



# COLORADO

## Department of Education

### Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name <b>Pueblo School District 60</b>		Fiscal Year: FY 2020-2021
AU Address 315 W. 11 <sup>th</sup> Street		
City Pueblo	State Colorado	Zip Code 81003
Gifted Education Director Name Cindy Smith	Telephone 719-549-7284	Email Address cynthia.smith@pueblocitieschools.us
Gifted Education Program Director Signature		
Superintendent Name Charlotte Macaluso	Telephone 719-549-7100	Email Address charlotte.macaluso@pueblocitieschools.us
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.



<p align="center"><b>Exceptional Children’s Education Act Program Element</b></p>	<p align="center"><b>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</b></p>	<p><b>If the AU plans to shift practices over the next five years, use the following to explain:</b></p> <ul style="list-style-type: none"> <li>● Describe the specific action steps (activities, strategies) the AU will take</li> <li>● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected</li> <li>● Identify who is responsible for implementing these actions steps</li> <li>● Provide a timeline for implementation with specific benchmarks and dates</li> <li>● Identify the measures used to assess the success of the proposed action</li> </ul>
<p><b>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</b>                      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>	<ul style="list-style-type: none"> <li>● Public website informs stakeholders of <a href="#">identification procedures</a>, including access to the Colorado Gifted Identification Process Flowchart, district processes, including detailed processes by specific area of giftedness, and referral forms. District processes and referral forms are available in English and Spanish and the website can translate into nine different languages.</li> <li>● The public website includes helpful <a href="#">resources</a> for families, access to <a href="#">Parenting for High Potential</a> journal, <a href="#">Advanced Learning Plan development, and programming options</a> available</li> <li>● Gifted conferences/forums for parents are offered annually. Some previous opportunities include the Beyond Giftedness Conference Parent Mini-Conference and Dr. Jim Delisle on parenting gifted.</li> <li>● All newly identified students receive “Gifted Kids Survival Guide” book (there is an elementary-level and secondary-level book depending on the student) and parents receive “Parenting Gifted Students 101” book.</li> <li>● Parent newsletters are sent regularly throughout the year. Most are delivered electronically. Parents without a valid e-mail address on file are sent a hard copy through the mail. Information in the newsletter include resources, updates, parent gifted conference opportunities, and opportunities for families to participate in the school community.</li> <li>● Gifted and Talented brochure is available at every school and the district administration building to give stakeholders a high level understanding of the GT program in the district.</li> <li>● Involvement in the <a href="#">Advanced Learning Plan development and Progress Reporting</a> are posted on the public webpage. The ALP team is defined as involvement from the education team (classroom teacher(s), gifted education staff, and support staff), students, and parents/guardians.</li> <li>● <a href="#">Programming options</a> are posted on the ALP portion of the public webpage. Concurrent Enrollment is listed as a programming option and is hyperlinked to the district’s <a href="#">Concurrent Enrollment</a> page.</li> </ul>	
<p><b>Definition of “Gifted Student” 12.02(2)(b)</b>                      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>	<ul style="list-style-type: none"> <li>● District uses state definition of “Gifted Student” and is posted in the GT brochure and on the GT public webpage <a href="#">homepage</a>.</li> </ul>	
<p><b>Identification Procedures 12.02(2)(c)</b>                      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</p>	<ul style="list-style-type: none"> <li>● <a href="#">Identification procedures</a> are available to all building GT coordinators and on the public website in each individual area of giftedness. These documents include a flowchart of the identification process, rubrics,</li> </ul>	

<p>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 time line 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 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>types of assessments to use in the body of evidence, and portfolio requirements (if applicable).</p> <ul style="list-style-type: none"> <li>• <a href="#">Referral forms</a> are available for all areas of identification, are posted on the public website, and are available through the schools and district.</li> <li>• The timeline of 30 school days to determine identification is posted on the public webpage and communicated in writing to building GT coordinators.</li> <li>• Building Coordinators receive an Identification Guide that breaks out district procedures and the CDE-developed Identification Guidebook.</li> <li>• District uses a Universal Screening Assessment (CogAT) for all 2<sup>nd</sup> and 6<sup>th</sup> students</li> <li>• District utilizes the following cognitive assessments that align with gifted identification:             <ul style="list-style-type: none"> <li>○ Cognitive Abilities Test (CogAT)</li> <li>○ Wechsler Intelligence Scale for Children (WISC)</li> <li>○ Wechsler Preschool and Primary Scale of Intelligence (WPPSI)</li> <li>○ Test of Mathematical Abilities for Gifted Students (TOMAGS)</li> <li>○ Kaufman Brief Intelligence Test (KBIT)</li> </ul> </li> <li>• District utilizes the following achievement assessments that align with gifted identification             <ul style="list-style-type: none"> <li>○ Test of Early Reading Ability (TERA)</li> <li>○ Test of Early Mathematical Ability (TEMA)</li> <li>○ Test of Early Written Language (TEWL)</li> <li>○ Profile for Creative Abilities (PCA)</li> <li>○ Torrance Tests of Creative Thinking (TTCT)</li> <li>○ Kaufman Test of Educational Achievement (KTEA)</li> <li>○ Musical Aptitude Profile (MAP)</li> <li>○ ACCESS (CLDE)</li> </ul> </li> <li>• District utilizes the following observation scales that align with gifted identification             <ul style="list-style-type: none"> <li>○ Scales for Identifying Gifted Students (SIGS)</li> <li>○ Profile Creative Abilities (PCA)</li> <li>○ Haroutounian Talent Observation scales (Music, Visual Art, Drama, Dance)</li> </ul> </li> <li>• Starting September 2020, the individual student’s Body of Evidence is located in Infinite Campus and aligns with all ECEA rule in regards to a formal identification. All Body of Evidences prior to September 2020 can be found in the student’s individual cumulative record.</li> <li>• All building coordinators and district GT Specialist are part of a student’s review team in decision-making about identification</li> <li>• There are three letters of determination (available in both English and Spanish) that are sent by mail or electronically to parents/guardians stating the decision of the review team:             <ul style="list-style-type: none"> <li>○ A formal identification letter – this letter communicates acceptance to the GT program, states the area(s) of giftedness the students was identified in, and information about ALP development</li> <li>○ A talent pool letter – this letter communicates that the child has been placed in the talent pool, identifies a strength area(s), and explains the purpose of talent pool.</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ A letter that explains they were not identified for the gifted program and that their needs can be met in the general education setting.</li> <li>● Communication documents regarding identification assessment processes include:             <ul style="list-style-type: none"> <li>○ Authorization to Assess form giving permission to move forward with identification assessments</li> <li>○ Informative letter prior to universal screening</li> <li>○ Post universal screening letter with score reports attached</li> <li>○ Letter of determination after body of evidence is collected (see above). If gifted, ALP development information is included.</li> <li>○ ALP explanation letter (with signature requested) with copy of ALP attached</li> </ul> </li> </ul>	
<p><b>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</b>            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>	<ul style="list-style-type: none"> <li>● All state criteria are followed in determining exceptional ability</li> <li>● Body of evidence data must include <i>at least</i> two measures to ensure that one piece of data did not prevent an identification</li> <li>● Identification Guide given to building coordinators communicates gifted and talent pool criteria. Scores of 85<sup>th</sup> percentile or higher may be considered for a talent pool designation.</li> </ul>	
<p><b>Identification Portability 12.02(2)(e)</b>            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>	<ul style="list-style-type: none"> <li>● All identification procedures meet state standards and follow the rules of portability</li> <li>● Districts using Alpine Achievement Systems (2020-2021) and Infinite Campus (starting Fall, 2020) can have the BOE electronically transferred to the student’s receiving district.</li> <li>● Hard copies of assessment information are located in the student’s cumulative file.</li> <li>● If students are identified in the gifted program, a pink file folder is placed into the student cumulative folder to alert schools/district that the student is GT.</li> <li>● School secretaries have been instructed to inform building coordinators of incoming GT/TP students when they arrive to our district so portability can be determined and students can begin to receive services and be flagged in Infinite Campus.</li> <li>● All students are identified GT and/or Talent Pool through flags in Infinite Campus.</li> <li>● Building coordinators are responsible for review of transfer ALPs and communication to parents within the required timelines.</li> </ul>	
<p><b>Advanced Learning Plan Content 12.02(2)(f)</b>            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</p>	<ul style="list-style-type: none"> <li>● Advanced Learning Plans are developed for every student annually. The plan includes the following elements:</li> </ul>	<p><b>Shift in Practice:</b></p>

<p>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 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"> <li>○ Student Information (demographics, other plans, Early Access)</li> <li>○ ALP Team Members (includes student, parents/guardians, classroom teacher(s), school gifted coordinator, and any appropriate support staff)</li> <li>○ Parent Engagement/Participation documentation</li> <li>○ Student Profile (including Body of Evidence information and update to strengths/interests)</li> <li>○ Academic and Affective Goals (SMART, Standards-Aligned)</li> <li>○ Programming for each goal (includes content, process, product, and environment)</li> <li>○ Progress Monitoring date, members, and data/updates/adjustments to goals (at least one Progress Monitor required annually per student)</li> <li>○ Goal Attainment (includes attained, not attained, partially attained)</li> </ul>	
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<p><b>ALP Procedures and Responsibilities 12.02(2)(g)</b></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 area of strength. ALP goals should be written or reviewed for current relevancy 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>	<ul style="list-style-type: none"> <li>• The ALP is housed within Alpine Achievement Systems for 2020-2021. Beginning Fall, 2021, Infinite Campus will house the student ALP. All past ALPs in Alpine (2017-2021) will be printed and placed in student’s cumulative file.</li> <li>• Advanced Learning Plans are developed for every student annually. The plan includes the following elements:             <ul style="list-style-type: none"> <li>○ Student Information (demographics, other plans, Early Access)</li> <li>○ ALP Team Members (includes student, parents/guardians, classroom teacher(s), school gifted coordinator, and any appropriate support staff)</li> <li>○ Parent Engagement/Participation documentation (includes method of communication and any comments related to the communication)</li> <li>○ Student Profile (including Body of Evidence information and update to strengths/interests)</li> <li>○ Academic and Affective Goals (SMART, Standards-Aligned)</li> <li>○ Programming for each goal (includes content, process, product, and environment)</li> <li>○ Progress Monitoring date, members, and data/updates/adjustments to goals (at least one Progress Monitor required annually per student, approximately half way through the ALP period)</li> <li>○ Goal Attainment (includes attained, not attained, partially attained)</li> <li>○ Use of <a href="#">Thrively</a> or survey (<a href="#">student</a> and/or <a href="#">parent</a>) to gather additional input on student interests and goals</li> </ul> </li> <li>• An approval chain for each ALP is in place. Once a school coordinator completes the ALP, it is sent to the district specialist or designee to ensure all required elements have been met. Once approved, a copy of the ALP will be mailed to parents/guardians with a letter explaining the ALP and a section requesting signature of receipt.</li> <li>• The approval chain assists in monitoring for ALP completion for every D60 student</li> </ul>	
<p><b>Programming 12.02(2)(h)</b></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>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p>	<p><b>Gifted and Talented Education Policy (File: IHBB)</b></p> <p>The Board of Education is dedicated to providing comprehensive programming for the identification and education of the gifted and talented student. Gifted and talented students are those students between the ages of four and 21 whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow at their level of potential. To the extent resources are available for this purpose, the superintendent or designee shall develop and implement programming designed to meet the particular educational needs of gifted and talented students that:</p> <ul style="list-style-type: none"> <li>• encourages acceleration and enrichment beyond the basic curriculum</li> <li>• offers a differentiated curriculum that includes higher cognitive concepts and processes</li> <li>• uses instructional strategies that accommodate the learning styles of the gifted and talented</li> <li>• fosters the individual growth of each student</li> </ul>	

<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>	<ul style="list-style-type: none"> <li>• supports students in the attainment of state and district academic content standards</li> <li>• assists students with pre-collegiate and/or pre-advanced placement programs</li> <li>• provides guidance support systems, including identifying post-secondary options</li> </ul> <p>The programming shall include early identification of gifted and talented students who are at least five years of age and may include the early identification of four and five year old highly advanced gifted students. The programming shall also include ongoing professional development of staff who administer, supervise or teach in such programs. The programs are regularly evaluated. The superintendent or designee shall submit to the Colorado Department of Education a program plan to identify and serve gifted and talented students and may submit a program plan to serve four and five year old highly advanced gifted students no later than April 30 of each year. The program plan shall contain elements specified by CDE so the district [or administrative unit] will be eligible for state funding for these students.</p> <p>Except as otherwise required by law, the superintendent or designee shall have the final determination regarding placement of students in district programs for the gifted and talented. The district's gifted and talented office shall designate a gifted and talented coordinator in each building to provide for effective student recruitment, identification and evaluation procedures, staff development, program evaluation and program implementation and supervision.</p> <p><i>Revised February 24, 2015</i></p> <p><b>Current Status:</b></p> <p>Typical Structure Options (top options):</p> <ul style="list-style-type: none"> <li>• Flexible Grouping</li> <li>• Cross-grade Grouping</li> <li>• Cluster Grouping</li> <li>• General Education with Resource Room</li> <li>• Differentiated Instruction Strategies/Methods</li> <li>• Targeted critical thinking skills development</li> <li>• Content extensions</li> <li>• Subject-based acceleration</li> <li>• Depth and Complexity framework</li> </ul> <p>Affective/Guidance Strategies/Methods</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Personal Competence</li> <li>• Social Competence</li> <li>• Leadership</li> <li>• Relationships/Social Skills</li> </ul> <p>Post-Secondary Readiness Methods</p> <ul style="list-style-type: none"> <li>• Personal strengths/interests</li> <li>• Goal setting</li> <li>• Early Career/College Exploration</li> </ul> <p>Academic Content Options</p> <ul style="list-style-type: none"> <li>• Pre-Assessment for Appropriate Instructional Level</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Assessment Alternatives</li> <li>• Acceleration and Monitoring (Iowa Acceleration Scale for Grade Acceleration)</li> <li>• Advanced/Honors Course</li> <li>• Supplemental Curriculum</li> <li>• Concurrent Enrollment</li> <li>• Advanced Placement courses</li> <li>• International Baccalaureate</li> <li>• Community Resources</li> <li>• Mentorships</li> <li>• Competitions (i.e. National Academic League, Math Engineering and Science Achievement, Knowledge Bowl, Destination Imagination, Superintendent's Cross Curricular Writing Award, Junior Great Books, Colorado State Spelling Bee, STEM Fair)</li> </ul> <p>Creativity Content Options</p> <ul style="list-style-type: none"> <li>• Competitions (i.e. National Academic League, Math Engineering and Science Achievement, Knowledge Bowl, Destination Imagination, Superintendent's Cross Curricular Writing Award, Junior Great Books, STEM Fair)</li> <li>• Problem Solving Skill Development</li> <li>• Community Resources</li> </ul> <p>Leadership Content Options</p> <ul style="list-style-type: none"> <li>• Student Council Leadership</li> <li>• Service Learning</li> <li>• Leadership Camps/Conferences</li> <li>• National Junior Honor Society</li> <li>• National Honor Society</li> </ul> <p>Arts Content Options</p> <ul style="list-style-type: none"> <li>• Select band, choir, and orchestra ensembles</li> <li>• State honor ensembles</li> <li>• Competitions (i.e. honor ensembles, district art shows, Colorado Association of School Boards art competition)</li> <li>• Direct instruction in Domain Skill Development</li> <li>• Integrated Arts with Core Academic Standards</li> <li>• Community performances</li> <li>• Tri-M Music Honor Society</li> </ul> <p>General Cognition Content Options</p> <ul style="list-style-type: none"> <li>• Extended Learning Opportunities (i.e. projects, field trips, enrichment opportunities)</li> <li>• Application of Critical Thinking to Academic Content Tasks and Assignments</li> <li>• Exploration of Interests, Promoting Ways to Study, Learn, and Create in an Area of Interest</li> <li>• Varied Choices for Product Demonstration or Evidence of Learning</li> </ul> <ul style="list-style-type: none"> <li>• Depth and Complexity framework training has been offered in the school district since 2018. Beginning Fall, 2020 more access to this training will be available through self-paced modules that can be used</li> </ul>	
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	<p>individually or as a school staff. Participants enrolled in the modules will receive instructional materials related to the training.</p> <ul style="list-style-type: none"> <li>• Process to identify root causes and explore solutions for students exhibiting signs of underachievement will be followed. This process can be accessed by gifted coordinators and shared with staff.</li> </ul>	
<p><b>Evaluation and Accountability Procedures 12.02(2)(i)</b> 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 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>	<ul style="list-style-type: none"> <li>• District Unified Improvement Plan identifies goals for gifted students on state assessments to achieve a rating of Exceeds Expectations in their area of giftedness</li> <li>• CMAS data is disaggregated for gifted students</li> <li>• Academic and Affective SMART goals are set through ALP</li> <li>• <a href="#">Thrively</a> is implemented in all schools to provide academic and affective instruction, assist students with goal-setting strategies, and monitor learning through journals and reflections</li> <li>• Annual professional development for gifted coordinators on goal setting/format of ALPs and affective/social/emotional goals and needs</li> <li>• Program evaluation is gathered yearly at the school level through a <a href="#">survey</a>. This report is completed by every school gifted coordinator and signed off by the building principal. The information within the report includes:             <ul style="list-style-type: none"> <li>○ Structure options (environment in which gifted students receive instruction)</li> <li>○ Programming options available</li> <li>○ Affective instruction topics utilized</li> <li>○ Career/College planning (Post-Secondary workforce readiness) tools utilized</li> <li>○ Content options available (e.g. academic, creativity, leadership, arts, general cognition)</li> <li>○ ALP completion</li> <li>○ School budget spending</li> <li>○ Building needs for the next school year</li> <li>○ Parent Participation/Engagement activities held</li> <li>○ How gifted is included in the School Unified Improvement Plan</li> <li>○ Testing/Identification data</li> <li>○ Professional Development needs</li> </ul> </li> <li>• Director will meet with school administrators at the beginning of the school year to determine needs of gifted program, including professional development needs for all teachers/support staff (i.e. differentiation, gifted characteristics, affective needs, Depth and Complexity, CDE GT modules, etc.)</li> <li>• Coordinators work collaboratively with school administrator to annually identify goals for the building-level gifted program in the areas of identification, programming, ALPs, and progress monitoring</li> <li>• Information above will be communicated with appropriate stakeholders through a variety of means (e.g. e-mail, newsletters, coordinator meetings, professional development opportunities)</li> </ul>	

<p><b>Personnel 12.02(2)(j)</b>                      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>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><b>District Personnel:</b> The AU provides one (1) Gifted and Talented Specialist with the following responsibilities:</p> <ul style="list-style-type: none"> <li>• Develops, implements, and monitors district Gifted Education plan and goals</li> <li>• Attends State and Regional Gifted Director's meetings for updates in state policy and compliance requirements</li> <li>• Collaborates with school and district administration to make relevant connections between gifted programming and content curricula</li> <li>• Schedule and implement monthly GT coordinator meetings to disseminate information, state directives, collaborate on best practices in gifted education, and provide professional development/endorsement information. These meetings may be held in person or through a webinar-style format</li> <li>• Conducts and disseminates research on best practices in gifted education</li> <li>• Determines district programming needs through research and stakeholder communication</li> <li>• Facilitates program development and refinement with gifted staff</li> <li>• Coordinates various gifted education professional development opportunities for all staff</li> <li>• Manages gifted education budget</li> <li>• Updates gifted education websites, both public and staff intranet</li> <li>• Presents critical gifted information to staff, administration, and Board of Education</li> <li>• Outlines procedures for program fluency and consistency (i.e. assessments, data collection, record keeping) at school and district levels</li> <li>• Manages gifted testing schedule, oversees testing procedures, and provides support to schools as needed</li> <li>• Advocate for gifted education during district program changes</li> <li>• Monitor the use of gifted funds to ensure appropriate spending according to ECEA rule</li> </ul> <p><b>School Personnel:</b> Each building principal will designate a Gifted and Talented Coordinator who:</p> <ul style="list-style-type: none"> <li>• Assists the district Specialist with gifted identification</li> <li>• Initiates and maintains ALPs</li> <li>• Attends professional development activities</li> <li>• Provides professional development when appropriate to building colleagues</li> <li>• Coordinates gifted assessments</li> <li>• Collaborates with teachers to meet ALP goals</li> <li>• Maintain any records relative to gifted education programming</li> <li>• Ensures that paraprofessionals/support staff are not the sole instructional provider for any GT student</li> </ul>	

	<p><b>Classroom Teachers/Support Staff:</b> Classroom teachers and support staff (i.e. paraprofessionals, counselors) will</p> <ul style="list-style-type: none"> <li>• Participate in the ALP development</li> <li>• Deliver and/or support instruction and assessment based on individual goals</li> <li>• Reports on progress and goal attainment to building GT coordinator</li> </ul> <p><b>Professional Development:</b> All educational staff are encouraged and informed of national, state, regional, and district professional development opportunities in gifted education, including offerings/programs through state universities/colleges.</p>	
<p><b>Budget 12.02(2)(k)</b>          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>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"> <li>• Budget is developed based upon district programming requirements and needs</li> <li>• State funds are used to provide salaries for one gifted director, building coordinator stipends, field trip costs, resource materials, professional development, supplies within each building, and advanced programming options (i.e. National Academic League, Destination Imagination)</li> <li>• Gifted funds are distributed to serve the needs of gifted students in each school based on school’s gifted population</li> <li>• Annually evaluate effectiveness of programming costs</li> <li>• A spending approval chain is implemented as a system of accountability for use of gifted funds at both the school and district levels</li> <li>• Expended budget is reported annually through the CDE Budget Reporting Form, submitted by September 30th.</li> </ul>	
<p><b>Record Keeping 12.05(1)</b>          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><b>12.05(2) Inventory</b>          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>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><b>12.05(3) Student Education Records</b> The ALP documents shall be part of the student’s cumulative education record.</p> <p><b>12.05(4) Confidentiality of Student Education Records</b> 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><b>12.05(5) Maintenance and Destruction of Student Education Records</b> 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><b>Procedures for Disagreement 12.06</b> 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><b>AU Description:</b> “The Right of Appeal: If there is a disagreement with an identification, Advanced Learning Plan, or programming decision, a right of appeal is available. A parent, student, teacher, or administrator may initiate the appeal process by notifying the building GT coordinator. The applicant will then meet with the building administrator and gifted/talented coordinator to review data, introduce additional information, and decide on a further course of action. The superintendent will be part of the appeal process and make the final decision. Parents will be notified of the final decision through written communication within 15 school days.”</p> <p>This Right of Appeal can be found in identification/ALP letters sent home to parents as well as posted on the school district’s GT <a href="#">website</a>.</p>	
<p><b>Early Access 12.02(2)(l)</b> 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 <a href="#">Early Access</a> plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	