



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name El Paso County School District 8 (Fountain-Fort Carson)		Fiscal Year: FY 2020-2021
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City Fountain	State CO	Zip Code 80817
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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>Effective communication and partnership with students, parents, families and the community is a priority for Fountain-Fort Carson School District and the gifted program. The district has developed several processes to improve this communication with regard to sharing information about gifted programming procedures and options. These processes are implemented at both the district as well as the building level.</p> <ul style="list-style-type: none"> ● Families are able to access information about gifted programming through the district website: https://www.ffc8.org/domain/47 ● Identification procedures are clearly described on the “Identification Process” section of the website: https://www.ffc8.org/Page/98, as well as in the GT Handbook which can be downloaded from the “Family Resource Documents” website section or provided by the school or district office upon request. ● The “Family Resource Documents” section of the website includes valuable information about a variety of gifted topics, including the following: brochures clarifying gifted program information and ALP development (in English and Spanish), the district acceleration handbook, and parent referral forms (general intellectual/specific academic and specific talent): https://www.ffc8.org/Page/86 ● Families can find a quick connection to regional organizations, web resources, and activities and supports for gifted students in the “Resources and Websites” website section: https://www.ffc8.org/Page/100. ● All documents can be translated into other languages per family or school requests, and documents are posted in English and Spanish. 	

	<ul style="list-style-type: none"> • Specific school websites also provide information regarding gifted programming. The student handbook can be accessed on each school's website. Fountain-Fort Carson High School provides detailed information regarding course planning and selection as well as college credit and dual enrollment guidelines, Honors, AP, and college class enrollment processes. The gifted program also has a link on each school's page that takes them directly to the district Gifted Education Program website. • Staff can access additional information by logging in to the "Staff" tab of the district website. The Gifted Handbook for staff, along with referral forms, identification process guides, parent and student interview documents, letter templates, programming resource guides, ALP development supports, acceleration processes, and other training resources, are available to all district teachers and support personnel. All documents within the Gifted Handbook are reviewed and revised on a yearly basis. A hard copy version of important forms and guidelines are provided to all building-level gifted education coordinators as part of their Gifted Coordinator Handbook. Hard copies of documents in the Gifted Coordinator Handbook are updated at the beginning of each school year to reflect changes in district programming and practice. • Information and participation opportunities are also provided to stakeholders through more direct (phone calls, emails, letters, and face to face) communication. At the high school level, families are informed and consulted about concurrent enrollment options through enrollment and course selection with counselors. • The gifted education coordinators at the middle and high schools utilize October Parent/Teacher Conferences to communicate with individual families about student-developed ALP goals. At the elementary level, families receive a family input form to share their perspective of student strengths and needs as the ALP is developed each year. Families are also invited and included in the elementary ALP meeting to complete the student plan and 	
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	<p>ensure needs are appropriately addressed. Families of students at all school levels receive information about their student’s progress at October and February conferences. Final yearly progress towards ALP goals is shared at the end of the year.</p> <ul style="list-style-type: none"> • The building gifted coordinators throughout Fountain-Fort Carson School District collaborate together every year to conduct at least one GT family event. The GT family event is delivered both in Fountain and on Fort Carson to better meet the needs of our families. These GT family events are designed to inform parents about gifted processes and programming options in the district and to help families understand some of the unique needs and attributes of gifted children. Shared information includes identification processes, Advanced Learning Plans, the Interstate Military Compact, growth mindset, overexcitabilities, asynchronous development, perfectionism, and timelines for progress monitoring of student performance. Family events also provide an opportunity to gather stakeholder perspective and input on overall gifted programming at the district and building level. • The district actively seeks family feedback regarding the improvement of gifted programming. Family surveys are conducted to identify strengths and areas for growth. • On a more global level, the district accreditation team, comprised of parents from across the district, reviews data and makes recommendations for district improvement efforts. Parents of students identified as gifted currently serve on this team and are able to share their perspective in decision-making efforts. Each building has its own school accreditation team, which provides an opportunity for parents to get involved at the building level, as well. 	
<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>Fountain-Fort Carson defines “gifted children” as those students between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet</p>	

	<p>their educational programming needs. Gifted students include those with disabilities (i.e. twice exceptional) and students with exceptional abilities or potentials 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: general or specific intellectual ability, specific academic aptitude, creative or productive thinking, leadership abilities, visual arts, performing arts, musical, dance or psychomotor abilities.</p> <p>This definition mirrors the state definition. The definition of a gifted student serves as the basis for the implementation of all other program plan elements. It informs the identification process and subsequent programming options and decisions for identified students. It also supports programming determinations for students in the Talent Pool.</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>The district identification procedures follow the Colorado Department of Education (CDE) gifted identification process as outlined in the CDE Gifted Education Guidelines. Rules to ensure portability of identification status for students are applied in all areas of identification. Identification processes are defined in the Gifted Handbook for staff, and multiple staff members have been trained in identification rules and procedures at each building (which have each established a review team for making identification determinations). Students are referred for assessment through multiple sources including universal screening, Multi-Tiered System of Supports (MTSS), teacher referral, parent referral, student referral, peer referral, and assessment data. Upon referral, school teams begin collecting a body of evidence including both quantitative and qualitative data that ensures the examination of multiple pathways for identifying giftedness in accordance with the rules.</p> <ul style="list-style-type: none"> • Universal screening is implemented at the 2nd, 5th, and 8th grade levels each year. The assessment tool utilized for this screening is the Cognitive Abilities Test Form 7 (CogAT 7). The test is comprised of a verbal, quantitative, and non-verbal battery. The combination of all three batteries allows exceptional potential to be revealed for all students, including English language learners and students who may have academic deficits or exceptionalities. • Following universal screening, schools receive data indicating the performance of each student. Utilizing both age percentile 	

<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>ranking (APR) and grade percentile ranking (GPR), students scoring at or above the 95th percentile on any battery of the assessment are referred for identification. Students scoring between the 89th and 94th percentile are referred for Talent Pool identification, intervention, and progress monitoring.</p> <ul style="list-style-type: none"> • Universal screening and continued professional development for staff in understanding the characteristics of gifted students are necessary to ensure appropriate identification for all students. Analysis of the district’s demographic data indicates underrepresentation of Hispanic and Black students in the gifted population. Females and English language learners are also underrepresented. This is an area of improvement for the district. As the district has developed and grown its processes for identification of students in the talent areas, more students from traditionally underrepresented populations are being identified. • Families, teachers, and students provide additional sources of referral. At any time, family members can refer their student for potential gifted identification by completing the parent/guardian referral form and submitting it to the building principal. • Teachers can complete the teacher referral form for any student with whom they work. The teacher referral form includes observations related to each area of gifted identification. • Students can refer both a peer as well as themselves for potential identification in any of the defined areas of giftedness. • Upon receipt of the referral, schools must begin collecting the body of evidence for decision-making. Within 30 days of the referral, the school must notify families of the determination or indicate that additional time is needed for the collection of additional data. If additional time is needed, the school will inform the family of the additional data being collected and the timeline for the determination decision. This notification occurs through a variety of methods including family phone calls and meetings; additionally, an official 	
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	<p>determination letter is always sent to the family.</p> <ul style="list-style-type: none"> • The body of evidence for all determinations of giftedness include both qualitative and quantitative components. For each data component, performance at or above the 95th percentile and/or an Exceeded or Distinguished rating is a qualifying indicator. • Various observation scales are utilized based on the area(s) of identification being considered. The teacher and parent Scales for Identifying Gifted Students (SIGS) are used to evaluate the gifted behavior characteristics of a student being referred for identification in general intellectual ability, a specific academic aptitude, or creativity. For students referred in dance, music, performing arts, or visual arts, the teacher(s) will complete a research-based observation scale specific to the talent area. For students being considered for a psychomotor identification, the teacher(s) will complete the Gifted Evaluation Scale (GES) for Motivation. • Student achievement data is also collected using the Student Portfolio function of the Alpine data management system. This allows the quick analysis of student performance and trends over time. Additional evidence for review is dependent upon the area of giftedness under consideration. For students who are referred for identification in one of the specific talent areas, performance evaluations, creativity tests, and talent assessments are part of the data reviewed. • In recognition of the comprehensive nature of the identification process, the district utilizes an identification form which clearly delineates qualifying data and indicates appropriate next steps for students. Data collected from this form is shared with families during eligibility and/or ALP meetings to communicate the identification results and aid in the development of the ALP. 	
<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>	<ul style="list-style-type: none"> • If a student has been referred for identification in a specific academic aptitude area, the body of evidence includes criterion or norm-referenced achievement tests, the SIGS, and/or a performance evaluation such as an advanced score on an expert reviewed 	

<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>portfolio (creative writing), an advanced rating on an expert juried performance (science fair), or top place/ranking on a state or national academic contest (DECA competition). Cognitive test scores are a component of identification; however, if a student does not score at or above the 95th percentile, multiple data sources over time indicating consistent advanced performance can be used for identification in specific academic aptitude. It is important to note that not meeting the criteria on a single assessment does not prevent further consideration for identification. Therefore, students referred to the Talent Pool are provided with ongoing interventions and progress monitoring to determine if they meet additional qualifying criteria over time.</p> <ul style="list-style-type: none"> • The district identification process includes the category of general intellectual ability. Students qualify in this area with a score at or above the 95th percentile on one of more batteries of a cognitive test. Upon receiving this qualifying data, the school identification team collects and reviews the body of evidence (as described above), and determines that there are no other qualifying criteria. The review team identifies the students as gifted in general or specific intellectual ability, and the learning profile obtained from the body of evidence is used to develop the student's ALP. This identification supports targeted interventions for students who may be impacted by a variety of challenges such as frequent mobility, emerging bilingual students, and students with academic deficits and/or disabilities. • If a student has been referred for identification in a specific talent aptitude area, the body of evidence may include criterion-or norm-referenced talent assessments, norm-referenced creativity tests, norm-referenced observations scales (SIGS or GES), research-based observation scales specific to the discipline, and/or performance evaluation, such as a top place/ranking in a state or national talent contest (Scholastic Art Awards), an advanced score on an expert juried performance assessment (Talent Identification for Pikes Peak), or an advanced score on an expert reviewed 	
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	<p>portfolio (creativity). If data from a valid and reliable test is unavailable, then two performance evaluations may be used. Upon receiving data related to specific talent aptitude identification, the identification team will review the body of evidence and determine next steps in the process for identification. It is important to note that talent identification often takes time. Several years of talent development may be needed before formal gifted identification can be made.</p>	
<p>Identification Portability 12.02(2)(e) Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student’s identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student’s ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student’s ALP</p>	<p>As a district serving a high percentage of students from military families, it is vital that we have a consistent process for transferring the identifying body of evidence from district to district with clarity.</p> <ul style="list-style-type: none"> • When a student is identified as gifted in Fountain-Fort Carson District, the signed ALP, which contains the body of evidence used for identification, is placed in the cumulative record file. When a student transfers to a new district the records are sent to the receiving district upon receipt of a signed request form. • When a student with an ALP enrolls in FFC8, the ALP is reviewed within 45 days of enrollment to determine if it meets the portability requirements of Colorado. If it does, we accept the ALP; if it does not, the student is referred for review by the identification team to determine what assessments may need to be completed. If the transferred body of evidence appears incomplete, the school contacts the sending district as well as the student’s family to request additional information. • The Military Interstate Compact is followed for all students involved in military transfers. Communication regarding the eligibility determination of transferring students is shared with families within 60 days of enrollment. 	
<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>An Advanced Learning Plan (ALP) is developed for every gifted student in Fountain-Fort Carson according to the student’s strength area(s), interests, and instructional and affective needs. The ALP is initially developed upon identification of giftedness, and it is then updated every fall to reflect programming plans based upon <i>current</i> student interests, strengths, needs and goals. This student profile is developed each year in the Student Interests and Goals section of the ALP (elementary) or in the General Interests and Extracurricular Activities sections of the ALP (secondary).</p>	

<p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<ul style="list-style-type: none"> • Student and family input and involvement in ALP development continues to be a specific area of focus. District ALP training has emphasized the use of student interest inventories, family input documents, and the importance of collaborative ALP development at the elementary level. At the secondary level, ALP development has shifted to being a process driven by the student. Students in grades 6-12 develop their own ALPs and goals each year based on their current interests, coursework, and post-secondary planning. • Another targeted area of improvement has been the alignment of standards-based goals with student strengths and interests. Multiple guidance documents have been developed to provide teachers with example academic and affective goals, and these example goals and goal frames combined with increased student participation and choice in ALP development have resulted in a dramatic increase in relevant and meaningful standards-aligned ALP goals. • Beginning in September 2018, the district gifted coordinator provided an after school ALP Bootcamp to continue to develop staff understanding around quality standards-aligned academic and affective goals. Following the bootcamp, ALP work sessions were offered at multiple district locations for teachers to receive support and guidance with ALP development. Based on the feedback from teachers, the bootcamp and ALP work sessions were offered in September 2019, and ALP work sessions were offered in September 2020. • A variety of data sources inform student goals. Sources include achievement and growth data from state and district assessment, curriculum-based assessments, student interview and interest inventories, post-secondary planning, and family input. Starting in the 2020-2021 school year, all secondary students are developing a single ALP goal that incorporates both the academic and affective components (college and career readiness skill focus) that will be measured through the development and evaluation of a portfolio using a post-secondary workforce readiness skills rubric. At the 	
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	<p>secondary level, the ALP is considered in planning for post-secondary readiness.</p> <ul style="list-style-type: none"> • Relevant affective goals at the elementary level are developed around one or more of the Colorado Essential Skills adopted as part of the 2020 Colorado Academic Standards Review and Revision process. Student self-assessment helps determine if more strategic intervention and supports, such as small group or one-on-one counseling, are necessary. • ALP goals are developed through a SMART goal process (Specific, Measurable, Attainable, Realistic, and Timely). At the elementary level, the interventions and strategies provided to support goal attainment are clearly described including the content and activities, structures for programming, differentiation strategies, and extended/expanded learning opportunities planned to address the students' goals. At the secondary level, student's coursework, including Honors, AP, and CTE courses, are outlined within the ALP. Clear success criteria are included to determine the level of goal attainment. Students self-reflect on their goal progress either at the end of each quarter or prior to Parent/Teacher Conferences in February, and they reflect on their goal attainment in May. Updates to ALP goals and/or programming based on changing student needs can be made throughout the year. • The ALP includes a thorough body of evidence detailing the criteria used for student identification. This section of the plan is not updated unless identification is changing as a new area is added, or additional data is available for an area being monitored for future identification. • Family perspective and input are also incorporated into the ALP each year (when available). Family input can be added through completion of family feedback forms, family participation in the ALP meeting, the sharing of the student-developed ALP at the secondary level, and as part of a student's portfolio defense review team at the secondary level. • The ALP at both the elementary and secondary level contains a list of the ALP Student's Support Team. Members of this team include the teacher(s), gifted 	
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	<p>coordinator, gifted administrator, family, and student involved in developing, monitoring, supporting, and executing the goals and programming outlined in the ALP.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student’s area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student’s growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>As previously stated, ALPs are developed for identified students each fall. ALPs are collaboratively created, and participants in plan development and monitoring include classroom/content area teachers, related arts teachers, gifted education coordinators/teachers, students, parents/guardians, counselors, and/or administrators. Parents/guardians, teachers, and students are notified about ALP development and provided with opportunities to contribute input.</p> <ul style="list-style-type: none"> • At the elementary level, parents/guardians and students are provided with ALP input surveys at the beginning of the ALP development process. These surveys provide students and families with opportunities to share their hopes and/or concerns for the year, as well as outlining student interests and participation in extracurricular activities. Teachers are notified when a student has been referred for identification and when an ALP is being developed so that they can contribute to the plan development. Gifted education coordinators/teachers, who have received more comprehensive training in plan development, provide support to teachers and counselors as they complete the ALP. The coordinators are not, however, the “sole custodian” of the ALP. Indeed, teachers write the ALP goal(s), provide the specified instruction, and monitor progress towards goal attainment. While teachers write the ALP goal(s), students are active participants in selecting the goal(s) they will be working towards. • At the middle and high school levels, students write their own ALPs to increase their own level of student agency related to their learning. This involves students outlining current coursework and programming for the year, interests, extracurricular participation, and the writing of goal(s). The gifted education coordinator simply supports this process. As part of the ALP development process, students identify a support team that includes classroom teacher(s), family member(s), and the building gifted coordinator at a minimum. The students then share their goal(s) with their support 	

	<p>team, so teachers and families can play an active role in helping students work towards, monitor, and achieve their goals.</p> <ul style="list-style-type: none"> • At a minimum, families receive formal progress updates towards ALP goals at February Parent/Teacher conferences, as well as at the end of the school year. This ensures that interventions are appropriately addressing student needs, and if not, can be adjusted to further support growth. In some buildings, families receive progress reports at the end of second and third quarters in addition to end-of-year. • ALPs are created entirely within the Alpine Achievement data warehouse system for elementary students. A hard copy of the Alpine document is printed and signed by those participating in the ALP meeting, including the parent/guardian (and student if applicable). This signed document is added to the cumulative record file. • For middle and high school students, an identification document is created within the Alpine Achievement data warehouse system, and the remainder of the ALP is developed through a Google Form survey. The Alpine identification document and student-developed Google ALP are printed and added to the cumulative record file. • As a student transfers between grades/levels, both the electronic records and the cumulative record file is transferred with them. This ensures new teachers have access to previous goals, data, and intervention information. GT Coordinators from each building are also available to answer questions and provide additional information to the receiving school team. Because a new plan is developed each year, programming options and goals evolve to appropriately address current strengths, needs, and interests. These changes are reflected in the new ALP each year. • An important component of the ALP process is review and refinement of plan development. Each year, the district gifted education coordinator randomly audits plans from every building and scores them utilizing a rubric to identify areas of strengths and need. This feedback is summarized and shared with building 	
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	<p>administrators and school gifted education coordinators to be used in future professional development planning and individual follow-up with teachers. The feedback also contains any required additions or changes to the ALP to ensure the plan meets Colorado requirements.</p>	
<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>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP. To be considered in an ALP, the AU shall consider the student’s need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>One of the major improvement strategies of the district’s Unified Improvement Plan (UIP) is to implement standards-based instruction through teacher knowledge of implementation of highly effective instructional strategies (differentiation, enrichment opportunities, WICOR, affective needs), and the context of the goal specifically identifies gifted students as one of the target subgroups. This goal is also addressed in the district’s school effectiveness framework, district professional development plan, the gifted budget, and PLC discussions in each building at each grade level.</p> <ul style="list-style-type: none"> Rigorous and engaging instruction is one of the standards within the school effectiveness framework, a standards-based instructional model, which provides the focus for all district work. Differentiation and intervention in response to student learning needs are specifically highlighted within this standard. The framework emphasizes the importance of utilizing formative assessment data to guide instructional decision-making and thereby provide greater differentiation of instruction for advanced and gifted students who may quickly master the concepts and skills being taught within the classroom. The framework also specifically addresses the importance of social, emotional, and behavioral health focusing on the affective skills that promote well-being. Specific programming for gifted students is identified in the ALP and is selected based upon student strengths, areas of need, and interests. A variety of data sources inform student goals; these sources include performance data, student interview and/or survey information, and family input. Affective goals are written in relation to the Colorado Essential Skills based on student-identified focus areas. Programming for these goals may include the school counselor, the school psychologist, the gifted coordinator/teacher, and the classroom teacher. Every ALP includes an affective 	

	<p>goal that either provides support for a need or an opportunity to acquire additional social-emotional and/or college and career readiness skills.</p> <ul style="list-style-type: none"> • Because the ALP represents a comprehensive perspective of student strengths and needs, it is vital that the plan be developed as a collaborative effort between those providing the specific instruction and support. Grade level/content area teachers, related arts teachers, school counselors, school psychologists, gifted education coordinators/teachers, and administrators work together through varying processes to ensure the ALP targets student strengths, interests, and needs. Families participate in providing input through surveys, interviews, and involvement at ALP meetings. As students transition from one grade level to another, programming needs/options evolve, and the appropriate changes are reflected in the ALP which transitions with them. • The district provides a variety of programming options for the varied areas of giftedness at different levels of schooling (elementary, middle, and high school). At all levels, gifted programming is provided within the following structures: classroom with flexible grouping, cluster grouping, and magnet classrooms. Teachers differentiate instruction by compacting the curriculum, targeting critical thinking skill development, content extension activities, and subject-based acceleration (as appropriate). Pre-assessment of skills supports this differentiation, and students have opportunities to demonstrate their knowledge through assessment alternatives and varied choices for product demonstration and evidence of learning. Direct instruction in the art areas (music and visual arts) is provided and/or available at all levels, and direct instruction in the art area (drama) is available at the secondary level. • Affective guidance emphasizes personal skills, entrepreneurial skills, civic/interpersonal skills, and professional skills as outlined in the Colorado Essential Skills which are part of the Colorado Academic Standards. 	
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	<ul style="list-style-type: none"> • At the elementary level, teachers utilize differentiation options in core resource materials and supplemental curriculums to provide standards-based instruction when students need extension of the grade level materials. These curriculums integrate additional opportunities for problem-solving and inquiry-based learning. Students have opportunities to explore their interests through extended learning opportunities and content extensions, frequently applying academic standards within and across disciplines. In the talent areas, programming options include participation in the following: direct instruction in art and music, competitions (art, music, robotics), select choir, and art clubs. Student Council and mentorship roles strengthen the leadership skills of elementary students, and career and college planning is introduced as students learn the skills of time management, study skills, and exploration of future goals and aspirations. Students also receive guidance and support through small group instruction and/or lunch groups in understanding the emotional intensities that can be a factor of giftedness. Students also have the opportunity to participate in enrichment coursework through online classes, including foreign language and coding. • Middle school programming includes the options described above, but subject-based acceleration occurs through specific course placement (i.e. advanced and honors classes). You Science is introduced to students in middle school. This tool provides them the opportunity to complete more in-depth interest inventories as they further develop their areas of focus. Programming options in the talent areas also include band, honor band, choir, honor choir, solo and ensemble competitions, 2d art, 3d art, and theater classes. Additional guidance is provided through small group instruction with counselors and gifted education teachers in effective communication and relationship skills which represent a major challenge of young adolescence. 	
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	<ul style="list-style-type: none"> As students enter high school, programming options further expand to include additional online courses, Advanced Placement (AP)/Honors courses, and concurrent enrollment opportunities. Participation in debate, DECA, and/or JROTC offers high school students the opportunity to experience leadership at a deeper level, and AP courses for the arts are available in music theory and studio art. College and career planning has great emphasis in high school. Internships empower students to experience potential career options, and independent study courses allow students to take their research to much greater depths. High school programming also includes many Career and Technical Education (CTE) courses to help expose students to future career clusters and pathways. Students can take Project Lead the Way (STEM) courses in the engineering and biomedical pathways (more information below). Additional CTE course offerings include: Teacher Cadet, culinary arts, computer science, and manufacturing. Students utilize the Naviance system as they develop their ICAP, and they begin to explore potential colleges, learning more about the specific application processes for seeking acceptance to each. PSAT and SAT assessment programs are implemented at 9th, 10th, and 11th grades, and this information is integrated into the ICAP. School counselors and the gifted education teacher work with students to provide additional support and guidance (through small groups, lunch groups, and one-on-one support) in developing personal and social competence. More information about programming options at the high school level can be found in the Fountain-Fort Carson High School Handbook located on their website: https://www.ffc8.org/FFCHS. In 2014, the district received a STEM grant that has provided significant resources and learning opportunities in target schools. Project Lead the Way has become an integral component of high school and middle school STEM instruction and significantly impacted the provision of quality professional development for 	
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	<p>teachers. Elementary, middle, and high school educators work to align and combine their instructional efforts as demonstrated in the annual district STEM competition each spring, an activity which includes all schools in exercising mathematical problem-solving and engineering design principles. The district has utilized gifted funds to purchase Engineering is Elementary materials and allowed schools to request additional funds for the school to purchase robotics materials. These resources are utilized both during the school day and through popular after-school extension activities/clubs.</p> <ul style="list-style-type: none"> • The district also provides gifted programming opportunities beyond the typical school day. After school clubs and activities are consistently implemented across the district. These clubs include many areas of student interest, such as book club, math club, STEM, robotics, technology, chess, art, creative writing, and drama to name a few. The after school activities are supported with gifted funds, and they provide additional and diverse learning opportunities for students. • Enrichment courses have also been added to the summer school program. At the elementary and middle school level, students can enroll in humanities or STEM courses which integrate project-based learning opportunities for students to extend these areas of interest. For students entering or already in high school, summer school provides an opportunity for students to take coursework to accelerate their learning (math) or complete required credits (health) to provide students with more flexibility in their school year schedules. • In some cases, the programming options described above are not adequate to address the learning needs of gifted students; students may demonstrate underachievement or inadequate growth/progress. In these situations, the teacher(s) may refer the student to the building MTSS team for further review and intervention. These interventions are then reflected in the student's ALP, and progress is monitored for effectiveness of intervention. 	
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	<ul style="list-style-type: none"> • The district has also established a process to determine if grade-level acceleration is an appropriate intervention. The acceleration procedure is provided on the district website (in the Family Resource Documents on the Gifted Program page and in the Gifted Handbook for staff). This process has been implemented multiple times, and grade-level acceleration has been identified as an appropriate intervention for several of these students. • To further support students as they transition between school levels (elementary to middle and middle to high), building gifted coordinators have collaborated to develop transition field trips. 5th grade students and their gifted coordinators travel to their respective middle school to hear from 6th grade gifted students about programming options at the middle school level. The 5th grade students meet in small groups with several 6th grade students to hear answers to pre-submitted questions about middle school and then have the opportunity to ask additional questions. The middle school gifted coordinator also has the opportunity to meet the incoming students and provide them with information about his/her role and how he/she can support them. • A similar field trip occurs for 8th grade students getting ready to transition to high school. 8th grade students from both middle schools attend a field trip to Fountain-Fort Carson High School to get a tour of the school, learn about advanced classes, hear about specific opportunities for gifted students, and meet the high school gifted facilitator. This field trip is again conducted in a small group setting and is led by high school students. • Additional information regarding transition needs and course recommendations is also communicated between building gifted coordinators and through the end of year Advanced Learning Plan. 	
<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</p>	<p>Gifted student performance data is embedded in Fountain-Fort Carson’s Unified Improvement Plan (UIP), and gifted education assurances are reported on the UIP. Multiple data sources provide ongoing progress monitoring of student growth.</p> <ul style="list-style-type: none"> • These data sources include Illuminate interim assessments, district common assessments for English Language Arts 	<p>Beginning in February 2021, a family survey will be developed and utilized for families to provide feedback on gifted programming. The survey will be revised and provided to families in February of each subsequent year. The Coordinator for Gifted Education will collaborate with building gifted coordinators to develop the survey questions. The Coordinator</p>

<p>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>(ELA), grading rubrics, portfolios, curriculum-based measurements/formative assessments, class grades, and state assessments (CMAS, SAT, PSAT). This data is analyzed at both the district and building levels to determine annual performance targets, develop action plans to meet these targets, and define a timeline by which to report progress towards the targets. Performance data for gifted students is disaggregated for the following sub-groups: students qualifying for free and reduced lunch, gender, ethnicity, students identified as English language learners, and students identified as twice-exceptional.</p> <ul style="list-style-type: none"> • Illuminate interim assessments for reading and math are administered at the beginning, middle and end of year to provide analysis of student achievement and growth throughout the year. The district ELA assessment is given in the fall and spring to provide feedback to both students and teachers regarding student progress and instructional needs in reading and writing. • Portfolios of student work are collected throughout the year to demonstrate student conceptual understanding and application of learning (this is particularly evident in the areas of writing and visual arts). Beginning in the 2020-2021 school year, students in middle and high school will measure their ALP goals by evaluating a portfolio of work using a rubric aligned to college and career readiness skills. Rubrics and checklists are used throughout the year to evaluate student acquisition of learning targets in the areas of mathematics, ELA, social studies, and science. • As part of an effective teaching and learning cycle, teachers in Fountain-Fort Carson utilize the Colorado Academic Standards to identify clear learning targets and set measurable success criteria. Instruction is collaboratively planned, and formative assessment is incorporated throughout the instructional process to determine student acquisition of the target and potential differentiation needs. These formative assessments are frequently developed in collaborative teacher teams and then analyzed by grade 	<p>for Gifted Education will be responsible for distributing the survey to families of gifted students within the district. The goal will be to get a participation rate of at least 50% on each family survey. Feedback will then be applied to develop at least one future programming goal with accompanying action steps each spring.</p> <p>Beginning in the 2020-2021 school year, a student survey will be developed and utilized for students to provide feedback on gifted programming. The survey will be given to all gifted students in the third quarter of each year to provide feedback on programming from the current year and ideas for improvements. The Coordinator for Gifted Education will collaborate with building gifted coordinators to develop the survey questions and provide the survey to students. The goal will be to get a participation rate of at least 80% on each student survey. Feedback will then be applied to develop at least one future programming goal and accompanying action steps each spring.</p>
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	<p>level/content level teams to evaluate student learning and determine future instruction. The continual growth of all students is the bar by which success is measured.</p> <ul style="list-style-type: none"> • Affective growth for gifted students is also a priority. This is measured and monitored through student surveys and the individual student's affective goal in the Advanced Learning Plan and/or Individual Career and Academic Plan. The bi-annual district student climate survey also serves as a source of data to analyze gifted students' affective needs. • Student performance and growth results are reported to stakeholders throughout the year. Parents receive a report card at the end of each quarter, and regular progress reports are sent home at least every 4 weeks. Following state assessment, parents receive the state parent report detailing their student's performance (and growth when applicable). The Advanced Learning Plan (ALP) is developed in the fall, and progress towards ALP goals is monitored at February parent/teacher conferences and officially reported at the end of the school year. Each school has an Accreditation Committee which reviews the achievement and growth data for students throughout the school year; this includes disaggregated data indicating the performance of gifted students (when applicable). The District Accreditation Committee also reviews gifted student performance data each year. • At the secondary level, additional resources guide the evaluation and accountability component. Many gifted students participate in Advanced Placement (AP) courses which culminate in the completion of the AP exam. These results provide another source of data analysis demonstrating student achievement and learning. Concurrent enrollment opportunities are also provided to secondary students, and student grades and course completion are analyzed to determine achievement. The Individual Career and Academic Plan (ICAP) provides each individual student with an evaluation of performance and goal-setting tasks to plan future learning. Fountain-Fort Carson 	
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	<p>utilizes the Naviance system to provide all secondary students with this opportunity to monitor their learning and set their own learning targets.</p> <ul style="list-style-type: none"> • Fountain-Fort Carson continually evaluates the gifted program and seeks opportunities for improvement. Each school in the district has a Gifted Coordinator as well as an administrator who is assigned to supervise program implementation in the building. This group meets throughout the year to review program elements, receive and provide professional development, and network to increase programming opportunities and knowledge across the district. • In 2015, the Colorado Department of Education (CDE) completed the Colorado Gifted Education Review (C-GER) for the district. Through this process, the district completed a thorough program Self-Evaluation which, in combination with the C-GER report, has provided a guide for program improvement efforts. In September of 2016, each building completed another self-evaluation to determine strengths and areas for improvement. The district also surveyed parents and students to gain stakeholder feedback and perspective. This information was reviewed by the advisory committee developing the Gifted Program Plan (advisory committee included parents, teachers, gifted coordinators, and building/district administrators). • Staff are asked to provide feedback on gifted programming on annual district surveys. Additional goals for both district and school gifted programming have been established in August of each subsequent school year by building gifted coordinators and administrators based on feedback. The gifted program and new program goals continue to be monitored by gifted coordinators and building/district administrators at mid-year and end-of-year for each academic year. 	
<p>Personnel 12.02(2)(j) 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are</p>	<p>The district employees a 0.4 FTE district Coordinator of Gifted Programming who is endorsed in gifted education to administer and monitor the implementation of the district’s gifted program. Furthermore, the district Student Achievement Department actively supports gifted programming.</p>	

<p>preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through 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>	<ul style="list-style-type: none"> • Across the district, each elementary school and Welte Education Center have a gifted education coordinator who receives a stipend to support the implementation of gifted programming in their building. There is also an administrator in each building assigned to oversee gifted programming for the school. • At the secondary level, Fountain-Fort Carson High School and Fountain Middle School each have a 1.0 FTE gifted education teacher/coordinator. A 0.5 FTE gifted education teacher/coordinator has been assigned to Carson Middle School. The coordinators at both Fountain-Fort Carson High School and Fountain Middle School hold an endorsement in gifted education. • The district collaborates with area universities to share information about advanced degree programs which contribute to the development of qualified personnel, and one hundred percent of core academic teachers are highly qualified to teach in their content areas. Two secondary educators within District 8 have completed their master's degrees in gifted education. No paraprofessionals are employed to support gifted programming. • Gifted education coordinators meet approximately six to eight times per year to collaboratively develop and implement the district's gifted program. Professional development is provided for coordinators throughout the year, and they take this learning and resources back to their buildings to share with staff. Additionally, coordinators share feedback and observation regarding professional development needs in their building. This information is utilized to develop and implement district level training opportunities. Recent topics of these trainings are as follows: characteristics of gifted students, differentiation strategies, meeting the social-emotional needs of gifted students, standards-aligned ALPs, inquiry-based learning opportunities, STEM, underachievement, perfectionism, and understanding nonverbal ability. Professional development is provided in the evenings and occasionally during the school day. Continuing education credits are provided for completing training, and substitute 	
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	<p>coverage is provided, as necessary. Gifted education coordinators, classroom teachers, school counselors, and administrators are all involved in these learning opportunities. All professional development is provided in alignment with the gifted program plan and the UIP.</p> <ul style="list-style-type: none"> • The district also participates in regional and state professional development offerings. The district sends multiple building gifted coordinators to the CAGT conference each October. Additional regional professional development offerings are provided each year, and District 8 always sends multiple teacher representatives to these trainings. Recent training topics have included underachievement, literacy strategies for elementary students, secondary ALPs, curiosity, and differentiation using depth and complexity. • As teachers attend professional development to refine their skills in differentiation strategies, inquiry-based learning, student facilitated learning, affective needs of gifted students, etc., they more effectively meet the needs of their students. Administrators receive regular reports indicating the training in which their staff has participated; this allows administrators to provide targeted feedback to teachers regarding implementation of strategies supporting gifted students. The Gifted Handbook, which is provided on the district staff website, serves as a compilation of information and resources and also supports gifted education programming. 	
<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>Fountain-Fort Carson School District submits an annual budget for gifted education. The district has also applied for and been awarded the Universal Screening and Highly Qualified Personnel Grant for the past several years. Additionally, for each year since 2016-2017, the district has contributed more than 60% of the total budget. These state and contributing district funds are used to support the program plan in the following ways:</p> <ul style="list-style-type: none"> • 0.4 FTE for district gifted education coordinator • Universal screening utilizing the Cognitive Abilities Test 7 (CogAT 7) at three grade levels: 2nd, 5th, and 8th • Stipends for gifted education coordinators in each school 	

<p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>	<ul style="list-style-type: none"> • .5-1.0 FTE for gifted education teachers at the secondary level • Professional development for teachers – differentiation strategies, characteristics of gifted students, meeting the social-emotional needs of gifted students, inquiry-based learning strategies, STEM, underachievement, perfectionism, etc. • Substitute coverage for teachers to attend gifted education professional development and/or attend ALP meetings • After school enrichment activities – Robotics Clubs, Math Club, STEM Club, Book Club, etc. • Extension and enrichment activities during the school day for gifted students • Field trips • Curriculum resources for gifted programming • Supplies and materials to support gifted programming • Gifted program family involvement activities and events • Fees for students to participate in the Western Academic Talent Search and other activities • Supplies to support identification of gifted students in the talent areas • Supplies to implement Early Access <p>The gifted program budget reflects the needs, goals, and targets of the program plan which operate in alignment with the district UIP. Gifted funds are allocated to each school in the district based upon total school enrollment. The district budget is shared with stakeholders during advisory committee meetings. Schools have the discretion to allocate building gifted funds based upon their individual analysis of gifted programming needs. The district Coordinator of Gifted Programming oversees budget expenditures to ensure they are in accordance with state rules.</p>	
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p>	<p>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(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 district has identified procedures for resolving disagreements with parents/guardians, students, or teachers with regard to identification, programming, and ALPs. Information detailing this procedure is available in the GT Family Handbook and in the Family Resource Documents located on the Gifted Programming page(s) of the district website: https://www.fcc8.org/Page/86. The family handbook details the Appeals Process for an identification decision. The Appeals Process is also included in the Gifted Handbook for staff.</p> <p>The appeals process is as follows:</p> <p>A parent/guardian, student or teacher has the right to appeal the identification recommendation made by the LIGHTS Identification Team. To initiate an appeal process the appellant should contact the building principal and complete the necessary appeal forms. Appeal documents will include a completed Appeal Request Form and any other additional assessment information or student performance examples that were not part of the original screening process. This information should be returned to the building principal. Once the documents have been received by the school, the LIGHTS Identification Team will reconvene to review the new documents. The appellant will be a part of this review screening and have the opportunity to further explain the reasons for the appeal and answer any questions the committee may have. The district GT Coordinator may be invited to attend this meeting at the school or family's request. The team will consider the new information and render a decision. If the appellant is still not in agreement with the recommendation, he/she will contact the district GT Coordinator to review the identification process. It is the goal of FFC8 to meet the needs of all students and provide every student with a challenging and enriching learning experience. The goal of the appeal conference is to ensure the student's needs have been accurately assessed and instructional strategies are</p>	

	<p>implemented to meet the student’s unique needs. A student may be reevaluated for gifted identification on an annual basis when new assessment data become available.</p> <p>Methods to express concerns, issues, and disagreements with programming (including ALP development, accommodations, etc.):</p> <ul style="list-style-type: none"> • Yearly ALP meeting in the fall (Teacher, GT Coordinator, Parents/Guardians, Students, Building Administrator, and Counselors) • Parent Teacher Conferences (October and February) • Parent/Teacher request of Additional ALP meeting • Phone call and/or email to classroom teacher, building GT Coordinator, and building principal • Phone call and/or email to District GT Coordinator 	
<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check “no” if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input 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>	