# Gifted Education Program Plan

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| School Name Click here to enter text. | Date of Click here to enter text.Plan Development  |
| School Address Click here to enter text. |
| City Click or tap here to enter text.  | State Click here to enter text.  | Zip Code Click here to enter text. |
| School Leader Name Click here to enter text. | Phone Click here to enter text. | Email Address Click here to enter text. |

*Assurances and School Leader Signature:*

ThisGifted Education Program Plan is a written description of the policies and procedures by which School Name identifies students in need of gifted education services and provides appropriate instructional and support programs for their education.  I, School Leader Name. attest that the Plan described below complies with the gifted education provisions of the Colorado Exceptional Children’s Educational Act.

School Leader Signature Date

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| Exceptional Children’s Education Act Program Element | Please respond to each of the bulleted questions from the left column. |
| **Definition of “Gifted Student”** *12.02(2)(b)*CSI schools utilize the definition specified in section 12.01(9) of the rules for administration of the Exceptional Children’s Educational Act (1 CCR 301-8) as stated in the next column. | Gifted children are defined as 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:* General or specific intellectual ability
* Specific academic aptitude
* Creative or productive thinking
* Leadership abilities
* Visual arts, performing arts, musical or psychomotor abilities 12.01(16)
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| **Communication** *12.02(2)(a)** How and when does the school ensure that school staff, including administrators, front office staff and general education teachers understand the traits of gifted students, referral for identification procedures, and instructional strategies to support gifted students?
* How and when does the school inform parents of gifted education services available at the school and the method for requesting an evaluation for gifted education services? Please provide any website links.
* How and when does the school share information about the gifted education program with the School Board and School Accountability/Advisory Committee?
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| **Personnel** 12.02(2)(j)* Who serves gifted students for instruction? Counseling? Postsecondary planning?
* Do instructors of gifted students meet in-field criteria for the grade level/subjects they teach?
* If paraprofessionals will support gifted students, explicitly state that they will not be the primary instructional facilitator and describe who is responsible for their oversight (ECEA 3150 funds may not be used for paraprofessional salaries).
* Who is responsible for oversight of this program plan?
* Who is responsible for professional development related to gifted education?

How does the school address teacher effectiveness (teachers of gifted students will be knowledgeable about gifted students and programming, differentiated instructional methods and competencies in gifted education)? |  |
| **Budget** 12.02(2)(k)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 gifted funds (ECEA 3150) in terms of: personnel, student instructional materials, activities related to gifted instruction, professional development and/or equipment.

Primary use of contributing funds from the school to support the gifted education program. |  |
| **Identification Procedures** *12.02(2)(c)** Who can refer a student for evaluation for gifted services?
* What steps do individuals take to make a referral?
* How long is the timeline from receipt of a referral to a determination by the Gifted Education Review Team?
* Who are the members of the Gifted Education Review Team?
* What sources of data (both qualitative and quantitative) are collected to comprise a robust body of evidence for review against statewide criteria for gifted identification? Identify at least one data source for the following categories: cognitive ability, achievement, behavioral traits of gifted students, performance, parent and teacher input.
* What criteria does the Gifted Education Review Team use for qualification? Does your school utilize a talent pool or watch list designation for students who do not meet criteria?
* Will your school participate in Universal Screening? At which grade levels? What assessment will be used?
* How does the Gifted Education Review Team communicate determination results and ensure that families understand the outcome of the evaluation? Please attach sample communication.
* If a student qualifies for gifted education services, what is the timeline for beginning ALP development?
* How does the school ensure equal and equitable access for all students? What efforts will the school 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?
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| **Identification Portability** *12.02(2)(e)** Who is responsible for recognizing that an enrolling student was identified for gifted education at a former school?
* What procedures are in place to ensure that the enrolling student’s body of evidence and ALP are reviewed by the Gifted Lead withing 45 school days of the student’s start date?
* When and how will the family be informed of the results of the review and next steps for new ALP development?
* When a gifted student transfers from your school, what procedures are in place to ensure that the receiving school is provided the complete qualifying body of evidence and the most recent ALP? Who is responsible for ensuring that records are sent?
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| **ALP Procedures and Responsibilities** 12.02(2)(g)* When does ALP development occur?
* Who are the members of the ALP development team?
* How are families/parents and students made aware of annual ALP development and how do they provide input into the ALP?
* How do general education teachers provide input into the ALP?
* Who is responsible for monitoring student progress toward ALP goals?
* How do families receive updates on goal progress and end of year goal attainment?
* How are ALPs transferred between grade levels?
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| **Programming** *12.02(2)(h)** Describe the 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.
* How frequently are gifted education services provided? (Please be specific as possible, such as minutes per day/ frequency per week.)
* How are services provided? i.e. pull-out, push-in, honors, AP, concurrent enrollment.
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| **Evaluation and Accountability Procedures** *12.02(2)(i)** How does the school evaluate gifted student achievement, growth, and affective development for individual students and to identify school trends?
* How does the school self-evaluate the quality of the gifted education program?
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| **Record Keeping** *12.05(1)** What system will be used for writing and maintaining ALP records?
* How will the school ensure that students identified as gifted will be reported in October Count and End of Year Student Count? What system of communication connects the Gifted Education Lead to the Data Submissions Coordinator?
* How will the school ensure confidentiality of gifted education records?
* What is the schedule for maintenance and destruction of ALP records?
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**Resources:**

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

[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) Gifted Education begins on page 98

[CDE Identification Resources](https://www.cde.state.co.us/gt/identification)

[Matrix of Commonly Used Assessment Tools](https://www.cde.state.co.us/gt/gt_matrixcommonmeasures)

[CDE ALP Resources](https://www.cde.state.co.us/gt/alp-0)

[ECEA 3150 Allowable Uses](https://www.cde.state.co.us/gt/budgetguidance) Appendix B

[CSI Gifted Education Resource Website](https://resources.csi.state.co.us/gifted-education/)