COLORADO
Department of Education

Gifted Education 5 Year
Comprehensive Program Plan (CPP)

AU Name **Lewis-Palmer School District # 38**		Fiscal Year: FY 2020-2021
AU Address 146 N. Jefferson St.		
City Monument	State CO	Zip Code 80132
Gifted Education Director Name Annette Bass/ Dr. Lori Benton	Telephone 719-488-4700	Email Address abass@lewispalmer.org; lbenton@lewispalmer.org
Gifted Education Program Director Signature		
Superintendent Name KC Somers	Telephone 719-488-4700	Email Address KCSomers@lewispalmer.org
Superintendent Signature		

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

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

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

Exceptional Children's Education Act Program Element	Please describe how the element is currently implemented in the AU. Address every article of law in each element.	If the AU plans to shift practices over the next five years, use the following to explain:

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		• 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
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. 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.	ACCESS TO IDENTIFICATION PROCEDURES: Identification procedures are clearly outlined and described on our LPSD Gifted Education website: "Departments - Gifted & Talented Education-LPSD Gifted Education Documents-Gifted Education Identification." The Gifted Education Team has access to LPSD website-"Gifted & Talented Education-Gifted Facilitator Docs" for standardized protocols for identification. Building Gifted Education facilitators use the Gifted Education Identification Matrices when meeting with parents. The AU website is easy to navigate with multiple resources for community and school personnel. The AU communicates in a variety of ways including email, phone calls, newsletters, brochures, parent meetings, and back-to-school events WAYS TO EDUCATE PARENTS AND FAMILIES ABOUT GIFTEDNESS OR PARENTING GIFTED STUDENTS: Gifted Education facilitators at each building educate about giftedness during annual events to include ice cream socials, back-to-school nights, and high school freshman orientation. LPSD has a GELT-Gifted Education Leadership Team composed of stakeholders from each building to include parents, teachers, gifted facilitators, and administrators which meet four times per year and provides opportunities for parent engagement in the decision making process. The LPSD Gifted Education web page has links to Gifted Education On-line resources and organizations that support the gifted student and family. Two LPSD gifted education facilitators are certified as SENG trainers and lead Parent discussion groups. The SENG parent group meets for 6-8 consecutive weeks, using A Parent's Guide to Gifted Children. Childcare is provided to help make the meeting times more accessible to all families. Invitations will be sent home to parents and a flier will be posted on the Gifted Education web page. A section of our Parent Handbook reviews the characteristics of gifted students. PARTICIPATION FOR PARENTS & FAMILIES MAY PARTICIPATE IN THE SCHOOL COMMUNITY: Parents are invited to participate in the community by accessing school websites, emails, event postings, a school-based BAAC committee, district-wide committees: DAAC, PTO, GELT, and various school-based volunteer opportunities to include Booster Club and after-school enrichment.	

	LPSD's Gifted Education Leadership Team (GELT) is composed of Stakeholder representatives from each building to include parents, teachers, gifted facilitators, and administrators. We meet four times per year. PROGRAMMING OPTIONS TO MATCH STUDENT'S STRENGTHS & CHALLENGES: LPSD Gifted and Talented Education Guide lists programming opportunities for gifted students. The ALP/ICAP process includes individual student goals and programming. LPSD also provides options for Online opportunities based on ALP/ICAP. CONCURRENT ENROLLMENT OPTIONS: Concurrent Enrollment Counselor is available at each high school and works with Gifted Education facilitator to meet student needs. We hold District-Wide College and Career Nights. Concurrent Enrollment Counselor is available at each high school and works with Gifted Education facilitator to meet student needs. HOW TO BE INVOLVED IN COLLEGE AND CAREER PLANNING: District-wide College and Career nights are held. Concurrent enrollment Counselors available at each high school and works with Gifted Education Facilitator to meet student needs COMMUNICATION IN PRIMARY LANGUAGES OF AU: Written communication to parents is sent in the language of the parents as listed on the student registration: Currently in English and Spanish. Translation of other languages will be coordinated with the EL coordinator. **(This element:** Meets conditions of law • The administrative unit (AU) has comprehensive resources available for parents and families on their website. • They also have a detailed Gifted Education Handbook. • The AU GT Facilitators participate in annual Back to School Nights • Assist in the facilitation of Supporting Emotional Needs of Gifted (SENG) parent sessions • Provide programming information via messaging, flyers, and college and career nights during the school year. • Secondary students have access to concurrent enrollment options through Pikes Peak Community College and University of Colorado at Colorado Springs. • The Gifted Education Leadership Team (GELT) is comprised of parents, teachers, administrators, and gifted facilitators. They meet four times per year to provide input into the decision-making process regarding gifted education. • Gifted education programming options and gifted student achievement progress is shared annually with the Board of Education, District Accountability and Advisory Council (DAAC), Building Accountability and Advisory Council (BAAC), GELT, gifted facilitators and teachers. • Secondary students' Naviance goal forms are reviewed annually with the student and building gifted facilitator to assure that students are making progress toward their stated targets.) Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
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	AU DEFINITION IS THE SAME AS THE STATE DEFINITION: The definition of "gifted student" is written on the LPSD website under DEPARTMENTS-GIFTED & TALENTED EDUCATION. LPSD Gifted Student Definition The LPSD Gifted and Talented Guide are posted on our website	

12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.	providing information on the gifted student. The definition can also be found in the Gifted and Talented Education Guide. **(This element:** Meets conditions of law The current definition is posted on the website, in the Comprehensive Program Plan (CPP), and the Gifted and Talented Education Guide. The AU definition is substantially similar to the definition of "gifted student" as specified in the Exceptional Children Education Act (ECEA) rules.) Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
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: 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; 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; 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; 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; 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	REFERRALS FROM A VARIETY OF SOURCES AND SCREENING PROCEDURES: Referrals may be submitted by students, parents, teachers, and administrators to the Building Gifted Education Facilitator. Student data is monitored by Building Gifted Education Facilitators. A student may choose to submit a portfolio for evaluation. UNIVERSAL SCREENING: As a district, we use CogAT Form 7 assessments for all 3rd and 6th graders in October of each calendar year TIMELINE: A body of evidence is gathered and programming may begin before formal identification by the Identification Review Team (IRT). Within 30 school days, parents are notified in writing regarding the collection of identification documents and when the body of evidence has been presented to the district IRT. The district IRT meets 3 times a year in the fall, winter, and spring to review the body of evidence to determine if criteria are met for gifted identification. CATEGORIES OF GIFTEDNESS, 95TH PERCENTILE CRITERIA: The district uses the 95th percentile to determine exceptionality in intellectual ability and achievement as recommended by the state. CRITERIA FOR SCREENING ASSESSMENTS LESS THAN 95TH PERCENTILE FOR TALENT POOL: Students who do not meet the 95th percentile are placed on a talent pool watch list and appropriate programming is provided. Other criteria indicators are allowed for special populations. NOT MEETING CRITERIA ON SINGLE ASSESSMENT DOES NOT PREVENT FURTHER CONSIDERATION FOR ID: Students, who do not have a complete body of evidence and have partially met the criteria on the Gifted Education Identification Matrix, may be assessed using different testing instruments. Additional data continues to be collected, reviewed, and added to the body of evidence. When data collected matches the criteria on the Gifted Education Identification Matrix the student's body of evidence is reviewed by the IRT (Identification Review Team) for gifted identification. **Description of evidence and location** METHODS TO ENSURE EQUAL AND EQUITABLE ACCESS FOR ALL POPULATIONS The CogAT 7 supports equitable access for EL students with a reduced language load The K-Bit 2 supports students with fine-motor deficits The MAPS (NWEA) Computer adaptive interim assessment of	

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; 12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming; 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. 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 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.	Reading, language usage, and mathematics (includes Spanish-language version of MAP Mathematics) The Naglieri (NNAT3) is a culturally neutral assessment of general ability that is ideal for use with a diverse student population ASSESSMENT PROCESS FOR GIFTED IDENTIFICATION UNIVERSAL SCREENING: As a district, we use CogAT Form 7 assessments for all 3rd and 6th graders in October of each calendar year TESTING: LPSD uses additional measures to assess intellectual ability, achievement, behavior characteristics, and demonstrated performance for giftedness. The CogAT 7 supports equitable access for EL students with a reduced language load The K-Bit 2 supports students with fine-motor deficits The MAPS (NWEA) Computer adaptive interim assessment of Reading, language usage, and mathematics (includes Spanish-language version of MAP Mathematics) The Naglieri (NNAT3) is a culturally neutral assessment of general ability that is ideal for use with a diverse student population CogAT 7 (Cognitive Ability Test) assessments may be used at any grade level to screen exceptional ability/talent pool applicants K-BIT 2 (Kaufman Brief Intelligence Test) measures verbal and nonverbal intelligence GES-3 (Gifted Evaluation Scale) measures Intellectual, Creativity, Specific Academic Aptitude, Leadership Ability, and Performing and Visual Arts NNAT-2 (Naglieri Nonverbal Ability Test) is a nonverbal, culturally neutral assessment of general ability TOMAGS (Test of Mathematical Abilities for Gifted Students) measures student's ability to use mathematical reasoning and mathematical problem-solving WISC (Wechsler Intelligence Scale for Children) is an individually administered intelligence test for children between the ages of 6 and 16 inclusive that can be completed without reading or writing SIGS (Scales for Identifying Gifted Students) is a comprehensive observational instrument available for identifying gifted students ages 5–18. It is a standardized, norm-referenced instrument is completed by teachers or parents and provides an effective method for identifying gifted children MAP (Measures of Academic Progress-NWEA) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual Additional State or Nationally Normed Achievement &/or Cognitive Assessments • ***The CogAT 7*** supports equitable access for EL students with a reduced language load • ***The K-Bit 2*** supports students with fine-motor deficits • ***The MAPS (NWEA)*** Computer adaptive interim assessment of Reading, language usage, and mathematics (includes Spanish-language version of MAP Mathematics) • ***The Naglieri*** is a culturally neutral assessment of general ability that is ideal for use with a diverse student population	

- ***The Profile for Creative Abilities (PCA)*** is an assessment that examines the interaction of cognitive process personal characteristics, social context, and life-span development

Students can also be identified in Talent Areas. TIPP (Talent Identification in the Pikes Peak (Region) is a performance assessment that is carried out at a designated venue in our region. Students are nominated based on criteria that is independent of Lang

REVIEW TEAM PROCEDURE: The AU has an IRT (Identification Review Team) that includes the Director Learning Services, District Gifted Education Facilitator, and ALL Building Gifted Education Facilitators who are highly qualified in gifted Education.

District Gifted Ed Facilitator and most Building Gifted Ed Teachers hold a Master's Degree in Gifted Education and/or Gifted Endorsement

DETERMINATION LETTER: Letters have been created at the district level and are posted on our LPSD Gifted & Talented Education web page (Facilitator access only) for easy access to building gifted education facilitators, standardizing district protocol. Letters are created in the parent's native language as needed. ID (Identification) Letter includes test scores and area of identified giftedness. Parents may accept or decline services for gifted by returning a copy of the signed determination letter.

(This element:
Meets conditions of law

Description of Findings and Observations
The Administrative Unit (AU) has an identified percentage of gifted students of 10.8% which is higher than the state average. Males are identified at a higher percentage than females and some under-represented populations are identified at a lower rate. The AU has a process in place to identify Twice Exceptional Learners and early learners who qualify for Early Access. A talent pool is in place for students who are high performing on select assessments but do not meet the identification criteria for gifted. The AU screens at 3rd and 6th grade using the Cognitive Abilities Test (CogAT) 7. The AU uses a Body of Evidence approach to identification with a variety of qualitative and quantitative instruments. This information is compiled into a Student Profile Data Sheet for gifted education team member review.

Since the 2015 Colorado Gifted Education Review (CGER) the AU has updated their identification process to include talent areas and to meet portability requirements. The talent process used is the Talent Identification for Pikes Peak (TIPP) and was developed cooperatively in that region. The guidebook and website include information about identification including requirements for the Interstate Compact on Educational Opportunity for Military Children. Other opportunities for families to learn about gifted education identification are provided at back to school nights at all levels and informational meetings at the high school level.

Strengths

- The Administrative Unit has established a process for identification in each talent area.
- A screening process is delivered at 3rd and 6th grades using the Cognitive Abilities Test.

	• The majority of parents and families understand the identification process for their child.) Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool *12.02(2)(d)* 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. 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. 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.	BODY OF EVIDENCE: The district has created a "Student Profile Data Sheet" that collects a body of evidence that is both qualitative and quantitative in three of the four areas that support the Identification Matrix. The Gifted Education Identification Matrices include Intellectual ability (multiple assessments as needed), achievement, behavior characteristics, and demonstrated performance (portfolio) and are included in the LPSD Gifted and Talented Guide which is posted on the LPSD GT website. A Body of Evidence is collected and recorded on the Student Profile sheet. In order to qualify, students must have 1 data point in a Cognitive area, at least 2 data points in a corresponding achievement area, and 2 qualifying scores in a behavior characteristics area. CRITERIA FOR SCREENING ASSESSMENTS LESS THAN 95TH PERCENTILE FOR TALENT POOL: Students who do not meet the 95th percentile are placed on a talent pool watch list and appropriate programming is provided. Other criteria indicators are allowed for special populations.	
Identification Portability *12.02(2)(e)* 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: 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; 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; 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. 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	STATEWIDE ID PROCEDURES FOR PORTABILITY: Military transfer students are accepted following the guidelines of The Interstate Compact on Educational Opportunity for Military Children. Parents are notified using the district parent letter. LPSD accepts student ALP records for transfer students within Colorado and provides appropriate programming. Parents are notified using the district parent letter. TRANSFER BODY OF EVIDENCE FOR ID AND ALP TO NEW DISTRICT: LPSD gifted education facilitators review the body of evidence for identification for any transfer student. Parents are notified with written communication. BODY OF EVIDENCE INCOMPLETE, CONTACT FORMER DISTRICT, PARENT, STUDENT: LPSD gifted education facilitators contact the previous district for gifted identification documentation and assess the student to complete a body of evidence to determine programming. REVIEW ALP WITHIN 45 DAYS OF ENROLLMENT AND COMMUNICATE WITH PARENT WITHIN 60 DAYS: LPSD gifted education facilitators review ALP for transfer students. Parents are notified with written/oral communication.	
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	ALP IS DEVELOPED FOR EVERY GIFTED STUDENT: LPSD follows the state document to guide the ALP/ICAP process. An ALP is created for/with/by every identified gifted student determined by their area of giftedness, interests, and instructional and affective needs, with input from the gifted education facilitator, student, parent(s), teachers, and support staff. School-level transitions meetings to discuss each student individually occur every spring. HARD FILES for each student are transitioned to the next school level by the Gifted Education Facilitators	

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: 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; 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; 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; 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; 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.	ALP IS CONSIDERED IN PLANNING FOR POST-SECONDARY READINESS: College and career planning are included in the ICAP/ALP process. ALP IS BLENDED INTO ICAP: The ALP and ICAP are both housed in NAVIANCE and include achievement and affective goals. The ALP includes a body of evidence that has a student profile described in the body of evidence. Annual formal meetings that include parents/guardians, teachers, student, And GT facilitator are conducted at the elementary level. At this time, interests and additional areas that have been identified through the IRT process are updated in the ALP. Academic updates are added at least 3x per year. Secondary students update annually by using Naviance to update ALPs in Alpine and ICAP. STANDARDS-ALIGNED ACHIEVEMENT GOALS DEVELOPED FOR STUDENT'S STRENGTH AREA(S): Standards-aligned ALP goals are written, reviewed and updated for the student's area of strength each year. AFFECTIVE GOALS REFLECT DEVELOPMENT OF PERSONAL, SOCIAL, COMMUNICATION, LEADERSHIP, AND/OR CULTURAL COMPETENCY: Affective goals are written, reviewed and updated for each identified gifted student in the ALP or ICAP/ALP. Advanced Learning Plans include student profile, background information, achievement and affective goals. DESCRIPTION OF SUPPLEMENTAL CURRICULUM, ACTIVITIES, SPECIFIC STRATEGIES AND EXTENDED OR EXPANDED OPPORTUNITIES THAT SUPPORT GOALS: Gifted Education courses and programs exist at all levels to support the goals of our gifted students. **LPSD Gifted and Talented Guide and websites list programming opportunities including enrichment and clubs.** PROGRESS REPORTS THAT ALIGN WITH THE AU'S SCHEDULE FOR PARENT-REPORTING AND/OR CONFERENCES ABOUT STUDENT PROGRESS: Building Gifted Education Facilitators schedule an annual ALP conference to report/discuss student progress. Progress monitoring occurs throughout the year and is reported to parents at the end of each grading period. Parents may access progress reports through Infinite Campus at any time. Progress reports are building specific. ALPS ARE MANAGED WITHIN THE SCHOOL CUMULATIVE RECORD SYSTEM AND ARE TRANSFERRED BETWEEN GRADES AND SCHOOL LEVELS: Gifted Education files are managed within the ALPINE record system. ALPINE is used to manage and house the student ALP, test scores, other pertinent information. Gifted Education Facilitators schedule transition meetings to discuss each student individually, every spring between levels. Hard files for each student are transitioned to the next school level. ALP DEVELOPMENT INCLUDES TEACHERS(S), STUDENT, PARENT AND SUPPORT STAFF AS APPROPRIATE: An ALP is created for/with/by every identified gifted student in their area of gift, with input from the gifted education facilitator, student, parent(s), teachers, and support staff. HS - ICAP/ALP created in NAVIANCE and ALPINE for each identified gifted student. MS	

	and ELEM - ALP created in ALPINE for each identified gifted student. **(This element:** Meets conditions of law **Description of Findings and Observations** Advanced Learning Plans (ALPs) are completed for all identified students. The AU uses Alpine Achievement for ALP access at the elementary level. At the secondary level the ALP and Individual Career and Academic Plan (ICAP) are blended and stored in Naviance. These are updated by the student annually. Most ALPs reviewed included affective goals as well as academic goals. Based upon the ALPs reviewed, goals are aligned with tiered instruction, advanced programming and high level learning opportunities. The AU uses a student profile data sheet when reviewing and updating students' ALPs. Each ALP reviewed by the CGER Team was current and personalized for each student. When a student's goal is met, a notation is made in the ALP and new goals are then written. Progress reports are completed at the end of each grading period and at the annual ALP meeting. Some ALPs reviewed had Progress Monitoring indicated, but not all had this documentation available. ALP's are reviewed by GT facilitators and the student three times per year at the elementary and middle level and all updates are documented at that time. Facilitators schedule transition meetings to discuss each student individually during spring and between grade levels. Hard files for each student are transitioned to the next school level. The elementary parent focus group held in May 2019 expressed appreciation for being involved in their child's ALP process. **Strengths** • Students participate in their individual ALP academic and affective goal setting meetings. • Parents receive an online survey when their student's ALP has been approved and signed. • The GT facilitators at each school have been trained to use an "ALP Non-Negotiables" list when developing a student's ALP performance and affective goals. • Student goal sheets are developed based upon Northwest Evaluation Association (NWEA/MAPS) areas of academic growth and National Association of Gifted Children (NAGC) social emotional standards and report card affective goals.) Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
ALP Procedures and Responsibilities 12.02(2)(g) 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; 12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process; 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	PARENTS, TEACHERS, AND THE STUDENT ARE NOTIFIED ABOUT ALP DEVELOPMENT: Each Building Gifted Education Facilitator is responsible for the notification and facilitation of ALP (PK-8) and ALP/ICAP (HS) development. GOALS ARE WRITTEN AND ALIGNED WITH TIERED CLASSROOM INSTRUCTION AND SUPPLEMENTAL OR INTENSIVE PROGRAMMING: Elementary and middle school ALPs include sections to list support for differentiation, depth, content, higher-order thinking, complexity, and evidence of success. The ALP contains goals in their area(s) of gift that aligns to programming. STUDENTS ARE ACTIVE PARTICIPANTS IN THE ALP PROCESS: Students attend/give input at the annual ALP meeting. Students use NAVIANCE at the HS level to complete the ALP. Students are in charge of developing their ALPs at the high school level with guidance from counselors and gifted facilitators and input from parents. Advanced Learning Plans are integrated with ICAPs providing relevance to the high school students.	

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; 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 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.	ALPS ARE MANAGED WITHIN THE SCHOOL CUMULATIVE RECORD SYSTEM AND ARE TRANSFERRED BETWEEN GRADES AND SCHOOL LEVELS: Gifted Education files are managed within the ALPINE record system. ALPINE is used to manage and house the student ALP, test scores, other pertinent information. Gifted Education Facilitators schedule transition meetings to discuss each student individually, every spring between levels. Hard files for each student are transitioned to the next school level. PROGRESS REPORTS THAT ALIGN WITH THE AU'S SCHEDULE FOR PARENT-REPORTING AND/OR CONFERENCES ABOUT STUDENT PROGRESS: Building Gifted Education Facilitators schedule an annual ALP conference to report/discuss student progress. Progress reports are building specific. CLASSROOM TEACHERS ARE FAMILIAR WITH AND SUPPORT ALP GOALS, AND/OR WRITE ALP MEASURABLE GOALS: Classroom teachers have access to the computer program ALPINE to view the ALP for an identified gifted student. Students are flagged gifted in Infinite Campus. Teachers may consult with the building gifted facilitator to discuss student goals. HARD FILE: Additional information may be accessed in each student's gifted file. Building Gifted Education Facilitators provide Professional Development Staff Trainings on the gifted student and the ALP process. MS Gifted Education facilitator meets weekly with teachers in PLC. Elementary Education facilitators meet during scheduled PLC days. MS GEd facilitator meets weekly with teachers in PLC.	
Programming *12.02(2)(h)* 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: 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; 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); 12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills); 12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning); 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); 12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;	COMPONENTS, OPTIONS, AND STRATEGIES ADDRESS THE EDUCATIONAL NEEDS OF GIFTED STUDENTS: Assessment Data drives instructional strategies based on the area of giftedness at each grade level to address the educational needs of gifted students. Programming options and strategies may include supplemental curriculum, differentiation, enrichment activities, independent studies, and/or extended or expanded learning opportunities. PROGRAMMING ALIGNMENT TO STUDENT'S ASSESSMENT DATA AND ALP GOALS IN AREA(S) OF GIFTEDNESS: The ALP document matches the student's strength area(s) and interests. ALP document aligns to student's data and ALP goals. SUPPORTS DIFFERENTIATED INSTRUCTION AND METHODS: Students are supported by differentiated instruction and methods, acceleration, cluster grouping, higher-order thinking skills. Courses provide differentiation. PROVIDES DIVERSE CONTENT OPTIONS IN AREAS OF STRENGTH: Students have opportunities for acceleration, advanced courses, independent studies, internships, gifted courses. Secondary and upper elementary students are able to take accelerated and/or advanced classes in their area of identification. PROVIDES PRE-COLLEGIATE AND/OR PRE-ADVANCED PLACEMENT SUPPORT: Support is a part of the ALP/ICAP 4-year plan. Coursework progresses each year, starting with freshman Honors classes, to prepare GT students for AP and college classes. Acceleration opportunities are provided to skip prerequisite classes where appropriate. A 4-year course plan is kept in GT student files.	

12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support; 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); 12.02(2)(h)(i)(I) Post-secondary options available to gifted students. 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. 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.	PROVIDES POST-SECONDARY OPTIONS TO STUDENTS: These are a part of the ALP/ICAP 4 year course plan. ALP Recommendations placed in Gifted Education student file. Options are presented at High School Gifted Education Grade Level Meetings. Gifted Education Courses also address post-secondary options. PROVIDES CONCURRENT ENROLLMENT OPTIONS IF INDICATED IN ALP OR ICAP: Options included as part of the ALP/ICAP 4 year course plan and counseling support is provided. Options include but are not limited to Concurrent Enrollment through UCCS, Pikes Peak Community College, online college programs, AP courses, Vocational-Technical Programs, and internships. High School students may receive college credit through options listed PROVIDES A PROBLEM-SOLVING PROCESS WHEN A GIFTED STUDENT IS UNDERACHIEVING: RtI and MTSS teams are building specific. Buildings support collaboration between gifted facilitator, administration, counselor, and teacher. Weekly Team meetings at Middle school level provide an opportunity to discuss observations regarding students. PROVIDES AFFECTIVE AND GUIDANCE SUPPORT: Students are supported through the counseling department and various gifted education courses and groups at all levels. The High School Mind Works class is valued by students and staff, who appreciate the affective support. The High School Independent Study class provides opportunities for gifted students to pursue passion and interest areas that support social-emotional growth. High School Gifted Education Facilitator presents programming using a PowerPoint to explain programming and the ALP process. IDENTIFIES THE TYPE OF DELIVERY BY WHICH STUDENTS ARE SERVED AT THE DIFFERENT SCHOOL LEVELS: Students are served by general classroom, resource location, small group, pullout, direct and extended instruction aligned to strength area. Secondary students are served by regular, honors, or advanced courses across the curriculum. Enrichment activities for gifted students provide challenging and interesting learning opportunities. PROGRAMMING IS ARTICULATED ACROSS GRADE LEVELS: Embedded in LPSD #38 school program information PK-12 Grade Level meetings and PLCs allow for collaboration across all grade levels. PERSONNEL ASSIGNED WITH THE RESPONSIBILITY FOR ALP DEVELOPMENT AND MONITORING: Each building has at least one Gifted Facilitator, who is responsible for developing the ALP, along with other staff, student and parents, and is responsible for monitoring the ALPs on a consistent basis. PARENTS, STUDENTS, AND CLASSROOM TEACHERS SHOULD BE FAMILIAR WITH THE ALP GOALS AND/OR WRITE ALP GOALS, AND TEACHER, SUPPORT STAFF, STUDENT AND PARENTS COLLABORATE ON EFFORTS TO DEVELOP ALPS AND CONDUCT REVIEWS: At the Elementary level, annual ALP conferences are scheduled and parents are encouraged to attend, via email, and/or telephone. Also attending the ALP meeting are the student's teachers, the student, and the building GT facilitator. At the middle school level, each student meets with the building GT facilitator at least annually to review and update the ALP. The ALP is then sent home and parents are asked for input. The completed ALP is then sent home for signature approval. At the secondary level, students use NAVIANCE at the HS level to complete the ALP process, where parents are provided input and asked for signature, teachers complete the Teacher Input Survey, the building GT facilitator completes the ALP (ICAP. Alpine),	

CLASSROOM TEACHERS ARE FAMILIAR WITH AND SUPPORT ALP GOALS, AND/OR WRITE ALP MEASURABLE GOALS: Classroom teachers have access to the computer program ALPINE to view the ALP for an identified gifted student. Students are flagged gifted in Infinite Campus. Teachers may consult with the building gifted facilitator to discuss student goals. HARD FILE: Additional information may be accessed in each student's gifted file. Building Gifted Education Facilitators provide Professional Development Staff Trainings on the gifted student and the ALP process. MS Gifted Education facilitator meets weekly with teachers in PLC. Elementary Education facilitators meet during scheduled PLC days.

GIFTED RESOURCE PERSONNEL MAY ASSIST WITH WRITING OF GOALS, BUT ARE NOT SOLE CUSTODIAN OF ALP: An ALP is created for/with/by every identified gifted student in their area of gift, with input from the gifted education facilitator, student, parent(s), teachers, and support staff.

ALP DEVELOPMENT INCLUDES TEACHERS(S), STUDENT, PARENT AND SUPPORT STAFF AS APPROPRIATE: An ALP is created for/with/by every identified gifted student in their area of gift, with input from the gifted education facilitator, student, parent(s), teachers, and support staff. HS - ICAP/ALP created in NAVIANCE and ALPINE for each identified gifted student. MS and ELEM - ALP created in ALPINE for each identified gifted student.

EVIDENCE OF PARENT ENGAGEMENT, AND REVIEW OF PROGRESS, IN THE ALP: Annual ALP conferences are scheduled and parents are encouraged to attend. Parent signatures are included in the reports documenting that they have reviewed their student's ALP. Parents are given a website link to complete an LPSD Gifted and Talented Parent Survey on expectations related to communication, identification, and programming. At the secondary level, parents receive a copy of ALP meeting notes and 4 year planning guide. They also receive a parent letter summarizing individual ALP meeting which includes the link to the survey.

(This element:
Meets conditions of law

The Administrative Unit (AU) offers extensive options for enrichment and programming for identified gifted students and talent pool students. These options are listed on the AU website and the gifted education handbook. Specific information about school level programming options is listed on each school website. Some examples include small group, pullout instruction, direct services, extended instruction and advanced classes. Students have opportunities for acceleration, advanced courses, independent studies, internships and gifted courses. Secondary and upper elementary students are able to take accelerated and/or advanced classes in their area of identification. The Advanced Learning Plans (ALPs) reviewed included programming aligned to student strength areas and goals. Concurrent enrollment opportunities are offered through Pikes Peak Community College and University of Colorado at Colorado Springs. Parents indicated on their survey responses that 55% of them know and understand their child's programming options. Teacher surveys indicated that high school programming is based on a student's 4-year plan, middle school is based on their ALP goals and elementary is primarily site based.
A focus for the AU is emotional wellness for all students including gifted and a variety of strategies are employed to meet this need. Affective supports offered include counselor support, a Mindworks class at the high school, gifted education seminars and mini lessons from 101 Success Secrets for the Gifted Learner. Supporting the Emotional Needs of Gifted (SENG) training is offered to gifted education facilitators and parents on a consistent basis. A Multi-Tiered System of Support (MTSS) is used to problem solve issues related to underachievement with gifted students.

	Strengths • Extensive programming and enrichment options are offered for all identified and talent pool students. • Affective and academic needs are addressed in ALP goals. • Each school offers a variety of programming based on the needs of identified and talent pool students in their school community.) Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
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: 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; 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); 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 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 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.	REPORT ON PROGRESS OF PREVIOUS TARGET: LPSD UIP Gifted Education Addendum was submitted to CDE in April 2019 in conjunction with the district UIP. PERFORMANCE TARGETS AND ACTION PLAN: The Comprehensive Program Plan was followed and revisions were made as required by targets. METHODS BY WHICH GIFTED STUDENT PERFORMANCE IS MONITORED AND MEASURED FOR CONTINUAL LEARNING PROGRESS ALIGNED TO STATE ACCREDITATION AND ACCOUNTABILITY (PERFORMANCE CHALLENGE DETERMINED VIA DATA ANALYSIS): The UIP monitors and measures performance, learning progress, methods, student performance targets and action plans to meet the targets. The AU disaggregates gifted student data and evaluates trends over time. AFFECTIVE GROWTH IS MONITORED AND MEASURED TO ENSURE CONTINUAL DEVELOPMENT: LPSD provides opportunities to learn about the SENG-Social Emotional Needs of the Gifted so that affective growth is monitored and continues to develop. District has purchased several SENG webinars for gifted education that will be used to support and understand the social-emotional needs of our gifted students. SENG Trained LPSD gifted education facilitator offer SENG parent group meetings district-wide K-12. In Elementary Schools, facilitators are implementing lessons from the book "***Teaching Tenacity, Resilience, and a Drive for Excellence***". These lessons provide assessments and reflection for students so that growth can be monitored. Affective and academic goals are in the ALP and monitored throughout the year. They are also updated at the annual ALP meeting, and through Naviance. GIFTED STUDENT ACHIEVEMENT AND GROWTH REPORTING ARE DISAGGREGATED: Performance, achievement, and growth for gifted students are disaggregated into groups: Grade level, Gender, Ethnicity, Free & Reduced Lunch, Areas of Giftedness, and Twice-exceptional. These are done at building level data digs GIFTED PROGRAM SELF-EVALUATION INCLUDES PERIODIC FEEDBACK AND REVIEW FROM STAKEHOLDERS AND INFORMS STAKEHOLDERS OF THE METHODS FOR PROGRAM EVALUATION: An electronic survey is sent annually to parents as a part of the ALP process. The 4-Year Comprehensive Program Plan is reviewed and updated annually and shared with stakeholders at GELT meetings and Facilitator meetings. Periodic program evaluation feedback and reviews from stakeholders are received from the GELT (Gifted Education Leadership Team) and LPSD Gifted Education Facilitators. Focus groups were conducted with a parent group and a facilitator group	

	(This element: Meets conditions of law **Description of Findings and Observations** The AU reports performance targets via the Unified Improvement Plan (UIP). The most recent 2017 UIP reported that achievement of minority gifted students fell below that of other identified gifted students and will be monitored as a subgroup using Northwest Evaluation Association/MAP data. Also noted in the current UIP is a downward trend for gifted student achievement at the middle school level in both reading and math. The UIP Action Plan indicated "the need for professional development in the use of systemic strategies for all students (general education, gifted, and at-risk populations) in grades 7-8 in the areas of Math and Reading." Due to low participation of the AU on Partnership for Assessment of Readiness for College and Career (PARCC), the AU considers the performance data invalid. They rely on NWEA/MAPS AU data as more reliable for determining student achievement and growth. Affective growth is monitored throughout the year and documented on the 6th-8th grade report card through Success Habits grades. The state gifted education Comprehensive Program Plan (CPP) is updated annually and shared with GELT (gifted education leadership team which is comprised of parents, facilitators, principals and administrators). Periodic program evaluation and feedback from all stakeholders is conducted by the GELT and Gifted Education Facilitators. In May, 2019, parent focus groups were invited to provide input and suggestions regarding gifted education programming. **Strengths** • The school level GT Facilitators meet with their principals monthly to share information and update them on gifted education programs. • The GT facilitators participate in professional learning community meetings (PLCs), Advanced Learning Plan (ALP) conferences, and data digs to maintain up to date information regarding gifted programming and gifted student support needs. • Student achievement data for this AU indicates an overall high level of student accomplishment and growth.) Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
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, 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: 12.02(2)(j)(i)(A) Management of the program plan; 12.02(2)(j)(i)(B) Professional development activities, the purposes of which are: 12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of	DESCRIBE PERSONNEL RESPONSIBLE TO PROVIDE INSTRUCTION, COUNSELING AND COORDINATION OF PROGRAMMING FOR GIFTED STUDENTS: Every building has a gifted education facilitator that supports gifted identification, programming, and accountability for gifted student achievement and growth. Each K-12 school has at least one dedicated gifted education facilitator who is responsible for ALP management, monitoring, and differentiated instruction for gifted students. Gifted education facilitators provide training to teachers in their individual schools. In each school, at least one facilitator has their endorsement or specialist certification in Gifted Education. Paraprofessionals are not the instructional providers of gifted students. LPSD does not utilize paraprofessionals in the Gifted Education Department. A DESIGNATED PERSON WITHIN THE AU IS RESPONSIBLE FOR MANAGEMENT OF PROGRAM PLAN & GIFTED EDUCATION PROFESSIONAL DEVELOPMENT: The AU employs district-level leadership to oversee the gifted program. The Director of Learning Services Gifted Education is responsible for managing the gifted education program at LPSD. The district Gifted Education	

teachers and other personnel who provide instruction and other supportive services to gifted students; and 12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students. 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. 12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students. 12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel. 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. 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. 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).	facilitator encourages participation in professional development opportunities in gifted education. Building Gifted Education facilitators at each level are responsible for managing the gifted program plans and professional development for their building. Additional professional development opportunities are offered to Gifted Education facilitators, administrators, and teachers through the Pikes Peak Gifted Education Region, CAGT Conference, Beyond Giftedness, IDGE, NAGC, SENG, and CDE online modules. CDE, Colleges, and Universities continually contact the gifted education office offering professional development and college courses for gifted education certification and degrees. This information is sent to principals and facilitators as received. These professional development opportunities are discussed at GEd Facilitator meetings. A GOOD FAITH EFFORT BY THE AU IS MADE TO HAVE AT LEAST A HALF-TIME QUALIFIED PERSON MONITORING AND ADMINISTERING THE GIFTED PROGRAM AND EMPLOYING SUFFICIENT PERSONNEL FOR SUPPORTING GIFTED PROGRAMMING: The district gifted education facilitator is at least 0.5 FTE. This person supports gifted programming at the state, district, and building levels. Each PK-12 school building has a gifted education facilitator responsible for providing services for gifted students. PROFESSIONAL DEVELOPMENT SUPPORTS THE IMPROVEMENT AND ACQUISITION OF KNOWLEDGE RELATED TO THE NEEDS OF GIFTED STUDENTS: LPSD Gifted Education facilitators and teachers attend CDE and Pikes Peak Regional Gifted Education Professional Development Trainings related to the improvement and acquisition of knowledge related to the needs of gifted students. The MTSS team offers professional development to all LPSD staff annually, specifically, "Depth & Complexity" during the Summer Academy, after school sessions, and school-specific staff training. The Director of Gifted Education provides new staff with an overview presentation of LPSD Gifted Education during the August New Teacher Orientation in conjunction with the SPED Director and EL Coordinator. Building Gifted Education Facilitators at each level are responsible for sharing PD (Professional Development) opportunities and providing gifted education guidelines and procedures required for identification and programming with their staff. Elementary Gifted Education Facilitators train the 3rd and 6th-grade teachers who administer the CogAT which is used for gifted universal screening. The Middle School Gifted Education Facilitator trains teachers using ALPINE ACHIEVEMENT to understand the ALP. During GELT (Gifted Education Leadership Team) and Gifted Education Facilitator meetings upcoming and completed professional development opportunities for teachers, parents, and students are presented. **(This element:** Meets conditions of law **Description of Findings and Observations** All buildings in the Administrative Unit (AU) have a gifted education facilitator to support identification, programming, accountability, Advanced Learning Plan (ALP) development and implementation. The primary responsibility of these gifted education facilitators is to support gifted education at the school level. In addition, the facilitators provide teacher training including book studies in their schools to increase teacher capacity and skill development in the area of gifted education. The elementary facilitators train 3rd and 6th grade teachers to administer the CogAT for use in universal screening. At least one facilitator at each building or school level is endorsed in gifted education. School level facilitators receive training through attendance at a variety of regional, state and national conferences. The AU employs a .8 FTE Director of Learning Services. The Multi-Tiered System of Services (MTSS) team offers professional development in Depth and Complexity and other school specific training.	

	Strengths • Qualified personnel are in place at each school level to support gifted services including identification and programming. • Teacher training in gifted education is offered at each school level to increase capacity and better serve the gifted population. Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
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: 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); 12.02(2)(k)(i)(B) Professional development and training relating to gifted education; 12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ; 12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and 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. 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 programing 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.	AN ANNUAL BUDGET PLAN IS SUBMITTED TO THE STATE WHICH REFLECTS: STATE FUNDING & AU CONTRIBUTING FUNDS: Each year, the annual budget is submitted to CDE based on the amounts received from the Gifted Education Grant and the dedicated funds from LPSD that support gifted education. The AU shows a commitment to provide gifted education services through allocating local resources in excess of state funding. A collaborative process is followed in budget development with the GELT (Gifted Education Leadership Team). STATE FUNDS ARE USED TO SUPPORT: District Gifted Education Facilitator Salary--TOSA 0.5 FTE, additional full and part-time FTE gifted education facilitators, Professional Development, and materials that support gifted programming **Annual budget process is a collaborative effort** AU collaborates with the finance dept., and with stakeholders. **AU may contract with other AUs to establish and maintain gifted student programs, programming, and services. In these AUs shall collaborate on the content and monitoring of such contracts** **Description of evidence and location** LPSD does not contract with other AUs. **(This element:** Meets conditions of law **Description of Findings and Observations** The Administrative Unit (AU) primarily uses their gifted education funds for salaries and benefits for qualified personnel. In addition, they utilize funds for professional development as part of the Pikes Peak region and for Supporting Emotional Needs of Gifted (SENG) training. They also use some funds to provide training for staff members through attendance at a variety of regional, state and national conferences. Funds are used for subs, materials and resources to support student programming. No equipment is purchased with gifted education funds. The AU receives funds from the Universal Screening and Qualified Personnel grant and primarily uses them for screening at the middle school level along with other personnel costs. **Strengths**	

	• The Administrative Unit (AU) contributes significant funding to support their gifted education programs and services. • Budget development is a collaborative process with the AU finance department and gifted education stakeholders.) Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
Record Keeping *12.05(1)* Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook. 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. 12.05(3) **Student Education Records** The ALP documents shall be part of the student's cumulative education record. 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. 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.	You may simply check "yes" if you follow these procedures. If you do not, please explain. ☒ Yes	
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.	When there is a disagreement about the identification of a student in Gifted Education, the parent has access to the document "LPSD GEd Procedures for Disagreement" These procedures are followed by the LPSD Gifted Education department to address the concerns and disagreements of the parents/guardians, or student The LPSD Gifted Education Procedures for Disagreement document is posted on the LPSD GEd (Gifted Education) webpage under LPSD GEd District Documents **(This element:** Meets conditions of law **Description of Findings and Observations** The Administrative Unit (AU) has procedures for disagreements posted on the website, as well as available in the Gifted and Talented Education Guide. The current procedure includes timeframes for decision making, and provides a timeline for notification of decisions. Procedures for disagreements are clearly outlined with the goal of collaborative problem solving between all parties involved. The narrative on the website and Gifted and Talented Education Guide state that Procedures for Disagreements are for identification decisions, with	

	a disclaimer that for programming or Advanced Learning Plan concerns parents should begin by contacting their building gifted education facilitator and principal. **Strengths** • Procedures for Disagreements are easily accessible to parents on the website and outlined in the Gifted and Talented Education Guide.) Excerpt from CDE – Colorado Gifted Education Review (CGER) 2019-2020	
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.	You may check "no" if your AU does not offer early access. ☐ No, our AU does not offer early access. If your AU does offer early access, please select the box below which applies. ☒ AU is following all elements of the Early Access plan submitted to the Office of Gifted Education. ☐ AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.	