

2220-R-12.00 GIFTED AND TALENTED STUDENT PROGRAMMING

12.01 Definitions.

- 12.01 (1) “**Administrative Unit**” means a school district, a board of cooperative services, or the state Charter School Institute that: oversees and/or provides educational services to exceptional children; is responsible for the local administration of Article 20 of Title 22, C.R.S.; and meets the criteria established in Section 3.01 of these Rules.
- 12.01 (2) “**Advanced Learning Plan**” OR “**ALP**” means a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.
- 12.01 (3) “**Affective Development**” means social and emotional programming intended to:
- 12.01 (3) (a) assist gifted and talented students in understanding themselves as gifted learners, and the implications of their abilities, talents, and potential for accomplishment (intrapersonal skills); and
- 12.01 (3) (b) assist gifted and talented students in developing and/or refining interpersonal skills.
- 12.01 (4) “**Articulation**”, for purposes of this Rule 12.00, means the communication that occurs as students move or transition through the school system, grade by grade and school level to school level.
- 12.01 (5) “**Board of Cooperative Services**” means a regional educational services unit created pursuant to Article 5 of Title 22, C.R.S., and designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members.
- 12.01 (6) “**Commensurate Growth**” means the academic and affective progress that can be measured and should be expected of a gifted student given the student’s level of achievement, learning needs, and abilities matched with the appropriate instructional level.”
- 12.01 (7) “**Early Childhood Special Educational Services**” means those instructional strategies, curriculum, affective and programming options that nurture and develop exceptional abilities or potential for gifted students, including but not limited to an early entrance strategy or advanced level pre-school interventions.
- 12.01 (8) “**Early Entrance**” means a gifted student is placed in a grade level above other same aged peers based upon the following conditions:
- 12.01 (8) (a) the student is formally identified as gifted as specified in 12.01(9); and
- 12.01 (8) (b) the student meets requirements for accelerated placement as determined in an auditable body of evidence (e.g., achievement, ability, social-emotional factors, school learning skills, developmental characteristics, and family and school support).
- 12.01 (9) “**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. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-

economic 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:

12.01 (9) (a) General or Specific Intellectual Ability.

12.01 (9) (a) (i) Definition

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.).

12.01 (9) (a) (ii) Criteria

Intellectual ability is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized cognitive tests.

12.01 (9) (b) Specific Academic Aptitude

12.01 (9) (b) (i) Definition

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, etc.).

12.01 (9) (b) (ii) Criteria

Specific academic aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests.

12.01 (9) (c) Creative or Productive Thinking

12.01 (9) (c) (i) Definition

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).

12.01 (9) (c) (ii) Criteria

Creative or productive thinking is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking.

12.01 (9) (d) Leadership Abilities.

12.01 (9) (d) (i) Definition

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.).

- 12.01 (9) (d) (ii) Criteria
- Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests.
- 12.01 (9) (e) Visual Arts, Performing Arts, Musical or Psychomotor Abilities.
- 12.01 (9) (e) (i) Definition
- Visual arts, performing arts, musical or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination and physical skills, etc.).
- 12.01 (9) (e) (ii) Criteria
- Visual arts, performing arts, musical or psychomotor abilities are demonstrated by advanced level on performance talent-assessments or ninety-fifth percentile and above on standardized talent-tests.
- 12.01 (10) **“Parent”** for purposes of this Rule 12 means the natural or adoptive parent, or legal guardian, unless the gifted student is also a child with a disability in which case parent shall be defined consistent with federal special education law.
- 12.01 (11) **“Performance Assessment”** means systematic observation of a student’s performance, examples of products, tasks, or behaviors based upon established criteria, scoring rubric or rating scale norms.
- 12.01 (12) **“Pre-Collegiate”** means a variety of programs to help students plan, apply and pay for college. Programs may be offered through middle and high schools, colleges and universities or community organizations and businesses.
- 12.01 (13) **“Pre-Advanced Placement”** means a variety of programs and strategies that prepare students to take advanced placement courses beginning in the early grades, through middle school and high school. **“Advanced Placement”** means college-level courses and/or exams offered and certified through the college board.
- 12.01 (14) **“Qualified Personnel”** or **“Qualified Person”** means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.
- 12.01 (15) **“Special Educational Services”** or **“Special Educational Programs”** means the services or programs provided to exceptional children including children with disabilities and gifted students.
- 12.01 (16) **“Special Provisions”** means the programming options, strategies and services necessary to implement the gifted student’s ALP.
- 12.01 (17) **“Twice Exceptional”** means a student who is:
- 12.01 (17) (a) Identified as a gifted student pursuant to Section 12.01(9) of these Rules; and
- 12.01 (17) (b) (1) Identified as a child with a disability pursuant to Section 4.01(4) of these Rules; or

- 12.01 (17) (b) (2) A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794.

12.02 Administrative Unit Gifted Education Program Plan.

In order to be eligible for funding under these Rules, an administrative unit shall submit a gifted education program plan (program plan) for educating gifted students to the Department on an annual basis. Filing of the program plan shall constitute application for funding. Plans shall be filed by April 30 of the fiscal year prior to the funding year. The Department will review all program plans for completeness. A program plan shall be deemed complete if it addresses all elements specified in Section 12.02(1)(a) through 12.02(1)(f) of these Rules.

12.02 (1) Elements of the program plan.

A program plan for the education of gifted students submitted to the Department for funding purposes shall contain the following elements:

12.02 (1) (a) Communication Outreach.

The program plan shall describe how the administrative unit will communicate to parents and educators about available gifted programming options within the administrative unit and how those options may be accessed.

12.02 (1) (b) Definition of “gifted and talented student”.

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

12.02 (1) (c) Identification procedure.

The program plan shall describe the assessment process used by the administrative unit for identifying students who meet the definition specified in section 12.01(9) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized programming. The assessment process shall include, but need not be limited to:

- 12.02 (1) (c) (i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts the administrative unit will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;
- 12.02 (1) (c) (ii) Referral and screening procedures;
- 12.02 (1) (c) (iii) Multiple sources of data in a body of evidence (i.e. qualitative and quantitative);
- 12.02 (1) (c) (iv) Criteria for determining exceptional ability or potential;
- 12.02 (1) (c) (v) A review team procedure; and

12.02 (1) (c) (vi) A communication procedure by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the student's ALP.

12.02 (1) (d) **Programming.**

The program plan shall describe the programming components, options, and strategies that will be implemented by the administrative unit and schools to appropriately address the educational needs of gifted students. Programming shall match the strengths and interests of the gifted student. Other educational needs shall be addressed according to the individual student's profile. The program plan components, options, and strategies shall include, but need not be limited to:

12.02 (1) (d) (i) Alignment of assessment data to programming options in the areas of giftedness;

12.02 (1) (d) (ii) Structures by which gifted students are served at the different school levels (e.g., the general classroom, resource, and/or pullout);

12.02 (1) (d) (iii) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);

12.02 (1) (d) (iv) Affective and guidance support systems (e.g., social skills training, early college and career planning);

12.02 (1) (d) (v) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, socratic seminars, advanced math, honors courses);

12.02 (1) (d) (vi) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;

12.02 (1) (d) (vii) Pre-collegiate and/or pre-advanced placement support;

12.02 (1) (d) (viii) ALP development and annual review conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate); and

12.02 (1) (d) (ix) Post secondary options available to gifted students.

12.02 (1) (e) **Evaluation and Accountability.**

The administrative unit program plan shall describe:

12.02 (1) (e) (i) Methods by which student achievement is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., intervention progress monitoring data sources, advanced learning plan goals, and performance, district, and state assessment data);

12.02 (1) (e) (ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);

12.02 (1) (e) (iii) Methods for ensuring that gifted student achievement and reporting are

consistent with accreditation requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of growth); and

- 12.02 (1) (e) (iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and
- 12.02 (1) (e) (v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(1)(e)(i-iv) above.
- 12.02 (1) (f) **Personnel.**
- 12.02 (1) (f) (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 administrative unit shall employ or contract with a person who is responsible for:
 - 12.02 (1) (f) (i) (A) Management of the program plan; and
 - 12.02 (1) (f) (i) (B) Professional development activities, the purposes of which are:
 - 12.02 (1) (f) (i) (B) (I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and
 - 12.02 (1) (f) (i) (B) (II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.
 - 12.02 (1) (f) (ii) Administrative units are highly encouraged to collaborate with universities and colleges for the development of qualified personnel.
 - 12.02 (1) (f) (iii) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.
 - 12.02 (1) (f) (iv) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.
 - 12.02 (1) (f) (v) The program plan shall also indicate the content of and means by which the administrative unit supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and inservice programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs,

counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).

12.02 (1) (g) **Budget.**

The program plan shall propose a budget for gifted education which reflects the collaborative efforts of the administrative unit and cost of implementing the programming, goals and objectives stated in the program plan. The budget shall detail the funding committed by the administrative unit and funding requested from the Department. Funding committed by the administrative unit shall be equal to or greater than the amount requested from the Department. Funds requested from the Department may be used for:

- 12.02 (1) (g) (i) salaries for appropriately certified, endorsed, or licensed personnel serving primarily gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);
- 12.02 (1) (g) (ii) professional development and training relating to gifted education;
- 12.02 (1) (g) (iii) activities associated with gifted programming options specific to gifted students and their advanced learning plans;
- 12.02 (1) (g) (iv) supplies and materials used in instructional programming for gifted education; and
- 12.02 (1) (g) (v) technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount requested from the Department.

12.03 Reports.

Any administrative unit receiving funding under the provision of Section 12.00 shall submit to the Department by September 30 a report for the prior fiscal year, including:

- 12.03 (1) a detailed report of financial income and expenditures;
- 12.03 (2) the number of formally identified gifted students served through gifted student programming reported by:
 - 12.03 (2) (a) each grade level, preschool (if applicable) through grade 12;
 - 12.03 (2) (b) gender and ethnicity;
 - 12.03 (2) (c) twice exceptional; and
 - 12.03 (2) (d) gifted preschoolers served through early entrance per local policies and procedures, if applicable;
- 12.03 (3) the number of non-identified students served through gifted student programming;
- 12.03 (4) the percent of students in the administrative unit who have been identified as gifted and talented through a formal identification procedure;
- 12.03 (5) the number of qualified personnel;

- 12.03 (6) the types of programming strategies utilized most commonly at each school level to address the needs of gifted students reported by:
 - 12.03 (6) (a) programming options for each area of giftedness as specified in 12.01(9) of these Rules;
 - 12.03 (6) (b) methods of articulation through the grades; and
 - 12.03 (6) (c) methods and tools used in accountability to monitor gifted student achievement and commensurate growth related to the implementation of the programming components; and
- 12.03 (7) administrative units and their member districts, if any, shall comply with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting.

12.04 Audits.

All programs receiving funding under the provisions of the Exceptional Children’s Educational Act are subject to monitoring by the Department as is more fully described in Section 12.07 of these Rules.

12.05 Record Keeping.

Any administrative unit receiving funding will have the following record keeping and reporting responsibilities:

12.05 (1) **Financial Records.**

Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook.

12.05 (2) **Inventory.**

An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.

12.05 (3) **Student Education Records**

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

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 administrative unit shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations.

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 administrative unit, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.

12.06 Dispute Resolution

The program plan shall describe a dispute resolution process to be used for resolving disagreements about the identification and programming for gifted students. The dispute resolution process shall, at a minimum, afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented.

12.07 Monitoring

- 12.07 (1) Each administrative unit shall comply with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students.
- 12.07 (2) Each administrative unit shall be subject to ongoing monitoring by the Department concerning implementation of the program plan.
- 12.07 (3) Monitoring procedures shall include:
 - 12.07 (3) (a) A determination of compliance with all applicable state and federal laws and regulations, and
 - 12.07 (3) (b) An assessment of program quality based on the standards established by the Department of Education.
- 12.07 (4) Monitoring activities shall include:
 - 12.07 (4) (a) A review of the program plan;
 - 12.07 (4) (b) A review of the annual report;
 - 12.07 (4) (c) A planned comprehensive on-site process integrated with the continuous improvement and monitoring process in the Department of Education; and
 - 12.07 (4) (d) Follow-up activities including the provision of technical assistance in areas of non-compliance and verification that areas of non-compliance have been corrected.