



# COLORADO

## Department of Education

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

AU Name <b>Douglas County School District</b>		Fiscal Year: FY <b>2020 - 2021</b>
AU Address 620 Wilcox		
City Castle Rock	State CO	Zip Code 80104
Gifted Education Director Name Natasha Langjahr Straayer	Telephone 303-387-0191	Email Address gifted.education@dcsdk12.org
Gifted Education Program Director Signature 		
Superintendent Name TBD	Telephone	Email Address
Superintendent Signature		

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

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

**Directions:**

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



<p align="center"><b>Exceptional Children’s Education Act Program Element</b></p>	<p align="center"><b>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</b></p>	<p><b>If the AU plans to shift practices over the next five years, use the following to explain:</b></p> <ul style="list-style-type: none"> <li>● Describe the specific action steps (activities, strategies) the AU will take</li> <li>● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected</li> <li>● Identify who is responsible for implementing these actions steps</li> <li>● Provide a timeline for implementation with specific benchmarks and dates</li> <li>● Identify the measures used to assess the success of the proposed action</li> </ul>
<p><b>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</b></p> <p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Communication to DCSD’s stakeholders is provided via multiple avenues and addresses all aspects of the district’s gifted programming continuum: areas of identification, identification process, service delivery models, programming options, achievement results in the district’s comprehensive data report, and contact information for each building/site. The Douglas County School District website clearly outlines the procedures for gifted identification, describes the typical characteristics of gifted students, and provides links for families to learn more about giftedness. There is an updated link to the contact information for a gifted education facilitator at each school as well as contact information for the DCSD Gifted Education Coordinator, Gifted Education Team Leads, and Program Assistant. Each school provides family resources and information regarding the gifted identification process through its website and informational literature. Our gifted education referral form, available on the DCSD website as well as linked to all school websites, includes a checklist of gifted characteristics for families and students to complete during the identification process. All communication to families as well as the forms for referral and information on the website is available in English, Spanish, Korean, and Mandarin. Additional translation and interpretation are available as needed on demand through the DCSD Communications Department. Gifted Education Facilitators at each school or</p>	

	<p>program site work closely with families and other school staff to meet the needs of families to provide translation and interpretation as necessary. DCSD facilitates family events, informational sessions, book studies, guest speakers, and SENG groups. The DCSD website explains and advertises all opportunities for families to be involved in gifted programming. A monthly newsletter is sent from the DCSD Advanced academics and Gifted Education Team to all families in the District. In addition, families are informed through the Gifted Identification and Advanced Learning Plan process and individual school processes and procedures. The Douglas County Gifted Education Advisory Council (DCGEAC), includes family representatives from each feeder area (elementary and secondary), each Charter region, and district employees. The DCGEAC meets five times per school year and allows for family involvement and advocacy.</p> <p>Advanced education and gifted programming options are explained to families by the gifted education facilitator at each school after the identification process and during the creation of the advanced learning plan, including opportunities for post-secondary (college and career) planning and concurrent enrollment opportunities. In addition, district-wide programming information is available via the “Gifted Education” link on the district website as well as through the gifted education facilitator and school specific websites at each school.</p> <p>Information about upcoming special events is posted on the Family and Community Engagement portion of the web-site, school websites and through other district wide communications. Outreach occurs each fall and spring at information sessions open to any parent or student interested in gifted programming within our district. The structure for these information sessions vary by location and are targeted to the needs of the neighborhood and/or charter school community. Outreach is also provided through the Douglas County chapter of The Colorado</p>	
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	<p>Association of Gifted and Talented (DCAGT).</p> <p>Informational meetings for the DCSD’s elementary center based gifted program, (Discovery Program) information meetings are held each fall at the school sites, and are advertised through email blasts, website postings, and flyers at all elementary schools in the district. These sessions provide an overview of the program goals and process for submitting the application portfolio. Utilization of the Response to Intervention framework provides another venue for communication. As building level Problem Solving Teams convene, families and students are involved in the process of determining options to meet the needs of each student. Progress toward goals on the Advanced Learning Plan is communicated at regular progress monitoring intervals by school personnel. In addition, twice-a-year (fall and late spring) ALP conferences with students, teachers, staff, and parents provide an opportunity for communication to occur and discuss progress on ALP goals.</p>	
<p><b>Definition of “Gifted Student” 12.02(2)(b)</b>          12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>Gifted students are those students between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted students include students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:</p> <ul style="list-style-type: none"> <li>• General or Specific Intellectual Ability</li> <li>• Specific Academic Aptitude: reading, writing, math, science, social studies and world languages</li> </ul>	

	<ul style="list-style-type: none"> <li>• Specific Talent Aptitude: visual arts, performing arts, music, dance, psychomotor, creative/productive thinking, and leadership</li> </ul> <p>This definition serves as the basis for identification as a Gifted Learner in Douglas County School District. Comprehensive guidance outlines the process and procedures to identify students as gifted in each of the above areas.</p>	
<p><b>Identification Procedures 12.02(2)(c)</b>  The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention <a href="#">approach</a>, 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 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</p>	<p>Douglas County School District uses a dynamic, ongoing identification process with multiple criteria to build a body of evidence for identification to include: cognitive assessment data, achievement data, performance data, norm referenced observation scales, parent/family observation scales, and student survey data. Referrals for gifted education are encouraged and accepted at any time from a variety of sources including parents/guardians, teachers, support staff, and students.</p> <p>DCSD implements a universal screen using the Cognitive Abilities Test (CogAT) in second grade and in the transition year between elementary and middle school. Students in grades outside of the universal screening years may be referred for assessment during these testing windows. Assessments and observation scales are provided in a student’s/parent’s primary language as available. Cognitive and achievement assessments administered outside the district are also accepted as a component of the body of data (e.g., WISC-V, WPPSI, NNAT).</p> <p>Each school has a gifted education facilitator who has been trained in the identification process and participates in ongoing professional development opportunities to help ensure the fidelity of identification. Each school utilizes a team to collaborate in the gifted education identification process which includes, but is not limited to: the gifted education facilitator, classroom teachers, support staff, administrators, parent(s)/guardian(s), student, and any other key personnel. The body of evidence for identification includes input from each of these members. In addition, DCSD provides training</p>	

<p>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>for identification and programming for special populations including students from economically disadvantaged backgrounds, typically underrepresented minority groups, English Learners, and students who may be Twice-Exceptional. Members from the departments of Advanced Academics and Gifted Education, English Language Development, Special Education, and Assessment and Systems Performance, routinely collaborate to share research, best practices, resources, and create professional development opportunities for staff to inform and improve the gifted education identification process in order to increase the equity and inclusion of students from typically underrepresented populations.</p> <p>Within 30 school days of a referral for gifted identification, a determination is made and communicated to parents/guardians via formal letter to indicate one of the following: 1) the student has met CDE qualifications to indicate a need for gifted identification and programming, 2) the student does not meet CDE qualifications to indicate a need for gifted identification and programming at this time, or 3) the student will be designated as Talent Pool status in order to collect more evidence necessary for determination.</p> <p>Once a student has been identified as a gifted learner, the body of evidence for identification, identification summary, and official determination letter are uploaded and saved as part of the student's cumulative record. All teachers and staff who serve the child are notified of the determination and the parent(s)/guardian(s) are notified through a formal letter and invited to participate in developing an Advanced Learning Plan. The initial Advanced Learning Plan is developed in collaboration with parent(s)/guardian(s), teacher(s), gifted education facilitator, student, and other appropriate staff or service providers (e.g., special education provider, ESL Teacher) and programming is implemented as outlined in the ALP.</p>	
<p><b>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</b></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>DCSD follows all ECEA Rules and CDE guidance regarding the criteria used for gifted identification. This includes demonstration in the body of evidence of an advanced level on</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>performance assessments and/or ninety-fifth percentile and above on standardized, norm-referenced assessments. Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>When a student does not have a full body of evidence that meets CDE criteria for gifted identification but has some indicators, the student is designated as Talent Pool status. In collaboration with the general education teacher(s), students, family, and other staff as appropriate and necessary, the GE Facilitator reviews the student’s full body of evidence and decides upon appropriate interventions, differentiated instruction, or learning opportunities aligned to area(s) of strength. Using a Response to Intervention Framework, students are provided multiple opportunities to develop and demonstrate exceptionality in suspected area(s) of strength. Their performance, progress, and response to these interventions/opportunities are documented and monitored, shared with parents/guardians every 4-6 weeks and may be used in a body of evidence for gifted identification in the future.</p>	
<p><b>Identification Portability 12.02(2)(e)</b>          Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student’s identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student’s ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student’s ALP</p>	<p>Students Identified for Gifted Programming Moving into DCSD from another District in Colorado</p> <p>When students new to DCSD enroll, parents/guardians of each student complete an enrollment form indicating if a child has been identified or assessed for gifted identification/programming. If the parent/guardian indicates the child has been assessed for or identified gifted:</p> <p>Within 45 school days of student start date, the gifted education facilitator at the receiving school reviews the transferred student’s ALP and body of evidence (BOE) related to gifted identification.</p> <p>If the body of evidence is incomplete or does not appear to meet CDE criteria, the gifted education facilitator at the receiving school shall consult with the former district, parents, and student, and</p>	

	<p>re-evaluate the identification determination using the DCSD state-aligned identification process. Without sufficient evidence for determining programming/ ALP goals, the receiving school/district is required to re-evaluate the student for exceptional potential.</p> <p>If upon re-evaluation, the student does not meet ECEA criteria for gifted identification, the gifted education facilitator at the receiving school will meet with the parents/guardians to review all data and explain the determination.</p> <p>Within 60 school days of student start date, the gifted education facilitator at the receiving school will communicate with parents, student, teacher(s), and other support staff as appropriate about how the school will meet the needs outlined in the student’s ALP. This includes specific information about programming, goal setting, progress monitoring, and the communication and ALP process.</p> <p>This requirement means that the student must have an active ALP in DCSD and that the ALP was: reviewed for goals; verified with sufficient evidence; adjusted with programming options available in the school and matched to the student’s strengths and needs.</p> <p>For Students Identified for Gifted Programming Moving into DCSD from another State Portability law does not apply. However, gifted education facilitators at the receiving school will follow the review process above. NOTE: If a student moves to or from another state, the new state may or may not honor the identification based on their state laws and regulations governing gifted identification.</p>	
<p><b>Advanced Learning Plan Content 12.02(2)(f)</b> The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p>	<p>DCSD follows ECEA and CDE guidelines in the development and progress monitoring of advanced learning plans. Components of the Advanced learning Plan Include:</p> <ul style="list-style-type: none"> <li>● Student profile described in a Body of Evidence</li> <li>● Student interests</li> <li>● Identified Strength Areas</li> </ul>	<p><a href="#"><u>DCSD High School ALP Priority Improvement Timeline (Draft)</u></a></p>

<p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<ul style="list-style-type: none"> <li>• Annual standards-based achievement (SMART goal(s) aligned to strength area(s))</li> <li>• Annual standards-based affective SMART goal</li> <li>• Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available to match a student’s strength area(s) and support the goals</li> <li>• Progress reports toward goal attainment</li> <li>• Personnel involved with ALP development</li> <li>• Evidence of parent engagement and input into ALP</li> </ul> <p>All documentation in Infinite Campus is considered part of the student’s official cumulative record. As such, at the elementary level the Advanced Learning Plan is housed in the COALP or PLP tab in Infinite Campus. At the middle and high school level, Advanced Learning Plans are blended into the student’s ICAP. All of the Components of the ALP are housed in Naviance ALP Tasks and Infinite Campus through the COALP and PLP tab, Course Schedules, Transcripts, and other uploaded documentation.</p>	
<p><b>ALP Procedures and Responsibilities</b> 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student’s area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p>	<p>All Advanced Learning Plans (ALPs) are written or revised within the first 45 school days of initial gifted identification and thereafter revised at the end of each school year, and during the first 30 school days of each school year (by September 30).</p> <p>Gifted Education Facilitators inform parents/guardians of the ALP cycle, including the process for collaboration and input in ALP development and in the regular review of progress. Evidence of parent/guardian engagement may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance of parental support for the student’s growth. If, after three documented attempts to contact the parents</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>for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process through written communication.</p> <p>Creating and maintaining the ALP is a collaborative effort between parent(s)/guardian(s), the student, and school personnel. The school’s Gifted Education Facilitator collaborates with teacher(s), additional support staff (e.g., special education provider(s), English Language Development (ELD) teacher, school counselor), the student, and the family to ensure the ALP is created/updated and implemented. The ALP outlines the standards based academic and affective goals for the student based on his/her strength area(s) and includes all aspects of gifted education programming and services to support the attainment of these goals. In alignment with state law and guidance, ALPs are considered living documents; therefore, ALP goals and programming options may have adjustments made throughout the year as necessary.</p> <p>Recommended and available programming options aligned to student need are discussed with parents, including opportunities for post secondary (college and career) planning and concurrent enrollment. Teachers, support staff, parents/guardians and students collaborate to create and revise the Advanced Learning Plans and monitor progress toward goals throughout the school year. Parents are notified of this progress at the school’s regular progress monitoring timelines.</p> <p>As students age, their goals become more autonomous and aligned to college and career pathways. All Gifted education facilitators hold transition meetings between elementary to middle and middle to high school to discuss and determine programming and any support necessary during transition.</p>	
<p><b>Programming 12.02(2)(h)</b></p> <p>12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student’s profile. Programming components, options, and strategies shall include, but need not be limited to:</p>	<p>DCSD offers a variety of programming options to meet the needs of a full spectrum of gifted learners. In alignment with the guiding principles and programming standards of The National Association for Gifted Children (NAGC), a continuum of programming services exist for</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>gifted learners in DCSD. Each school is served by a gifted education facilitator who collaborates/ consults with classroom teachers and other support staff to appropriately plan instruction and learning opportunities to meet the needs of gifted/ high potential learners. Using a Response to Intervention Framework in a Multi Tiered System of Supports, the gifted education facilitator, teachers, support staff, administrators as necessary, collaborate with students and parents to make programming decisions.</p> <p>Students are served through The gifted education facilitator may also provide direct instruction to gifted learners in and out of the classroom setting, as determined by student need. The advanced learning plan outlines the programming necessary to meet the academic goals aligned to students’ strength areas(s) and areas of interest. Current data is used to determine goals and progress monitor students’ progress toward achieving those goals.</p> <p>Gifted Programming is designed to meet the academic, social/ emotional, and behavioral needs of students identified with advanced learning needs. Teachers and support staff differentiate learning opportunities to meet these needs. Each school site provides for gifted/high-ability learners through the implementation of some or all of the following strategies:</p> <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Curriculum compacting</li> <li>• Content acceleration</li> <li>• Grade level/content acceleration</li> <li>• Mentorships</li> <li>• Tiered assignments</li> <li>• Cluster grouping</li> <li>• Flexible grouping</li> <li>• Independent study</li> <li>• Project-based learning</li> <li>• Leadership opportunities</li> <li>• Advanced level courses</li> </ul> <p>In addition, The Discovery Program is a self-contained, center based program for highly gifted learners located regionally at four elementary school sites in Douglas County. The program is intended for those students who require intensity</p>	
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	<p>of instruction and acceleration beyond what can reasonably be expected from the regular school gifted programming.</p> <p>Douglas County offers a continuum of programming options for gifted/high potential learners based on a student's areas of strength and learning needs. Students utilize higher-level thinking through interdisciplinary units and content-specific academic units. Advanced, honors, Advanced-Placement, International Baccalaureate and Dual Enrollment Courses are offered in many areas to meet the needs of our high/potential gifted learners. In addition to academic programming options, all students create a personalized pathway to ensure post secondary readiness through the Individual Career and Academic Plan (ICAP) process. Staff at all levels collaborate using a body of evidence to inform placement decisions as students transition from elementary to middle school. In addition to advanced courses, student needs may be addressed through a variety of instructional practices which include:</p> <ul style="list-style-type: none"> <li>• World class instruction (Best practices)</li> <li>• Affective guidance</li> <li>• Differentiated curriculum, instruction, &amp; assessment</li> <li>• Flexible pacing &amp; grouping</li> <li>• Goal setting for college planning</li> <li>• Pre-assessment &amp; compacting</li> <li>• Depth &amp; complexity of content</li> <li>• Access to enrichment opportunities</li> <li>• Concurrent enrollment</li> </ul>	
<p><b>Evaluation and Accountability Procedures 12.02(2)(i)</b>                  The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:</p> <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</p>	<p>The Director of Advanced Academics and Gifted Education collaborates with the DDCSD Unified Improvement Plan Team to include goals and monitoring for gifted education in the DCSD District Unified Improvement Plan. As a part of the unified improvement process, district growth and achievement data is disaggregated and analyzed at the district and school levels. Teachers also disaggregate this data as part of their evaluation process. The Unified Improvement Plan, Department Plan and Gifted Education Program Plan are published on the district website and shared with the District Accountability Committee (DAC) and each School's Accountability Committee (SAC) for feedback before final submission. In addition,</p>	

<p>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>all stakeholders are surveyed once per year regarding gifted education programming in DCSD. The results of this survey are shared at the DCGEAC meetings. DCGEAC representatives also provide regular opportunities for parents to provide feedback and suggestions. Each year the department presents its goals and continuous improvement plan at a Board of Education meeting and to the District Accountability Committee.</p> <p>All advanced learning plans include affective goals. These goals are monitored and measured through a collaborative process between students, teachers, parents and support staff at the schools.</p>	
<p><b>Personnel 12.02(2)(j)</b></p> <p>12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(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</p>	<p>DCSD employs a Director of Advanced Academics and Gifted Education responsible for management of the Gifted Education Comprehensive Program Plan. The Director plans, develops, coordinates, and monitors all aspects of Advanced Academic and Gifted Programming including equitable identification practices, development and implementation of</p> <p>The Director collaborates with the DCSD Gifted Education Team to improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students and provides opportunities to increase the number of qualified personnel providing instruction to gifted students. The Director oversees the financial management of the gifted program and communicates district-wide gifted programming concerns to Central District Administration, principals, parents and community as appropriate.</p> <p>In addition, DCSD employs a full time Gifted Education Coordinator. The Gifted Education Coordinator provides facilitation and leadership in programming for gifted learners. He/she is responsible for leadership resulting in implementation of gifted programming including identification, assessment, programming models (neighborhood schools programming and the Discovery Program), and development/ implementation of Advanced Learning Plans.</p>	

<p>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>He/she assists to ensure compliance with local, state and federal statutes and regulations, and develops and promotes good community relationships among all stakeholders. This position is funded half by the CDE Grant and half by the district.</p> <p>DCSD also employs three full time Gifted Education Team Leads who collaborate with the DCSD Gifted Education Coordinator and Director of Advanced Academics and Gifted Education to Support teachers/school-based staff with programming related to identifying, planning for, and serving Gifted/advanced learners. This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identify team needs and building supports related to gifted education</li> <li>• Identify and coordinate specific professional development needs of individual team members, building teams, and/or district</li> <li>• Communicate and facilitate district initiatives and develop and coordinate plans for implementation as related to gifted education</li> <li>• Collaborate with central administration teams to identify system needs to meet the unique needs of all learners</li> <li>• Facilitate and coordinate multidisciplinary team approaches and problem solving to meet the unique needs of gifted/high potential learners</li> <li>• Assist with identifying and planning for needs/resources</li> <li>• Implement processes and monitor fidelity of implementation of service delivery model pertinent to gifted education, to ensure all student needs are appropriately identified and programming services are provided as outlined through the AU Gifted Education Program Plan</li> </ul> <p>Each school in DCSD has a Gifted Education Facilitator responsible for the implementation of the DCSD Gifted Program Plan at that school. Gifted Education Facilitators are required to hold, or be in process of obtaining an endorsement or certificate in Gifted Education within the first three years of hire.</p>	
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<p><b>Budget 12.02(2)(k)</b> 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>DCSD demonstrates financial support for gifted education in a variety of ways: teacher salaries, professional development, supplementary materials, required assessments for identification, and programming options for gifted learners. The budget components are determined collaboratively with input from the district’s Chief Financial Officer, Assistant Superintendent for Secondary Education, Chief</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>Academic Officer, directors, and site leaders. The components are shared with the Douglas County Gifted Education Advisory Council of directors prior to final submission.</p>	
<p><b>Record Keeping 12.05(1)</b> Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <a href="#">Financial Policies and Procedures Handbook</a>.</p> <p><b>12.05(2) Inventory</b> An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p><b>12.05(3) Student Education Records</b> The ALP documents shall be part of the student’s cumulative education record.</p> <p><b>12.05(4) Confidentiality of Student Education Records</b> Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p><b>12.05(5) Maintenance and Destruction of Student Education Records</b> Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	
<p><b>Procedures for Disagreement 12.06</b> The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved 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 DCSD Advanced Academics and Gifted Education Team follows all guidelines and procedures for disagreement as outlined in DCSD Board of Education Policies:</p> <ul style="list-style-type: none"> <li>• AC: Nondiscrimination/Equal Opportunity</li> <li>• KE: Public Complaints</li> </ul>	

	<p>These policies are posted on the DCSD Website on the Board of Education:Board Superintendent Policies and Resolutions page.</p> <p>The procedures for disagreement and dispute resolution are outlined and posted on the DCSD Gifted Education page</p>	
<p><b>Early Access 12.02(2)(l)</b>                  If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.</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>	