



**COLORADO**  
Department of Education

Gifted Education 5 Year  
Comprehensive Program Plan (CPP)

AU Name <b>Eagle County</b>		Fiscal Year <b>2020 - 2021</b>	
AU Address <b>960 Chambers Ave.</b>		City <b>Eagle</b>	State <b>CO</b>
Zip Code <b>81631</b>		Gifted Education Director Name <b>Wendy Scott</b>	Phone <b>(970)217-4333</b>
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Superintendent Signature <b>Unable to get due to Covid-19</b>			

Additional Signatures (if needed)

Printed Name	District	Signature



Comprehensive Program Plan | CPP

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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;"><b>Exceptional Children’s Education Act Program Element</b></p>	<p style="text-align: center;"><b>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</b></p>	<p style="text-align: center;"><b>If the AU plans to shift practices over the next four years, use the following to explain:</b></p> <ul style="list-style-type: none"> <li>● Describe the specific action steps (activities, strategies) the AU will take</li> <li>● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected</li> <li>● Identify who is responsible for implementing these actions steps</li> <li>● Provide a timeline for implementation with specific benchmarks and dates</li> <li>● Identify the measures used to assess the success of the proposed action</li> </ul>
<p><b>Procedures for Parent, Family, and Student Engagement</b> 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>Parents are informed about all aspects of the gifted program, including the identification process, through school and district wide letters and newsletters, back to school nights in individual schools, and a variety of information explained on our website via buttons: Referral, Universal Screening, Visual Arts Talent, Identification, Advanced Learning Plans, Gifted Programming, Early Access, Acceleration, Transferring Gifted Students, Twice-Exceptional Learners, Resources and Newsletters. The ECS Gifted Education Handbook is also posted on the Gifted Education landing page of the ECS website.</p> <p>The ECS Gifted Referral process involves collaboration with personnel at the school level via email and in-person communication by gifted specialists and attendance at building level MTSS team meetings. Our team also collaborates with the district MTSS and Multilingual Education coordinators and personnel to involve them in gifted identification referral and decision making.</p> <p>To educate parents and families about giftedness and parenting gifted students we hold back to school information nights addressing needs of students in school, specialist meet with parents of newly identified students and reach out to parents for annual advanced learning plan meeting. We conduct a parent night series in the spring of the school year and have a SENG parent book club group that meets for six weeks in the fall and spring of each school year.</p>	

**Procedures for Parent, Family, and Student Engagement** 12.02(2)(a)  
**(Extra Space – If Needed)**

We build a sense of community and seek community input on GT programming and local issues through a series of 'GT Round Table' events held in each school three times per year. These one-hour events are open format and encourage discussion, feedback and relationship-building.

We communicate the programming options available to students matching their strength area and progress monitoring of goals through advanced learning plan meetings that occur twice a year during parent/teacher conferences, parent night series events, and all programming options are listed on our website. We strongly support parent input on strength and challenges of their child during advanced learning plan meetings (fall and/or spring meeting depending on timing of identification).

Information on concurrent enrollment is shared on our website and through the counseling office of each of our high schools, in addition to career and college planning information provided to all families via our high school gifted specialist. We use Naviance to manage ICAPs. Parents are informed about ICAPs during the spring of eighth grade year. Middle school gifted education specialists support eighth grade students in the creation of an ICAP using Naviance software and the high school gifted education specialist follows up with students and checks in frequently throughout high school. Parents are notified of progress on ICAPs through emails from the high school specialist.

We strive to provide all information in both English and Spanish. The handbook and all applications and procedural documents are in English and Spanish and are found on our website. We also schedule a translator to attend every parent night series meeting and specialists use translators to assist with the communication of advanced learning plans as needed.

We communicate family involvement opportunities through news posts to our website, emails about community events and department meetings.

Handbooks/Mission/Beliefs, Identification, Advanced Learning Plans, Programming, News and Events/ GTAC/newsletters and classroom websites can all be found on the ECS website.

**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.

Eagle County School District has chosen to adopt the Colorado Department of Education definition for giftedness. It is located in our handbook. The handbook can be found in both Spanish and English on our website.

**Gifted Education Mission:**

We ensure that our students are challenged to achieve their highest aptitude and that curriculum and learning opportunities are in line with their specific needs, interests, and abilities.

**ECS Strategic Plan statement:**

Utilize Multi-Tiered System of Supports (MTSS) to meet the diverse needs of our students. MTSS includes:

- Customized Pathways
- English Language Acquisition
- Tailored Instruction for Exceptional Students
- Online and Blended Learning

**Wellness Theory of Action:** If we implement a full continuum of of tailored instruction for gifted students, provide a supportive coaching model, and progress monitor advanced students, then students with exceptionalities will grow to meet high standards.

**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 exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;
- 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.

Eagle County Schools aligns with Colorado Department of Education Gifted and Talented guidelines for identification.

**Timeline, Pathways for Referral/Universal Screening**

ECS will conduct an ability-screening event in the spring of second and sixth grades. The screening will be conducted using the Cognitive Abilities Test (CogAT) Screener and Post-Screener to identify potential in children without regard to gender, ethnicity, language or race. The CogAT Alternate Verbal Assessment is also offered to select ELL NEP and LEP students. One further purpose of the screening is to identify students who, for various reasons, are not demonstrating advanced ability in the classroom setting. Students who score at or above 85th percentile in the screening assessment will continue in the gifted identification process through the creation of a body of evidence profile for possible gifted identification.

**Referral**

ECS seeks referrals for possible gifted identification from a variety of sources, including: test data, student performance and observations, and gifted screening assessments. A parent or teacher may refer a student for consideration for gifted services or identification at any time throughout the school year. A student may also self-nominate for gifted referral.

**Body of Evidence**

Eagle County Schools collects a body of evidence (BOE) for review and identification into the gifted education program. A body of evidence considers intellectual, academic, and talent areas through use of multiple sources and types of data. It consists of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification, and to build a student profile of strengths and interests. Quantitative assessment provides numerical scores or ratings that can be analyzed or quantified. Qualitative assessment provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances.

**Identification Procedures  
(Extra Space – If Needed)**

Quantitative Measures

- Norm-referenced test (e.g., cognitive and achievement)
- Criterion-referenced test (e.g., state assessment and curriculum based measures)

Qualitative Measures

- Rubric
- Performance
- Observation
- Checklist
- Interview

Areas of Identification

A variety of criteria are used to determine an area of gifted identification. Students may be identified in one of the following areas:

- General or Specific Intellectual Ability
- Specific Academic Aptitude (reading, writing, mathematics, science, social studies, world languages)
- Specific Talent Aptitude (visual arts, performing arts, musical abilities, dance, psychomotor abilities, creative or productive thinking and leadership abilities)

**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.

**Talent Pool**

The body of evidence for some students may not lead to formal gifted identification, but data may demonstrate that the student should be included in a "talent pool."

A talent pool is a group of students who demonstrate an advanced ability in a particular area, but at this time do not meet the criteria for gifted identification. Students within the talent pool receive appropriate programming options and/or interventions to address areas of strength or potential. As students are presented with additional levels of challenge and rigor, increased achievement may occur.

A student may or may not meet the criteria for gifted identification at a later date. Not all students will stay in the talent pool for the same amount of time.

**Review Team**

Data in the body of evidence (BOE) is examined by a review team to determine if a student meets the criteria for gifted identification. All data is considered, and not meeting the criteria on a single assessment tool does not prevent further data collection or consideration for gifted identification.

The Eagle County Schools BOE review team consists of gifted education specialists, a district administrator, and an English Language Learner specialist. The review team provides opportunity for input from all teachers working with the student and as well as from student's families. The review team examines the body of evidence and may make one or more of the following determinations:

- Move to formal gifted identification
- Identify student for a talent pool to collect additional data
- Determine data does not support identification at this time
- Determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice-exceptional students)



**Criteria for Determining Exceptional Ability  
(Giftedness) or Talent Pool  
(Extra Space – If Needed)**

**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

**Portability & Transfer Students**  
Portability means that a student's identification in one or more categories of giftedness transfers to any district in the state of Colorado. Gifted programming must continue according to the receiving district's programming options. Portability of identification is a part of the student's permanent record and Advanced Learning Plan.

ECS process for reviewing students transferring into the district:

- Family contacts the school's office to notify gifted education department of their child's identification.

- Gifted education department contacts family to ensure receipt of all documents.

- Gifted education department reviews all documents and determines next steps according to student's needs.

The rule for portability does not apply to students moving into Colorado from another state. However, the receiving district will review the student's records for evidence of giftedness, and then determine whether additional assessment is necessary to confirm if the student meets Colorado criteria for gifted identification.

**Identification Portability  
(Extra Space – If Needed)**

**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:

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;

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;

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;

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.

All ALPs are created and housed in Frontline.

Each plan includes:

- Student background information (age, date, school, etc)
- Student identification date
- Plan creation date
- Responsible teacher (general education teacher and gifted education specialist)
- Parent input on student strengths/interest
- Student input on strengths/interests
- Student area of identification and/or strength area
- Student academic or strength area goal
- Teacher input on goal and progress monitoring supports
- Academic programming supports needed for goal attainment
- Student affective goal
- Affective programming supports needed for goal attainment
- Progress toward goal achievement
- Goal review

Advanced Learning Plans are created and reviewed on a cyclical basis. Students receive an initial ALP as soon as they are identified gifted. If the student identified is in high school, the student completes the advanced plan goals on their Naviance ICAP. The ALP writing process consists of student reflection on strengths and challenges, the GT specialist review of student updated body of evidence, and updated input from parents on student strengths/interest.

**Advanced Learning Plan Content  
(Extra Space – If Needed)**

With support from the gifted education specialist and input from classroom teachers and school specialists, students write SMART goals in their area of strength based on standards that are taught in the classroom.

These SMART goals are communicated with parents and teachers during an ALP meeting. At this time differentiation and accommodations are discussed according to the goals and the student needs. If parents are not able to attend the meeting, they are provided with a copy of the plan and are asked to contact the gifted specialists with any additions or questions.

SMART goals monitored with support from the specialist regularly through out the year, and are reviewed on a semester basis through reflection. This reflection is communicated with the parents through goal reflection letters. If a goal is achieved, the student writes a new goal.

At the end of the school year, the students review their progress and determine if they have met their goal(s). If they have, the work to create a new goal, if they have not, they reflect on what the next steps will be to achieve this goal the following school year. The process will begin again, with this goal review and a review of any additional evidence to the body of evidence.

**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.

**ALP Procedures and Responsibilities**  
**(Extra Space – If Needed)**

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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.

The gifted and talented program was developed to ensure that our students are challenged to achieve their highest aptitude and that curriculum and learning opportunities are in line with specific needs, interests, and abilities.

Eagle County Schools believes in tailored instruction for gifted and talented students. Each identified student has an Advanced Learning Plan (ALP). This plan outlines specific programming options to meet individual needs. These programming options could include, but are not limited to the following:

- Social-Emotional Learning
- College/Career/Post-secondary planning support
- Strength-Based Learning
- Project-Based Learning
- Content Acceleration
- International Baccalaureate
- Multi-Tiered System of Supports

(More detailed information about these options can be seen on our website.)

In meeting the needs of gifted learners in the classroom, Eagle County Schools follows the MultiTiered System of Supports model for gifted programming. All children receive core curriculum (Tier One) but because advanced learners may pick up this material more quickly or can demonstrate mastery of learning through pre-testing, they may need additional interventions (Tier Two). A few students may need extensive interventions (Tier Three).

Advanced learners are those students who demonstrate high ability and/or high potential in one or more content areas. Their specific learning needs are met through services that are consistent, planned and embedded throughout the school day.

If teaching strategies, instructional management and curriculum are modified to meet individual student needs, then advanced learners will receive appropriate challenge, and show growth.

- Universal: Differentiated instruction
- Targeted: More complex instruction and/or faster pacing
- Intensive: Accelerated content



**Programming**  
**(Extra Space – If Needed)**

**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.

Eagle County School's gifted addendum goal is, "With a full continuum of tailored instruction, 90% of the students in the gifted education program will meet or exceed expectations by 2020, as measured by PARCC and CMAS." This goal is monitored by the achievement and growth of identified gifted students on state CMAS testing.

This goal guides all the work of the gifted education department and aligns with the district Strategic Plan. Dis-aggregated data is used to monitor student progress even though the large goal is a whole district goal. With the changes at the state level to how gifted identification is reported, and with the hope the CMAS will further dis-aggregate data the SMART goal will be updated to reflect the dis-aggregated population of gifted students based on gender, race, socioeconomic data, and area of identification. Affective growth of students is monitored through the affective goal on student ALPs and through classroom surveys and reflections.

The gifted education coordinator reports to the Board of Education, District Accountability and Advisory Council, and district and school administration annually. Parents are given quarterly reports on the work of the department through the Gifted and Talented Advisory Committee and end of the year surveys are given to students, parents, teachers and administrators to help guide the work of the department.

AU Targets:

1. Disaggregate CMAS data by gifted identification.
2. Utilize yearly survey summaries as tools to develop and strengthen programming in each school, in partnership with school leadership teams.
3. Measure student growth throughout the year using STAR and NWEA for K-8 students

**Evaluation and Accountability Procedures  
(Extra Space – If Needed)**

**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:

12.02(2)(j)(i)(A) Management of the program plan;

12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:

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

12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.

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.

12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.

12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.

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.

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.

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).

The District hires one full-time administrator to direct gifted programming. Additionally, the district employs four full-time elementary gifted specialists and one 0.8 specialist, and each elementary school is assigned 0.5 FTE. We also employ two full-time middle school specialists and one full time high school specialist. The group meets as a PLC two-three times per month. All gifted specialist either have the CDE gifted endorsement or are in the process of obtaining this endorsement.

The role of secondary gifted education specialists:

- Offer affective needs support to students through EDGE groups
- Support middle school GT elective teachers with curriculum and professional development
- Serve as a bridge between counselors (ICAP) and student ALPs and classroom teachers
- Collaborate with teachers and students to create meaningful ALPs that address student needs and inform programming decisions
- Work with leadership teams to provide professional learning around meeting the needs of advanced learners through RtI
- Assist students in college and career planning
- Serve on the district committee to review student BOEs to determine gifted placement

The role of elementary specialists is to:

- Develop and provide enrichment and extension opportunities that extend of the district curriculum to add depth and complexity for gifted and advanced students
- Provide social emotional learning activities during EDGE groups
- Act as a resource to assist teachers in differentiating for gifted students and Tier 2 students in the regular classroom
- Coordinate progress monitoring of students in Tier 2 and identified gifted students
- Serve on the district committee to review student BOEs to determine gifted placement
- Coordinate with general education teachers, parents and student to create meaningful ALPs that reflect student strengths and inform programming decisions

Paraprofessionals are not used in any instruction with GT students.

**Personnel**  
**(Extra Space – If Needed)**

**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:

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);

12.02(2)(k)(i)(B) Professional development and training relating to gifted education;

12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;

12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and

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.

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.

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

Yes

**Budget**  
**(Extra Space – If Needed)**

**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.

All financial records are kept in accordance with principles of governmental accounting and are available on the district website through our fiscal transparency documents. An inventory of all resources/equipment purchased are kept with the department office manager.

No state funds are used in the purchase of resources/equipment.

ALP documents are housed on Alpine Achievement and are part of the students' permanent records.



**Record Keeping  
(Extra Space – If Needed)**

**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.

**Identification Appeal Process**

In the event that a parent or teacher feels that an error has been made in the identification process, appeals shall be made in the following order:

1. Teacher (for parent appeals)
2. Principal/building GT committee or student support team
3. Gifted Education Coordinator
4. Executive Director of Exceptional Student Services
5. Assistant Superintendent for Learning Services
6. Superintendent
7. Board of Trustees

**Acceleration Appeal Process**

If the parent(s)/guardian(s) are not satisfied with the school's decision not to grant acceleration to their child, they may appeal the decision in the following order:

1. Director of Exceptional Student Services
2. Assistant Superintendent for Learning Services
3. Superintendent of Schools
4. Board of Education

**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.