



COLORADO
Department of Education

Gifted Education 5 Year
Comprehensive Program Plan (CPP)

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Additional Signatures (if needed)

Printed Name	District	Signature



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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 style="text-align: center;">If the AU plans to shift practices over the next four years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</p> <p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Denver Public Schools has a robust website that explains processes, procedures, programming options, and family student engagement opportunities located at https://studentequity.dpsk12.org/gifted-talented/</p> <p>Staffing: All Elementary and Middle Schools have a GT teacher ,or a GT Point of Contact in Charter Schools, that align programming with best practices in gifted education. The high schools either have a GT Point of Contact or partner with the GT Central Office to develop a Site Based team.</p> <p>Identification: On the website there is a clear explanation of the identification process - https://studentequity.dpsk12.org/gifted-talented/assessment-and-identification-process/ that is followed by all schools within DPS. The identification procedures are in alignment with state law and students are identified in specific academic pathways, general intellectual pathways, and talent pathways. There is a detailed talent pathway process that has been created in partnership with other metro Denver school districts and in is in accordance with ECEA rules. Identification is ongoing and is not limited to</p>	<p>any fixed point in time for a learners. DPS utilizes the following practices for identification, Universal Assessment for all Kindergarten, 2nd and 6th grader, cognitive assessment available at the not universally tested grades. individual cognitive ability assessments</p>

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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.

The definition of giftedness that the AU utilizes is the same as the State of Colorado Definition. This definition is posted on our website along with key elements from from the National Association of Gifted Children's 2019 definition and characteristics of giftedness from across demographic groups.

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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:

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;

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;

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;

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;

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;

12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;

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.

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

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.

DPS GT identification is outlined on the DPS GT website and aligns with state laws. Students are universally screened using the NNAT3 in Kindergarten, 2nd grade and 6th grade. This use of universal assessment in three grades is above and beyond the expectation of the state.

The results of this assessment are paired with other data to create a body of evidence. This body of evidence is evaluated using the various pathways of identification including general intellectual ability, specific academic aptitude (Reading, Writing, Math, Science, Social Studies, World Language) or specific talent aptitude (Visual Arts, Performing Arts, Dance, Leadership, Creative or Productive Thinking, Music or Psychomotor). DPS utilizes any universal achievement or Access data available to review as a component of the body of evidence towards identification.

The information collected in the body of evidence is used for formal identification may be incorporated as areas of strengths and programming in the Advanced Learning Plan.

Family members, teachers, students, community members and others can refer students to the GT teacher/Point of Contact; however, a referral is not needed unless a student is being considered for the talent pathway. The purpose of the referral in talent pathways is for the department to be aware of a talent outside of what is typically school based. The district follows the state guidelines around the 30 day timeline for notification of identification assessment or talent pool designation.

The district also utilizes a culturally linguistically diverse observation protocol to ensure that we are using research-based understandings of the way in giftedness is represented across cultures.

Data is collected and housed in the Frontline/Enrich database with designations available for formal identification or for talent pool. Talent pool designation provides students the opportunity to participate in services while additional body of evidence data is gathered. Trainings are provided to all teachers around gifted identification and there are several that have passed specific courses to work with an identification

team to make the outcomes. There is also a district level identification review team, that looks at body of evidence and the law to make identification decisions for students that may not fit a traditional identification pathway. All ID

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.

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.

Denver Public Schools utilizes many tools to gather data for potential identification and inclusion into gifted programming services. The district utilizes the NNAT3 and CogAT for the majority of the cognitive assessments and when needed can administer individual assessments with the district school psychology department. Achievement assessments include CMAS, Aprenda, Iowa Assessments, and many other school delivered assessments that are nationally normed. DPS also uses observation scales that are nationally normed and include the SIGS and GRS. We have culturally responsive giftedness checklists as well. All assessments are available in a student's heritage language either through written materials or through interpretation. Private IQ assessments are not accepted due to the inequitable access to those measures. The use of this data along with school based assessments and anecdotal data builds a body of evidence that provides the GT teachers with an understanding of the needs of the students.

Because DPS collects both qualifying and non qualifying data to support identification, no single assessment prevents further data collection if the overall body of evidence suggests exceptional potential.

Data is collected using Frontline/Enrich so that if a student moves schools, the information can easily follow the student.

DPS is fortunate to have 8 various Highly Gifted and Talented Magnet sites across the district. In order to qualify for these programs students are determined either Magnet Eligible (ME) or Highly Gifted and Talented (HGT). This determination is based on a body of evidence that typically includes a cognitive score of 97% and above. Additional factors such as rate of language acquisition, factor into the body of evidence. HGT students have officially been identified with other state criteria while ME students currently only have the cognitive score and are waiting for additional data. The talent pathways utilize additional criteria to the above described measures as it relate to the talent discipline.

The DPS GT department follows the research regarding access and opportunity for students who have not officially been identified and for our underrepresented populations. Those students who show potential and who may not be performing at the 95th percentile or

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;

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.

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

Upon the transfer of a student in to Denver Public Schools, the school and/or central office review the data received. If the student was identified within the state, according to ECEA rules and state statute, then the district accepts the identification and works to establish an ALP. The district will house the body of evidence in a district database.

Should a student transfer from DPS to another district, the receiving school should connect with the former GT teacher or with the central school district and go through a records request process to receive student records. The parent or new school must request the transfer of records and notify the AU that the student has transferred.

If the student was identified in or out of state but did not meet the state criteria (statute-not guidance) then the district determines the next step for state level identification and will communicate with the GT teacher and or family member about missing or incomplete information. While the process of formal identification is happening, the student is still eligible to participate in gifted services at the school of enrollment.

Once notified, The GT teacher and or identification team reviews the new student's ALP within 45 days of enrollment.

All determinations and review of the body of evidence happens with a team of GT certified teachers and/or Central Office staff. This process follows time line established by the state

<p>Advanced Learning Plan Content 12.02(2)(f)</p> <p>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>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<p>ALPs are developed for every K-8 identified student in the district using Frontline/Enrich. Goals are created collaboratively through surveys and interviews with students, teachers and family members. Goals include an affective and an academic goal created in the students identified strength area(s). The goals created follow a SMART format (Specific, measurable, attainable, relevant and timely) and goals start at the beginning of the school year and end at the end of the school year. These goals are standard based and align with the State and Common Core Content Standards and the NAGC (National Association for Gifted Children) Programming standards.</p> <p>Progress monitoring occurs at two different points in the year: mid-year and end of year. Mid year progress monitoring is used to determine if the goal is still appropriate and if any strategies must be reviewed and revised to help the student in their strengths. End of year progress monitoring is used to inform goal setting for the following year.</p> <p>High School ALPs are created using a web based app that is interactive with students and teachers, promoting the independence and autonomy of the high school students.</p>	
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<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>DPS has specific personnel assigned with the responsibility for development and monitoring of ALPs each school site.</p> <p>There is a dedicated GT teacher with a minimum .25 FTE in all district managed elementary and middle schools. All high schools and charter schools have a specifically appointed GT point of contact who works closely with the central GT team for additional support.</p> <p>At the beginning of each school year, new ALPs are written in collaboration with families, teacher(s), and the student to ensure the GT teacher or GT charter point of contact is not the sole custodian of the ALP. This is also done so that the goals are meaningful, student-centered, and has multiple stakeholder's participation. Family communication is documented in the ALP itself and is a vital part to the process.</p> <p>Families typically see the finalized ALP at conferences in the Fall.</p> <p>Student-centered ALP input surveys are used to ensure participation in the ALP process. These are conducted in K-12. High School ALPs have embedded opportunities for the student to advocate for themselves in the classroom.</p> <p>DPS uses Frontline (formerly Enrich) to house the majority of ALPs. Some high schools use our High School ALP website. Both platforms allow for transferring ALPs between grade and school levels and can be manually printed , translated, and transferred between districts.</p> <p>During the beginning of the second semester of school (aligned with second round of family conferences at most schools), ALP goals are formally monitored for process and reported through the platform in which they are written. At the end of the school year, ALPs are reviewed and goals are determined to be met or unmet.</p>	
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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:

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;

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);

12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);

12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);

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);

12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;

12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;

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);

12.02(2)(h)(i)(I) Post-secondary options available to gifted students.

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.

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.

Denver Public Schools is a site based district and the specific program varies at each site. The district provides a continuum of service options so that each family can find their best placement using the school choice options.

Every district managed school at elementary, middle, K-8, and 6-12 have a minimum of a .25 FTE GT Teacher and Charter Schools K-12 have a GT Point of Contact. At high schools the central office Coordinators work in collaboration with a site team or counselors at the school to help provide access to school programming options. This teacher/point of contact works to establish the type of programming that exists in the school following district guidance, NAGC Programming plan standard, and research based best practice for gifted and talented learners. Programming ranges from push in support, pull out support, small group instruction, cluster grouping, teacher support, extension and enrichment activities, higher level courses, including but not limited to Honors, Advanced Placement and International Baccalaureate and specific Highly Gifted and Talented Magnet Sites that include either self-contained gifted classes or integrated classes. Programming options align with the school vision and curriculum.

Schools utilize multiple programming options and combine various models to meet the needs of the various students in their school. Programming should help students achieve their ALP goals. There are also multiple high quality researched-based instructional strategies that can be implemented across various program models. With the pandemic and changes in school delivery models, the programming options have changed and may look different to address needs in the various remote, virtual, hybrid or modified in person schooling that currently exists. GT teachers and Points of Contact are trained to use a wide range of instructional approaches focusing on differentiation of content, process, products and environment. Differentiation of content may include replacement activities, enrichment materials, and/or extensions. Process differentiation may include critical thinking activities, higher level questioning techniques, Socratic seminars, and/or mentorships. Differentiated products include options for ways to display learning may be video, powerpoint presentation, paper, etc. A differentiated environment is focused on

the safety and inclusive of the environment for all learners making sure the social emotional needs are addressed and there is a strengths based approach to

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:

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;

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);

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

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

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.

Student affective growth is monitored in a developmentally appropriate tools as described in the student's ALP (rubrics, journals, anecdotal evidence, surveys, etc.).

Programming plans are reviewed each year at the school level by the GT Teacher/POC and the school leader(s) to ensure programming aligns with student needs.

Gifted student achievement and growth data are disaggregated for reporting to CDE as well as to each individual school. Data is also disaggregated at the district and school levels within gifted identified students, talent pool, HGT, and ME by ethnicity, socioeconomic status, language learners, and gender to assist in the identification of gaps and areas for targeted support. Each GT teacher/POC and school leader is provided with the information and support in addressing disparities within the data.

The DPS Family Advisory committee provides regular and ongoing feedback about policy, processes, and communication. Quarterly reviews of strategic work occur within the department.

Community members are informed about DPS methods as described through family information meetings, family advisory meetings, school-based gifted information meetings, social media and information provided on the central website.

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<p>Personnel 12.02(2)(j)</p> <p>12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>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>Denver Public Schools has a minimum of a .25 FTE GT teacher in every district managed elementary school, middle school, K-8 or 6-12 school in the district. Charter schools designate a point of contact at all of their schools PK-12. District -managed high schools are supported through the central office and site based teams. The GT teachers and Points of Contact are supported through a Central Office Staff including a full time Gifted Education Director, Gifted Education Manager, nine Coordinators and a part time school psychologist. In collaboration with school based GT teachers, the central staff establishes professional development, conducts compliance audits, supports compliance trainings and acts as a support to families for gifted expertise and guidance</p> <p>A good faith effort is to hire teachers and central staff that have a GT endorsement on their license DPS created an Internal GT Certification that aligns with NAGC programming standards, best practices and CDE endorsement standards for teachers. This three course sequence provides teachers the opportunity to become highly qualified in DPS. For teachers interested in pursuing their formal identification, these courses transfer into a University Endorsement Program. Professional development is grounded in understanding the historic and systemic racism that exists within gifted education.</p> <p>A</p> <p>LL professional learning focuses on using culturally responsive programming, understanding affective needs and the role race and trauma play in the lives of students, as well as focusing on identification and characteristics across race, gender, and culture. Trainings are established specifically for GT Teachers/Points of Contact, as well as open to district level support personnel including Psychologists, Social Workers, Paraprofessionals and others, School Leadership, Classroom teachers, and Central office supports.</p> <p>The GT Team collaborates with other district departments to create, establish and deliver trainings including the Culture Equity Leadership Team, Behavior Team, Special Education, and Academics Department. Courses and sessions are offered in person,</p>	<p>synchronous online, hybrid, and recorded online sessions with the ability to earn professional development units.</p>
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<p>Budget 12.02(2)(k)</p> <p>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>The gifted and talented budget is provided yearly in the form of a projected budget and followed up by actual and expended budges each fall. All state funds are used in accordance to the rules and support salaries for licensed or endorsed staff, professional development programming options, materials, professional learning and universal screening assessments. Please see the budget tab for detailed expenditures. The AU will reevaluate the expenditures at the end of every fiscal year to determine allocations of state funds as they align with the UIP, CPP, and district initiatives.</p>	
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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.

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.

12.05(3) Student Education Records

The ALP documents shall be part of the student’s cumulative education record.

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.

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.

You may simply check “yes” if you follow these procedures. If you do not, please explain.

Yes

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.

Procedures for disagreement/appeals related to the universal screening or determination of magnet eligibility. It is the goal of DPS to provide all of our students with appropriate academic services. When there is a disagreement on matters pertaining to the identification, evaluation and eligibility for gifted services the appeals process may be initiated.

Written appeals based on one of the following criteria may be sent to the Gifted and Talented Department:

Additional information about my child which may include, but is not limited to, newly obtained district assessment data, parent examples of advanced abilities, etc. Please note: Private testing will not be considered as a reason for appeal.

- A condition or circumstance believed to have caused a misinterpretation of the testing results.
- An extraordinary circumstance occurred during the testing period that may negatively affect the validity of the test results such as a death in the family or extreme physical ailment.
- The suspicion of an error in the administration of the assessment. For example: The designated proctor did not follow assessment prescribed protocols. Testing day or time of assessment within the school day are not considered to be errors in administration.

Written appeals must include:
your name, address, phone number, and email (if available)
the student's name, student identification number (if known), date of birth, and school of attendance
reason for the appeal based on the above criteria
any supporting additional data that would be helpful to the Appeal Review Team (e.g. district testing data, observation scales, personal observations of the child's advanced abilities/thinking)
Appeals must be completed and sent to the district office following the notification of identification decision. Please

send appeals to: Attention: Appeal Review Team Gifted

and Talented Department
1860 Lincoln Street 8th Floor NE

Denver, CO 80202. Please do not email.

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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.

You may check "no" if your AU does not offer early access.

No, our AU does not offer early access.

If your AU does offer early access, please select the box below which applies.

- AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.
- AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.