



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Harrison Scholl District 2		Fiscal Year: FY 2020-2021
AU Address 1060 Harrison Road		
City Colorado Springs	State CO	Zip Code 80905
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The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

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

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



<p style="text-align: center;">Exceptional Children’s Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Harrison School District Two is dedicated to the students and families of our gifted community. Strong communication is at the forefront when keeping all stakeholders informed.</p> <p>Communication with Parents and Students District Level</p> <ul style="list-style-type: none"> ● Parent and Staff handbook are annually revised and updated to clearly communicate <ul style="list-style-type: none"> ○ Gifted Definition, Vision and Mission ○ Colorado State Law Regarding Gifted and Talented ○ Gifted Identification Process ○ Traits for Giftedness to include CLDE populations ○ Overview of Appeals ○ Gifted Programing ○ Advanced Learning Plans ○ Involvement in gifted education and progress monitoring ○ Elementary, Middle, and High School programming options ○ College and career planning/concurrent enrollment options ○ Early Access to Kindergarten and 1st Grade ○ Gifted and Talented Resources for parents and students ○ Glossary of Common Terms ○ Gifted and Talented contact information ● Gifted and Talented flyers are handed out during student registration and are also available at all schools. ● Gifted budget is aligned to support written communication to parents and community. ● Gifted coordinator mails or provides informational flyers to parents around extracurricular activities for students. 	

	<ul style="list-style-type: none"> • Automated phone calls and text messages are sent to parents for upcoming gifted events. • The Gifted and Talented page is easily accessed from the Programs menu. The GT page provides the following information for parents and staff https://www.hsd2.org/Page/483 <ul style="list-style-type: none"> ○ Gifted and Talented Vision, Mission, and commitment statements ○ Access to Parent and Staff handbook ○ Identification process and downloadable forms for both teachers and parents ○ Early Access tab with state definition, process, and timeline ○ Appeals tab with process and form ○ Parent and student web resources ○ Teacher Tab includes identification process, referral forms, example of body of evidence, affective programming standards, and gifted traits resource ○ Parents and Teachers can find upcoming gifted events and professional development on the calendar link ○ Parent and teachers can watch Gifted Identification process and Frequently asked questions with answers via pod casts. • District Wide Gifted and Talented Night for parents is held once a year to inform stakeholders about gifted programming, identification, referral process, social emotional needs of gifted students and where to find resources. • Communication is provided both in English and Spanish • District website can be translated to over 50 languages. <p>Communication at the Staff Level</p> <ul style="list-style-type: none"> • All new staff members must attend New Staff Institute • Gifted Coordinator provides training on state rule around identification, identification procedures, and gifted traits/characteristics. • Gifted coordinator provides yearly training to all administrators in July during Admin Boot Camp. • Building level GT specialist are provided training on state rule around identification, Identification procedures and gifted traits/characteristics (including CLDE students). • Gifted coordinator is the primary resource for teachers, parents and students. 	
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	<ul style="list-style-type: none"> • Gifted coordinator annually hosts an open house to reintroduce staff to the Professional Resource. Library housed at Fox Meadow Middle School. • Gifted coordinator provides a “Welcome” folder to each building highlighting their current students, talent pool students, the Professional Resource Library, and staff development offered during the school year. • Gifted coordinator communicates all outside professional development opportunities and conferences to each building. • Gifted coordinator communicates all extracurricular activities for students to each building through email and informational flyers. • Gifted budget is aligned to support professional development and conferences for staff. 	
<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>Harrison School District Two follows state definition and serves as the basis for the implementation of all other programming plan elements.</p> <p>Definition Gifted and talented children means those persons 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. 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, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</p> <p>General or Specific Intellectual Ability Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).</p> <p>Specific Academic Aptitude Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.</p> <p>Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes) Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas</p>	

	<p>(e.g., art, drama, music, dance, body awareness, coordination, and physical skills).</p> <p>Creative or Productive Thinking Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products).</p> <p>Leadership Abilities Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter- and intra-personal skills, and a sense of responsibility).</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 approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the</p>	<p>Harrison School District Two is a district of diverse learners. Our goal is to give equal access to all learners. For the past few years Harrison has implemented Universal Screening at the Kindergarten and 6th grade levels. However, we discovered we were underrepresenting our gifted populations in Hispanic and African American populations. Researching best practices, we determined the CogAT may not be the best cognitive ability assessment for our demographics. We know our students struggle with language skills due to English being their second language and lack of exposure to vocabulary at a young age. To meet the needs of our population the following changes have been made when testing gifted and talented:</p> <ul style="list-style-type: none"> • Universal screening at 2nd and 6th grade using an on-line format • The Naglieri 2, CogAT 7, TOMAGs, K-BIT, SAGES will be used for identification • Teacher and parent observations will be included in the Body of Evidence • SIGS home and school rating will be part of the body of evidence for identification in specific academic areas <p>Identification Process</p> <ol style="list-style-type: none"> 1. Nomination A student may be nominated for the identification process by a parent, teacher, self, peers, assessment results, or previous GT identification in another district or state. 2. Screening Process An educational team consisting of the classroom teacher(s), counselor, GT coordinator and/or building administrator will meet to initiate the GT screening process. 3. Synthesis of Body of Evidence Information from various sources, a Body of Evidence, will be collected for the nominated student. This includes but is not limited to assessment results at or above the 95% or exceptional range, class work, parental input and teacher observations. The Screening Committee will determine if the nominated student meets the 	

<p>student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>	<p>identification criteria of Harrison School District Two and Colorado. For incoming students, an Advanced Learning Plan or similar document will be requested from student’s previous school. The education team will determine if the documentation meets state rule for identification with in 45 school days of the start of school or date student registered or collect a new body of evidence and re-evaluate the students. Students who do not meet identification criteria will be placed in the talent pool until additional data can be collected and the student re-evaluated.</p> <p>4. Communicate Results A representative of the Screening Committee will communicate the results of the nomination to all stakeholders with in 30 school days and 60 school days for transferring students. A parent, student or teacher has the right to appeal the identification decision. To initiate an appeal process, the appellant should contact the building principal and complete the necessary documentation.</p> <p>5. Development of an Advanced Learning Plan If a student is identified as a Gifted Learner, the educational team, along with parents, will meet to develop an Advanced Learning Plan (ALP) with 30 school days of formal identification. This individualized plan will outline student learning goals/objectives and identify instructional programming/strategies to ensure student growth. This plan serves as a record of student progress and will be updated on a yearly basis.</p> <ul style="list-style-type: none"> • Referral process is clearly defined and available to parents on the website, parent handbook, brochure and staff knowledge. • Referral process for staff includes a checklist with timeline to ensure process meets the 30-day requirement. • Body of Evidence document with elementary and secondary examples are available on the district website under the teacher tab. Gifted specialists will also have a copy of this document. The BOE is recorded in the ALP and assessment data added yearly as an ongoing process to support or to identify giftedness in other areas (academic or talent). • Review team members and responsibilities are defined on Referral Check list. • Determination letter to parent/guardians is available in both English and Spanish • Parent/teacher conferences will be held when student is initially identified. Classroom teacher will go over test results and gather input into the writing of the ALP. ALP’s are 	
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	<p>annually reviewed by staff, students and parents in October.</p> <ul style="list-style-type: none"> Any student whose BOE indicates high ability in a specific category of giftedness yet falls short of meeting the 95th percentile or exceptional range on a normed based approved assessment(s), will be placed in a talent pool and monitored until further data collection can be analyzed to determine if the student should be reevaluated. Any student whose BOE indicates high ability in a specific category of giftedness and meets the 95th percentile or exceptional range on a normed based approved assessment(s) will be given the determination of Gifted and an ALP will be developed. Student ALPs will be housed in the Alpine assessment system and student cum folder. All ALP's will be created using the Co-Standards Based Advanced Learning Plan. Student testing, initial ALP, and all communication with parents will be kept on file in the Gifted Office. <p>Incoming GT Families</p> <ul style="list-style-type: none"> Communication begins with the student registration office. Gifted and Early Access brochures are available to all families during registration. If a parent indicates the student was identified gifted in another school, district, state, a copy of the ALP or similar document will be requested. ALP will be reviewed by gifted specialist within 45 days of receipt. If ALP is incomplete or lacks BOE to support gifted identification, parents will be notified and advised as to next step. (gathering additional data from previous school and current school) Student may be re-evaluated if BOE supports using CogAT 7 or Naglieri 2. ALP's will be created within a week of determination. Copy of ALPs will be in the student cum folder in the event the student transfers to another school or district. Teacher will be required to update before student's records are transferred. Parents will also be given a copy at yearly conferences. 	
<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>The AU screens all 2nd and 6th grade students for gifted.</p> <ul style="list-style-type: none"> Any student testing between 85% -94% on the CogAT is placed into the talent pool. Additional data is collected to build a BOE to support additional testing or meeting state criteria for gifted identification. 	

<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>	<ul style="list-style-type: none"> • Students placed in talent pool are eligible to participate in extracurricular extensions sponsored by the gifted department outside of the normal school day. • Students referred for gifted who do not meet requirements for identification are placed in the talent pool until further data is collected to meet criteria for identification or it is determined student is a high performer. 	
<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>Incoming GT Families</p> <ul style="list-style-type: none"> • Communication begins with the student registration office. • Gifted and Early Access brochures are available to all families during registration. • If a parent indicates the student was identified gifted in another school, district, state, a copy of the ALP or similar document will be requested. • ALP will be reviewed by gifted specialist within 45 days of receipt. • If ALP is incomplete or lacks BOE to support gifted identification, parents will be notified and advised as to next step. (gathering additional data from previous school and current school) Student may be re-evaluated if BOE supports using CogAT 7 or Naglieri 2. • ALP’s will be created within a week of determination. • Copy of ALPs will be in the student cum folder in the event the student transfers to another school or district. Classroom teacher will be required to update before student’s records are transferred. Parents will also be given a copy at yearly conferences. 	
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p>	<p>Advanced Learning Plans</p> <ul style="list-style-type: none"> • Advanced Learning Plans are developed within two weeks of determination and reviewed annually with student and parent input and signed by both student and parent (copy will be kept in student cum folder). • ALP’s include input from all stakeholders (teacher, student, parent, counselor). • ALPs are housed in the Alpine system and hard copies are housed in the gifted office • ALPs include: <ul style="list-style-type: none"> ○ ALP team members ○ Parental engagement and participation in the development of the ALP ○ student interests both in and out of school ○ area(s) of giftedness/strength ○ BOE for identification 	

<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"> ○ ongoing data to support or identifies new area of giftedness ○ Gifted Identification and Classification ○ Co-standards based SMART goal(s) developed with the student’s area of strength or area(s) of giftedness ○ an Affective needs goal based on student strength ○ an additional affective needs goal may be included to help grow social/emotional needs ○ Programming and Data to support progress toward goal (or lack of progress) ○ Post-secondary goals aligned to ICAP goals (housed separately) at the secondary level ○ Student profile ○ Quarterly progress monitoring reflecting progress toward goals will be recorded in the ALP. ○ ALPs will be reviewed annually by teachers, students and parents using current student data to create an instructional plan. ○ ALPs are audited annually to ensure portability. 	
<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</p>	<p>Advanced Learning Plans</p> <ul style="list-style-type: none"> ● Advanced Learning Plans are developed within two weeks of determination and reviewed annually with student and parent input and signed by both student and parent (copy will be kept in student cum folder). ● ALP’s include input from all stakeholders (teacher, student, parent, counselor). ● ALPs are housed in the Alpine system and hard copies are housed in the gifted office ● ALPs include: <ul style="list-style-type: none"> ○ ALP team members ○ Parental engagement and participation in the development of the ALP ○ student interests both in and out of school ○ area(s) of giftedness ○ BOE for identification 	

<p>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>	<ul style="list-style-type: none"> ○ ongoing data to support or identifies new area of giftedness ○ Gifted Identification and Classification ○ Co-standards based SMART goal(s) developed with the student’s area of strength or area(s) of giftedness ○ an Affective needs goal based on student strength ○ an additional affective needs goal may be included to help grow social/emotional needs ○ Programming and Data to support progress toward goal (or lack of progress) ○ Post-secondary goals aligned to ICAP goals (housed separately) at the secondary level ○ Student profile ○ Quarterly progress monitoring reflecting progress toward goals will be recorded in the ALP. ○ ALPs will be reviewed annually by teachers, students and parents using current student data to create an instructional plan. ○ ALPs are audited annually to ensure portability. 	
<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>The Gifted and Talented Department works collaboratively with our schools to ensure programming meets the needs of our students by aligning opportunities to students’ areas of giftedness and ALP goals. Gifted students are one of the focus areas during weekly PLC’s where teachers, counselors, administrators and gifted coordinator ensure strategies are in place for students to ensure academic and social/emotional success throughout the school year.</p> <p>Elementary Options Harrison School District Two has 12 elementary schools and two K-8 school. Each site offers the following programming options:</p> <ul style="list-style-type: none"> ● Accelerated classes ● AVID ● Clustered classes 	

<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>	<ul style="list-style-type: none"> • Compacted curriculum • Colorado Youth Symphony • Dual Enrollment • Leveled grouping in all content areas (math, ELA, science, and social studies) • Gifted magnet (Soaring Eagles Elementary) • Universal Screening at 2nd grade • International Baccalaureate School K-8 (Sand Creek Elementary) • STEM • Battle of the Books • GT Summer camp • After school enrichment opportunities (Chess club, Art club, Band, Girls on the Run, Battle of the Books, DestiNation Imagination) • William and Mary Literature Units • Jr. Great Books • M³ Math Units 3rd-5th grades • Literature Circles at all levels at DOK levels 3 and 4 • Choice boards in all content areas • Tiered lesson • Foreign Language class (Soaring Eagles and Sand Creek) • Research and enrichment projects • Engine-Unity units and materials • Jacob’s Ladder literature units 3rd-5th grades <p>Secondary Options – Middle School</p> <ul style="list-style-type: none"> • Harrison School District Two has 3 middle schools • accelerated classes • Clustered classes • Compacted curriculum • Colorado Youth Symphony • Dual Enrollment • STEM/STEAM Innovation Lab (Panorama Middle School) • Pre-AP classes • 6th grade universal screening • AVID • Pre-collegiate partnership with UCCS • Pre-AP classes offered in all content areas • International Baccalaureate School (Carmel Middle school) • Physics offered in all middle schools • SE YMCA partnership with Panorama Middle School • Summer Camp • Mentoring • The Colorado Conservatory partnership (performing arts, dance, and music) • Cornell Notes • Socratic Seminar 	
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	<p>Secondary Options – High School Harrison School District Two has 2 high schools.</p> <ul style="list-style-type: none"> • Concurrent Enrollment (UCCS, PPCC, CSU – Pueblo) • CSU Ft. Collins Alliance School • AVID • Pre-Collegiate • Advanced Placement • Project Based Learning • STEM • Robotics • AVP • SE YMCA Partnership (Sierra High School) • International Bachelorette school (Harrison High School) • Cornell Notes • Socratic Seminar <p>Additional programming opportunities include:</p> <ul style="list-style-type: none"> • Science Fairs (middle and high school) • Knowledge Bowl • Ticket to success • Legislative Day at the State Capitol • Challenger Space Center • World Arena Art Banner Show • Computer Coding at all levels 	
<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>Once state assessment data is released, the Gifted and Talented Department works collaboratively with the Research and Accountability Department to thoroughly disaggregate the data each September. Data is housed in the Alpine Achievement System and accessible to all licensed staff. Data will be disaggregated by the following:</p> <ul style="list-style-type: none"> • Minority/non-minority • FRL • Gender • ELL • Areas of Giftedness <p>The data is shared with administrator and teachers with the intent to write ALP goals and strengthen programming for each school year. This information also be shared with parents during the October parent teacher conferences.</p> <p>Each year the Gifted department partners with the School Leadership to address the specific needs of our gifted learners during weekly Professional Learning Communities at the building level. Instructional Coordinators conduct monthly Vertical PLCs at the building level as well.</p> <p>Beyond state assessments our district administers quarterly and semester summative assessments that include:</p> <ul style="list-style-type: none"> • I-ready math and reading BOY, MOY and EOY • PSAT, SAT and ACT 	

	<ul style="list-style-type: none"> • Unit assessments <p>Monitoring of gifted academic and affective needs goals currently are updated quarterly and at the end of the school year.</p> <p>Evaluation of Programming to include</p> <ul style="list-style-type: none"> • Coordinator is evaluated yearly by Director of Student Services • Annual Gifted parent night to review and seek feedback on gifted programming • The Gifted and Talented Department writes and updates a yearly action plan • Zero-based budgeting ensures all dollars spent align with action plan • State GT End of Year report and yearly programming plans • Stakeholder and staff surveys <p>Reporting to Stakeholders</p> <ul style="list-style-type: none"> • Annual district achievement and growth reports are mailed and available on the district website • Monthly school reports are presented to the Board of Education by each building • The AU UIP includes new targets with timeline and outcomes annually which includes gifted students. 	
<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>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p>	<p>Harrison School District Two employs one full time Gifted Coordinator with an endorsement in Pre-K -12 Gifted and Talented. The Coordinator oversees both elementary and secondary levels. The responsibilities of the GT Coordinator include:</p> <ul style="list-style-type: none"> • identification procedures meet rule • area of giftedness is reported accurately • programming meets the needs of the gifted learned • ALPs are complete, accurate, and maintained with input from parents and students and meet portability rule • programming results are reported to stakeholders • provide ongoing professional development to teachers • Manage of program plan • Budget <p>Highly Qualified:</p> <p>All education for the gifted learners falls on teachers. These teachers meet the federal requirements for highly qualified teachers if they are non-probationary staff. Paraprofessionals are not funded, nor do they provide the primary instruction to the gifted students. The District collaborates with UCCS around</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>the teacher education program. Several schools serve as mentor schools as well as site schools for student teaching programs through the University of Colorado, Colorado Springs and Colorado College.</p>	
<p>Budget 12.02(2)(k) 12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student 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>	<ul style="list-style-type: none"> • The Gifted Coordinator and the Director of Student Services along with finance will develop and maintain the budget ensuring checks and balances are in place. • Finance and GT Coordinator meet quarterly to insure appropriate and fiscally responsible spending of gifted funds. • Budget is aligned to meet gifted programming, SENG, professional development, salary of coordinator, and curriculum/extensions to extend gifted learners identified areas or strength. 	
<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>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	

<p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>The Gifted and Talented Department has a dispute resolution that includes in the case of any type of appeal, including gifted identification decisions, early access decisions, and programming concerns.</p> <p style="text-align: center;">Overview of Appeals Selection Committee Decisions Grades K-11</p> <p>Parents may appeal the decision of the Selection Committee within 10 days of receiving the notification that the child was not accepted. The letter sent to parent’s states they may call the principal if they have questions or want to appeal. Appeals procedures are posted on the Gifted and Talented website or parents can contact the Gifted coordinator.</p> <p>Below are the steps to follow:</p> <ol style="list-style-type: none"> 1. Principal notifies Coordinator of the parent’s concerns. 2. Principal/GT Coordinator meets with parents to explain the process and show him/her the child’s profile and the guidelines for selection. The student products may be examined along with the results of the tests and checklists. <p style="text-align: center;"><i>Most appeals end here, but if not, follow the next steps. If the parent is not satisfied with the explanation they may ask to go to the next level.</i></p> <ol style="list-style-type: none"> 3. Parents must write a formal letter explaining their disagreement with the decision of the Selection Committee and return the letter to the GT Coordinator. 4. The Gifted Coordinator will work with the campus to set up an appointment at the school. The principal, GT Coordinator, and a building counselor make up the membership of the Appeal Committee. The conference is held, and the actual tests may be reviewed by the parent. The rest of the Appeals Form is completed at the conclusion of the conference. 	

	<p>5. If parent(s) are still not satisfied, they are given Local Board Policy on Student and Parent Complaints. The Director of Student Services will notify the superintendent's office of parent's plan to appeal.</p> <p>6. The school and Director of Student Services will work with the Superintendent and Board, if necessary.</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. <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. <input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education. <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>	