)(e)(iii) If the Gifted Review Team determines the body of evidence is incomplete, communication with the former district, parents, and or student will occur within 60 school days of the school start date. The Gifted Review Team may determine the need for additional assessments to follow the identification guidelines of the state of Colorado.</p> <p>12.02(2)(e)(iv) District 11 makes every effort to honor a gifted identification from a previous state or district, and adheres to Interstate Compact on Educational Opportunity for Military Students to minimize disruptions in identification and programming. Parents receive communication from the GRT within 60 days of the school start date to understand the gifted programming that is implemented at the school.</p>	
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p>	<p>Advanced Learning Plan Content 12.02(2)(f) Advanced Learning Plans are intentionally designed to meet the needs of gifted students under ECEA Rule. Students, families and Gifted Resource Teachers support the goal-setting process for exceptional students in their areas of strength to help them steadily achieve.</p> <p>12.02(2)(f)(i) A Student Profile includes areas of strengths and interests, and at the elementary level the Student Profile is included in the ALP. At the secondary level, strengths and interests from the Student Profile are included within the ALP in the Naviance system. GRTs use the Student Profile to engage and build relationships with students. GRTs also use the information from the Student Profile to connect students sharing similar interests with one another</p> <p>12.02(2)(f)(ii) In the Goals and Consultation section of the ALP, students consult with the GRT to write SMART format academic and affective goals. At the elementary level, students are supported by the GRTs to align the goals to academic standards. Secondary students select the standards from a drop-down menu within the ALP that is aligned with Colorado Academic Standards and ICAP goals.</p> <p>12.02(2)(f)(iii) The Consultation portion of the ALP provides an opportunity for the GRT to outline supplemental coursework or activities to expand learning opportunities.</p> <p>12.02(2)(f)(iv) The GRT Comments and Plan Status section of the ALP documents progress made toward the academic and affective goals. The ALP is a living document, and students may update or changes goals at any time during the academic year.</p> <p>12.02(2)(f)(v) The ALP Team Members section of the ALP identifies the specific staff members and stakeholders involved in ALP develop to include the Gifted Resource Teacher, student, Parent/Guardian, Classroom Teachers and additional support staff as needed.</p>	

<p>12.02(2)(f)(iv) Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>		
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>The Advanced Learning Plans are written annually for every formally-identified District 11 k-12 student. Students, D11 staff, and Parents/Guardians work together to develop and monitor the plan. Each fall, the ALP process begins with student interests and goal ideas. The ALP is a working document with the opportunity for students, parents, and/or teachers to include comments, updates, and goal adjustments at any time.</p> <p>At least one academic goal aligned with the Colorado Academic Standards is written according to the student's area of strength and/or interest(s). At least one affective goal based upon the student's social-emotional strength (or relative weakness) aligns with the National Association for Gifted Children affective outcomes. Secondary students have the option to consolidate the ALP with the required Individual Career and Academic Plan (ICAP).</p> <p>12.02(2)(g)(ii) Goals are established, reviewed and documented by the student, parent, and teacher by the fall Parent/Teacher Conferences. Parents of students at the secondary level can access the Naviance system to provide feedback and agreement with the goals set by the student.</p> <p>12.02(2)(g)(iii) Elementary students work with GRTs to set goals. GRTs have various systems in place to encourage students to work towards their goals, as well as to demonstrate progress on their goals. Secondary students are assigned online surveys that are designed to help format goals in their Area(s) of Strength and interests into SMART-goal format. Students' post-secondary goals are captured and reflected in this online system.</p> <p>12.02(2)(g)(iv) Advanced Learning Plans are stored and archived in the student information system and can be printed and shared with students, parents and applicable staff at any time. Current and past plans developed in District 11 can be viewed; a current copy of the ALP is printed and placed in the student's cumulative file at the school by the GRT.</p> <p>12.02(2)(g)(v) Advanced Learning Plans are developed during the first quarter of the academic year. Elementary and secondary students report their progress toward their ALP goals on a quarterly basis, beginning with second quarter.</p> <p>12.02(2)(g)(vi) Collaboration among students, GRTs and families is documented and captured in the online system by a variety of methods including signatures, electronic signatures, and conversation supporting the student's growth.</p>	
<p>Programming 12.02(2)(h)</p> <p>12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student's profile. Programming</p>	<p>Programming 12.02(2)(h)</p> <p>District 11 has a wide variety of tiered programming options. Adaptations are made to the curriculum when necessary in order to provide an appropriate level of challenge for gifted learners with a strong emphasis on critical and creative thinking, problem solving, and decision-making.</p>	

<p>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 courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP. To be considered in an ALP, the AU shall consider the student’s need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>12.02(2)(h)(i) Teachers of gifted students use strategies including differentiated pacing, curriculum compacting and acceleration in addition to high-level instructional materials designed for gifted and high-achieving students. The Gifted Magnet Program offers programming for gifted students at 2 elementary schools and 2 middle schools, and a District 11 charter school focused on creativity and leadership with gifted students.</p> <p>12.02(2)(h)(i)(A) Gifted students are identified in a general or specific area of academic or talent aptitude. When the area of strength is specific, students write strength-based, standards-aligned goals in the ALP. A student’s coursework is designed with the ALP goals as a measure of growth.</p> <p>12.02(2)(h)(i)(B) GRTs at each level serve the academic and social emotional needs of gifted students. The delivery model is different based on the duration of time the GRT is engaged at a school, based on the Full-Time Equivalent (FTE) scale. At the elementary level, students are supported in a variety of ways. They may be served in the general education classroom with differentiated options, a pull-out format with a GRT, or a push-in format. The flexible grouping construct is used to provide targeted support to students in an area of strength or an area of talent development. At the middle school level, students have coursework options that include pre-AP work, and some schools follow the Talent Development Model with cluster grouping by ability or talent. At high school, students have choices for challenging themselves with advanced coursework.</p> <p>12.02(2)(h)(i)(D) GRTs provide affective and guidance supports through a variety of strategies include Social Emotional curriculum designed for gifted students, book studies, small group discussions and individual conferences with students. Secondary students work on college and career planning through the ALP and ICAP goal-setting process.</p> <p>12.02(2)(h)(i)(E) Gifted students explore their area(s) of strength through content options that include project-based learning, inquiry-based learning, research, expert panel discussions, and advanced coursework through pre-AP, AP and IB. Coursework in the Arts and groups that foster leadership give gifted students the opportunity to develop and grow.</p> <p>12.02(2)(h)(i)(F) Gifted Identification follows a student, regardless of the school they attend in District 11. GRTs have collegial conversations when students transition from the elementary level to middle school and middle school to high school. Programming pathways are provided to families, so they are aware of how to best support the educational needs of their gifted students.</p> <p>12.02(2)(h)(i)(G) Gifted students are afforded a variety of opportunities to explore their area(s) of strength through opportunities such as pre-AP coursework, honors courses, single subject acceleration, whole grade acceleration, and Gifted Magnet Programming. High school students may avail themselves of Advanced Placement, International Baccalaureate, dual and concurrent enrollment coursework.</p> <p>12.02(2)(h)(i)(H) Students develop their ALP goals with the support of GRTs and parents. Elementary students work in person with their GRT, and Secondary GRTs utilize the Naviance system to deploy online tools to support student goal development. Consultations between students and GRTs about goals help students write meaningful, challenging goals with which they are willing to engage.</p> <p>12.02(2)(h)(i)(I) Concurrent enrollment, dual enrollment, Advanced Placement, and International Baccalaureate classes support students in their long-range post-secondary path.</p>	
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	<p>12.02(2)(h)(i)(J) The Colorado Springs School District 11 Board of Education believes that students who are capable of and wish to pursue college level work while in high school should be permitted to do so. In accordance with this policy and accompanying regulations, high school students may receive course credit toward the fulfillment of high school graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.</p> <p>12.02(2)(h)(ii) The GT Team believes in developing students’ talents over time. To that end, they work with students, families, general education teachers and gifted colleagues to support students who may need motivational support. GRTs understand the characteristics of gifted students and they build rapport with students. Through these relationships, GRTs are able to help students see the task at hand from a different perspective. GRTs are able to help students reframe their current situational awareness for a productive path towards success.</p>	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>Evaluation and Accountability Procedures 12.02(2)(i)</p> <p>District 11 utilizes several sources of assessment data to indicate student success. In addition to the details listed below, students engage in providing feedback to the district through the 5 Essentials Survey as a portion of the Academic Master Plan. The 5 Essentials help the district see the key areas of the schools from multiple perspectives, and the students’ lens is a valuable view with which to assess and evaluate for improvement.</p> <p>12.02(2)(i)(i) District 11 uses Galileo k12, CMAS, PSAT, and SAT to monitor disaggregated student achievement data. CMAS assessment data is typically used to set district achievement goals specific to gifted data and is represented on the Unified Improvement Plan (UIP) Addendum for Gifted and Talented. The Gifted and Talented Addendum is created in collaboration with Gifted Resource Teachers, GT Advisory Committee members, and administrators. It is presented to the District UIP and school board, published on the CDE website, and shared with the GT Advisory Committee meeting and Gifted Resource Teachers.</p> <p>12.02(2)(i)(ii) Students’ affective growth is monitored quarterly on the Advanced Learning Plan. Secondary students participate in a Naviance survey designed to help meet their affective goal(s). Students have the option to develop a portfolio, journal entries and rubrics to manage their personal growth.</p> <p>12.02(2)(i)(iii) Over the past 4 years, District 11 has demonstrated improvement in Math and ELA scores of gifted identified students in all areas (Does Not Meet, Partially Met, Approaching, Met and Exceeds.) The 5 Essential Survey data will continue to be used to drive growth and school improvement.</p> <p>12.02(2)(i)(iv) District 11 periodically reviews various aspects of the GT Program on a regular basis. The Board of Education Policy and Regulation are reviewed, revised and updated every three years. For the 2020-2021 Academic year, many systems and procedures are being internally reviewed and updated. Identification and Assessment are two such systems under informal internal review. Multiple stakeholder’s perspectives are taken into consideration as changes are implemented. In reviewing the external audit from 2016 and the previous CGER from CDE, some of the findings of those reports remain to be addressed. The GT Team has subcommittees to evaluate and modify practices in the GT Department going forward.</p> <p>12.02(2)(i)(v) Parents are informed of the GT internal and external reviews, evaluations and progress monitoring through the GT parent group and GTAC.</p>	
<p>Personnel 12.02(2)(j) 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,</p>	<p>Personnel 12.02(2)(j)</p>	

<p>differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(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>Gifted Resource Teachers, Gifted Magnet Program Teachers, the Gifted Education Specialist and the Gifted and Talented Facilitator each bring a wealth of knowledge and understanding to the field of gifted education in District 11.</p> <p>12.02(2)(j)(i) Gifted Resource Teachers and Gifted Magnet Program Teachers work directly with students and families to provide rich, high-quality instruction and academic programming. These gifted heroes and heroines also provide social emotional support of gifted students by helping them navigate what it means to be gifted. GRTs support gifted students understanding themselves as gifted learners, and they help students determine the appropriate resources within the learning environment.</p> <p>12.02(2)(j)(i)(A) Colorado Springs School District 11 employs a gifted-endorsed, full-time Gifted Education Facilitator, with an administrator's license who manages the program plan through establishing, overseeing, and supporting gifted programming and initiatives throughout the district.</p> <p>12.02(2)(j)(i)(B) Professional Development Activities:</p> <p>12.02(2)(j)(i)(B)(I) Professional Development opportunities occur throughout the academic year through conferences, workshops, GT Department meetings, level meetings, Professional Learning Communities (PLCs) and as needs and/or interests arise.</p> <p>Workshops are provided to the GT team to discuss standards of practice in the areas of standards-aligned ALP development, Assessment and Identification. GRTs who are new to District 11 or new to Gifted Education attend workshops to support their understanding of the gifted learner and the procedures in District 11. The GT team develops professional learning opportunities for general education staff to support the knowledge of characteristics of gifted students and differentiated instructional methods.</p> <p>12.02(2)(j)(i)(B)(II) Every school is staffed with a Gifted Resource Teacher (GRT) with full-time equivalent (FTE) ranging from 0.2 to 1.0. Personnel instructing gifted students meet ECEA requirements. More than three-quarters of the GT Team has an endorsement in Gifted Education, or working towards obtaining endorsement.</p> <p>12.02(2)(j)(ii) District 11 employs a gifted-endorsed, full time Gifted Education Specialist, and a .5 FTE part-time administrative assistant who supports the work of the Gifted Education.</p> <p>12.02(2)(j)(iv) District 11 encourages educators to take graduate level coursework towards obtaining a gifted endorsement. Staff are made aware of the Gifted Education Graduate Coursework offered in Colorado (e.g. University of Northern Colorado, University of Colorado at Colorado Springs and Denver University.)</p> <p>12.02(2)(j)(v) Members of the team are considered highly qualified in their content area and in Gifted Education. Team members hold advanced degrees in Gifted Education, licensed Gifted Endorsements and some are nationally-recognized writers and speakers.</p> <p>12.02(2)(j)(vi) Paraprofessionals are not specifically assigned to Gifted and Talented classrooms in District 11, however, they may support gifted students in the classrooms to where they are assigned.</p> <p>12.02(2)(j)(vii) Examples of Professional Learning opportunities provided are: Differentiation in the Online Environment Depth and Complexity Framework</p>
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	<p>Giftedness 101 Reaching and Teaching Gifted and Advanced Learners Professional Learning series Social Emotional Needs of Gifted Learners Special Populations in Gifted Education Twice Exceptional Levels 1 & 2 Gifted Education Book Studies CAGT, PPAGS, NACG, Beyond Giftedness and SENG Conferences Pikes Peak Regional professional learning opportunities 1:1 Workshops and Training sessions</p>	
<p>Budget 12.02(2)(k) 12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU 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>Budget 12.02(2)(k)</p> <p>District 11 contributes significant funding to support the gifted program. The budget includes funding for the Gifted Education Facilitator, Gifted Resource Teachers, Gifted Magnet Program Teachers, transportation of students to Gifted Magnet Program schools, professional learning, travel, registrations, materials, and equipment used for instruction.</p> <p>12.02(2)(k)(i) The Budget report from D11 is uploaded to the state on time and with accuracy. The funding from District 11 demonstrates how highly the subpopulation of gifted students is valued.</p> <p>12.02(2)(k)(i)(A) The state and District 11 fund the salaries of Gifted Education Facilitator, Gifted Resource Teachers, Gifted Magnet Program Teachers, a Teacher on Special Assignment for Gifted Education and a .5FTE part-time Administrative Assistant for Gifted Education.</p> <p>12.02(2)(k)(i)(B) Professional Learning is an important element of the District 11 funding stream to include in-house workshop development, partnership with the Curriculum and Instruction Department, and using outside resources to provide high-quality learning for General Education and Gifted Education professionals.</p> <p>12.02(2)(k)(i)(C) Social Emotional support is provided through GRTs and in partnership with the Student Success and Wellness Department. Curriculum and materials are utilized in alignment with the mission and vision of District 11.</p> <p>12.02(2)(k)(i)(D) Materials purchased with funds provided by the state and the district support student learning and the development of the Gifted Education Program.</p> <p>12.02(2)(k)(i)(E) Administrative costs for the Gifted Education Program are dutifully expended with an eye toward developing a professional product.</p> <p>12.02(2)(k)(ii) District 11 values the collaboration of the gifted community in the Pikes Peak Region. There are multiple times a year in which districts coalesce resources to provide exemplary programs and resources to the greater Pikes Peak Community to include guest speakers, early access support, Regional Director meetings and professional learning opportunities.</p>	
<p>Record Keeping 12.05(1)</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain. <input checked="" type="checkbox"/> Yes</p>	

<p>Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student's cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>The Gifted and Talented Office follows the Board of Education Procedure IHBB.R to resolve disagreements. https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/Section1/IHBB-R.pdf</p> <p>Appeals Procedure:</p> <ol style="list-style-type: none"> 1. The Gifted Resource Teacher or an administrator will serve as the internal facilitator for the appeal meeting. 2. The Facilitator will clarify the purpose and the reasons for holding the Appeal Review meeting. 3. The Facilitator will review the district and state criteria used to determine identification or programming. 4. The Gifted Resource Teacher or appropriate administrator shares rationale for current placement decision of this student. 5. Members of the committee may introduce assessment and/or performance data absent at the time of the identification decision, or introduce new assessment data that is now available since the initial evaluation. 6. Additional information that forms the body of evidence to inform the identification or programming decision may be introduced. 7. The Gifted Education Review Team will discuss the implications of the entire body of evidence. 8. The Gifted Education Review Team will make an identification and/or programming decision for this student. <p>The Gifted Education Review Team will share the next step in the appeal process with the parent/guardian if s/he is not satisfied with the school-level Gifted Education Review Team's decision. If the parent/guardian is not satisfied with the decision reached at the school-level</p>	

	<p>Appeal Review Committee meeting, a written appeal that includes any additional information may be made to the District’s Gifted and Talented Facilitator to review. In such a case, all pertinent information will be provided by the school-level principal. The Gifted and Talented Facilitator will collaborate with appropriate District Administration and the Deputy Superintendent of Achievement, Learning and Leadership to review the process and decision of the Gifted Education Review Team. The parent/guardian will be notified in writing of this decision in a timely manner. In the event the parent/guardian feels they have additional information that may change the decision, the parent/guardian may request in writing, that the Superintendent review the decision. If the Superintendent was involved in the initial placement of the student, then the parent/guardian may request in writing that the Board of Education review the decision. The parent/guardian will be notified of the next steps in a timely manner.</p>	
<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check “no” if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><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>	