



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Larimer R-1, Poudre - 35010		Fiscal Year: FY 2020-2021
AU Address 2407 Laporte Avenue		
City Fort Collins	State Colorado	Zip Code 80521
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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>Exceptional Children’s Education Act Program Element</p>	<p>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> • Describe the specific action steps (activities, strategies) the AU will take • Identify the data, policies and procedures, and/or research that supports the specific steps that were selected • Identify who is responsible for implementing these actions steps • Provide a timeline for implementation with specific benchmarks and dates • Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Poudre School District uses a variety of methods for communication about gifted program information. Websites, print materials, email, letters, and information nights are some methods by which the community has access to information.</p> <p>The PSD website for Gifted Education is managed by the district K-12 Gifted Program Coordinator and is updated regularly. Parents, teachers, and any other stakeholders are encouraged to look to the website for important and up-to-date information specific to GT identification, Advanced Learning Plans, the GT Advisory Board, school gifted programs, opportunities for parent education, and opportunities for gifted learners. Each school is encouraged to have their own gifted website with site-specific information as well as links to the district gifted website. NOTE: The primary languages in the AU are English and Spanish, but to increase equity to information, the PSD main website and all corresponding pages have a direct link that allows a parent or other stakeholder to click a button at the top of the screen and have the text on that webpage automatically translated into one of 109 other languages offered.</p> <p>The GT identification portion of the district gifted website provides an overview of the identification process, which describes the screening and referral process. The gifted identification criteria as well as the "body of evidence" recommended by the Colorado Department of Education are also described. The general screening process used for identifying students in math and reading is described, as well as the referral process for all other areas of identification. For K-2 gifted identification, parents are encouraged to contact the school’s gifted site coordinator for more information about the referral and identification process, as it is different than the process and criteria for grades 3-12. The referral form, also available in Spanish, is available to anyone who might request it from the gifted site coordinator.</p> <p>The Parent portion of the district gifted website has information directly related to Advanced Learning Plans, Parent Opportunities, Program Options, Resources, and Frequently Asked Questions. This portion of the website focuses on the information parents need to know to be active participants in the gifted education program. This site has a running list of educational opportunities for parents. The list includes not only present offerings but past offerings as well. This page is also useful for new gifted site coordinators as it has a lot of introductory level information that is important for a new gifted site coordinator to know. Some presentations that are given in the district regarding gifted education are recorded and linked to this website as a future resource for parents. Other presentations are shared verbally through PowerPoint and notes. In this way, even if a parent misses the actual presentation, he/she/they can still have access to the important material. The Parent website also maintains current information about SENG (Supporting Emotional Needs of Gifted) Parent Support Groups, which are run throughout the year. These groups provide information to parents about how to support their gifted learners’ social and emotional needs.</p> <p>Site-Based Gifted Program Information: Individual School GT Websites In a site-based district that offers “school choice,” as PSD does, it is important that the community has information about different programs and curricular models at each school. Parents and teachers from within and outside of PSD ask, “What does each school do for gifted?” Ideally, there should be a centralized location on the website that can address this common question. On the district website is a</p>	

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	<p>page that links to each individual school’s gifted website. Some websites are much more up to date than others. Some websites also offer much more information than others. When parents have access to information about what a school is doing for gifted, they can make a better decision of where to send their gifted child, whether it be to the neighborhood school or through the school choice process.</p> <p><u>Gifted Services Templates</u></p> <p>Every school has developed a list of services that they provide to their gifted learners. These templates are all found on the PSD gifted website and are often provided to parents to get a brief overview of programming options around the district. All schools make site-based decisions about how the needs of gifted learners are met. A standardized template is used for this communication, and the template gives each school the opportunity to describe acceleration, gifted classes, enrichment opportunities before and after school, content extensions available for gifted learners, differentiated instruction in the regular classroom, and how gifted learners are grouped for learning. These services templates will be posted on the district website. Not only do they serve a need for communication to stakeholders about the many different options available in our district, but they are also a form of self-evaluation for schools.</p> <p>Parent Information Nights</p> <p>Parent information nights are offered on an as-needed basis on a variety of topics, from identification to Advanced Learning Plans, programming, and Early Access information.</p> <p>Parent Education Opportunities</p> <p>Another way the gifted program communicates with stakeholders is through parent education opportunities. In the past, the North Central Region brought in Jenny Hecht to speak to parents about the social and emotional needs of gifted learners. The region also brought in Jim Delisle in past years and encouraged parents to attend parent night at the annual CAGT conference. NOTE: The district gifted coordinator is working with the Gifted Education Regional Consultant (GERC) and the other directors in the North Central Region to explore potential virtual parent education opportunities for the region this school year.</p> <p>ALP Collaboration with Parents and Students</p> <p>Each school in PSD is required to approach the ALP process through collaborative efforts between teachers, students, and parents. The gifted site coordinator or teacher organizes these efforts; however, it is recognized that the gifted site coordinator might not <i>know</i> each gifted student, so systems for this work are set up by site. For example, some elementary schools might write ALPs at parent/teacher conferences, while others might work with students to write the ALP and then send home to parents for feedback. Each school tries to include parent(s), student, and teacher in the process so that each stakeholder is aware of and has an opportunity to be part of the creation or evaluation of the plan. By September, communication is sent to parents regarding the schedule for ALPs at their child’s school (each school has a different system in place). In December, formal communication about the ALP is required for each school, though many parents have been given an opportunity for feedback before December. Communication to parents and student is also required at</p>	

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	<p>the end of the school year. This final communication is focused on an evaluation of the effectiveness of the ALP.</p> <p>Professional Development and Staff Presentations Educators in Poudre School District have many opportunities for professional development in the PSD Gifted Program. Each fall, all gifted coordinators participate in a full day of training that includes information about identification, ALPs, programming options, and the technology used for identification and ALPs. New site coordinators are offered additional assistance both one-on-one and in small groups, particularly at the beginning of the year.</p> <p>Staff presentations can be focused on a variety of topics and are based on needs and requests by the site. Also, the district gifted identification specialists work with teams and schools to make sure everyone is aware of new identification procedures, as well as the referral process. Identification specialists update each site every year regarding identification procedures.</p> <p>ALPs and Identification for GT Staff and Gifted Site Coordinators All information for GT staff and GT site coordinators regarding ALPs and gifted identification profiles can be found on a central server available to PSD staff only. Additionally, the district gifted coordinator maintains a Shared Google Drive available only to the district GT identification specialists and the GT site coordinators. This Shared Drive is a collaborative work platform that holds documents related to all aspects of PSD GT programming and site-based work.</p> <p>Communication with Parents of PSD GT Students The district K-12 Gifted Program Coordinator serves as the hub for direct communication with the parents of gifted learners and any interested stakeholder. Information about upcoming opportunities for both parents and students is compiled/created by the district K-12 gifted coordinator and then sent out to all GT parents via the GT site coordinators. Of course, GT parents do have the option to opt-out of GT communications at the site level if they do not want to receive emails.</p> <p>Concurrent Enrollment Poudre School District offers many opportunities for concurrent enrollment. Students can take classes at both Colorado State University, Aims Community College, Front Range Community College, and through CU-Succeed. All concurrent enrollment work goes through the school counselors and the Career and Technical Education (CTE) Coordinator.</p> <p>College and Career Planning In Poudre School District, students create their own individual plan to help them plan and prepare for life after graduation. PSD sixth through 12th-grade students and their families explore careers, academics, and postsecondary opportunities by participating in the Individual Career and Academic Plan (ICAP) process. The multi-year process guides students as they develop the knowledge and skills to create their own personalized student plan to be career and college ready after they graduate. Students discover the pathways that fit their strengths, establish goals and a timeline to achieve those goals, modifying their plan as their goals and interests change.</p>	

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	<p>ICAP activities include:</p> <ul style="list-style-type: none"> • Career awareness and exploration • 21st century skills development and employment skills • Financial literacy • College and academic preparedness <p>High school students in PSD who are identified gifted write a student-directed Blended ALP/ICAP using the Xello online platform, where their ICAP portfolios are housed. High school GT site coordinators work with their school counselors, the Career and Technical Education Coordinator, and the district gifted coordinator on this creation of these blended plans.</p>	
<p>Definition of “Gifted Student” 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>Poudre School District has adopted the state definition of a gifted learner: "Gifted and talented children" means those persons between the ages of five 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. Children under five who are gifted may also be provided with early childhood special educational services.</p> <p>Gifted students include gifted 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 of giftedness:</p> <ul style="list-style-type: none"> • General or specific intellectual ability • Specific academic aptitude • Creative or productive thinking • Leadership abilities • Visual arts, performing arts, musical or psychomotor abilities <p>This definition serves as a guideline for all identification and programming decisions in Poudre School District.</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</p>	<p>Body of Evidence: Poudre School District utilizes the suggested Body of Evidence recommended by the Colorado Department of Education. Below is an example of indicators used most by PSD to determine gifted identification. Other measures are used in some circumstances. A certified school psychologist can also perform individualized cognitive assessments in some cases. All students in grades K-2 who qualify for gifted services have had an individualized cognitive assessment administered. PSD follows state guidelines for identification of gifted learners in all four areas – Academic Aptitude with a Cognitive Score, Academic Aptitude without a Cognitive Score, Talent Aptitude, and General Intellectual Ability.</p>	

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<p>points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures.</p> <p>12.02(2)(c)(iii) A timeline 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</p>	<p><u>Below is a description of the most used nationally normed standardized assessments that build a body of evidence in the PSD GT identification process:</u></p> <p>Achievement</p> <ul style="list-style-type: none"> ✓ CMAS – Exceeds Expectations ✓ MAP (Measure of Academic Progress) – 95 percentile and higher ✓ STAR – 95 percentile and higher <p>Behavior Characteristics</p> <ul style="list-style-type: none"> ✓ SIGS (Scales for Identifying Gifted Students) – 95 percentile and higher <p>Intellectual Ability/Aptitude</p> <ul style="list-style-type: none"> ✓ CogAT (Cognitive Abilities Test) –95 percentile and higher ✓ Torrance Test of Creative Thinking – 95 percentile and higher ✓ TOMAGS—95 percentile and higher ✓ KBIT--95 percentile and higher <p>Demonstrated Performance</p> <ul style="list-style-type: none"> ✓ Academic Portfolios ✓ Portfolios in Visual and Performing Arts, Music, Leadership, and Dance ✓ Performance Tasks with observations ✓ Work Samples <p><u>Description of Poudre School District’s Identification Process:</u></p> <p>Screening: All elementary students take the CogAT during the winter/spring of their second-grade year. The screening process for both math and reading begins once CogAT results are back and continues at least twice a year through the end of fifth grade. In a collaboration with the PSD assessment coordinator and the three gifted identification specialists, students are flagged on a spreadsheet that contains all test scores that they might have within a two-year time period. Scores are broken apart based on the area in which a student might be identified. For example, for a reading identification, a student might have CogAT, MAP, CMAS, SIGS, and STAR scores available. Scores in the 95% or higher are highlighted so that the gifted identification specialist can work with the site coordinator to identify the student. Screening continues at the secondary level on a semi-regular basis if data suggests that a student’s body of evidence shows potential towards a gifted identification.</p> <p>Referrals: A student may be referred for consideration for any state-recognized area of gifted identification in grades K-12. A parent, student, or educator may refer a student for consideration for gifted identification by requesting a referral form from the gifted site coordinator. Existing evidence is reviewed, and next steps are determined by a team of gifted identification specialists, as well as the district K-12 Gifted Program Coordinator. Determinations based on a referral are made within 30 days of submission.</p> <p>K-2 Identification: There are two stages to the gifted identification referral process for students in grades K–2. First, students must pass a screening process with two out of three scores of at least 95th percentile in achievement or behavior characteristics, or the equivalent in demonstrated performance. Students who meet these criteria proceed to intellectual ability/aptitude and must also score at least</p>	

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<p>categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>	<p>95th percentile on the appropriate batteries of the cognitive test to qualify for gifted identification. Scores in different areas of the body of evidence must correlate for a specific area of strength.</p> <p>Gifted Identification in Visual and Performing Arts, Music, Dance, and Leadership: Students wishing to be identified in this area go through a pre-screening process that involves the submittal of normed rating scales. If it is determined that a student can move forward beyond the pre-screening process, a portfolio is developed and presented to a team of educators qualified to make a determination of giftedness in the area in which the student wishes to be identified.</p> <p>Gifted Identification in Creativity: Schools can use the referral process to identify their population. Creativity screening and referrals use SIGS, the Torrance, CogAT, and portfolios to identify students.</p> <p>Gifted Identification in General Intellectual Ability: Students who do not meet criteria in the more traditional pathways can be identified as general intellectual ability. This process of identification goes through the team of identification specialists, as the process typically looks different for each student. While students must end up with at least one cognitive score in the 95% or higher, they often do not come in with that score. A body of evidence is developed using teacher ratings scales, multiple years of consistent achievement scores, EL status and growth on ACCESS testing, other cognitive scores, and more.</p> <p>Equity in PSD Gifted Identification: While great strides have been made in recent years towards the identification of underrepresented populations, we recognize that there is always more to do to provide equitable access to gifted programming. This equity work is an ongoing talking point and aim for our PSD gifted program.</p> <p><u>Below are the ways that PSD offers more equitable opportunities for gifted identification:</u></p> <ul style="list-style-type: none"> • Alternative indicators for ELL students (ACCESS growth and achievement as well as growth on standardized tests as compared to proficiency level) are used in identification decisions for English Language Learners (General Intellectual Ability). We use an ELL Investigation Form as a part of the GT referral process for ELL students that guides our work in this process in gathering data for the body of evidence. • Spanish directions are provided during CogAT administration. • The use of behavior rating scales as well as the development of qualitative measures in the gifted identification process provides opportunities for a more diverse population to be identified. • Identification procedures and referral forms are translated into Spanish. • All elementary teachers and many secondary teachers are aware of the identification process and their roles in the referral process due to site visits, trainings, and staff presentations. 	

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	<ul style="list-style-type: none"> ● The gifted identification team works closely with the Department of Language, Culture, and Equity to find students who might not show up on general screening. ● Professional development in gifted identification, which includes a focus in identifying gifted students in historically under-represented populations, is provided as an option for all PSD educators. <p>Twice-Exceptional Gifted Identifications: We use a specialized Twice Exceptional Investigation form as a part of the GT referral process students who are on an IEP or a 504 that guides our work in this process in gathering data for the body of evidence. The deepening and refining of our 2e Identification Process remains an ongoing area of interest for our district identification team.</p> <p>District-Level Gifted Identification Team: In addition to the district gifted coordinator, PSD supports schools in their efforts towards the identification of gifted learners by funding three GT identification specialists who are in place at both the elementary and secondary level. At the elementary level, two 50% FTE positions share the workload of all thirty elementary schools. In addition, a 100% secondary identification specialist supports all middle and high schools. The ID specialists work on both screening and referrals. One member of the identification team is a licensed school psychologist and can provide cognitive testing on an as-needed basis. All gifted identifications are brought to this GT team, who are trained in best practices for GT programming and identification, to double check that the ID aligns with CDE protocols.</p> <p>Communication and Parent Involvement: The following are methods used by PSD to ensure that parents and community stakeholders are aware of the gifted identification process. Parent participation is supported and encouraged.</p> <ul style="list-style-type: none"> ● Gifted identification handouts for parents ● Back-to-school events as requested by school sites ● Staff presentations and site professional development ● District Professional Development ● District and school gifted and talented websites (documents translated into Spanish) ● Presentations and reports to principals and cabinet-level district administration as well as the District Advisory Board ● Parents of students who are newly-identified gifted receive an informational packet about the identification process, gifted learners’ academic and affective needs, parent education opportunities, services at their child’s school, and ALPs. ● A Gifted Identification Specialist is assigned to each school in the district to make sure identification procedures are consistent and meet district expectations. ● A Shared Google Drive specifically for gifted site coordinators is managed by district K-12 Gifted Program Coordinator so that gifted site coordinators have access to all resources, forms, and documents electronically. 	

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	<p>Identification and Individual Programming: GT Identification Profiles are completed for each student who is identified as gifted in PSD. The profile shows strengths and talent areas, and it is used in determining goal-writing focus of the ALP. Student profiles are stored on a shared Poudre School District server and a copy is also placed in student cumulative folders. As of 2019, we are also working to upload a copy of each GT student’s Identification Profile into his/her/their student file in Enrich as well, to ensure more streamlined portability.</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>Criteria for Determining Exceptional Ability (Giftedness): Please refer to the previous section, Identification Procedures 12.02(2)(c), for the criteria we use in PSD to identify gifted students.</p> <ul style="list-style-type: none"> • NOTE: A student not meeting criteria on a single assessment tool does not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence. The gifted identification team absolutely looks at a student’s entire BOE. <p>Criteria for Determining Talent Pool: PSD is a site-based district that recognizes schools are in the best position to understand the unique needs of their communities. However, the district gifted identification team does provide guidance for selecting a talent pool. We often recommend considering students based on performance at the 85th percentile or above on achievement and ability tests, combined with teacher recommendations. If a school has low numbers of students in this range, then we recommend using school-based norms and selecting students who perform in the top fifteen percent for their grade.</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</p>	<p>In-State Transfer Students: When parents/guardians register their in-state transfer student in Poudre School District, there is a box that the adult can check on the intake registration paperwork indicating the student received gifted services in the previous Colorado district. If that GT box is checked, the hunt for a previous Colorado GT identification begins. For in-state transfers, our individual GT site coordinators and our district-level gifted identification specialists follow the CDE Portability Guidance Document guidelines when completing the GT identification process for PSD.</p> <ul style="list-style-type: none"> • The gifted identification specialist who works with the transfer student’s school will review the students GT identification profile and body of evidence within 45 school days of his/her/their start date. • If our gifted identification team finds the transfer student’s body of evidence to be incomplete, the gifted identification specialist working on the paperwork will consult with the former district, parents, and the student to re-evaluate the ID determination. 	

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<p>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>	<ul style="list-style-type: none"> The gifted identification specialist working on the in-state transfer student’s paperwork will communicate to parents/guardians within 60 days of the student’s start date about the status of the portability process and next steps towards meeting the needs in the student’s ALP. <p>Out-of-State Transfer Students: For out-of-state transfer students who were identified gifted in their previous district, the gifted identification team gathers all necessary gifted identification documentation, assessment data, and more from the student’s cumulative file to determine gifted identification eligibility in PSD.</p> <p>Students Transferring out of PSD: For PSD students leaving the district, site registrars and Records send on the student’s GT Profile, body of evidence, and current ALP as a part of his/her/their cumulative record.</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>Advanced Learning Plans All gifted students have an Advanced Learning Plan written each school year. Students have a goal in their area(s) of identification, as well as an affective goal. Communication with parents takes place in August, mid-year, and in May. The process of writing the ALP each year is collaborative with teachers, parents, and students.</p> <ul style="list-style-type: none"> All ALPs for elementary students and middle school students in PSD are stored using an online platform called Enrich; ALPs look like other PSD intervention plans housed in Enrich that are developed for different types of learners. A Blended ICAP/ALP for high school students in PSD is stored in the online platform called Xello and are visible to all stakeholders. These high school plans are student-driven educational planning that help the gifted students explore postsecondary career and educational opportunities. The plans are inclusive of needed ALP content. Each ALP has a SMART goal with a measure in the student’s area(s) of strength, and then interventions/services are listed that support goal achievement in the area of strength. All Poudre School District ALP goals are connected to standards. GT student profiles that detail their identification body of evidence are housed on a secure district server. We are also working to upload all GT student profiles to each student’s Program file in Enrich to ensure very strong portability procedures. [ID areas are listed on the ALP documents in Enrich as well.] <p>Parents receive a letter in August describing the ALP collaboration and communication process at their child’s school. Before or by mid-November (Thanksgiving break) parents have an opportunity to either participate in writing the ALP or (in most secondary schools, this is the case) provide feedback on the</p>	

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<p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<p>plan. All finalized plans are communicated home by December (winter break) at the latest, although, most plans have been in place and have been implemented far before that date. Most schools use fall parent conferences as an opportunity to share ALPs with parents. Then, in May, schools send information home about ALP goal progress and provide information about next year’s ALP and how the plan might look.</p> <p>The collaborative ALP process that has been implemented in PSD allows schools to discover the strengths, interests, and needs of each student and adapt programming accordingly. Because PSD encourages professional development in gifted education, many teachers, who are part of the ALP writing process and implementation of the plan, have opportunities to learn more about gifted learners’ needs and therefore provide appropriate services based on best practices and an understanding of giftedness. High schools follow the same process as elementary and middle schools, but students are given the opportunity to write their own ALPs in collaboration with the site coordinator and classroom teachers.</p> <ul style="list-style-type: none"> • Affective goals are written and aligned to the personal and social competencies, as outlined by NAGC. Goals are most commonly aligned to CDE health and wellness standards. • Each ALP has the following components: <ul style="list-style-type: none"> ○ Student assessment and identification information ○ SMART goal(s) in area(s) of strength for each year, aligned to standards ○ Measures used to determine goal achievement ○ Record of interventions/GT services ○ Notes (i.e. student interests, parent collaboration, plan effectiveness, etc.) <p><u>The following are the components of the gifted program in Poudre School District:</u></p> <p>Differentiated Instruction: There is an expectation in PSD that instruction will be differentiated based on individual needs. There have been many collaboration opportunities over the past several years to train teachers in best practices related to differentiation. Some of them include--book studies, Lynn Erickson concept-based learning training, in-school differentiation overview, Depth and Complexity, and more.</p> <p>Social/Emotional Support: All schools have counselors who support the social/emotional needs of all students; however, counselors are encouraged to participate in professional development that focuses on the specific needs of gifted learners. Student discussion groups are in place in some elementary, middle, and high schools. Also, teachers, through professional development, are encouraged to understand these needs as well to offer support in academic settings. The ALP process allows schools to determine the affective needs of gifted learners and adapt programming accordingly.</p> <p>Delivery of Services (structure): Because each site is different, this can look different from school to school. Some schools implement cluster-grouping and ability grouping to meet the academic needs of gifted learners. Accelerated classes in math are available and some elementary schools, and all middle and high schools. Some elementary schools offer pull-out enrichment in language arts and math, and</p>	

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	<p>some middle schools offer gifted-only or gifted priority language arts classes and/or gifted-only advisory classes. Honors, pre-AP, AP, and IB coursework is available at all secondary schools.</p> <p>Options for curriculum and instruction: As a district of choice, there are many curricular models available throughout the district. Acceleration is an option for math at all levels. Honors, pre-AP, AP, and IB coursework are available at all secondary schools. IB, Core Knowledge, STEM (Science, Technology, Engineering and Math) and Project-based learning are a few of the curricular options available in the district. All teachers are expected, through the MTSS process, to offer differentiation for all levels of learners, including gifted learners.</p> <p>ICAP and the ALP: For high school students, the ALP is combined with the ICAP. Students develop SMART goals for their ALP goals, and they are available for viewing by parents, students, and teachers on the Xello online platform which also houses their ICAP portfolio.</p> <p>Whole-grade acceleration utilizes the MTSS Student Success Team process adopted by Poudre School District. The Iowa Acceleration Scales are used to determine best placement decisions for students. Parents and teachers are included in this process. Achievement scores, ability scores, and social and emotional needs and characteristics are considered before a decision is made. Per district policy, the principal at a school site has the final decision. The suggested protocol is part of the resources all gifted site coordinators receive at the beginning of each school year.</p> <p>Content acceleration most often occurs in math. A body of evidence is gathered according to best practices. An end-of-the year assessment is given, and achievement scores on MAP and PARCC are reviewed. This process is available to all students, and the district has vertically aligned all math coursework from 4th grade through graduation so that students can accelerate.</p> <p>Course pathways are available for viewing on the PSD website, under the Academics tab.</p> <p>Post-secondary plans start in 6th grade with the ICAP which is housed on the Xello online platform district wide. Post-secondary options are available to high school students through concurrent enrollment and the opportunity to take college level coursework while still in high school. Tuition is paid by the district if the course counts toward high school graduation.</p>	
<p>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. <u>Gifted education resource personnel may assist in the writing of goals but may not be the sole custodian of the ALP.</u> Goals are written and aligned with classroom tiered instruction and</p>	<p>Personnel Assigned with the Responsibility for ALP Development and Monitoring: Each school in PSD is required to approach the ALP process through collaborative efforts between teachers, students, and parents. The gifted site coordinator or teacher organizes these efforts of writing the ALP and progress monitoring the student’s goals; however, it is recognized that the gifted site coordinator might not <i>know</i> each gifted student, so systems for this work are set up by site. For example, some elementary schools might write ALPs at parent/teacher conferences, while others might work with students to write the ALP and then send home for parents for feedback. Each school tries to include parent(s), student, and teacher in the process so that each stakeholder is aware of and has an opportunity to be part of the creation of, progress monitoring of, and evaluation of the plan.</p>	

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<p>expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and <u>active participation in the ALP process</u>;</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>Developing student awareness and active participation in ALP process: Due to the fact that PSD is a site-based district, the processes used to nurture students’ awareness of and participation in the ALP process varies greatly. Some of the ways our sites work to increase authentic student buy-in to the ALP process include:</p> <ul style="list-style-type: none"> • 1:1 student conferences with the GT site coordinator to spend time talking and work together to pick highly specific goals through data and student-choice • Goal choice forms sent out to students via Microsoft Forms to allow deeper at-home discussions between parents and students to allow a more authentic goal choice and more conversation amongst the stakeholders. • Information night held for incoming 6th grade parents and students at one middle school to allow them to ask very specific questions concerning how ALP goal choices change from elementary school to middle school <p>Process for management of ALPs within the cumulative file system: Before the end of each school year, gifted site coordinators proactively communicate with next year’s teachers and/or school to make sure the transition for gifted students is smooth. The ALP has a place for notes, and that provides another method for creating positive transition practices. The ALP is housed in Enrich, a system in use district-wide that communicates directly with the student information system. In Enrich, at the start of each year, ALPs are transferred to the student’s new school, if applicable. ALPs can be accessed by any educator at the student’s school. All student achievement and testing data is also accessible through Enrich.</p> <p>ALP reporting timeline: Each school in PSD is required to approach the ALP process through collaborative efforts between teachers, students, and parents. The gifted site coordinator or teacher organizes these efforts; however, it is recognized that the gifted site coordinator might not <i>know</i> each gifted student, so systems for this work are set up by site. For example, some elementary schools might write ALPs at parent/teacher conferences, while others might work with students to write the ALP and then send home for parents for feedback. Each school tries to include parent(s), student, and teacher in the process so that each stakeholder is aware of and has an opportunity to be part of the creation or evaluation of the plan. By September, communication is sent to parents regarding the schedule for ALPs at their child’s school (each school has a different system in place). In December, formal communication about the ALP is required for each school, though many parents have been given an opportunity for feedback before December. Communication to parents and student is also required at the end of the school year. This final communication is focused on an evaluation of the effectiveness of the ALP.</p> <p>System to show evidence of parent engagement in ALP development/progress: Once again, this system to evidence of parent engagement in the ALP process varies amongst the 50+ schools because we are a site-based district.</p> <ul style="list-style-type: none"> • Many elementary schools go over the ALPs with parents directly at fall conferences and obtain signatures or checks of involvement. 	

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	<ul style="list-style-type: none"> • At secondary schools, often the evidence is provided in the form of emails between the site coordinator and the parents or done via Microsoft or Google forms. GT site coordinators reach out to GT parents throughout the ALP process to allow them to offer input on their child’s ALP goal of choice. There are some middle schools that do ALP work with parents and students still at parent conferences, but most schools do the work electronically. • With the adoption of the Xello online platform, our high school ALP goals will be much more visible to parents/guardians in real time, so the ability to engage them in the process of the blended ALP/ICAP goals is much improved. 	
<p>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:</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>Poudre School District serves 30,000 students and includes 52 schools and five charter schools. Each school makes decisions about gifted services based on funding, resources, and the needs of the student population. Tier II and Tier III interventions for gifted are determined by the school. The process of writing Advanced Learning Plans, which is collaborative and inclusive of students and parents, might generate new needs for services. In the process of writing the ALP, a school can determine what services are needed for areas of giftedness with fewer numbers (for instance, leadership). For more extreme interventions (such as whole-grade acceleration), a team from the school works with the district K-12 Gifted Program Coordinator to make decisions best for the student.</p> <p>While each school might be different in terms of gifted services, PSD does promote school choice. In this sense, the student and parent community have quite a lot of options for gifted programming if they are able to attend their school of choice.</p> <p>The following are common services offered in Poudre School District. Not all services are offered at each school. https://www.psdschools.org/academics/gifted-and-talented/program-options</p> <p>Elementary Schools:</p> <ul style="list-style-type: none"> • Enrichment: Enrichment extends the curriculum. The structure in which it is offered is sometimes a “pull-out” setting once or multiple times per week • Acceleration: Acceleration has many different meanings. It can exist as either replacement curriculum with the content of a higher grade-level or a mixture of the current grade level and the next grade level’s content. • In-class Differentiation: This service is offered by teachers within the classroom setting. Teachers pre-assess and adjust the curriculum as needed to create respectful tasks for advanced learners. Some strategies might include accelerated pace, choice in content, open-ended projects, more complexity and depth, etc. It is important to consider that differentiation should not result in MORE work for a gifted learner. • After school enrichment opportunities: Some of these might include activities like Lego Robotics, Math Counts, Math Olympiad, or Odyssey of the Mind. These should not be the only services a school offers for advanced learners; however, they are a great addition to the menu of options. 	

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<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>	<ul style="list-style-type: none"> • Cluster Grouping: This practice allows schools to “cluster” gifted learners in one classroom so that the teacher can effectively differentiate for a larger group of students. This is an example of a structure for providing differentiation or other gifted services. • Affective Support: Some elementary schools offer “GT Discussion Groups” in which a counselor or trained teacher gathers GT students to discuss issues that affect their social/emotional well-being. Some of these issues might address peer relationships, academic and achievement expectations, perfectionism, post-secondary preparation, challenge, etc. <p>Middle Schools: Middle school programming is very similar to elementary school, with an increased focus on career and post-secondary readiness. Several middle schools cluster identified students into homeroom classes, math classes, and language arts classes. Below are some examples of services at PSD middle schools.</p> <ul style="list-style-type: none"> • Advanced Coursework: Courses labeled Honors, IB, or Pre-AP are courses that are designed to meet the needs of advanced learners. While these courses are not exclusively for gifted learners, they do serve a role in the menu of options a school offers gifted students. A good question to ask is “What is the qualitative difference between this advanced course and the regular course?” • Accelerated Math: PSD offers students to accelerate into one of two pathways in math: a compacted model beginning in fourth grade, and a compacted model beginning in seventh grade. A large body of evidence is used to determine placement into these two pathways. • Extended Learning Opportunities: Some middle schools offer gifted services through the Extended Learning Opportunity (ELO) time that is built into the schedule. In these situations, courses that are more complex or rigorous are offered to gifted learners either in an area of interest, or in a structure that allows gifted students to pursue an area of interest in a more in-depth manner. The titles of these ELO’s vary by school. • Gifted Class: Some middle schools offer a “Gifted and Talented” class that replaces the regular course. For example, students might take a “Gifted Language Arts” class if they are identified gifted in Language Arts or be a part of a Gifted Advisory class to allow them to spend time working each day with like-minded peers. • Affective Support: Some middle schools offer “Gifted Discussion Groups” in which a counselor or trained teacher gathers gifted students to discuss issues that affect their social/emotional well-being. Some of these issues might address peer relationships, academic and achievement expectations, perfectionism, post-secondary preparation, challenge, etc. • In-class Differentiation: This service is offered by teachers within the classroom setting. Teachers pre-assess and adjust the curriculum as needed to create respectful tasks for advanced learners. Some strategies might include accelerated pace, choice in content, open-ended projects, more complexity and depth, etc. It is important to consider that differentiation should not result in MORE work for a gifted learner. 	

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	<ul style="list-style-type: none"> • After school enrichment opportunities: While these are excellent options for students to pursue an area of interest at deeper levels, these should not be the only services a school offers for advanced learners. They are, however, a great addition to the menu of options. • Career and Postsecondary Readiness: Schools offer field trips to college honors programs, bring in speakers, and offer mentorship opportunities. <p>High School:</p> <ul style="list-style-type: none"> • Affective Support: Some high schools offer “Gifted Discussion Groups” in which a counselor or trained teacher gathers gifted students to discuss issues that affect their social/emotional well-being. Some of these issues might address peer relationships, academic and achievement expectations, perfectionism, post-secondary preparation, challenge, etc. • In-class Differentiation: This service is offered by teachers within the classroom setting. Teachers pre-assess and adjust the curriculum as needed in order to create respectful tasks for advanced learners. Some strategies might include accelerated pace, choice in content, open-ended projects, more complexity and depth, etc. It is important to consider that differentiation should not result in MORE work for a gifted learner. • After school enrichment opportunities: While these are excellent options for students to pursue an area of interest at deeper levels, these should not be the only services a school offers for advanced learners. They are, however, a great addition to the menu of options. • Advanced Coursework: AP and IB courses offer a higher level of rigor for gifted learners. These courses, while they are not a “gifted program” are a great component to a school’s <i>overall</i> GT program, which should include options for students to learn at advanced and rigorous levels. • College Credit Programs for PSD Students: College classes are available at PSD high schools, Front Range Community College, Aims Community College, Colorado State University, and through CU-Succeed. There are both PSD-paid tuition options and Student-paid tuition options. • Career and Postsecondary Readiness: Schools offer field trips to college honors programs, bring in speakers, and offer mentorship opportunities. • PSD Futures Lab: Students can take courses that deepen their learning in interest areas and help develop career skills. They can earn industry-recognized credentials in a variety of fields. • NoCo Inspire: NoCo Inspire given PSD high school students a chance to explore careers and industries by connection them with local employers and community mentors. The goals are to give students career readiness skills by having them interact and build relationships with businesses and future employers, and to support a sustainable future workforce. 	

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	<p><i>NOTE: At all levels of gifted services in PSD, if a GT student struggles with underachievement, anxiety, or any other number of social emotional issues, that student is referred to the school MTSS Team to look at possible interventions and supports needed. The GT site coordinator and that student’s teachers would be a part of the data gathering for the MTSS Team.</i></p>	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting</p>	<p>PSD relies on several processes to evaluate gifted performance. PSD staff annually monitors and reflects on gifted performance on the School and District Performance Frameworks. Staff also monitor and respond to formative data reported via the district’s data dashboards (System Insight). Annually, district staff report to the PSD Board of Education and district community data via our annual Monitoring Report. The DE Monitoring Report communicates data on student progress toward 15 district-wide targets. This data is disaggregated to include gifted students, and improvement plans (UIP) include action steps that reflect major improvement strategies in the district. Any stakeholder is able to view the documents and systems that hold this disaggregated data by looking at the links at the Poudre R-1 UIP on the CDE website—these documents and links are listed at the bottom of the Narrative on Data Analysis and Root Cause Identification page.</p> <p>Monitoring Affective Growth: Affective growth is measured in two ways in Poudre School District. One, data is collected on both the student and parent surveys in regard to opportunities for meeting the affective needs of gifted learners. In addition, all ALP goals are required to be measurable. Schools measure affective goals in a variety of ways, from written reflections to rubrics and more.</p> <p>GT Student Performance and Reporting: In addition to goals on the UIP addendum, individual PSD schools look at data for gifted learners each year and develop site improvement plan goals based on the data they receive. A team of parents, teachers, and administrators from each building spend time going through the data to make these decisions.</p> <p>Methods of Program Self-Evaluation and Sharing of this Information: Every two years, PSD sends out surveys to all identified gifted students and to all parents of gifted learners to gather feedback from students on their thoughts regarding ALPs, programming, and more. These surveys allow both schools and the district as a whole to evaluate programming options, communication, identification processes, and more. Data is shared school-by-school and is also disaggregated at the district level to look for trends. The trends that are found within the district are shared with the GT Advisory Board for further discussion.</p> <p>In addition to schools looking at data to make informed decisions regarding their gifted population, the PSD Gifted Advisory Board, made up of district parents, educators, and community stakeholders, also goes through the data each year to look for trends and make suggestions for next steps at the district level. Many of the parent representatives on the committee also serve on their school accountability committees, so they can report the information back to their schools as well.</p> <p><i>NOTE: The COVID-19 pandemic has had a direct effect on PSD’s assessment testing windows, assessment data available, referral processes, in-person learning, and more. PSD expects that this</i></p>	

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<p>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><i>pandemic will continue to impact student data this school year and for potentially several years to come. As a district, will continually monitor student data to ascertain if we need to shift goals based on the impact of Covid 19 both in our instructional model and in our resources available to support all students, including the gifted population.</i></p>	
<p>Personnel 12.02(2)(j)</p> <p>12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring and differentiated instruction for gifted students.</p>	<p>Poudre School District employs a district K-12 Gifted Program Coordinator who oversees the management of the program plan, professional development activities, all state-level reporting, budget management, and much more. This district Coordinator is a former Academic Dean at a PSD middle school, has a master’s degree in middle school education, has a decade of training and experience in gifted programming, best practices in gifted education, and gifted identification, and is working towards a K-12 gifted education endorsement as well. The district also employs three part time gifted identification specialists (all of whom have a master’s degree) to support schools in the screening process, referrals, and K-2 identification procedures. Two of these identification specialists have an endorsement in K-12 gifted education, and one is a licensed school psychologist who also holds an admin license.</p> <p>Each school’s gifted site coordinator manages GT identification, ALP’s and communication with parents, teachers, and administration at the school. This site coordinator might be a counselor or teacher, and staffing percentages are left to schools to decide based on student-based funding.</p> <p>In some cases, <i>multiple</i> teachers offer gifted services. In core-academic areas, highly qualified teachers teach gifted learners. The site coordinator attends the required gifted site coordinator training each August as well as the quarterly meetings required by the district. GT site coordinators receive a stipend. It is required by the assistant superintendents that all sites maintain a certified teacher or counselor who is the gifted site coordinator.</p> <p>Some paraprofessionals offer enrichment opportunities to identified gifted students, but paraprofessionals do not offer replacement curriculum for gifted students as the primary educator of gifted services.</p> <p>Administrators are provided with a list of interview questions and look-fors when hiring gifted education teachers. Sometimes the district gifted coordinator is invited to be part of the interview process.</p> <p>The district gifted coordinator provides information for all PSD employees on the district website and through district emails about opportunities for advanced degrees and endorsement opportunities in gifted education. The district gifted coordinator works with the University of Northern Colorado and Regis University to promote and communicate information nights for prospective students.</p> <p>In addition to encouraging a master’s in gifted education or endorsement in gifted education, the district gifted coordinator also coordinates a variety of opportunities for teachers of gifted learners to gain expertise in working with gifted students. The following opportunities are not required, (except</p>	

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<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>for the required site coordinator Training) but they are highly encouraged for all teachers, counselors, or administrators who work with gifted learners. These opportunities are communicated to district administration as well as principals.</p> <ul style="list-style-type: none"> • <u>Required Gifted Site Coordinator Training</u>: This provides an overview of gifted education in PSD as well as training in identification and ALP management. The ALP and Gifted Identification handbooks are used as resources. • <u>Online Professional Development</u> led by teachers with masters or endorsement in gifted education: PSD offers online PD courses (offered through the state) each semester. Fostering Creativity, Affective Guidance, The Gifted Reader, Thinking Skills, and The Gifted Learner are all courses that have been and will be continued to be offered each semester. • <u>Summer Institute</u>: Courses during summer institute have included topics such as in-depth studies, concept-based curriculum and tiered-lesson designs, and developing measures for ALPs. 	
<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>Poudre School District matches and exceeds the state funding received by the Colorado Department of Education each year. The main funding grant is used to employ the district gifted coordinator, as well as fund gifted identification procedures, professional development, and parent education opportunities. Smaller grants are provided to each school to provide for materials for gifted students, gifted programming, and professional development at the site level. The Universal Screening grant is used to fund our second grade universal CogAT screening.</p> <p><i>NOTE: As mentioned above, the COVID-19 pandemic has had a direct effect on our district resources. PSD expects that this pandemic will have ongoing impacts on all school programming, including GT programming and supports, due to possible budget constraints and more limited resources over the next several years, and the district will be thoughtful in our GT budget planning.</i></p>	

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<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 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.</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 <u>Financial Policies and Procedures Handbook</u>.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	

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<p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual</p>	<p>The following information describes the procedure in Poudre School District for dispute resolution - -</p> <p>In disputes regarding gifted identification:</p> <ol style="list-style-type: none"> 1. Contact the gifted site coordinator at your child's school. 2. If a decision cannot be made at the school level, the site coordinator will contact the district identification team. 3. The district identification team will make a recommendation to the school and parents. If the decision is not agreed upon at that time by parents, the Director of Curriculum, Instruction, and Assessment will review the decision and make a final call. 	

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<p>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>If a parent wishes that their child not be identified, they need to communicate to their site coordinator, who will provide them with a form to fill out. That form should be submitted to the gifted identification specialist, who will ensure that a copy is placed in cumulative folders and that the identification is removed from the student information system.</p> <p>In disputes regarding gifted programming and ALPs: All programming and ALP goal decisions are made at the site level. The principal at each school site has the final determination regarding gifted programming for a student.</p> <ol style="list-style-type: none"> 1. It is recommended that you speak to your child’s teacher first. 2. Contact the gifted site coordinator or an administrator only after you have addressed your concerns with the classroom teacher. 3. Communication from the principal or gifted site coordinator regarding a decision will be made to the referring party either in person or in writing. <p>NOTE: In addition to the specific procedures detailed above to resolve disputes concerning GT education and programming, Poudre School District does have formal policies addressing Public Concerns/Complaints that are available for the public to see on the District Policies page on the PSD website. These various policies are easily searchable for stakeholders by typing “public concern” in the search box on that webpage.</p>	
<p>Early Access 12.02(2)(f) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check “no” if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p> <p>https://www.psdschools.org/academics/gifted-and-talented/early-access-kindergarten</p>	

2020 PSD Comprehensive Program Plan FINAL DRAFT_

Final Audit Report

2020-09-25

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