



Exceptional Student Services Plan Descriptions

Gifted and Talented (GT) (ALP)

"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. In the state of Colorado, providing identified and eligible gifted students with exceptional programming is a legal right similar to an Individualized Learning Education Plan (IEP) in Special Education (SPED). Gifted students include gifted students with disabilities (i.e. twice-exceptional /2E) and students with exceptional abilities or potential from all socio-economic, gendered, religious, ethnic, and cultural populations. Gifted students may be served under an IEP and an ALP at the same time. Gifted students are capable of high performance, exceptional production or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

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

A student may be high-achieving, but not gifted. Generally, a high-achieving student is one who works hard to succeed; is attentive in class; learns with ease; memorizes facts; correctly answers questions; and earns good grades. In comparison, a student who might be considered gifted in a particular content area is performing at an outstanding level of accomplishment compared to grade level peers; generates complex, abstract ideas; comprehends complex ideas; infers and connects concepts; is self-directed in learning; and can answer content-related questions but also asks complex questions (Kingore, 2014).

In order to be determined to be eligible for gifted and talented programming, a student must either:

- Previously been identified at GT and have an established Advanced Learning Plan (ALP)
- Submit multiple sources of documentation supporting gifted and talented eligibility
- Meet the requirements of multiple sources supporting GT eligibility

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Links:

- [Colorado Department of Education Office of Gifted Education](#)
- [Colorado Department of Education Gifted and Talented Identification Guidebook](#)
- [Charter School Institute Gifted Education Resources](#)
- Kingore, B. (2009). Kingore Observation Inventory, 2nd Ed. Austin, TX: Professional Associates.



Individual Education Program (IEP)

The Individuals with Disabilities Education Act (IDEA), protects and allows public schools to serve identified and eligible students with a qualified disability which adversely impacts their academic functioning. This provision is a requirement by both federal and state law, and assures parental rights in the process. The plan that is developed after a student is deemed to qualify and be eligible for special education is an Individualized Learning Education Plan (IEP) and must be individualized for the student, as well as take into account the whole student learning as well as whole student functioning.

Before an IEP can be implemented or written at Colorado Early Colleges-Parker, however, your student must be eligible for special education. By federal law, a multidisciplinary team must determine that (1) the student is a student with a disability and (2) the student requires special education and related services to benefit from the general education program.

LAW

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. In the law, Congress states: Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. Complaints about non-adherence to the law for an IEP in SPED go to the [Colorado Department of Education](#).

For information about what disability category a student might be eligible for in the state of Colorado, please view the [Colorado Disability Categories](#). In order to be eligible to receive services, supporting documentation, eligibility meetings and assessments may be necessary.

Although IEPs are not transferable to the collegiate services, a student who was previously served under an IEP *may* be eligible to be served under a 504.

CONFIDENTIALITY

It is important to note that ALL information provided as supporting documentation, assessment information and/or diagnostic information is held completely confidential within our SPED team. Accommodation information is shared with the student's current CECP teachers, and CECP teachers are trained in keeping confidentiality.

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[Parents' Rights and Procedural Safeguards-English](#)

[Parents' Rights and Procedural Safeguards-Spanish](#)

[Colorado Department of Education SPED Parental Resources](#)



[Colorado Department of Education-IEP FAQs](#)
[IDEA Law Information](#)

504 Plan

A student with a recognized diagnosis that *significantly impacts* their academic functioning may qualify for a 504 plan. This type of plan falls under Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination and is meant to “level the playing field” against public school students with disabilities. A 504 plan can help students with learning issues related to their diagnosis participate in the general education curriculum and will outline how a student's specific needs should be met with accommodations or other services.

Before a 504 plan can be implemented or written at Colorado Early Colleges-Parker, however, your student must be determined to be eligible by a multidisciplinary team. By federal law, a multidisciplinary team must determine that (1) the student has a condition and (2) that condition significantly impacts one or more “major life activities” such as (but not limited to): self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others and working.

Diagnoses that may or may not qualify for a 504 plan include a wide variety of cognitive, attentional, learning, health and psychological conditions. A 504 is different from an IEP in that it ensures equal access to the educational environment but may or may not include services or accommodations. A student who is served under a 504 plan in high school, may be eligible for a 504 plan in collegiate services and previous 504s can be transferable to high school or collegiate services. Complaints regarding the lack of provision of 504 services are handled under the [Office of Civil Rights](#) rather than the Department of Education.

[Frequently Asked Questions about 504s](#)

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