



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Cañon City Schools RE-1		Fiscal Year: FY 2020-2021
AU Address 101 North 14 th Street		
City Cañon City	State Colorado	Zip Code 81212
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Superintendent Signature		

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.

Exceptional Children's Education Act Program Element	Please describe how the element is currently implemented in the AU. Address every article of law in each element.	If the AU plans to shift practices over the next five years, use the following to explain: <ul style="list-style-type: none"> Describe the specific action steps (activities, strategies) the AU will take Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</p> <p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Family partnership and effective communication are a priority for Cañon City School District and the Gifted and Talented Education Program. We distribute information to students, parents, educators, community members, and the school board via non-print, print, and electronic means of communication. Our GATE (Gifted and Talented Education) website, handbook, Facebook page, family brochures, and GATE Fast Facts are distributed at conferences, meetings, and workshops. The mission statement speaks to the heart of the program: "Identify and nurture the development of exceptional academic and specific talent abilities so that all gifted students demonstrate growth in social-emotional awareness, critical thinking, creativity, communication, and leaders on Cañon City School District's first core belief to place Maslow over Bloom's.</p> <p>Each fall, parents receive a "welcome" letter from the GATE Coordinator and Specialists directing them to access the GATE website to locate information about identification, resources, handbooks, websites, programming, and much more. The website and the handbook include a clear definition of the mission, processes, and contact information to ensure that families have the information necessary to be informed. The identification process (which includes information on the open testing windows) is clearly described and easily located on the website and gifted and talented handbook (downloadable from the website). The website also includes information on gifted programming options available at each level in the school district. The "Calendar of GATE Events" link is updated monthly to ensure timely information is provided for families. Important dates are also included on each individual school calendar. The "Universal Screening" link provides information on the annual second-grade testing that occurs each spring. There is a link for "Specific Academic Aptitudes" and one for "Specific Talent Aptitudes" providing information on the areas of identification recognized in the state and in the school district along with a description of the pathways for identification. Also included is a link for "Social-Emotional-Affective" needs of the gifted. Strategies and common issues that high ability students face are described and additional informational links are provided. The "Early Access" link provides key information on the identification of advanced children under the age of six. Each winter all local public and private preschool providers are invited to attend a workshop to learn more about the early access process and look-fors in students. Parents are notified of the process and deadlines via individual preschool providers, local elementary schools, website, and local newspaper. "The High School Family Guide" can also be accessed on the website. The link provides information on concurrent enrollment, college and career planning, tips for college preparation, the "6-year process", what colleges look for in candidates, the role of the gt specialist at the high school, and much more. The gifted specialist at the high school communicates regularly (via email and face-to-face) with families about career and college planning. Also included on the GATE website is a link to "Parent Advisory for Gifted Education (PAGE)". The link includes meeting dates, how to become an actively involved parent, and how to advocate for the needs of gifted children. The website also includes information on transition, portability, support groups, resources available,</p>	

MTSS, contests and competitions, summer enrichment activities, twice-exceptional students, and other pertinent gifted information and links. The website is accessible for all parents, students, educators, and community members and can be downloaded into most languages. It should be noted that the primary language of the school district is English. The GATE program also has a link on each school's page that takes users directly to the district Gifted and Talented Program website.

Each fall, the gifted and talented team presents information on identification and programming for gifted students (GATE handbooks are distributed) to all new teachers to the school district at orientation. Classroom teachers are given a list of gifted and talented students in their classes along with the previous Standard-aligned Advanced Learning Plan and area of identification. All teachers and administrators are given information on identification and open testing windows at the beginning of each school year. Each elementary school includes information in their monthly newsletter about gifted identification, programming, and/or helpful look-fors. At the high school level, an annual freshmen welcome and GATE orientation meeting is held. Additionally, GATE meetings are held for all grade levels at the beginning of the school year to disseminate information regarding concurrent enrollment, honors and AP courses, sophomore to senior program, and career planning through Pathways. Post-secondary readiness and college or career planning meetings and resources to include an arrangement of internships and/or assistance with college admissions and scholarship applications are available to students in a continuous format. The counseling department at the high school also communicates this information during the pre-enrollment process with students and parents.

Educators and parents are an intricate part of the Standard-aligned Advanced Learning Plan process. Gt specialists discuss with students at the beginning of the year the process for writing an ALP. The initial process is also communicated to classroom teachers (face to face) and parents (via email). Students then meet with their classroom teachers to write standards-aligned academic goals in their area of strength and/or interest. An ALP goal writing template and workshop are provided at the high school level to assist students and teachers in writing meaningful goals. Affective goals are typically written with gt specialists. Parents, classroom teachers, and students meet to compile and contribute input during the writing of a student's plan (documented in the Parent Involvement section of the ALP). Monthly meetings with elementary teachers and middle school teachers are held to review ALP goals and to progress monitor (at minimum). Students are required to self-monitor on progress and report on ALP goals that are placed inside the living document. Programming options to meet students' strengths and challenges are communicated to parents, teachers, and students via quarterly/trimester progress reports, Standards-aligned Advanced Learning Plans (conferences and progress monitoring), the GATE Quarterly (newsletter) and the GATE classroom itself. The GATE Quarterly (which is also emailed each quarter) includes events, important dates, programming, and helpful hints for students, parents, and educators. The GATE Quarterly is also posted to the department website. In regards to long-term academic planning and career/course guidance, annual ALP meetings (resulting in applicable strategies) are available to all GATE high school students.

The MTSS process, to include RtI is housed at each school. The resource contains gifted programming suggestions/strategies for gifted students in the RtI process including accommodations and explicit instruction charts from the CDE Twice-Exceptional Resource book as well as CDE programming triangles.

An “Educate GATE” parent meeting/celebration is held for all school levels (elementary, middle, high) at the beginning of each school year to inform parents, students, educators, administrators, school board members, and community members of our identification process and programming objectives and options for all levels. It is also a time when parents are educated on the needs of their gifted children. Most years a professional speaker is procured to present gifted related topics and strategies to GATE families. Additionally, “We Believe” posters and the GATE mission statement are posted in each GATE classroom that speaks to the heart of the program.

Additional communication opportunities provided include:

- SENG parent book study in the winter months focusing on the social and emotional needs of gifted students.
- An annual spring fundraiser is held, with the assistance of our Parent Advisory of Gifted Education Board, and includes the community, students, parents, and teachers to fund GATE activities and resources through the year.
- Every January and February, once a week current information is shared with families regarding parenting gifted children (G.E.T. Gifted Education Tuesdays) to help educate families about giftedness. These are designed in house to personalize communication and address specific needs.
- The GATE department proactively solicits a partnership with our local newspaper and local radio station, in an effort to communicate with the community at large regarding GATE programs, competitions, and activities.
- Yearly school reports are developed for principal/staff use in writing goals for the school improvement plan.
- GATE coordinator reports to the school board annually on identification, programming, and growth. “Fast Facts” are presented at the school board meeting and distributed to administrators, as well as posted on the GATE website.
- Student achievement, involvement, and programming is also reported to the Parent Advisory of Gifted Education Board (PAGE) four times a year.

The Gifted and Talented Education Department actively seeks parent feedback regarding the improvement of gifted programming. Every three years, a parent survey is conducted to identify strengths and areas of growth. The most recent survey that was completed in April 2019 identified that the majority of parents

	of gifted students at all levels felt informed and involved in their child's gifted programming.	
<p>Definition of “Gifted Student” 12.02(2)(b)</p> <p>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.</p>	<p>Cañon City Schools use the state definition for gifted students. "Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. *This definition serves as the basis for all other program plan elements. It informs the identification process and subsequent programming options and decisions for identified students.</p> <p>Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, 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 and/or Specific Academic Aptitude (reading, writing, math, social studies, science, world language) and Specific Talent Aptitude (visual arts, performing arts, music, dance, psychomotor, creativity, leadership). Cañon City School District does have an Early Access process firmly in place as well.</p>	
<p>Identification Procedures 12.02(2)(c)</p> <p>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:</p> <p>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;</p> <p>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;</p> <p>12.02(2)(c)(iii) A timeline 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;</p> <p>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</p>	<p>The Gifted and Talented Department in Cañon City ensures equal and equitable access for students of all populations. The district identification procedures follow the Colorado Department of Education (CDE) gifted identification process as outlined in the CED Gifted Education Guidelines. Rules to ensure the portability of identification status for students is applied in all areas of identification. The identification process is outlined in the Gifted and Talented Handbook for families and educators. Cañon City Schools have two testing windows each year, one in the fall and one in the spring. Universal screening is implemented at the second-grade level each year as well. The district has applied for and been awarded the Universal Screening and Highly Qualified Personnel Grant through CDE for the past 5 years. Funds from this grant help support screening efforts. The CogAT Form 7 is administered for second graders in April each year. The test format is paper-pencil. The test consists of a verbal, quantitative, and non-verbal battery. The combination of all three batteries allows for the exceptional potential to be revealed for all students, including English language learners and students who may have academic deficits or exceptionalities. This valid and reliable instrument helps empower equal and equitable access to identification for all students, including those from traditionally under-served populations. It should be noted, to assist all second-grade students and teachers, “practice activities” are provided by the GATE department through CogAT to help with understanding the testing process (transfer skills, non-verbal skills, etc.). This practice also allows exposure for underrepresented populations. All students are considered in the initial screening for gifted education services including but not limited to gender, ethnicity, ESL, and social-emotional levels; effort is made to seek referrals that lead to equitable representation in the gifted population when compared to district demographics. Students scoring at or above the 95th percentile on any battery of the assessment are referred for identification.</p> <p>During our open testing windows, educators and administrators are provided information on characteristics of gifted students to include twice-exceptional</p>	<ul style="list-style-type: none"> ● Expand tools and instruments used for identification as we expect these to update and change with time. ● Secure funding for Music Enrichment Classes after school. ● Provide ongoing professional development to district staff in the characteristics of gifted students, particularly those from underrepresented groups - students of poverty, English language learners, twice-exceptional students ● Increase identification of specific academic areas of social studies, science, and world language

<p>the Department's chart of common and varied assessment tools used in identification;</p> <p>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;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>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.</p> <p>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</p> <p>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.</p>	<p>students, students of poverty, and students with limited English vocabulary. Making recommendations for testing by parents, teachers, administrators, counselors, and students, or through the RtI process is highly encouraged in the school district. Referrals for GATE assessment begin at kindergarten and continue throughout the twelfth grade. Teachers are asked to review a child's body of evidence (BOE) for decision-making to include: STAR Reading and Math scores (consistently in 95th percentile), state assessments (exceeds), and sustained high grades on the end of unit assessments. Once an educator or parent gives a name to a GT specialist, a SIGS (Scale for Identifying Gifted Students) is given to parents and teachers to complete to evaluate the gifted behavior characteristics of the student. Permission for testing needs to be approved and signed by parents. All paperwork must be returned before the close of the testing window dates. Once the testing window closes, students are scheduled for testing within two weeks. Cognitive Abilities Test (CogAT) and Naglieri Nonverbal Assessment Test (NNAT) are the typical assessments used, but other assessments are available in the district as well.</p> <p>All scores are placed on a determination sheet and the determination team, composed of five gifted and talented trained and endorsed teachers, review qualitative and quantitative data from multiple sources (cognitive testing, criterion or norm-referenced achievement test, norm-referenced observation scale, and performance evaluation). Additional evidence for review is dependent upon the area of giftedness under consideration. The identification form clearly delineates qualifying data and indicates appropriate next steps for students. For each data component, performance at or above the 95th percentile and/or an EXCEEDS rating is a qualifying indicator. Cognitive test scores are a component of identification; however, if a student does not score at or above the 95th percentile, multiple data points over time indicating consistent advanced performance can be used for identification in specific academic aptitude (without cognition). The district identification process includes the category of general intellectual ability as well. It is important to note that not meeting the criteria on a single assessment does not prevent further consideration for identification. Students may be placed on a watch status until additional data can be gathered. To ensure students of underrepresented populations have an opportunity for gifted identification, a body of evidence with scores ranging from the 92nd to 94th percentile may require further data collection (KOI, nonverbal assessments, etc.). Students can be considered in the future for identification even if their initial BOE was not at the 95th percentile if recommended by a parent, teacher, administrator, peer, or self. It is a best practice rule of thumb to wait a year between cognitive testing in order not to have skewed results. Qualified personnel on the GT determination team reviews each student case by case. Formal identification is made within 30 days of formal referral and parents are notified by a determination letter. All cognitive ability scores are entered into Alpine Achievement (online database). Parents are notified via letter as to what determination was made by the GATE department. If a child is determined to be gifted, parents are notified as to the area of identification and the ALP process. A copy of the letter is added to each student's cumulative file and also given to the referring teacher. Parent permission for the provision of GATE services is given by signature. A GT specialist then begins working with the student, familiarizing themselves with the area of strength and interests. Once a relationship is established, a Standard-aligned Advanced Learning Plan is completed (in Alpine) alongside the student, classroom teacher, and parent. A</p>	
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copy is placed in the cumulative folder as well as sent home with the parent. (The Gifted and Talented Steps for Identification are posted on the website and in the handbook with outlined specific procedures for the identification process and assessment.)

District demographics reported on Cañon City Schools indicates a small percentage of underrepresented populations except FARM students. Our district embraces new constructs of giftedness that are multi-faceted, multicultural, and multi-dimensional. Our philosophy of giftedness is that it is inclusive rather than exclusive. We recognize that there are multiple ways in which the traits, behaviors, and aptitudes that define giftedness may be displayed or manifested. We have created strong links between the identification process and instruction. The purpose of identification is to locate students who can be provided with appropriate differentiated instructional opportunities. Workshops that address cultural differences, stereotypes, and prejudices are provided to all GT specialists (ongoing basis). Students from impoverished environments are often transient and more likely to be absent from school, and therefore, are monitored closely. Communication between the special services department (to include all SPED departments, EL, ECHO – PreSchool Programs, Choice Points Alternative School Program) is ongoing each year and the GATE department provides resources to assist with determination.

Specific Talent Aptitude

Cañon City Schools follow the Talent Identification process designed by the Pikes Peak Region. There are identification processes in place for students gifted in specific talent aptitudes: visual arts, performing arts, music, dance, psychomotor, creativity, and leadership. The general procedures follow the academic model. The “body of evidence” identification tools differ for each area and include a portfolio for performance pieces. Gifted Identification in the talent areas aligns with the Colorado statute and recognizes those students who demonstrated aptitude or competence in a talent area be recognized and cultivated in order to fully develop. A student may be identified in a talent area by demonstrating advanced or superior abilities on three or more pieces of qualifying evidence when compared to same-age peers. The Colorado Exceptional Children’s Educational Act (ECEA) Rules establish the qualifying criteria districts use to make a gifted identification ensuring portability. Identification in specific talent aptitudes requires the examination of a variety of instruments and the multiple pathways that lead to identification. It is important that educators understand the unique and varied characteristics a student may demonstrate in the talent domains. Within these areas, several years of talent development may be needed before formal gifted identification can be made. Students may be included in a talent pool to foster potential over time. The student may require further development to build a body of evidence that supports formal gifted identification.

To meet criteria for portability, a student’s body of evidence must contain three (3) qualifying data points for gifted identification in a talent domain. Often criterion- or norm-referenced assessments are not available in these areas; therefore, performance evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two (2) or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on an observation scale. In some cases, a norm-referenced scale may not provide an appropriate measure for certain talent domains. An observation scale that has

	<p>been developed through analysis and research of the discipline may be used to provide qualifying evidence for talent identification only. Observation scales and performance evaluation scales should contain content and construct validity.</p> <p>Teachers of the arts begin identifying students K-4th grade for a “talent pool” for potentially gifted art students (top 5% of students) and begin creating/collecting a body of evidence (multiple scores in the top 5%, art grades, products, awards, art show participant, etc.). Students and parents are informed and encouraged to select pieces for the portfolio. A talent pool list is submitted annually to the Gifted and Talented Education Department.</p> <p>Once a student reaches 5th grade, they are eligible to be brought to the Talent Identification of Pikes Peak (TIPP) region based on their body of evidence (BOE). Students are asked to have a prepared piece (portfolio, dance, resume, etc.), complete an improvisational task, and an interview. Currently, students in the areas of musical abilities and visual arts participate in in-house Live Jury Days for talent identification. The same criteria are used for assessment and body of evidence.</p> <p>As with academic formal identification, a formal determination is made, parents are notified via letter, and a Standard-aligned Advanced Learning Plan is written in a timely manner - within 30 days of being identified. Identification procedures are followed with fidelity.</p> <p>Early Access Canon City identifies younger students through Early Access. A complete outline of procedures is on file with CDE.</p> <p>Equitability Statement: Gifted students’ strengths and interests are identified through surveys and implemented through programming indicated in the student’s ALP. The AU currently uses NNAT as an assessment tool as well as accepts referrals from all stakeholders throughout the year and through a student’s k-12 educational career. We also have processes in place to identify students gifted in all other gifted domains.</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>As stated above, once a student is tested, all scores are placed on a determination sheet and the determination team reviews qualitative and quantitative data from multiple sources (cognitive testing, criterion or norm-referenced achievement test, norm-referenced observation scale, and performance evaluation). Additional evidence for review is dependent upon the area of giftedness under consideration. The identification form clearly delineates qualifying data and indicates appropriate next steps for students. For each data component, performance at or above the 95th percentile and/or an EXCEEDS rating is a qualifying indicator. Cognitive test scores are a component of identification; however, if a student does not score at or above the 95th percentile, multiple data points over time indicating consistent advanced performance can be used for identification in specific academic aptitude (without cognition). The district identification process includes the category of general intellectual ability as well. It is important to note that not meeting the criteria on a single assessment does not prevent further consideration for identification. Students may be placed on a watch status until additional data can be gathered. To ensure students of underrepresented populations have an opportunity for gifted identification, a body of evidence</p>	

	<p>with scores ranging from the 92nd to 94th percentile may require further data collection (KOI, nonverbal assessments, etc.). Students can be considered in the future for identification even if their initial BOE was not at the 95th percentile if recommended by a parent, teacher, administrator, peer, or self. It is a best practice rule of thumb to wait a year between cognitive testing in order not to have skewed results.</p> <p>*Please see above for information on Specific Talent Aptitude “talent pool”.</p>	
<p>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:</p> <p>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;</p> <p>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;</p> <p>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.</p> <p>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</p>	<p>Cañon City Schools respond appropriately to ensure portability requirements. Implementation of statewide identification procedures is used to ensure portability for our students. When a student transfers to a new district, the records are sent to the receiving district upon receipt of a signed request form. The student’s cumulative folder that resides at a student’s home school is clearly flagged with the notification that the GATE department has records (BOE for identification, initial parent letter, testing information, ALP, etc.) that also need to accompany the student to the new district to ensure portability.</p> <p>When a new student with an ALP enrolls in Cañon City Schools, the ALP is reviewed within 45 days of enrollment to determine if it meets the portability requirements of Colorado. If it does, our district accepts the ALP; if it does not, the student is referred for review by the identification team to determine what assessments may need to be completed. If the body of evidence appears to be incomplete, the gt coordinator contacts the sending district as well as the student’s parents to request additional information. A determination is made within 60 days of enrollment, parents are notified by letter, and a Standard-aligned Advanced Learning Plan is written alongside the student, teacher, and parent.</p>	
<p>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:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented</p>	<p>A Standard-aligned Advanced Learning Plan is developed for every tier III gifted student in Cañon City School District. Each plan is individualized and written in the student’s identified strength area(s), area of interest, and affective needs. The district has invested in the Alpine Achievement Assessment system which provides the capability for electronic ALPs. Our electronic ALP has the following components:</p> <ul style="list-style-type: none"> ● Student, school, and district information ● Date of plan and Plan Status (current school year, plan contact person) ● Background Information (student interests/goals (profile), assessment scores, other plan information, extracurricular activities, synthesis of Body of Evidence information, accommodations) ● Gifted Identification and Classification (initial identification date, state classification) ● Programming and Goals in Strength Area(s) ● Guidance, Counseling, Career Planning (social/emotional goals) ● Overall Summary of Recommendations ● Progress Monitoring Notes 	

<p>achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<ul style="list-style-type: none"> ● Documentation of meeting dates, attendees, and signatures <p>The ALP is initially developed upon the identification of giftedness. Notification to participate in ALP development is sent to teachers and parents through a variety of methods: emails, letters, phone calls, Educate GATE night, etc. Teachers are notified when an ALP is being developed and are asked to contribute to the plan and work one-on-one with students to develop an academic and affective goal. All parties (teachers, parents, students) work collaboratively and agree that the ALP is a living document and can be edited throughout the school year. New goals are written on an annual basis at a minimum. ALPs are updated every fall to reflect the current needs of a student to ensure that goals evolve to appropriately address strengths, needs, and interests. Students, parents, and teachers (to include content/classroom teachers, gifted specialists are all invited to have input and involvement in the development of the goals written. Students are given an ALP information interview and asked to address the following areas:</p> <ul style="list-style-type: none"> ● Areas of interest inside and outside of school (how they prefer to spend their time) ● Goals: personal (read more novels, spend time with family, etc.), Academic (maintain grades, improve time management, etc.) and Enrichment (service projects, contest, etc.) ● After-school/in-school extracurricular activities (instrument, lessons, clubs, sports) and achievements ● Community Service/Volunteer Work ● Socially/Emotionally (describe unique personality, character traits, aspects that support or distract from success) <p>Parents are asked to attend the ALP conference and share how they are going to contribute to the goals the student has written. This information is documented in the Parent Involvement section on the ALP. Gifted specialists assist with the writing of SMART goals, but are not the sole custodian of the ALP. All parties sign the document and are given a copy of the records. One copy is placed in the student's cumulative GATE folder. All goals in the ALP are written and aligned with the standards and tiered classroom instruction/programming and reflect student interests, needs, and areas of strength. Strategies/extensions directly support goals (approach problems through inquire, exploration, differentiation, a variety of perspectives, etc.). Also, a variety of content options (honors programs, compacted curriculum mentorship, grade acceleration, tiered lessons, etc.) are utilized. At the high school level, ALPs are beginning to blend with the student's individualized career and academic plan (ICAP). Also, at this level, the school's internship program (PACE) is being utilized for career interest.</p> <p>Affective goals reflect the development of personal, social, communication, leadership, and/or cultural competency. The district has provided training for all teachers on ALP academic and affective goal writing. Our entire gifted and talented team has attended numerous trainings on writing Standard-aligned Advanced Learning Plan goals and created resource documents and support to guide teachers in the process. This has resulted in meaningful Standard-aligned ALP goals over the last two years. This has also empowered students to take an active role in their learning and teachers to take an active role in differentiated</p>	
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	<p>instruction. State and district data provide information to write meaningful student goals.</p> <p>Affective guidance in the form of addressing social and emotional skills is integrated into the regular education classroom program. Students needing individual affective assistance may receive services from their respective school counselor and/or gt specialists and/or referred to a mental health professional. Early college and career planning discussions begin in the elementary school years and are informal at the elementary school level. Formal discussions in these areas begin at the middle school and continue through a student's high school career. Information from these discussions concerning a student's career and academic plans are kept electronically in the student's ALP beginning in sixth grade.</p> <p>Progress monitoring occurs throughout a school year. Typically, every other month a gt specialist will ask the classroom teachers and students for an update on the progress being made. The gt specialist supports the process and provides guidance and assistance where it is needed. Quarter/Trimester progress reports are sent home and are aligned with the Colorado Gifted Programming Standards while also reflecting upon individual student goals. This will ensure that interventions appropriately address students' needs and support growth. At the end of the school year, goals are measured and progress is shared with families as well.</p> <p>The ALPs are managed within the school cumulative record system (Alpine and GATE folder) and are transferred between grades and school levels each year. If a student moves outside of the district, a copy of their ALP and other pertinent information is forwarded to the new school. Each identified Tier III student has a flag at the top of their record in the district management system (Infinite Campus) that identifies them as a GATE student. When the cursor hovers over the GT flag, it shows the area of gifted identification for the student. Knowing that a student is identified as gt because of the flag alert, any teacher, counselor, or administrator in the school can then pull up the student's electronic ALP to view the student's information and goals.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's</p>	<p>As previously stated, the ALPs are developed for identified students each fall. They are collaboratively created and participants in the plan development include classroom/contest area teachers, related arts teachers, gifted education teachers, students, and parents. (Depending on need counselors, school psychologists, and administrators may also be involved with the development.) Each fall, the gifted specialist will begin the ALP writing process by notifying all parties about the ALP development and encouraging contribution. Notification is sent through a variety of methods: emails, letters, phone calls, parent night flyers, etc. The teachers are notified when a student has been referred for identification and when an ALP is being developed so that they can contribute to the plan development. At the high school level, each grade level (9-12) will be pulled for an assembly to introduce gifted characteristics, expectations, and explanations of the ALP process the first few weeks of a new school year. These students are then given additional time to create their ALP in a goal writing workshop a few weeks after conversations with classroom teachers around goals have taken place. Gifted education specialists, who have received comprehensive training in the plan</p>	

<p>area of strength. ALP goals should be written or reviewed for current relevance to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>development, provide support to teachers as they complete the ALP. The gifted specialists are not, however, the "sole custodian" of the ALP. Classroom teachers write the ALP goal(s), provide the specific instruction, and monitor progress towards goal attainment. The gifted education specialist is simply there to support this process. At the elementary level, a great deal of support is provided to both teachers and students to write successful learning outcomes. Students also help develop their ALP; they contribute information about interests and goals that are included in all ALPs. In many schools, this involvement includes students selecting the goal(s) that they will be working towards through the year. The gifted department seeks to consistently increase student involvement in ALP development and process.</p> <p>Affective goals are written directly with the gifted education specialist and student (parent as appropriate). These goals are monitored by the specialist and child and progress monitored accordingly.</p> <p>Families receive quarterly/trimester updates as well as the end of the year progress on goals. This will ensure that interventions are appropriately addressing student needs, and if not, can be adjusted to further support growth.</p> <p>As previously described, ALPs are created in the Alpine Achievement data warehouse system. A hard copy of the document is printed and signed by those participating in the ALP meeting, including the parent, student, and classroom teachers overseeing the goal(s). If parents are unavailable to attend a conference, the ALP is sent home for a signature. 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. This document is added to the cumulative record file.</p> <p>As a student transfers between grades/levels, both the electronic records and cumulative record files are transferred to the corresponding gifted specialist.</p>	
<p>Programming 12.02(2)(h)</p> <p>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:</p> <p>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;</p> <p>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);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p>	<p>Cañon City School District's adopted philosophy statement: Gifted and talented students are those who show exceptional performance and outstanding ability or who demonstrate the potential for in-depth advanced programs. Cañon City Schools District is committed to providing an educational program that recognizes the unique abilities and needs of these students while promoting adequate yearly progress from their points of entry. Gifted and talented learners require diverse curricular and instructional experiences through the shared responsibility of teachers, gifted and talented specialists, administrators, counselors, parents, and the learners themselves.</p> <p>Cañon City Schools Gifted and Talented Department recently (2019) updated the mission statement for the department. It is as follows: Identify and nurture the development of exceptional academic and specific talent abilities so that all gifted students demonstrate growth in social-emotional awareness, critical thinking, creativity, communication, and leadership skills. The GATE</p>	<p>Continue to develop and strengthen professional development work (podcasts, district classes) based on best practices.</p>

<p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>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);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>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);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>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.</p> <p>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.</p>	<p>department strongly believes in our students and we have the following "We Believe Gifted Students" poster in every GATE classroom:</p> <ul style="list-style-type: none"> ● Challenging instruction and academic rigor ● Open-ended, differentiated, authentic, and relevant tasks ● Opportunities to express learning in unique and creative ways ● Encouragement to wonder, question, think critically, and creatively problem solve ● The ability to advocate for themselves in a positive manner ● Opportunities to work with their academic peers ● Opportunities to develop and change schedules to meet their learning needs ● Counseling around specialized career and college goals ● Social and emotional support systems ● The opportunity to reach their highest potential ● Develop and execute leadership qualities <p>A major goal of the district's Unified Improvement Plan (UIP) is to increase rigor in math classrooms, especially focusing on the middle school level. The goal specifically identifies gifted students as one of the target subgroups. The district emphasizes the importance of utilizing formative assessment data to guide instructional decision-making and thereby provide greater differentiation of instruction for advanced students in the classroom. Specific programming for gifted students are identified in the Standard-aligned Advanced Learning Plan and is selected based upon student strength(s), areas of need, and interests. A variety of data sources inform student academic and affective goals: performance data, student interview and/or survey, and parent input, classroom teacher input. Programming for affective goals may include the school counselor, the school psychologist, the gifted coordinator/specialist, and the classroom teacher. Every ALP includes an affective goal that either provides support for a need or an opportunity to acquire additional social-emotional and/or early college and career readiness learning. The plan is developed as a collaborative effort between those providing specific instruction and support. Families also participate in providing input through surveys, interviews, and involvement at ALP meetings. As students transition from one grade level to another, programming needs/options evolve, and the appropriate changes are reflected in the ALP which transitions with them.</p> <p>Cañon City Schools provide a variety of programming options for the varied areas of giftedness at different levels of schooling (elementary, middle, and high school). At the elementary and middle school levels, gifted programming is provided through gifted pull-out classes, flexible grouping within the classroom, and cluster grouping (school-specific). At the high school level, programming is available through course selection (AP/honors courses, concurrent enrollment) and college and career planning with the gifted specialist. At all levels, classroom teachers differentiate instruction by compacting the curriculum, targeting critical and creative thinking skill development, content extension activities, and subject-based acceleration (as appropriate). Pre-assessment of skills supports this differentiation, and students have opportunities to demonstrate their knowledge through</p>	
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	<p>assessment alternatives and varied choices for product demonstration and evidence of learning. Direct instruction in the talent areas (music, art, and drama) is available at all levels. Affective guidance emphasizes personal competence (self-awareness, efficacy, and advocacy), social competence, and leadership.</p> <p>At the elementary level, tier III gifted students (students demonstrating a body of evidence at the 95th percentile) receive gifted services in a small group setting designed to develop and nurture gifted behaviors and traits. Programming is aligned with student data to meet the unique learning needs of students. In these settings, the National Association for Gifted Children (NAGC) standards (critical thinking, creative problem solving, leadership, and social/emotional awareness) are followed. Gifted specialists provide classroom teachers supplemental curriculums to provide standards-based instruction when students need an extension of the grade-level materials. These curriculums integrate additional opportunities for problem-solving and inquiry-based learning. Students have opportunities to explore their interests through extended learning opportunities, and content extensions frequently apply academic standards within and across disciplines. Gifted specialists also assist the classroom teachers with the following: differentiation strategies, curriculum compacting, curriculum pre-assessment, alternative assignments (products, pacing, materials, content), independent passion projects, contract learning, social/emotional strategies, higher-order thinking skills, vertical programming alignment, and extension menus. In the talent areas, programming options include participation in the following: direct instruction in art and music, opportunities to participate in drama (through the music class), competitions (art, music, robotics), select choir, and art clubs. Student Council and mentorship roles strengthen the leadership skills of elementary students, and career and college planning is introduced as students learn the skills of time management, study skills, and exploration of future goals and aspirations.</p> <p>Middle school programming included the options described above, while subject-based acceleration occurs through course placement (i.e. acceleration to high school math, etc.). This tool provides students the opportunity to complete more in-depth interest inventories as they further develop their areas of focus. Programming options in the talent areas also include band, honor band, ensemble competitions, and art enrichment club. Students have the opportunity to participate in school and district spelling bees, National Junior Honor Society, geography bee, math counts, Noetic Math Contest, science fairs, Art Enrichment Club, Battle of the Books, creative writing contest, Khan Academy, Lego Mindstorm, Summer Program Learning for Advanced Students (SPLASH!), as well as many other school-wide activities. Additional affective guidance is provided through the gifted specialists in effective communication and relationship skills which represent a major challenge of young adolescence. *It should be noted that cluster grouping is incorporated some years at some elementary schools and some middle schools, but it is dependent upon teacher experience.</p> <p>At the high school level, programming options expand to include online courses, Advanced Placement (AP) courses, honors classes, and concurrent enrollment opportunities. Participation in SELL lunch groups (Social Emotional Learning and Leadership), speech and debate, National Honor Society, peer</p>	
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	<p>tutoring, and JROTC offers high school students the opportunity to experience leadership at a deeper level, and an AP course is also available in studio art, beyond the core academic subjects. College and career planning have a great emphasis in high school. Internships empower students to experience potential career options, and independent study courses allow students to take their research to much greater depths. Students continue to develop their Capstone projects, and they begin to explore potential colleges, learning more about the specific application and scholarship processes for seeking acceptance to each. PSAT and SAT assessment programs are implemented at 9th-10th and 11th grades, respectively. This information is integrated into the ALP. This system of information is then inclusive of student interests, goals, strengths, performance, and planning needs. Affective needs are addressed through the ALP and the gifted specialist works with students to provide additional support and guidance through one-on-one support in developing personal and social competence, developing SEL goals, and assisting with scheduling, long-term planning, letters of recommendation, and scholarships. Annually, the student, parent, classroom teacher(s), and gifted specialist collaborate to design the ALP according to the student's academic, social, and emotional needs.</p> <p>Cañon City Schools District also provides gifted programming opportunities beyond the normal school day. After school clubs and activities are consistently implemented across the district. These clubs include many areas of student interest, such as Math Counts, robotics, technology, art enrichment, geography club to name a few. The after-school activities are supported by gifted funds, and they provide additional and diverse learning opportunities for students. The Gifted and Talented Department also holds a summer program: SPLASH! (Summer Program Learning for Advanced Students). This program is a combined effort between Cañon City School and Pueblo Community College - Cañon City Campus. This opportunity is provided for kindergarten through twelfth-grade students to participate in enriching classes that challenge their thinking. With SPLASH!, students have the opportunity to enroll in a two-week course and integrate inquiry-based learning opportunities across content areas.</p> <p>To assist with transitions from grade to grade, student ALPs are shared through Alpine Achievement. Along with the ALP documents being shared, all student records are kept in the central Gifted Education Office and conversations concerning students are an ongoing basis. To assist with transitions from elementary to middle school, students are introduced to students from other schools via an all fifth-grade field trip. The middle school gifted specialist is involved in the field trip for a smooth transition to middle school. The transition from middle school to high school is handled in a similar manner with an all eighth-grade field trip. The high school gifted specialist visits each middle school in the spring to ease scheduling issues and answer transition questions. The high school gifted specialist also monitors ninth-grade student progress through a first-quarter check in with students.</p> <p>The school district has an MTSS process in place for all students, to include gifted students. Teachers may refer the student to the building RtI Team for further review and intervention. These interventions are then reflected in the student's ALP, and progress is monitored for effectiveness of the intervention. The district has also established a process to determine if grade-level acceleration is an appropriate intervention. This process has been</p>	
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	<p>implemented multiple times over the past years, and to date, grade-level acceleration has been identified as an appropriate intervention for each student. The Iowa Acceleration Scale is used for students who are considered for grade acceleration. The District Grade Skipping Policy (found on our website) outlines the procedures for acceleration. Students are accelerated by curriculum compacting, subject and content matter acceleration, independent study, and Advanced Placement. Any programming options for students who are accelerated are provided in the Advanced Learning Plan. The GATE department uses Whitmore's strategies to help reduce underachievement: 1) Supportive Strategies: Classroom techniques and designs that allow students to feel they are part of a "family," versus a "factory," include methods such as holding class meetings to discuss student concerns; designing curriculum activities based on the needs and interests of the children; and allowing students to bypass assignments on subjects in which they have previously shown competency. 2) Intrinsic Strategies. These strategies incorporate the idea that students' self-concepts as learners are tied closely to their desire to achieve academically. Thus, a classroom that invites positive attitudes is likely to encourage achievement. Teachers encourage attempts, not just successes; they value student input in creating classroom rules and responsibilities; they allow students to evaluate their own work before receiving a grade from the teacher. 3) Remedial Strategies. Teachers recognize that students are not perfect - that each child has specific strengths and weaknesses as well as social, emotional and intellectual needs. With remedial strategies, students are given chances to excel in their areas of strength and interest while opportunities are provided in specific areas of learning deficiencies. This remediation is done in a "safe environment" in which mistakes are considered a part of learning for everyone, including the teacher.</p> <p>The gifted and talented team meets monthly to discuss current students on the caseload. This includes behavior, underachievement, motivational issues, mental health, family circumstances, etc. As a team, decisions are made based on what is best for each student. The department prides itself on relationships with families.</p> <p>To support differentiated instruction and methods through the district, professional development is held at each level to support teachers with differentiation and teaching methods. Podcasts are also made available and cover the topics of gifted characteristics, identification, pre-assessment, developing character, and curriculum compacting. Javits Professional Training Modules are also offered to teachers. Monthly teacher meetings are held at the elementary level with gt teachers taking the lead providing best practices for gifted instruction "tips".</p>	
<p>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:</p> <p>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</p>	<p>Gifted student performance data is embedded in Cañon City School District's Unified Improvement Plan (UIP). Multiple data sources provide ongoing progress monitoring of student growth. These data sources include STAR Assessments, Colorado Measures of Academic Success (CMAS) Assessments, SAT and PSAT, district common assessments for writing, grading rubrics, portfolios, curriculum-based measurements/formative assessments, and class grades. This data is analyzed at both the district and building levels to determine annual performance targets, develop action plans to meet these targets, and define a timeline by which to report the process toward the targets. Performance data for gifted students is disaggregated for the following sub-groups: students qualifying for free and reduced lunch, gender, ethnicity,</p>	

<p>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;</p> <p>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);</p> <p>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</p> <p>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</p> <p>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.</p>	<p>students identified at English language learners, and students identified at twice-exceptional.</p> <p>STAR assessments for reading and math are administered at the beginning, middle, and end of the year to provide analysis of student achievement and growth throughout the year. The district writing assessment is given quarterly to provide feedback to both students and teachers regarding student progress and instructional need in writing. Portfolios of student work are collected throughout the year to demonstrate student conceptual understanding and application of learning (this is particularly evident in the areas of writing and visual arts). Rubrics are used throughout the year to evaluate student acquisition of learning targets in the area of mathematics, ELA, social studies, science, and visual arts.</p> <p>As part of an effective teaching and learning cycle, teachers in Cañon City Schools utilize the Colorado Academic Standards to identify clear learning targets and set measurable success criteria. Instruction is collaboratively planned, and formal assessment is incorporated throughout the instruction process to determine student acquisition of the target and potential differentiation needs. These formal assessments are frequently developed collaboratively and then analyzed by grade level/content level teams to evaluate student learning and determine future instruction. The continual growth of all students is the bar by which success is measured.</p> <p>Affective growth for gifted students is also a priority. This is measured and monitored through student surveys and the individual student's affective goal in the Standard-aligned Advanced Learning Plan and/or Individual Career and Academic Plan. Rubrics for personal journals, demonstration of self-advocacy, and student career and/or college plans are also used to monitor progress. The district (2019) adopted the Behavior Intervention Monitoring Assessment System (BIMAS) to measure the social, emotional, and behavioral functioning in children grades 7-12 twice a year.</p> <p>Student performance and growth results are reported to stakeholders throughout the year. Families receive a progress report card at the end of each quarter/trimester. Following state assessment, families receive the state parent report detailing their student's performance (and growth when applicable). The Advanced Learning Plan (ALP) is developed in the fall, and progress towards ALP goals is monitored every other month, discussed at parent/teacher conferences, and officially reported at the end of the school year. Each school has an Accreditation Committee which reviews the achievement and growth data for students throughout the school year; this includes disaggregated data indicating the performance of gifted students (when applicable). The District Accreditation Committee also reviews gifted student performance data each year.</p> <p>At the secondary level, additional resources guide the evaluation and accountability component. Many gifted students participate in Advanced Placement (AP) courses which culminate in the completion of the AP exam. These results provide another source of data analysis demonstrating student achievement and learning. Concurrent enrollment opportunities are also provided to secondary students, and student grades and course completion are analyzed to determine achievement. The Individual Career and Academic Plan</p>	
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	<p>(ICAP) provides each individual student with an evaluation of performance and goal-setting tasks to plan future learning.</p> <p>Cañon City School District continually evaluates the gifted program and seeks opportunities for improvement. Each school in the district has a gifted specialist. This group of gifted specialists and the gifted coordinator meet monthly to review program elements, receive and provide professional development, and network to increase programming opportunities and knowledge across the district.</p> <p>In order to continually self-evaluate the gifted education program in Cañon City, the department hosts quarterly meetings with the Parent Advisory for Gifted Education (PAGE) (advisory committee included parents/guardians, teachers, gifted coordinator, and gifted specialists). The committee provides input on the gifted program plan, survey questions, fundraising, Unified Improvement Plan (UIP) goals, programming components, student achievement, budget, and programming for students. PAGE meets once a quarter to “advise” gifted specialists. Communication is sent regularly to all families with gifted children to inform them of updated policies, reminders to check out the website and Facebook page, ways to get involved, and gifted characteristic “look fors”. The local newspaper runs articles for the gifted department on events, Early Access, SPLASH!, and other pertinent community information.</p> <p>In 2019, the district surveyed families, students, and teachers, and administrators to gain stakeholder feedback and perspective. This information was reviewed by the Parent Advisory for Gifted Education (PAGE) committee (advisory committee included parents/guardians, teachers, gifted coordinator, and gifted specialists). The data showed that:</p> <ul style="list-style-type: none"> ● Elementary students feel challenged in the regular classroom only for a portion of their day ● Middle school students are feeling challenged in core classes ● High school students report to taking AP courses, honor courses, and dual enrollment at a consistently high level ● Classroom teachers reported that they would like to continue receiving information about gifted students and that ALP goals are difficult to write ● Parents stated that they would like to see GATE create richer experiences and not just extra work <p>The findings of this committee, in conjunction with the analysis of student performance, have been utilized to assist with the growth of the department.</p>	
<p>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:</p>	<p>The district employs a 0.5 FTE district Coordinator of Gifted and Talented Education who is endorsed in gifted education to administer and monitor the implementation of the district’s gifted and talented program. Furthermore, the district school board actively supports gifted programming. Across the district, each school (high, middle, and elementary) level has a gifted education specialist who receives a salary to support the implementation of gifted programming in the building.</p> <p>Gifted Education Staff:</p> <ul style="list-style-type: none"> 0.5 District Coordinator 0.8 High School Gifted Specialist 	

<p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>2.5 Elementary and Middle School Gifted Specialists</p> <p>Four out of the five gifted education staff have an endorsement in the area of gifted education. Additionally, one teacher at the secondary level is currently working towards a master's degree in gifted education. The district collaborates with area universities to share information about advanced degree programs which contribute to the development of qualified personnel, and one hundred percent of core academic teachers are highly qualified to teach in their content areas. No paraprofessionals are employed to support gifted programming. The gifted education team meets approximately once a month to collaboratively develop and implement the district's gifted program. Professional development is provided for specialists throughout the year, and the information learned is taken back to individual buildings to share with staff. Additionally, specialists share feedback and observation regarding professional development needs in their building. This information is utilized to develop and implement district level training opportunities. Recent topics of these trainings relating to the instruction, programming, and counseling for gifted students include: characteristics of gifted students, differentiation strategies, meeting the social-emotional needs of gifted students, higher order thinking strategies, standards-aligned ALPs, underachievement, and perfectionism. Professional development is provided during building meetings and occasionally during the school day. Continuing education credits are provided for completing training, and substitute coverage is provided as necessary. Gifted education specialists, classroom teachers, school counselors, and administrators are all involved in these learning opportunities and meet the requirements under federal law for highly qualified teachers. All professional development is provided in alignment with the gifted program plan and the UIP. The district also participates in regional and state professional development offerings (NAGC, CAGT, Beyond Giftedness). As teachers attend professional development to refine their skills, knowledge, and expertise in differentiation strategies, inquiry-based learning, student facilitated learning, etc., they more effectively meet the needs of their students. Including classroom teachers in trainings is a high priority to increase the number of qualified personnel providing instruction to gifted students. The Gifted Handbook, which is provided on the district website, serves as a compilation of information and resources and also supports gifted education programming.</p>	
<p>Budget 12.02(2)(k)</p> <p>12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU's gifted student education program described in the AU's program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p>	<p>Cañon City School District submits an annual budget for gifted education yearly. The district has also applied for and been awarded the Universal Screening and Highly Qualified Personnel Grant for the past five years. Additionally, the district has contributed approximately \$262,000 to the total budget each year. These state and contributing district funds are used to support the program plan in the following ways;</p> <ul style="list-style-type: none"> • .5 FTE for gifted education coordinator • Stipends for 3.8 gifted education specialists K-12 • Professional development and training related to gifted education for gifted education specialists along with substitute coverage for teachers to attend • Assessment coordinator 	

<p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>	<ul style="list-style-type: none"> ● Substitute coverage for art and music teachers to attend Live Jury days ● Science fair coordinators and parent SENG course ● Social-Emotional Learning and Leadership (SELL) lunch groups (resources and food) ● Dues and fees for Math Counts, Noetic Math, spelling bee, and geography bee ● Student field trip opportunities at each grade level to include an annual field trip to four Colorado universities/colleges ● Curriculum resources for gifted programming and supplies and material to support gifted programming ● Administrative costs, technology (Chromebooks, cell phones) ● Gifted program parent involvement activities and events <p>The gifted program budget reflects the needs and goals of the program plan which operate in alignment with the district UIP. District administration is involved with budget planning and approval. The gifted specialists, district staff, and surveys provide input to the administration staff as to the effectiveness of the programming. Gifted education funds are equitably distributed to serve the needs of gifted students in each building.</p>	
<p>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 <u>Financial Policies and Procedures Handbook</u>.</p> <p>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.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student's cumulative education record.</p> <p>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.</p> <p>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.</p>	<p>You may simply check "yes" if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	

<p>Procedures for Disagreement 12.06</p> <p>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.</p>	<p>The district has identified procedures for resolving disagreement with parents/guardians, students, or teachers with regards to identification, programming, and ALPs. Information detailing this procedure (Appeal Process) is available in the GATE Parent Handbook and on the Appeal Process tab located on the GATE page of the district website. The parent handbook details the Appeals Process for identification decision and for programming needs.</p> <p>The Appeal Process is as follows: <i>A parent, student or teacher has the right to appeal the identification recommendation made by the Gifted and Talented Identification Team. To initiate an appeal process the appellant should contact the building principal and complete the necessary appeal forms.</i></p> <p><i>Appeal documents will include a completed Appeal Request Form and any other additional assessment information or student performance examples that were not part of the original screening process. This information should be returned to the building principal.</i></p> <p><i>Once the documents have been received by the school, the Gifted and Talented Identification Team will reconvene to review the new documents. The appellant will be part of this review screening and have the opportunity to further explain the reasons for the appeal and answer any questions the committee may have. The district GT Coordinator may be invited to attend this meeting at the school or parents' request.</i></p> <p><i>The team will consider the new information and render a decision. If the appellant is still not in agreement with the recommendation, he/she will contact the district GT Coordinator to review the identification process.</i></p> <p><i>It is the goal of Cañon City Schools to meet the needs of all students and provide every student with a challenging and enriching learning experience. The goal of the appeal conference is to ensure the student's needs have been accurately assessed and instructional strategies are implemented to meet the student's unique needs. A student may be reevaluated for gifted identification on an annual basis when new assessment data becomes available.</i></p>	
<p>Early Access 12.02(2)(I)</p> <p>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.</p>	<p>You may check "no" if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in a plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	