



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Littleton Public Schools – Arapahoe 6		Fiscal Year: FY 2020-2021
AU Address 5776 South Crocker Street		
City Littleton	State CO	Zip Code 80120
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The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

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

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



<p align="center">Exceptional Children’s Education Act Program Element</p>	<p align="center">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> Describe the specific action steps (activities, strategies) the AU will take Identify the data, policies and procedures, and/or research that supports the specific steps that were selected Identify who is responsible for implementing these actions steps Provide a timeline for implementation with specific benchmarks and dates Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</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>General Communication</p> <p>Communication to LPS stakeholders is provided via multiple avenues and addresses all aspects of the district’s gifted education program. Our district website, www.littletonpublicschools.net/gifted-talented is the first point of contact many families have with our program; the site includes our definition of “gifted,” the ECEA defined areas of identification, a summary of the programming, instructional strategies, and extended activities supported by the program, and provides links for parents to learn more about giftedness. There is also a page that describes our Early Access plan and procedures. Finally the site provides an updated link to the contact information for the gifted and talented district specialist and all building GT Facilitators.</p> <p>Each school provides parents resources and information regarding the gifted identification process through their websites and informational literature on an ongoing basis throughout the year. All communication to families as well as the forms for referral and further information regarding gifted education are translated into Spanish which is our majority second language and can be translated into multiple languages with the support of our district communications team.</p> <p>The LPS Gifted and Talented Advisory Council (GTAC link to GTAC district site) is a critical component of our communication. The council meets 6 times a year to determine the needs, issues and concerns of parents/schools around GT services and programming in LPS and address them through open dialogue and professional development. Each school has a parent rep and a GT teacher on the council and members serve for a 2 year term. GTAC also serves in a critical advisory role to the Board of Education in making decisions around not just GT services but also other instructional/operational decisions. Each year an annual report is presented to the Board of Ed outlining the previous year's accomplishments, identifying potential charges for that year and addressing issues raised by the council.</p> <p>Events and Engagement</p> <p>To engage our wider LPS GT community, our department hosts several events each year to engage students and families. A continued effort to offer parenting groups using the SENG (Social and Emotional Needs of the Gifted) model at least one semester each year is an ongoing goal. Additionally the district hosts a Chess Tournament, Spelling Bee, Math Tournament, and Battle of the Books competition each year. These events are coordinated by building GT Facilitators and are very well attended by students, parents,</p>	<ul style="list-style-type: none"> Update of the LPS gifted and talented website to reflect most current programming practices and easier communication with building level and district staff.

	<p>administrators, and other staff. Engaging with our community through these events allows us to be a visible and vibrant part of LPS.</p> <p>Programming Communication Programming options are explained to parents by the GT Facilitator at each school after the initial referral, during the identification process, and creation of the ALP. Programming options include everything from in-class differentiation to pull out classes with a cluster of talent students, content acceleration, and opportunities for post-secondary (college and career) planning and concurrent enrollment. 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. Additional information specific to College and Career Readiness including high school planning, postsecondary planning and concurrent enrollment is provided through the ICAP process beginning in the first year of middle school.</p> <p>The following in class accommodations are frequently used for differentiated instruction:</p> <ul style="list-style-type: none"> ● Accommodations for strength areas ● Alternative instructional strategies ● Contract learning ● Curriculum compacting ● Pre/post testing ● Individualized plans ● Tiered Instruction ● Instruction utilizing the Depth and Complexity Framework ● Cluster Grouping of Talent Students ● Flexible Grouping ● Differentiation in product or process to accommodate strength areas 	
<p>Definition of “Gifted Student” 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>The district uses the definition exactly as written in statute: “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"> ● General or Specific Intellectual Ability ● Specific Academic Aptitude: reading, writing, math, science, social studies and world languages ● Specific Talent Aptitude: visual arts, performing arts, music, dance, psychomotor, creative/productive thinking, and leadership” <p>This definition is posted on the district website and included in documents available to parents and staff. This definition is the basis that servers for all other program elements.</p>	

<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention <u>approach</u>, 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 student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p>	<p>1. Student Search The student search begins with the school GT Facilitator training their building staff about the needs and characteristics of gifted students so that they can begin to search for students who may be in need of GT instructional services. The search is broadened by "casting a wider net" through district wide universal screening assessments, Student Intervention Teams (SIT), and Gifted Review Teams (GRT) bringing forth the names of other candidates that might not typically be considered for referral. In addition to local school training, the District GT Specialist conducts information sessions with other key groups such as ELD teachers, Special Education Teachers, School Psychologists, Instructional Coaches, Counselors, Assistant Principals, and Principals. This information is also shared with stakeholders via brochures, websites, and at GTAC meetings.</p> <p>2. Referral & Review Team Process Anyone (including parents, teachers, administrators, other GT students, etc.) can make a referral for the team to consider. This process is organized by the GT Facilitator at each school to suit the individual needs of the building. Students who come from another GT program are automatically referred for consideration. The Portability process provided in GT state rules guides LPS GT Facilitators in transferring GT students identified in another Colorado school district. After a student has been referred, they are taken through the Review Team Process. Students who come from out of state and are listed as GT identified must be given automatic consideration for GT evaluation once documentation has been received from their previous school. Students are also referred as a result of the district wide universal screening assessments given throughout the year. These include the iReady given in grades K-8 in reading and math and the Measures of Academic Progress (MAP) given in Language Arts and Math in some high schools in grades 9&10. Referrals are also generated from CMAS data, Special Ed referral/evaluation data, ACCESS results, and any other data that is current within three school years. In addition, all students in grade 2 and new to LPS students in grades 3-5 at our three Title 1 schools (which are also our ELD center programs) are administered the NNAT3 online cognitive assessment as a means of additionally screening this group of underrepresented students with a nonverbal assessment.</p> <p>During the Review Team Process, the GRT (made up of the GT Facilitator, an administrator or their designee, classroom teachers working with that student, and any other person the team deems necessary) begins to collect a body of evidence on the nominated student. We use the aforementioned universal screening data, (NWEA MAP data, CMAS results, and iReady data) and, any anecdotal data or relevant classroom work collected by the referring party. This evidence helps the GRT to review and determine what additional data should be collected to provide the student with an equitable evaluation and bring forth any pertinent information that may assist in making the most appropriate decision around the need for GT services and identification. If it is determined that the student needs further evaluation, parents are notified by means of a Consent for Evaluation form. Schools work to complete the process and make a determination about Gifted Identification within 30 school days after receipt of the signed Consent for Evaluation form.</p> <p>3. Service Match</p>	<ul style="list-style-type: none"> ● LPS plans to provide training for building GT Facilitators and general education teachers at our Title I schools to increase awareness of what giftedness may “look like” in students who live in poverty or do not speak English as their first language. ● LPS plans to improve their identification of underrepresented populations by expanding and improving the process by which we use Performance Evaluations to include in a Body of Evidence as a qualifying piece of data.
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<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>When the Identification process is completed a body of evidence is then presented to the local school GRT to determine a) if the student meets the criteria for formal GT identification and b) a change of programming is needed for that student based on the body of evidence. It is important to note that a service match should occur EVEN when the student is not formally identified as GT. It is about matching instruction to student needs. The results of this decision are then communicated to the parents via a determination letter. For those students formally identified as GT an Advanced Learning Plan (ALP) is developed within 30 school days. All processes and procedures are reviewed annually to verify equity of access and that traditionally underrepresented populations are being identified.</p> <p>The district reports that currently 13 percent of the total student population is identified as gifted. However, gifted student demographics do not match overall student demographics in the areas of Black and Hispanic groups, ELD students, and students with disabilities. We are working diligently with our Innovation, Equity, and Learning team to develop more inclusive and equitable identification processes to address our underrepresented populations which will include more portfolio review and reliance on qualitative data.</p>	
<p>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.</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>In order for students in LPS to be formally identified as GT, a student must meet the criteria as outlined by CDE rules. For General Intellectual Ability, this means a student must have a cognitive score in the 95thile or above as well as a compelling body of evidence including other qualitative and quantitative data that supports the need for GT programming. To be identified in a Specific Academic Aptitude, a student's body of evidence must contain three (3) qualifying data points in a combination of achievement, aptitude, and/or observable behaviors. To ensure equity, a large number of assessments (both group and individual) that measure verbal, nonverbal, and quantitative abilities are available for schools to use such as WIPPSI, WISC, DAS, CogAT, NNAT, OLSAT, etc. These assessments are also reviewed periodically to minimize cultural bias.</p> <p>A portfolio process for the talent areas has been in place since the 18-19 school year. In accordance with CDE guidance Littleton Public Schools requires that in order to qualify for a Talent Identification a student's body of evidence must contain three (3) qualifying data points which vary based on the specific aptitude in which a student has a strength. The district GT Specialist serves as part of the Metro Area Talent Identification Cadre to stay on top of best practices and continue to expand our identifications in this area.</p> <p>Teachers receive ongoing training in how to administer and interpret identification assessments. This is especially important as new staff members are hired and/or assessments are replaced due to revisions of student norms. Several assessments are available at the schools to gather both quantitative and qualitative data in various areas. Assessments such as the Scales for Identifying Gifted Students (SIGS), Torrance Test of Creative Thinking (TTCT), Gifted Evaluation Scale (GES2), Gifted Rating Scale (GRS), etc. are in place to accommodate data collection in learning behaviors and the talent areas.</p> <p>The District Office maintains additional aptitude, achievement, and behavior scales for trained GT Facilitators to check out for both individual and group</p>	

	<p>evaluations. A district school psychologist is available to assist in testing students should circumstances indicate a need for this. Students being evaluated for Early Access are assessed by a trained school psychologist.</p> <p>In all of the designated categories for each ID area, the scores at the 95th percentile or above and/or exceptional/distinguished ratings, are the criteria for determining eligibility. Students in the 90th- 94th range or exceptional are monitored by the GRT to determine if further assessment is needed or if the student needs to be designated as part of the Talent Pool.</p>	
<p>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:</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>A central registration process allows for parents of all incoming students to indicate if their child has been identified as GT or has participated in GT services in a previous district. This information is then forwarded on to the local school GT Facilitator to ensure that the student is brought forward for consideration for GT identification and services in LPS. Students previously identified as GT in another Colorado district and who have an ALP must be reviewed and have an ALP created for them within 45 days of their start of school. If enough information is not received at the local school, the District GT Specialist will assist in obtaining additional student records from the previous school.</p>	
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s).</p>	<p>LPS utilizes Frontline to create ALPs for all GT students according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The district follows ECEA and CDE guidelines in the development implementation, and progress monitoring of Advanced Learning Plans. Components of the Advanced learning Plan Include:</p> <ul style="list-style-type: none"> ● Student profile described in a Body of Evidence ● Student interests ● Identified Strength Areas ● Annual standards-based achievement (SMART goal(s) aligned to strength area(s)) ● Annual standards-based affective SMART goal ● 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 ● Progress reports toward goal attainment ● Personnel involved with ALP development 	

<p>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"> Evidence of parent engagement and input into ALP <p>All of the Components of the ALP, Course Schedules, Transcripts, and other uploaded documentation are housed in Frontline.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>ALPs are written or revised within the first 45 days of initial gifted identification and thereafter during the first 30 days of each school year. All GT Facilitators at every level are trained to use Frontline in order to ensure ALPs are properly reviewed and updated annually.</p> <p>Goals are written to address each identified area of strength, and affective needs. Goals are written in SMART format and are aligned to the Colorado Academic Standards. 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 according to the school's regular progress monitoring timelines. Tiered classroom instruction and supplemental programming is listed within the ALP. The plan outlines the universal, targeted, and intensive interventions necessary in and out of school to meet the academic and social/emotional needs of the students. Gifted Education Facilitators collaborate with classroom teachers and other support staff as necessary to implement all programming components of the Advanced Learning Plan. Recommended programming options aligned to student need and availability are explained to parents by the Gifted Education Facilitator, including opportunities for post-secondary (college and career) planning and concurrent enrollment.</p> <p>LPS emphasizes that the Advanced Learning Plan Process is a collaborative process between teacher, parent, students, support staff and administrators as necessary. Plans should not be written in isolation.</p>	
<p>Programming 12.02(2)(h)</p> <p>12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other</p>	<p>Programming decisions for gifted students in LPS is site-based. Classroom teachers provide differentiation and many Gifted Education Facilitators provide accelerated content classes or other types of direct services to gifted students. All classes for GT instruction incorporate learning experiences utilizing depth & complexity, advanced achievement and/or higher order</p>	<ul style="list-style-type: none"> LPS has identified a need for more individualized programming at the secondary level. While we offer a variety of high level classes, including AP and concurrent enrollment

<p>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>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>thinking skills. Gifted and Talented Facilitators meet to transition gifted students between levels. Numerous avenues for acceleration are available including grade skipping, content acceleration, concurrent enrollment, and Early Access to Kindergarten.</p> <p>At the elementary level the most frequently used academic programming consists of accelerated content, cluster grouping, content extensions, and differentiated instruction. In rare cases students have been full grade accelerated when deemed appropriate utilizing the Iowa Acceleration Scale (IAS) and a thorough review of student data by the GRT. The Pintsteins Program offers highly gifted fifth-graders the opportunity to meet 8-9 times per year to learn about giftedness, courage, vulnerability, flexibility, and resilience and to build relationships with other highly gifted students from across all of our Elementary schools.</p> <p>At the secondary level the most frequently used programming options include Accelerated/Honors classes, content acceleration, Advanced Placement (AP) and International Baccalaureate (IB) classes and differentiated instruction within the regular classroom. Alternative options such as the Voyager Online Learning Program are available for at-risk and non-traditional gifted students, including those identified in Talent Areas whose commitment to their talent pursuits require a significant amount of time out of the traditional school setting.</p> <p>The following in class accommodations are frequently used for differentiated instruction:</p> <ul style="list-style-type: none"> ● Accommodations for strength areas ● Alternative instructional strategies ● Contract learning ● Curriculum compacting ● Pre/post testing ● Individualized plans ● Tiered Instruction ● Instruction utilizing the Depth and Complexity Framework ● Cluster Grouping of Talent Students ● Flexible Grouping ● Differentiation in product or process to accommodate strength areas <p>Affective programming is implemented at every level through both the GT Facilitators and the school mental health team. LPS schools utilize a variety of programs to support mental health, safety and positive school climate. The following strategies are frequently used to provide affective guidance and counseling:</p> <ul style="list-style-type: none"> ● Programs such as “Second Step” that address specific social skills ● School Wide Positive Behavior Interventions & Supports (PBIS) Programs ● Programs based on The Center for Academic and Social Emotional Learning’s five key SEL competencies: Self-Management, Self- 	<p>opportunities, stakeholders report that the affective needs of our adolescents are not always attended to. The district GT Specialist plan to collaborate with secondary administrators to support the development of programming to meet this need.</p>
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	<p>Awareness, Responsible Decision Making, Relationship Skills and Social Awareness.</p> <ul style="list-style-type: none"> ● Electives/seminars ● Guidance/counseling programs ● Leadership programming ● Self-advocacy training ● SENG Groups for Parents/Guardians 	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>Littleton Public Schools strives to conduct on-going self-evaluations of the GT program, by carefully monitoring data and obtaining feedback from all stakeholders. LPS uses several measures to monitor student achievement. CMAS data is disaggregated in many ways to look for trends that reflect successful instruction and to develop goals for both school and district Unified Improvement Plans (UIPs).</p> <p>Prior to the beginning of school, each school sends a team made up of school administrators, instructional coaches, classroom teachers, interventionist, GT teachers, SPED teachers, etc., to review new data received and evaluate their school goals from the previous year as well as reviewing the District and school UIP. The LPS process is aligned with state accreditation requirements. The district GT Specialist meets with the district's instructional leadership team and individual school teams during Data Days to analyze GT data and ensure that GT students are achieving appropriate individual growth. Data is analyzed by subject and standard to look for trends that may reveal a systemic or building specific programming and/or instructional need. Professional Development plans and resources are developed or purchased as necessary to address these needs and have included:</p> <ul style="list-style-type: none"> ● Depth and Complexity Training and Training of Trainers ● CLDE training for GT Facilitators in Title I schools ● Training to implement a new math curriculum at the middle school level that allows for more differentiation <p>All schools participate in the Professional Learning Communities (PLC) process once a week for an hour to allow for intense work by PLC teams. GT Facilitators at each building join grade level teams to help address PLC question 4, (what do we do with students who already know it?) and participate in a GT “job alike” PLC once a month to address instructional issues specific to the needs of GT learners.</p> <p>Finally, our district GTAC chair reports to the Board of Education once a year to update them on our work and communicate the needs of gifted learners in LPS. This board update serves as an important part of our communication with stakeholders as it is also shared with the District Accountability Committee (DAC) who determines the issues the BOE will review annually.</p>	
<p>Personnel 12.02(2)(j) 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, 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</p>	<p>Littleton Public Schools has a highly qualified district gifted and talented specialist who oversees the program. The district provides support for gifted programming and identification with at least a .5 GT Facilitator at every elementary school and Gifted Facilitators designated by the school principals at the secondary level. GT Facilitators are strongly encouraged to obtain their GT endorsement, Master’s Degree in Gifted Education, and/or participate in CDE online courses offered both directly through CDE and at the district level.</p>	

<p>gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>Currently 70% of LPS GT Facilitators have the GT Endorsement or advanced degrees in GT.</p> <p>The District office provides professional development opportunities for staff, both by paying registration fees for conferences and by offering in-district training. The Director of Student Support Services works collaboratively with the GT Specialist to include GT staff in district professional development. Additionally, the district employs a Director of Social, Emotional, and Behavioral Services who is able to provide support in affective programming for gifted and talented students. GT Facilitators meet five times a year as a group with the District Specialist to discuss various topics dealing with both administrative and instructional issues. The agenda for these meetings is developed collaboratively by the Facilitators with the District Specialist.</p> <p>All GT Facilitators are trained in GT identification and characteristics, differentiation of instruction for GT students, and analysis and interpretation relating to the assessment of GT students for both ID and progress monitoring. They are responsible for communicating to all stakeholders at their buildings the importance of GT services and are required once a year to present information about GT services and its impact on all students to their school staff and local school accountability committee.</p>	
<p>Budget 12.02(2)(k) 12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</p>	<p>Littleton Public Schools receives approximately \$146,000 in funds from the state grant. LPS adds considerable local funds for school-based GT Facilitators as well as instructional supplies, materials, and professional development. Funds are spent within approved categories. GT Facilitators and GTAC members provide guidance in determining funding needs. The GT Facilitators are given opportunities to submit a budget request as part of the budget development process. Once local schools have identified specific needs around GT instruction, this information is then given to the District Facilitator to review. That review will yield a variety of needs which are then prioritized by the school GT Facilitators collaboratively with the District Facilitator. The final decision around budgeting for GT lies with the Director of Student</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>Support Services. Transparency of the GT budget is maintained in accordance with district budget requirements and all district budgets are reviewed by the Board of Education annually. The GT budget is available publicly as required by state statute. The Universal Screening and Qualified Personnel Grant provides for part of the salary of our GT Specialist.</p>	
<p>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.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain. <input checked="" type="checkbox"/> Yes</p>	

<p>established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>Procedure for appeals and disagreements are explicitly reviewed by GT Facilitators annually and are communicated to parents when they give consent for identification assessment.</p> <p>The procedure for appeals in Littleton Public Schools is as follows:</p> <ol style="list-style-type: none"> 1. Decisions regarding gifted placement can be appealed to the local school. This appeal can be initiated by anyone eligible to make a referral and must be submitted in writing. The appeal should state the reason(s) for its submission. Within ten (10) school days of receipt of the appeal request a committee consisting of the principal, GT Facilitator, District GT Specialist and any other members deemed appropriate by the local school will meet and review the placement and appeal request. At that meeting, the committee will make a decision to do one of the following-a). Request an individual psychological evaluation from the district GT Specialist to assist in evaluating the previous decision. This testing will be done by a school system psychologist. -b).Make a decision based on the data available. 2. Minutes of this meeting will be kept and a written report of the decision will be made to the party initiating the appeal within five (5) school days of the meeting. The minutes must include the date of the meeting, the names of the members in attendance, a description of the factors considered in making the decision, and the final decision. The building Gifted Facilitator shall send a copy of the written report to the district Gifted Program Specialist. <p>Steps in the dispute after an initial appeal are as follows:</p> <ol style="list-style-type: none"> 1. The building Gifted Facilitator or Principal shall notify the district Gifted Program Specialist of the appeal request. 2. Persons making the appeal should do so in writing via the District Specialist for Gifted & Talented to the following people who will consider their case and make a final decision: <ol style="list-style-type: none"> a. First - Director of Elementary or Secondary Schools as appropriate b. Second - Director of Student Support services c. Third - Assistant Superintendent of Littleton Public Schools <p>This secondary appeals group will determine any next steps or changes in the initial decision. Written notification of the final decision will be provided to the initiating party within thirty school days of the secondary appeals request.</p>	
<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input checked="" 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>	<p>Due to a rule change in the October Count the district is considering removing our Early Access to first grade as students do not need to be 6 years old by October 1st to receive full PPA.</p>