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Click here to insert your school name.

Gifted Education Program Plan

2016-2020

Click here to enter the date created/revised.

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# Instructions:

Please complete this document using the prompts and specific questions provided. This document will then serve as your Gifted Education Program Plan for the administration of your school’s gifted education program. This document is designed to be an internal reference guide and an onboarding and training tool for your staff as well as a point of reference for CSI. This document can be modified as your gifted programming changes and adapts to your school and students but all changes must still meet state, federal and local rules and requirements and any change must be communicated to the CSI gifted education coordinator. The document will need to be updated annually however most changes will be minor unless there is a significant modification to the school’s gifted programming.

This document is designed as a resource for schools and school staff but it is not designed to be a comprehensive guide for the provision of services. Schools and school staff may still be required to provide additional services or other services not identified in this program plan. While many rules and statues are identified in this program plan, schools are still required to ensure that they are meeting the minimum requirements identified by state, federal and local rule and law.

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# Resources:

There are several helpful documents and resources that you can utilize during the development and implementation of this program plan.

 New School Application

The new school application submitted to CSI is the best place to start when completing this program plan as applicants are asked to describe their plan to serve exceptional students (including gifted and talented students).

[CDE Gifted Education Identification Guidelines](https://www.cde.state.co.us/gt/giftedidentification)

The CDE Gifted Education Identification Guidelines provide guidance on issues ranging from student assessment and referral to the gifted identification process to multiple pathways for identification and universal screening.

[Matrix of Commonly Used Measures](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/Matrix%20of%20Commonly%20Used%20Measures%20%28CDE%29.pdf)

There are numerous assessments and measures that can be used as a part of the gifted identification process. This document lists a variety of measures that can be used as a part of the portfolio or to help build up a body of evidence for the performance and readiness criteria.

[CSI Gifted Education Website](http://www.csi.state.co.us/school_resources/exceptional_students/gifted_and_talented/)

The CSI website has additional information on identification, Early Access, and twice exceptional students as well as other information that could support the development of your program plan and gifted program.

[Colorado Rules for the Exceptional Children's Educational Act (ECEA)](http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6251&fileName=1%20CCR%20301-8)

The Colorado State Board of Education promulgates the rules for the implementation of statutes and they recently approved updates to the rules for the administration of the Exceptional Children’s Educational Act (June, 2015). The rules provide the administrative framework for schools and districts for the provision of services to gifted students. Each section of the program plan lists the relevant statute/rule at the end of each section within this document as a reference. Rules regarding Gifted Education begin on page 98.

# Communication:

Specify how stakeholder groups will be informed and involved in determining programming options (identification, planning and programming for gifted students).

The communication narrative includes, but is not limited to:

* Methods by which the school communicates to school staff about available gifted programming options within the school and how those options will be accessed. (e.g., annual administrator and teacher information, handbooks, induction programs, Web page)
* Methods by which the school communicates to parents about available gifted programming options within the school and how those options will be accessed. (e.g., Web page, translated information, school brochure or handbook)
* Future steps to develop or improve this programming element

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Please type your school communication narrative here.

12.02 (1) (a) *The program plan shall describe how the administrative unit(school) will communicate to parents and educators about available gifted programming options within the administrative unit and how those options may be accessed.*

# Definition:

CSI utilizes the definition specified in section 12.01(9) of the rules for the administration of the Exceptional Children’s Educational Act (1 CCR 301-8) as stated below.

## School Definition of Gifted Children

Gifted Children means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted 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 socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

|  |  |  |
| --- | --- | --- |
| Area of Giftedness | Definition | Criteria |
| General or Specific Intellectual Ability | Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.). | Intellectual ability is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized cognitive tests. |
| Specific Academic Aptitude | Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, etc.). | Specific academic aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests. |
| Creative or Productive Thinking | Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.). | Creative or productive thinking is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking. |
| Leadership Abilities | Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.). | Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests. |
| Visual Arts, Performing Arts, Musical, Dance, or Psychomotor Abilities | Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination and physical skills, etc.). | Visual arts, performing arts, musical, dance or psychomotor abilities are demonstrated by advanced level on performance talent-assessments or ninety-fifth percentile and above on standardized talent-tests. |

*12.02 (1) (b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted and talented student” specified in section 12.01(9) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described.*

# Identification:

Specify the formal identification process used in the school that aligns with CDE Identification Guidelines.

The identification narrative should include, but need not be limited to:

* Demographics of the (current/proposed) gifted population compared to the total student enrollment
* School identification procedures including: procedures to ensure portability, referral procedures and sources of referrals, screening procedures and tool/s used for grade level screening, primary tools for identification
* Description of the required body of evidence – multiple sources of data and the criteria that meets exceptional performance, achievement or potential indicators
* Review team procedures for reviewing the body of evidence and making determinations
* A communication procedure for parental engagement in the identification process, notification of determination, and development and review of the student’s ALP, advanced learning plan
* Future steps to develop or improve identification assessment, procedures or communication
* Statement about how the identification process allows for a variety of strengths and interests to be recognized and used to guide individual programming
* Statement about how the school will ensure equal and equitable access to identification for all students (e.g., minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities) through the use of assessment tools that are unbiased toward the group completing the assessments

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*12.02 (1) (c) Identification procedure. The program plan shall describe the assessment process used by the administrative unit for identifying students who meet the definition specified in section 12.01(9) 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 programming. The assessment process shall include, but need not be limited to: A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts the administrative unit 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; Referral and screening procedures; Multiple sources of data in a body of evidence (i.e. qualitative and quantitative); Criteria for determining exceptional ability or potential; A review team procedure; and A communication procedure by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the student’s ALP.*

# Programming:

Describe gifted student programming strategies and academic/talent options or services that will meet the needs matched to identified strengths in the areas of exceptionality.

The programming narrative should include, but need not be limited to:

* School’s approach to implementing programming components: 1) delivery of services; 2) options for curriculum and instruction; 3) social-emotional guidance and post-secondary and workforce readiness planning; and 4) differentiated instruction which includes acceleration and key instructional strategies from CDE guidelines
* Description of options available in the school that serve an identified area of exceptionality; options for advanced placement, concurrent enrollment, or referrals for community support systems
* Advanced learning plan development specifying procedures, parental and student engagement and method for annual review and adjustments to the ALP
* Decision to merge the ALP with the I-CAP at the secondary level or to retain ALP as a separate document. If the ALP is merged with the I-CAP provide assurance that personnel facilitating the ALP/I-CAP are knowledgeable about elements of the ALP and needs/programming for gifted students
* The transition (articulation) procedures for gifted students grade-to-grade or between school levels
* Future steps to develop or improve programming

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*12.02 (1) (d) Programming. The program plan shall describe the programming components, options, and strategies that will be implemented by the administrative unit and schools to appropriately address the educational needs of gifted students. Programming shall match the strengths and interests of the gifted student. Other educational needs shall be addressed according to the individual student’s profile. The program plan components, options, and strategies shall include, but need not be limited to: Alignment of assessment data to programming options in the areas of giftedness; Structures by which gifted students are served at the different school levels (e.g., the general classroom, resource, and/or pullout); Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills); Affective and guidance support systems (e.g., social skills training, early college and career planning); Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses); The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented; Pre-collegiate and/or pre-advanced placement support; ALP development and annual review conducted through the collaborative efforts of teacher(s), other school personnel (as needed), parents and the student (as appropriate); and Post secondary options available to gifted students.*

# Evaluation and Accountability:

Describe methods and tools used for assessment and evaluation of gifted students’ academic performance and growth and affective growth as a result of programming.

The evaluation and accountability narrative should include, but need not be limited to:

* Descriptions of how the school monitors gifted student achievement, and affective or talent goals (individual students and school trends)
* Assurance that gifted student performance and growth indicators are disaggregated to inform instruction and programming according to accountability/accreditation requirements for all student groups
* Identification of priority goals or targets for improving gifted student achievement based on disparities found in data.
* Description of how the school will evaluate the gifted program
* Explain how parents, educators and other stakeholders are informed about evaluation and accountability
* Future steps to develop or improve evaluation and accountability

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Please type your school evaluation and accountability narrative here.

*12.02 (1) (e) The administrative unit program plan shall describe: Methods by which student achievement is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., intervention progress monitoring data sources, advanced learning plan goals, and performance, district, and state assessment data); 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); Methods for ensuring that gifted student achievement and reporting are consistent with accreditation requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of growth); 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); Methods by which parents, educators, and other required persons are informed about the above method.*

# Personnel:

Describe certified and qualified personnel who will be involved in the indirect and direct delivery of services and the development of school staff in the area of gifted education.

The personnel narrative includes, but need not be limited to:

* Description of who serves the gifted students for instruction, counseling and college planning, educator effectiveness/education, and administration of the program plan
* Identify the position responsible for management of the program plan and professional development activities
* How the school addresses teacher effectiveness (teachers of gifted students will be knowledgeable about gifted students and programming, differentiated instructional methods and competencies in gifted education)
* Assurance that paraprofessionals serve in supportive roles, not as primary instructional facilitators
* Describe professional development topics that are on-going and targeted for future professional development
* Future steps to develop or improve personnel and professional development

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*12.02 (1) (f) Personnel. 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 administrative unit shall employ or contract with a person who is responsible for: (A) Management of the program plan; and (B) Professional development activities, the purposes of which are: 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 To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students. Administrative units are highly encouraged to collaborate with universities and colleges for the development of qualified personnel. 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. 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.*

*The program plan shall also indicate the content of and means by which the administrative unit 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 inservice 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).*

# Budget:

Provide a brief narrative about how state funds and contributing funds from the administrative unit will be used to support the program plan. State funds are not expected to fully fund the program plan.

Note: At the end of the year, schools are required to report all expenditures from general and grant funds for programs supplemented by state categorical funds. This is a state financial reporting requirement. The program code for gifted education expenditures is: 3150. It is advised that the administrator of gifted programming in the school use the program code, 3150, when accounting for state and local funds for gifted programming costs. This will provide a more accurate description of funds used to support the gifted program.

The budget narrative should include, but need not be limited to:

* Primary use of state funds in terms of: personnel, student instructional materials, activities related to gifted instruction, professional development and/or equipment. Budget should be linked to the identification and programming needs of the school’s students and advanced learning plans. Primary use of contributing fund from the school to support the Program Plan (e.g., administration, personnel, instruction, and/or professional development)
* Future steps to develop or improve alignment of budget to GT Program needs.

Note: Ineligible State expenses include paraprofessional salary, supplies other than for gifted education needs, food for meetings, and school-wide needs like public announcement systems or computers, gym equipment, furniture, library media supplements, and expenses largely related to non-identified students.

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Please type your school budget narrative here.

*12.02 (1) (g) Budget****.*** *The program plan shall propose a budget for gifted education which reflects collaborative efforts within the administrative unit and the cost of implementing the programming components and goals stated in the program plan. The budget shall detail the funding committed by the administrative unit and funding requested from the Department. Funds requested from the Department may be used for: salaries for appropriately certified, endorsed, or licensed personnel serving primarily gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms); professional development and training relating to gifted education; gifted programming options specific to gifted students and their advanced learning plans; supplies and materials used in instructional programming for gifted education; and technology/equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount requested from the Department.*

# Record Keeping:

Describe the means by which the school records and sustains the advanced learning plan process as a part of the student record keeping system.

The student education records narrative should include, but need not be limited to:

* ALP management system and tool or method for management
* Process for ensuring that the number of ALPs matches the number of students identified as gifted in the SIS.
* Components of the ALP for the student record
* General steps to manage the ALP when merged with the I-CAP
* Future steps to develop or improve student education records

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*12.05 (3) Student Education Records The ALP shall record programming options, and strategies utilized with individual students and shall be part of the student’s record. The ALP shall be considered in educational planning and decision-making concerning subsequent programming for that student and be used in the articulation process, preschool (if applicable) through grade 12. Gifted student records shall describe the body of evidence that identifies strengths, interests and needs, and the ongoing programming options and student achievement results.*

**Gifted Education Program Plan**

**Assurances and School Leader Signature**

**I,**  *(Name of School Leader)*  **, hereby certify compliance with the laws and the program plan set forth above.**

 *School Leader Signature Date*

*List any participants who assisted in developing or reviewing the plan (gifted education coordinator, administrators, special education staff, etc.)*

 *Name of participant Title*

 *Name of participant Title*

 *Name of participant Title*

 *Name of participant Title*

 *Name of participant Title*