



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name El Paso 12, Cheyenne Mountain - 21060	Fiscal Year: FY 2020-2021
AU Address 1775 LaCiede Street	
City Colorado Springs	State CO
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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>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
Exceptional Children's Education Act Program Element		



<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>Community engagement and communication is a strength in the Cheyenne Mountain School District. First and foremost, we always try to communicate face-to-face. Since that is not always possible, we support and inform our gifted and talented students and parents through our website, school communications, GT brochure, and teacher conferences. The website details identification, programming, contact information, recommended reading lists and appeal process. In addition, it provides links to school and community supports and other opportunities for our gifted learners. (The website is a first line of communication and allow parents and visitors to navigate our GT program in 9 different languages.)</p> <p>Communication and engagement starts with each staff/faculty member in the District and begins with universal training during new teacher orientation for the District. This continues with ongoing staff development and communication provided by our GT interventionist in each building.</p> <p>Other activities and community engagement opportunities include but are not limited to:</p> <ul style="list-style-type: none"> ● Parent & Student Workshops (ES, JH, HS) ● District Gifted & Talented brochure and website (ES, JH, HS) ● Teachers' websites and Google Classrooms provide resources and community opportunities which include upcoming events and/or camps for students (ES, JH, HS) ● Letters sent home to students newly identified explaining assessments and measures used to qualify (ES, JH) ● Programming options include: pull out classes in elementary school, compacting of curriculum, extension activities and Science Olympiad (ES, JH, HS) ● Parent/teacher conferences (ES, JH/HS upon request) ● School Level annual parent information nights (ES, JH, HS) 	<ul style="list-style-type: none"> ● 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>1.) Maintain our District and School Websites for GT. Keeping the first line of communication current, useful and easy to access is essential in the communication process. The website supports all areas from identification to services to community opportunities.</p> <p>2.) Continue school Gifted Education Parent Nights both at the Elementary and Secondary Levels. These will be delivered by Interventionists and Administrators.</p>
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	<ul style="list-style-type: none"> • Guest speakers and presenters for specific Gifted & Talented needs (ES, JH, HS) • Direct emails to parents and students' school gmail with program information and event invitations (ES, JH, HS) • Regular student meetings with targeted objectives for academic and affective growth (ES, JH, HS) <p>Key: ES - Elementary Level, JH - Junior High, Level HS - High School Level</p>	
<p>Definition of "Gifted Student" 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of "gifted student" specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>"Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</p> <ul style="list-style-type: none"> • General or specific intellectual ability • Specific academic aptitude • Creative or productive thinking • Leadership abilities • Visual arts, performing arts, musical or psychomotor abilities 	<p>Cheyenne Mountain School District will continue to focus on identifying underrepresented populations in our District, striving for equitable balance that reflects our overall population demographics. The current demographics of the GT population mirror the general District population.</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</p>	<p>The District's identification process was reviewed by the Board of Education during the 2019-2020 school year. We have completed but will continue to define identification protocols for all areas of giftedness to include general or specific intellectual ability, specific academic aptitude, creative or productive thinking, leadership abilities, visual arts, performing arts, musical or psychomotor abilities. Identification is accomplished through a review of a body of evidence that includes aptitude measures,</p>	<p>1.) During this time, the District will continue to refine identification processes and improve communication of the changes that follow. District professional development will include the identification in all area of giftedness and the role of the GT Interventionist in each building. We will continue to utilize CDE protocols help to ensure positive portability.</p>

<p>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 exceptionalism in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>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>achievement measures including state and local assessments, parent and teacher observation scales, outside juried performances, national and/or state competitions and other evidence that can be provided in a portfolio. In addition, for our English Language Learners, the Nagleri is used to gather deeper information about the exceptional abilities of these learners by adding a non-verbal piece. Also, our students with disabilities are reviewed for twice exceptionalism in the IEP process. Historically, we have not seen the exclusion of any group of students for our programs due to their identification. To assist with non-biased identification, the District universally screens all students in second and sixth grade every spring. The CogAT information is then reviewed with the body of evidence upon returning from summer break for formal identification. In addition, new students who were not screened in the spring and/or are newcomers in grades three, four, five, seven and eight are assessed in the first three weeks of the new school year and this information is added to the body of evidence. (The cut point of 95th percentile / exceeded / advanced / superior, are used for most assessments.) Multi-Tiered Systems of Support Teams (MTSS) is the review team of professionals used in each building to identify students as gifted learners. Each review team is using the statewide identification procedures to help ensure portability from district to district. All of these identification processes and protocols are explained and listed on our websites, in our parent brochure, shared at parent conferences and covered at information nights.</p> <p>Other procedures and criteria for identification include but are not limited to:</p> <ul style="list-style-type: none"> • Teachers annually review new student data to identify students who meet criteria (ES, JH, HS) • Follow Colorado state guidelines for identification (ES, JH, HS) 	<p>2.) The District will also continue to research and formalize the process and procedures for early identification of students in grade K - 2 who are exhibiting highly-capable learning characteristics/talents so they can be screened and identified for gifted education (Cheyenne Mountain is not participating with Early Access).</p>
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	<ul style="list-style-type: none"> • Gifted and Talented brochure and website outline identification process (ES, JH, HS) • Teacher referrals (ES, JH, HS) • Parent appeals (ES, JH, HS) • ALPs are included in student's cumulative folder (if student transfers, the ALP travels with student records) (ES, JH, HS) • Written letters when students are identified which include student identification data/criteria (ES, JH, HS) • The use of "talent pools/on watch" groups are used to track students in MTSS (ES, JH) • Assessments include a cognitive (CogAT), academic measures (CMAS/Scantron), and Observation Scales when necessary (SIGGS) (ES, JH, HS) • Parent/Teacher conferences (ES, JH/HS upon request) • Transition conferences with faculty, Elementary to Junior High and Junior High to High School, to ensure continued support and progress monitoring (ES, JH, HS) • New enrollments to the district are surveyed about previous school plans (ES, JH, HS) • ALPs are then processed and contact is made with the student and parent within 30 days (ES, JH, HS) • MTSS teams are the conduit for GT Identification and progress monitoring (ES, JH, HS) • Current evaluation processes for Specific Talent Aptitude is in-progress with focus on building pathways of Identification (ES, JH, HS) 	
	<p>We have completed but will continue to define identification protocols for all areas of giftedness to include general or specific intellectual ability, specific academic aptitude, creative or productive thinking, leadership abilities, visual arts, performing</p>	<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptional/distinguished compared to age mates.</p>
	<p>1.) The District will investigate training for all buildings around Twice-Exceptional monitoring and 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.

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.

arts, musical or psychomotor abilities. Identification is accomplished through a review of a body of evidence that includes aptitude measures, achievement measures including state and local assessments, parent and teacher observation scales, outside juried performances, national and/or state competitions and other evidence that can be provided in a portfolio. Multi-Tiered Systems of Support Teams (MTSS) is the review team of professionals used in each building to identify students as gifted learners. Each review team is using the statewide identification procedures to help ensure portability from district to district. All of these identification processes and protocols are explained and listed on our websites, in our parent brochure, shared at parent conferences and covered at Information nights. In addition to the procedures and criteria that are identified in the previous section, other steps are taken for students who do not reach statistical cutpoints as mentioned above.

- Talent Pools are developed so students can be monitored to best meet their needs (ES, JH, HS)
- Portfolios are continually enhanced and updated to assist with the students who are showing exceptional ability (ES, JH, HS)
- Twice-Exceptional students are more closely monitored to assure students are correctly identified (ES, JH, HS)
- District again will follow Colorado state guidelines for identification and talent pool (ES, JH, HS)

Multi-Tiered Systems of Support Teams (MTSS) is the review team of professionals used in each building to identify students as gifted learners. Each review team is using the statewide identification procedures to help ensure portability from district to district. All of these identification processes and protocols are explained and listed on our websites, in our parent brochure, shared at parent conferences and covered at Information nights.

Identification Portability 12.02(2)(e)
Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:

- 12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;
- 12.02(2)(e)(ii) Review of the transferred student's ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;

<p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP</p>	<ul style="list-style-type: none"> Teachers annually review new student data to identify students who meet criteria (ES, JH, HS) Follow Colorado state guidelines for identification (ES, JH, HS) Interventionists review new students with and existing Advanced Learning Plans to ensure a complete body of evidence and then share the information with teachers (ES, JH, HS) Transition conferences with faculty, Elementary to Junior High and Junior High to High School and newly enrolled students are utilized to ensure continued support and progress monitoring (ES, JH, HS) New enrollments to the district are surveyed about previous school plans (ES, JH, HS) ALPs are then processed and contact is made with the student and parent within 30 days (ES, JH, HS) MTSS teams are the conduit for GT Identification and progress monitoring (ES, JH, HS) Current evaluation processes for Specific Talent Aptitude is in-progress with focus on building pathways of identification (ES, JH, HS) 	<p>1.) The District will refine the process of writing Standard Aligned Advanced Learning Plans. The focus will be on quality of the goals and the progress monitoring towards the achievement of the goals. Once a goal is obtained, another can be added. Advanced Learning Plans will be a living document that is dynamic in nature and speaks to the strengths of the student including the instructional and affective needs of the students. The interventionists will start a random ALP audit process that will be on-going throughout the year, which will be done on a monthly basis in each building.</p> <p>2.) The District will maintain Alpine Achievement Systems as the data warehouse for the 2020-2021 school year and transition to Infinite Campus beginning in the 2021-2022 school year.</p>
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student's individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU's student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). 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>District has been working towards Standards Aligned Advanced Learning Plans. In addition to being Standards aligned, ALPs need to be developed according to each individual student's strengths, interests, affective and instructional needs; all of these are represented in the ALP. We are incorporating these ALPs in Claflo at the High School. Junior high is a hard copy paper and the high school is completed on-line. Addressing the affective needs of the students is a priority in the Cheyenne Mountain School District. Gifted learners are an at-risk population and they need to be supported in multiple ways. We are very proactive with universal interventions that include all students to include Signs of Suicide curriculum, threat assessments, and counseling.</p>	<p>1.) The District will refine the process of writing Standard Aligned Advanced Learning Plans. The focus will be on quality of the goals and the progress monitoring towards the achievement of the goals. Once a goal is obtained, another can be added. Advanced Learning Plans will be a living document that is dynamic in nature and speaks to the strengths of the student including the instructional and affective needs of the students. The interventionists will start a random ALP audit process that will be on-going throughout the year, which will be done on a monthly basis in each building.</p> <p>2.) The District will maintain Alpine Achievement Systems as the data warehouse for the 2020-2021 school year and transition to Infinite Campus beginning in the 2021-2022 school year.</p>

12.02(2)(f)(iii) Description of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;

12.02(2)(f)(iv) Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;

12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.

ALPs are developed as a team. Classroom teachers, interventionists, administrators, parents and students all play an active role in the team process. Self-assessments and interest inventories completed by the students to assist in goal setting and plan development is essential. Having all voices at the table helps ensure a quality document that helps drive gifted programming. Elementary and Junior High ALPs are created and housed in the District's warehouse and management system (Alpine Achievement Systems) and a printed copy is placed in the student's cumulative file to help the transition from grade to grade and the articulation is systematic since staff at each level have the ability (through password protection) to easily review a student's plan/record and continue to keep the documents current.

Other ALP content and procedures include but are not limited to:

- ALPs are written annually for all gifted students (ES, JH, HS)
- Goals are written for students by teachers, parents, and the student (ES) (JH/HS only by GT Interventionist, parent and student)
- Parent teacher conferences are available upon request (ES, JH, HS)
- Specific program delivery outlined in ALP including type of service and examples of curriculum to be used (ES)
- Goals are both academic and affective with a focus on areas of strengths and weaknesses (ES, JH, HS)
- Gifted and Talented teachers have been trained in standards based ALPs (ES, JH, HS)
- ALPs written in and housed in Alpine and a copy is kept in the cumulative file (ES, JH) (Housed in Ciaflo for HS)
- Classroom teachers have access to the ALPs and help develop student goals (ES, JH)
- Support and enrichment is included in the general education classroom and additionally through the Gifted and Talented resource teacher (ES, JH, HS)
- ALPs are created by student, parent, and teachers in Alpine and soon to be incorporated as part of their Ciaflo portfolio (ES, JH, and HS use Ciaflo)

	<ul style="list-style-type: none">• Gifted resource teacher provides direct support for goal development, monitoring, and evaluation (ES, JH, HS)• MTSS and gifted resource teacher provides supports and resources for struggling students (ES, JH, HS)• Academic extensions are provided through AP, dual enrollment, and online course opportunities (HS)• Academic enrichment is provided through co-curricular courses, school sponsored clubs, and school activities (JH, HS)	
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ALP Procedures and Responsibilities 12.02(2)(g)
 12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;
 12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;
 12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;
 12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and
 12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.

Multi-Tiered Systems of Support Teams (MTSS) is the review team of professionals used in each building to identify students as gifted learners. Each review team is using the statewide identification procedures to help ensure portability from district to district. All of these identification processes and protocols are explained and listed on our websites, in our parent brochure, shared at parent conferences and covered at information nights.

- Follow Colorado state guidelines for identification (ES, JH, HS)
- Gifted and Talented brochure and website outline identification process (ES, JH, HS)
- Teacher referrals (ES, JH, HS)
- Parent appeals (ES, JH, HS)
- ALPs are included in student's cumulative folder (if student transfers, the ALP travels with student records) (ES, JH, HS)
- Written letters when students are identified which include student identification data/criteria (ES, JH, HS)
- Parent/Teacher conferences (ES, JH/HS upon request)
- ALPs are written annually for all gifted students (ES, JH, HS)
- Goals are written for students by teachers, parents, and the student (ES) (JH/HS only by GT interventionist, parent and student)
- Specific program delivery outlined in ALP including type of service and examples of curriculum to be used (ES)
- Goals are both academic and affective with a focus on areas of strengths and weaknesses (ES, JH, HS)
- Gifted and Talented teachers have been trained in standards based ALPs (ES, JH, HS)
- ALPs written in and housed in Alpine and a copy is kept in the cumulative file (ES, JH) (Housed in Cialfo for HS)
- Classroom teachers have access to the ALPs and help develop student goals (ES, JH)

1.) The District is looking into an Advanced Learning Plan review process which will encompass the requirements of procedures and responsibilities to include but are not limited to: parent signatures and meeting participants (The District intends to utilize the plan review provided by the Colorado Department of Education)

<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>	<ul style="list-style-type: none"> Support and enrichment is included in the general education classroom and additionally through the Gifted and Talented resource teacher (ES, JH, HS) ALPs are created by student, parent, and teachers in Alpine and soon to be incorporated as part of their Ciaflo portfolio (ES, JH, and HS use Ciaflo) <p>Cheyenne Mountain School District is one of the top performing school districts in Colorado. Based on school and district performance, Cheyenne Mountain is currently ranked number 3 in the State and is "Accredited with Distinction." The level of academic rigor and performance is extremely high in District 12. The opportunity for excelling in the visual and performing arts, as well as, athletics is equally as high. Our District Growth Report indicates that we exceeded the growth scores of the State in all categories. More specifically, our Gifted and Talented students outperformed their peer group as compared to the State. With such high achievement in the District, the general education and instruction in our classrooms is challenging, rigorous, and focused. The District enhances instructional opportunities for identified students by having a GT Interventionist in each building K - 12, totaling 7 faculty members. School administration and counseling departments communicate opportunities for the identified students within the building and outside in the community. The majority of services grades K - 12 are provided through push-in and pull-out opportunities with enrichment, extended learning opportunities, and interest based programming. Each school has differentiated programming to meet the needs of their students that is designed by the GT staff in the buildings, based on the criteria noted above. Most programming takes place in the regular classroom and some is delivered through pull-out (Tier II), specialized groups or individual programming is also provided via pull-out (Tier III). The opportunities are designed to enhance the learning for gifted students and give them the opportunity to grow in their strength areas and nonstrength areas both instructionally and emotionally. Full-time counselors are placed in every school in the District so student needs can be carefully assessed and addressed by professionals. These staff members are often the first to recognize an exceptional ability, the need for higher level programming and</p>	<p>1.) Continue to review our current curriculum, new curriculum and instructional strategies for serving the needs of gifted students through opportunities provided locally, regionally, and through GT staff attendance at CAGT and NAGC annually.</p> <p>2.) Review and refine development of courses serving the Social and Emotional Needs of Gifted Children to all faculty and staff to include threat assessment training and Signs of Suicide Curriculum to be presented in all buildings with specific instruction at 6th-9th grades.</p> <p>3.) Maintain gifted education services in the coming years during increased budget constraints to the best of the District's ability when the climate indicates funding cuts and growth of the negative factor.</p> <p>4.) The District has a new course proposal at the high school level entitled "GT Mindwork." This course will address many needs of the gifted learner to include but are not limited to: executive functioning skills, note-taking, what it means to be gifted, and brain development.</p>
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the affective needs of a student who may be in crisis. The Junior High and High School both offer Honors classes and the High School offers 28 Advanced Placement classes in the academic, arts, and foreign language subjects. Advanced tracks in foreign language, math, science, language arts, visual and performing arts exist and are heavily populated. Students can access college level classes on campus through CU Succeed program, as well as, through Concurrent Enrollment and Project Lead The Way. Students at Cheyenne Mountain never run out of classes that challenge or interest them. There are on-line opportunities and on-campus opportunities at our local colleges and universities. Concurrent enrollment is offered to all students grades 9-12. In addition, other solutions for younger accelerated students are in place within or across our schools. In extreme cases, grade acceleration can be explored. The District has a policy in place for Whole Grade Acceleration and a set of procedures to complete in the careful study of the student to assure that acceleration is appropriate. The Iowa Acceleration Scales is the instrument currently used in these studies and bodies of evidence.

Other programming includes but is not limited to:

- Programming varies at each school depending on individual student needs (ES, JH, HS)
- Instruction differentiates between identification areas through pull-out in math, reading and other content areas (ES, JH)
- Instruction delivery includes pull-out instruction, push-in instruction, homeroom teacher support by conferencing and providing extension/enrichment activities (ES, JH, HS)
- Programming is coordinated between students' ALP goals and course selections (ES, JH, HS)
- Parents, GT advisor, and the student collaboratively develop the ALP (ES, JH, HS)
- Guidance is provided in monitoring progress toward current academic and affective goals (JH, HS)

	<ul style="list-style-type: none"> • Post-secondary goals are monitored through progressive achievement of annual ALP goals (HS) • Advanced Placement, dual enrollment, and concurrent enrollment courses are offered across grade levels, across content areas, and at a level that appropriately challenges the student's ability (HS) • Affective and academic needs are monitored through MTSS (ES, JH, HS) 	
<p>1.) The District will continue its collaborative process with the schools, SAAC's, DAAAC, and the Board of Education for reviewing data and planning for improvement in any area that does not "Meet" or "Exceed" expectations, including the disaggregated groups. The District will continue to review the performance of the GT program. The District is scheduled for the GEM review in the 2022-2023 school year.</p>	<p>Gifted and Talented programming is embedded in the District Unified Improvement Plan, in which all stakeholders have a voice in the cause analysis and goal setting for the District. GT data is aggregated from testing and other information when the number of students is large enough for public view. This is a common target area for improvement and reporting. Annual reports on Gifted Programming are provided to School Accreditation Committees, the District Accreditation Committee and the Board of Education. Parent meetings are held at each building every fall. In addition, surveys are conducted at the District and School level to improve programming in the District.</p> <p>Other procedures include but are not limited to:</p> <ul style="list-style-type: none"> • Gifted students' achievement and growth is analyzed annually through the use of Scantron and State assessment data such as CMAS, PSAT, and SAT (ES, JH, HS) • School-wide affective enrichment programs through health and PE classes are conducted with individual follow-up opportunities with counselors and referrals to support personnel such as our gifted coordinator as needed (ES, JH, HS) • MTSS team monitors changes in students' affective growth and provides necessary supports or referrals (ES, JH, HS) • ALPs goals are written by students with input from parents and the gifted coordinator to incorporate students' personal strengths, possible concerns and areas for growth in academic and affective domains (ES, JH, HS) • End-of-the-year status for students' progress towards goals are delivered to parents (ES, JH, HS) • Administration team is presented outcomes of students' progress on annual goals (ES, JH, HS) 	<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>Personnel 12.02(2)(j) 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</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 half-time basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>The Cheyenne Mountain School District's Assistant Superintendent is charged with the oversight of the GT program at the District level and for the professional development of the GT staff and all other personnel in the District. Furthermore, the Student Achievement Coordinator shares the Director's responsibilities with the Assistant Superintendent. There are 10 schools in the District which include five elementary schools, one junior high and one high school. The District also has one Charter school, which is housed on three campuses. The Charter school has one GT specialist, for all three campuses. The 7 other buildings in the District have one GT specialist per building. All are licensed and highly qualified in elementary education or in a secondary core content area. All eight have passed the PLACE test and currently hold a Gifted Education Endorsement or administrator license. Licensed and endorsed school counselors are part of the support team in every school for gifted learners. 100% of the District's teachers are certified as highly qualified in core academic areas. All staff in the non-charter schools are licensed in the area(s) in which they are teaching. Vanguard Charter School has a waiver for licensure, but are moving in the direction to have all licensed educators. All new Charter staff must pass the PLACE test in the area of their assignment to be employed. Currently there are no paraprofessionals that are involved in the gifted education in the Cheyenne Mountain School District.</p> <p>Other personnel information includes but is not limited to:</p> <ul style="list-style-type: none"> • Interventionists at all schools provide instruction and coordinate programming (ES) • Interventionists at the secondary level: provide academic planning support in conjunction with grade level counselor, facilitate student growth and understanding of what it means to be gifted, coordinate programming for student to explore post-secondary options, and plan professional development for content area teachers to assist with understanding the gifted learner and how to meet the gifted learners' needs in their classroom environments (JH, HS) • Content area instructors are highly qualified and all AP teachers have attended College Board AP Institutes and conferences (HS) • Gifted teachers attend the annual CAGT conference (ES, JH, HS) 	<p>1.) The District (through general fund and Title II) will provide the financial support for GT specialist to attend the CAGT conference each year and NAGC for on-going targeted professional development.</p> <p>2.) All faculty and staff will receive training in the Social and Emotional Needs of Gifted Students yearly to include Mental Health First Aide, Threat Assessment Training and Signs of Suicide curriculum training.</p> <p>3.) The District will continue to maintain its gifted education sessions for new teachers in the new teacher orientation and induction programs.</p>
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<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 programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p> <p>Record Keeping 12.05(2) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student's cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p>	<ul style="list-style-type: none"> • Gifted interventionists have been endorsed in Gifted Education or have an administrator license (ES, JH, HS) • Gifted teachers manage student plans (ES, JH, HS) <p>The District's costs for the complete GT programming efforts are approximately \$543,935 with only \$68,560 of that amount in State resources and grant funds. It is evident that the District and community value the education of gifted learners and are committed to their success. The State contributing 12% to the total operating cost and the District funding the other 88% proves this commitment. State and grant contributions cover a portion of Interventionists' salaries, materials and professional development. The District's GT budget has been reviewed by the GT advisory personnel, administrators, the DAAC and the Board of Education. Upon completion, the budget is submitted to the State.</p>	<p>1.) To continue and maintain the staffing levels currently in place for gifted education in the coming years. Continue to seek community support through grants and foundation support if necessary.</p> <p>You may simply check "yes" if you follow these procedures. If you do not, please explain. <input checked="" type="checkbox"/> Yes</p>
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<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>Currently the District has the required model policy in place for dealing with Parental Concerns and Complaints (Policy KI) about instructional processes or materials (Policy KLB) that give parents and community members a procedure to follow to make their concerns known and seek resolution. Disagreements and appeals start with the level of where their concern arose (teacher, specialist, identification team, etc). Parents bring their concern to that level to seek resolution. If the disagreement is not resolved, then parents proceed through the principal, assistant superintendent, superintendent and finally the Board of Education. Because each concern/conflict that parents/others wish to resolve is unique, the District maintains a broad policy so that all concerns can be aired and resolved, including issues about identification and programming for gifted learners.</p> <p>Appeals process includes but is not limited to:</p> <ul style="list-style-type: none"> • Appeals by students or parents are initiated through the grade level counselor or the gifted coordinator (ES, JH, HS) • Appeals are presented (IN WRITING) to a building level team composed of teachers, administrators, counselor, and gifted coordinator (ES, JH, HS) • The appeals team reviews the body of evidence composed of both quantitative and qualitative data from all pertinent school information and any external information brought by the parent (ES, JH, HS) • If agreement is not reached at the building level, the appeals process is brought to the assistant superintendent and independent team from the District which reviews the body of evidence and any other new information brought forward (ES, JH, HS) • If agreement still is not reached, the appeals process can move to the superintendent and finally the Board of Education (ES, JH, HS) <p>You may check "no" if your AU does not offer early access.</p> <p><input checked="" type="checkbox"/> No, our AU does not offer early access.</p>	<p>1.) Continue to work closely with parents and community by listening to concerns and resolving conflicts that arise in a timely and professional manner.</p> <p>2.) Improve communication and remind parents annually, at the beginning of the year, where information can easily be obtained about the appeals process.</p>
<p>Early Access 12.02(2)(f) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p><input checked="" 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> <ul style="list-style-type: none"><input 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.	
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