



Administrative Unit

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| Administrative Unit name: El Paso 49, Falcon - 21090 | Region: Pikes Peak | |
| Name of Gifted Education Director/Coordinator: Pattie Vail | Email: pvail@d49.org | |
| Director's mailing address: 3850 Pony Tracks Drive Colorado Springs, CO 80922 | Phone number: 719-313-8991 | Fax: |

Name of Superintendent: Peter Hilts

12.02(2) Comprehensive Plan "...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU's program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules"

Directions:

Write the administrative unit's description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

Procedures -

D49 communicates with parent/guardians, family and gifted students in multiple manners including 1) website (available in numerous languages) 2) school newsletters (electronic & paper) 3) back to school/open house activities and 4) parent teacher conferences.

Communication specific to gifted education includes, but is not limited to: 1) D49.org>Gifted Education webpage 2) Email blasts offering specific information on gifted opportunities 3) Advanced Learning Plan Nights 4) Project Presentations 5) Supporting the Emotional Needs of the Gifted (SENG) parent groups 6) brochures specific to gifted education (i.e. Early Access, Military and Moving, Talent Identification in Pikes Peak Region - TIPP) 7) postal and telephone follow up on testing results, identification and next steps in the process and 8) targeted communication for specific gifted students is done by school gifted education facilitators 9) college and career planning nights in conjunction with Concurrent Enrollment Department.

Target(s) - 1) Increase remote learning opportunities for parent/guardians. 2) Offer training specific to communicating with parent/guardians of the gifted. 3) Increase visibility of gifted education in community events for increased communication with all stakeholder.



Definition of “Gifted Student”

District 49 definition of a gifted student/child is a student/child between 4 and 21 whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet educational programming needs. Gifted students/children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services.

Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all social-economic, ethnic and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

The identification process is accessible to all students resulting in a non-biased identification procedure. Student enrolled in D49, kindergarten - 12th grade may participate in the identification process. Early Access, address in Early Access portion of 4 year plan, is available for pre-kindergarten students.

Following notification of parent/guardians of all 3rd and 6th grade students, students are administered the Cognitive Abilities Test (CogAT) during the testing window of mid-October to mid-November. Students outside these two grade levels may be administered the CogAT any time of the year following a referral/permission to test form completion/submission to school gifted education facilitator. English Language Learners may begin process using the Naglieri (NNAT) as their cognitive assessment.

Following Colorado State Guidelines, if a student scores 95th percentile or above in any of the three subcategories of the CogAT or NNAT, the student is identified as general intellectually gifted. Additional data points are researched including achievement data from state assessment, qualifying school assessments (referencing commonly used matrix document from CDE) and a SIGS is given for additional data to possibly add specific academic aptitude area to identification.

Students scoring 90th- 94th percentile on CogAT are offered the opportunity of being administered a different, individual cognitive assessment (TOMAGS, KBIT) for a cognitive score. If scoring 95th percentile or above on this cognitive assessment, the student is identified as general intellectually gifted. Additional data points are researched including achievement data from state assessment, qualifying school assessments (referencing commonly used matrix document from CDE) and a SIGS is given for additional data to possibly add specific academic aptitude area to identification.



Identifications for protocols in the areas of visual arts, performing arts, music, leadership, creative thinking and psychomotor have be developed. Process includes review of body of evidence consisting of current gifted identification data, observation scale by qualified personnel, proof of competition success, other qualifying evidence and juried performance. If juried performance data is unavailable, student may participate in regional identification evaluation day (TIPP) which eliminates economic barrier to identification by allowing for a free adjudicated performance.

All accommodations listed on IEPs and ELPs are honored and collaboration with SpEd and ELL personnel is sought assuring equitably access to identification.

A review team consisting of the D49 Gifted Education Coordinator, the school level Gifted Education Facilitator, classroom teacher and school administration review the data every step of process to assure accurate identification based on Colorado Department of Education Identification Guidelines.

Identification data is in letter to parent/guardian and stored in Alpine System.

Transition conferences occur between 5th- 6thand 8th- 9thgrade between the gifted education facilitators.

All accumulative folders of new students are reviewed by a trained district personnel at the building level assuring no plans nor gifted data I lost in transfer process. If portability is met, a student is identified and an ALP developed within 30 days. If additional data is needed, parent/guardian is notified and additional data is sought by gifted education facilitator.

The Military Interstate Compact Agreement is honored.

Target(s) - 1) Increase number identified from underrepresented populations. 2) Increase number of students participating in the visual arts, performing arts, music, leadership, creative thinking and psychomotor identification process.

Advanced Learning Plan Content, Procedures and Responsibilities

D49 continues working towards writing standards aligned Advanced Learning Plans which include:

- Demographics
 - Body of Evidence for identification
 - Accommodations based on other plans (IEP, ELP, ILP)
 - Standards aligned SMART Goal aligned to strength and/or area of interest. Additional goals may be added at student request
 - Social Emotional Goal
 - Suggested strategies to support learning
 - ALP is driven by student, but input received from teacher/home/other school staff as needed. The G/T Facilitator offers guidance and support as needed
 - Progress monitoring is recorded a minimum end of each quarter. Adjustments made as needed
 - 6th - 12th grade includes a college and career readiness goal
- All ALPs are housed in Alpine System. Additionally, a copy is stored in the student cum file (digitally or hard copy) located in school and the district level Gifted Education Department.
ALPs are not blended in ICAPs.



ALPs are transitioned to the next school level based on D49 guidelines. Additionally, a special day is held for building level facilitators to share folders and address any concerns regarding new students to a school. Copies of all gifted education records are also housed in the district level office so no information can be lost because of a loss of a facilitator, schools outside of district requiring information before school level staff returns, etc...

Goals are written and aligned with standards, tiered classroom instruction and supplemental/intensive programming. Examples of programming includes single subject acceleration in identified areas of giftedness, specialized curriculum such as Jacob's Ladder, etc...

Target(s) - Minimum of 75% of high school ALPs developed with and signed by parent/guardian.
Minimum of 95% of K-8 ALPs developed with and signed by parent/guardian.

Although ALP is the responsibility of all parties (student/school/home), the school G/T Facilitator will guide the implementation by:

- assuring all parties have a copy and understanding of the ALP
- offering support to teachers for correct implementation of strategies
- offering support to any staff assisting with social emotional goal
- offering support to student in all areas of ALP
- progress monitoring
- communicating with all parties the status of plan
- general support of all parties

A target is for 85% of all teachers surveyed at mid-year and year's end to feel comfortable and supported in implementing ALP.

A target is for 85% of all student surveyed at mid-term and years end to feel comfortable and supported in the implementation of ALP.

Programming

Programming for formally identified gifted students includes:

-Meeting the identified area of giftedness, strength based area, interest area and/or area of growth as indicated ALP (see previous narrative regarding collaborative development) using a body of evidence and other data.

-Needs will be met to the first bullet through strategies including but not limited to: concurrent enrollment options, dual enrollment options, full grade level acceleration, single subject acceleration, advanced placement classes, IB classes, appropriate grouping (i.e. pull-out, ability, interest, learning styles, etc...) compacting the curriculum, extended learning opportunities, extra curricular activities, independent study.

-Programming options are dependent on ability, grade level, school and zone.

-Social Emotional Goals will be met by embedding strategies in the classroom curriculum or specialized serviced provided by qualified personnel.

A target goal of 100% of 6th - 12th grade ALPS having programming supporting post-secondary options.

Evaluation and Accountability Procedures

D49's evaluation and program accountability is in the D49 Unified Improvement Plan (UIP) which is published in numerous languages on the D49 website and the CDE website. Continued UIP information is distributed via school newsletters (electronic & paper, back to school/open house activities, school/zone meetings and parent teacher conferences, etc.



Monitoring affective growth is by building level gifted education team (GET) led by building level gifted education facilitators in collaboration with classroom teachers and school psychologist/social worker as needed. The monitoring includes, but is not limited to surveys, one on one conversations, affective activities. Affective needs is considered part of being gifted and receives the same considerations as academic needs.

Achievement, achievement growth and affective data is disaggregated based on various procedures including:

Building level gifted education team (GET) monitors change in students affective growth and provides support as needed based on data and referrals.

Achievement and growth in CMAS, PSAT, and SAT is analyzed

End of year reporting to all stakeholders regarding progress towards goals.

All stakeholders are given the opportunity to offer feedback districtwide twice yearly regarding programming and meeting students needs. Additionally, schools may choose to seek feedback more frequently.

Communication specific to gifted education includes, but is not limited to: 1) D49.org>Gifted Education webpage 2) Email blasts offering specific information on gifted opportunities 3) Advanced Learning Plan Nights 4) Project Presentations 5) Supporting the Emotional Needs of the Gifted (SENG) parent groups 6) brochures specific to gifted education (i.e. Early Access, Military and Moving, Talent Identification in Pikes Peak Region - TIPP) 7) postal and telephone follow up on testing results, identification and next steps in the process and 8) targeted communication for specific gifted students is done by school gifted education facilitators.

Target(s) - 1) Increase remote learning opportunities for parent/guardians. 2) Offer training specific to communicating with parent/guardians of the gifted. 3) Increase visibility of gifted education in community events for increased communication with community stakeholders.

Personnel

The district level Coordinator of Gifted Education manages districtwide programming. The Coordinator has a minimum endorsement in gifted education, minimum of 5 years experience in gifted education and a minimum of 3 years administrative experience

Coordinator is responsible for:

- program plan, data reporting, collaboration on UIP
 - provide professional development on various aspects of gifted education including, but not limited to - recognition of giftedness, identification, ALP development, implementation of ALPs, social emotional needs of gifted students/families, differentiation, and other topics upon request of school and/or zone
 - support development of qualified personnel in earning minimum endorsement in gifted education
 - actively recruit qualified personnel with minimum endorsement in gifted education
- Every school must have a minimum of one assigned person managing school level gifted education following lead of district level Gifted Education Department. These individuals are referenced as Gifted Education Facilitators with the below qualifications:
- be highly qualified
 - receive or have received training in gifted education
 - have understanding of various aspects of gifted education including, but not limited to - identification, ALP development and implementations, standards based goals, SMART goals, social emotional needs of gifted student/families
 - willing to share knowledge of gifted education with others
 - willing to support all aspects of gifted education



-willing to collaborate with others to better gifted education at school, zone and district levels
Paraprofessionals do not work with students unless it is a support role monitored by a teacher.
D49 has principals, threat assessment specialists, school psychologists and social workers specially trained in meeting the unique social emotional needs of the gifted.
Professional development funds support teachers working towards a minimum of an endorsement in gifted education and participated in the development of a co-hort of regional teachers seeking advanced degree classes in gifted education through University of Northern Colorado. Also, professional development includes general supports of gifted students (i.e. CAGT Conference, NAGC Conference, ALP Training, Threat Assessment Training, etc.
Target(s)- 1) having a minimum of one full time facilitator in each school 2) retain 90% of gifted education facilitators each year.

Budget

D49 Gifted Education Department:

-submits an annual budget plan reflecting state funds, district contributing funds and funds from other grants (i.e. Universal Screener & Qualified Personnel Grant)
-state funds support salary/benefits for endorsed coordinator, professional development for gifted education, programming options, supplies supporting gifted programming, supplies supporting parent involvement activities, and technology requiring less than 20% of annual budget
Target(s)- Continuing to spend 100% of funds in compliance with all rules and regulations of funding sources.

Reports

The D49 Education Department led by endorsed coordinator collaborates with the assessment division of learning services department to develop the UIP Gifted Addendum on file with the Colorado Department of Education. Based on requirements of accreditation, the Gifted Education Department using data confirmed by assessment division to be in compliance. This data also indicates growth, disparities, achievement, demographics, numbers of identified and all is reported in the Data Management System

The budget is developed using surveys, student data and district goals. It was presented to D49 CEO for approval through signature and submitted to CDE.

Target(s) - implementing program plan with 100% fidelity.

Record Keeping

D49 maintains accurate financial records in accordance with governmental account. Financial records specific to gifted education were formally housed in the Alio system and are currently housed in the BusinessPlus system managed by the D49 Finance Department with the grant coordinator as manager.

Inventory, if purchased, will be "bar coded" with inventory list being housed with Gifted Education Department, Individualized Education Department and Technology Department.

ALPs are housed in Alpine System. Additionally, a copy is stored in the student cum file (digitally or hard copy) located in school and the district level Gifted and Talented Department. All ALPs and other supporting identification data are stored using FERPA laws as the guide.



Financial readers are housed in the alio system managed by the D49 Finance Department with the grant coordinator as manager. The Gifted Education Coordinator and D49 Pathways Specialist are responsible for spending in accordance with guidelines set forth by state guidelines in accordance with approved Gifted Education budget.

Financial transparency is available on the D49 website.

Target(s) - Stay in compliance with record keeping in program plan with 100% fidelity.

Procedures for Disagreements

If there is a disagreement with a decision regarding gifted identification/programming, the following procedure should be taken.:

Step 1: Communicate with the school's Gifted Education Facilitator. You may request a building administrator be part of the communication process. A review of district identification and specific student data will occur at this time. Determine a future plan of action.

If no resolution can be made, a formal appeal may be initiated in writing by parent/guardian addressing the specific reasons for the appeal. This appeal will be emailed (or hand delivered) to the D49 Gifted Education Coordinator, Pattie Vail, pvail@d49.org or Creekside Success Center, 3850 Pony Tracks Drive, Colorado Springs, CO 80922

Step 2: The appellant will meet with D49 Gifted Education Coordinator, Pattie Vail within ten school days of receiving written appeal. Existing data/information may be reviewed and new information, clarify inaccuracies, etc. may be discussed. Determine a future plan of action.

If no resolution can be made, the appellant may meet with the D49 Executive Director of Individualized Education, Dr. Nancy Lemmond.

Step 3: The appellant will meet with D49 Executive Director of Individualized Education, Dr. Nancy Lemmond within ten school days of receiving request for meeting. Ms. Vail, D49 Gifted Education Coordinator may be present at the meeting, but only for the purpose of answering questions if applicable. Data/information may be reviewed, previous decisions made, etc. and new information, clarify inaccuracies, etc.

The appellant will be notified in writing of the administrative decision.

Monitoring

D49 complies with all state and federal rules, regulations and laws regarding gifted education. This includes, but not limited to, identification, program planning, programming, monitoring, reporting, fiscal responsibility. D49 with the support of school, zone and district committees and personnel monitor gifted student enrollment, identification performance, growth and affective needs. This is reflective in UIP and Comprehensive Program Plan which is reviewed and updated annually.

D49 continues to work on correcting areas of noncompliance and areas of growth as indicated in the spring, 2015 CGER. It is aware of areas of growth and has plan to improve

Target(s) - goal of 100% compliance based on self assessment at end of each school year.

