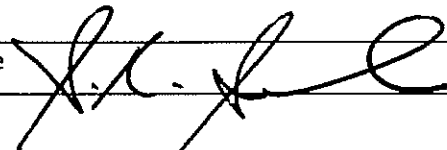
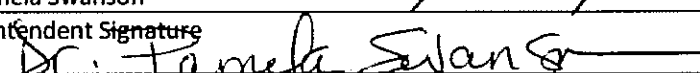


COLORADO

Department of Education

Gifted Education 5 Year
Comprehensive Program Plan (CPP)

AU Name Westminster Public Schools		Fiscal Year: 2020-2021
AU Address 6933 Raleigh Street		
City Westminster	State Colorado	Zip Code 80030
Gifted Education Director Name Dr. Steve Sandoval	Telephone 303-657-3861	Email Address ssandoval@mywps.org
Gifted Education Program Director Signature 		
Superintendent Name Dr. Pamela Swanson	Telephone 720-542-5091	Email Address pswanson@mywps.org
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>Exceptional Children’s Education Act Program Element</p>	<p>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p>
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent,</p>	<p>Westminster Public Schools (WPS), a system-wide competency-based school district, uses a variety of methods to communicate about our gifted program, called Programming for Every Driven and Accelerated Learner (PEDAL). Communications about PEDAL including identification, programming (including</p>	

<p>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 multidistrict AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for a parent, family, and student communication and engagement.</p>	<p>our innovation school options), events and resources, to the community occur through our PEDAL website, print materials, information nights, like our annual WPS Showcase, and through our newly developed PEDAL Forum. Our virtual PEDAL Forum (separated for parents and students) was derived as an opportunity for having gone remote during the spring semester of 2020. Its purpose is to educate families on topics and opportunities related to gifted education. Parents are always welcome and encouraged to speak with the District PEDAL Coordinator or with their child’s school PEDAL Advocate for any information related to gifted education.</p> <p>Being a “district without boundaries,” parents are encouraged to explore different school options, including innovation and magnet school options described under “programming” below, for their children. Otherwise, they may attend their home school as well, which is also a high-quality option that utilizes competency-based education. Our district’s Communications Division frequently markets these various school offerings—traditional and innovation—through various print materials, websites, radio advertisements, and social media outlets.</p>	
<p>Definition of “Gifted Student” 12.02(2)(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>	<p>Our WPS definition aligns with the state’s: “Gifted and talented children are students between the ages of three 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.” Gifted students include gifted students with disabilities and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations.</p> <p>Gifted students are highly capable in at least one of these areas:</p> <ul style="list-style-type: none"> ○ General or specific intellectual ability ○ Specific academic aptitude ○ Creativity ○ Leadership 	

	<ul style="list-style-type: none"> o Visual, performing, or musical arts o Psychomotor abilities o World languages 	
<p>Identification Procedures 12.02(2)(c) 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</p>	<p><u>Referral</u>: The district created a referral process using Google Survey, which allows the district to capture pertinent referral information from teachers, parents, community members and students. From this information, a formal referral request triggers the PEDAL Coordinator to work with school staff to begin the data collection process. Once a body of evidence is generated (which may be different in accordance with the specific PEDAL area reviewed), a collaborative decision of student eligibility is made based on specific area criteria between the district PEDAL Coordinator and the school’s PEDAL Advocate or designee. PEDAL Advocates will notify families of the referral status in no more than 30 days after the referral submission.</p> <p><u>Our Two-Pronged Screening Process</u>:</p> <p>Prong I: In order to screen for students that may have very high academic aptitudes, we utilize our district’s Alpine Achievement database to select each student warranting further review by our PEDAL team for the purposes of eligibility. Students with high achievement on district and state tests may not necessarily result in PEDAL eligibility. Only when a student meets our rigorous criteria does s/he become eligible.</p> <p>Prong II: For all other students that may be eligible for PEDAL in a non-academic area (e.g., general cognitive ability, leadership, performing and creative arts, etc.), referrals are made by parents or teachers based on data and information already in their possession (e.g., CogAT screeners, SIGS, recitals/stage performances, community leadership activities, etc.), which would trigger a formal referral and the collection of a body of evidence. From this evidence, a decision is made by the PEDAL Coordinator and the school’s PEDAL Advocate.</p> <p><u>Equitable Access</u>: Since WPS enrolls a high proportion of students of poverty (84% FRL) and English learners (33%), it is especially crucial that we put non-discriminatory, yet rigorous, eligibility and identification policies and practices in place. In doing so, our district utilizes a tiered approach that pulls together a</p>	

<p>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 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</p>	<p>variety of student data and information that provides a holistic picture of the child’s strengths, interests, and curiosities. Data includes both quantitative and qualitative measures (for example, asking CLD Specialists to indicate students that need to be referred for a PEDAL eligibility review, Naglieri Scales, non-verbal tests of cognitive abilities, etc.). Once approved, ACCESS data will be used to help identify students whose primary language is not English.</p> <p><u>General Procedures:</u> All PEDAL Advocates are trained annually and are now proficient in their understanding of our district’s referral, assessment, and eligibility procedures, including the 30-day timeline, so as not to unnecessarily delay student programming if found eligible.</p> <p><u>Eligible PEDAL Students:</u> Once found eligible, the school’s PEDAL Advocate contacts parents to notify them of their child’s eligibility. As well, parents are invited to the school to collaborate in the development of their child’s Accelerated Learning Plan (ALP). A formal letter of eligibility is then mailed as a follow up.</p> <p><u>Talent Pool:</u> Although we focus most of our energies and resources on PEDAL eligible students, a PEDAL watch list is maintained for students that did not formally qualify for services or whose body of evidence is not yet complete. In many cases, they, along with other students with specific interests are invited to participate in the various district- or school-led enrichment activities. Students can be referred for PEDAL eligibility multiple times during his/her school career.</p>	
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<p>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>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</p>	<p>Westminster Public Schools uses a body of evidence over time to identify learners for PEDAL programming, as allowed by ECEA Rules. We look for students who have scored at a minimum of 95th percentile on our local assessments, a score of exceeds in the CMAS assessment, a distinguished/advanced rating on our observations scales for a specific talent aptitude, or a 95th percentile or higher on the SIGS Observation scales. We also use Empower, our district’s recording and reporting tool, to identify students who exceed performance when compared with their age mates.</p> <p>WPS takes into consideration that many assessments have standard errors of measurement that must be taken into consideration, particularly for our under-representative groups that are vulnerable to testing bias and unequal opportunity. The body of evidence over time and consensus discussion/decisions ensure all students who need services are adequately challenged instructionally.</p>	

<p>observation, and/or formation of student talent pools.</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>WPS follows all state portability requirements to ensure all students receive educational accommodations in any school setting in which they transfer. A student’s ALP is transferred with the student cumulative folder and updated with new goals annually.</p> <p><u>Incoming “GT Students” to WPS:</u> The Infinite Campus online registration process flags any students who have been deemed as gifted by their guardian. This notification goes directly to the district PEDAL Coordinator. The PEDAL Advocate or PEDAL Coordinator will (a) obtain “GT” documentation from a parent or previous school or other, (b) review the information recommend for portability using a PEDAL form and then submit to the PEDAL Leadership team for final approval, and (c) if portability approved, student status will then be updated in Infinite Campus and a PEDAL file will be created in Alpine, and (d) a review of the new student’s ALP will occur within 45 days of enrollment and communication with the parent within 60 days. For incomplete files or information, the school may complete a re-evaluation to determine re-eligibility of the incoming student.</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 achievement gaps or career interest. Affective goals reflect development of personal, social,</p>	<p>At the Westminster Public Schools, our ALP is called the <i>Accelerated Learning Plan</i>, which aligns with our purpose and vision within a Competency Based System that offers natural acceleration for students who move up performance levels when mastery of standards is achieved. In WPS, the expectation is that all identified GT students will have an Accelerated Learning Plan (ALP), used as a guide or blueprint for educational programming. The district created a brief evolving ALP that addresses the specific needs of the students <i>instructionally</i> (e.g., differentiation) and/or <i>programmatically</i> (e.g., performance level movement, mental health), based on data and other student information.</p> <p>The WPS ALP contains achievement goals that reflect a student’s area(s) of strength and affective goals that support social-emotional development. The ALP also includes the criteria for identification, a student profile, area(s) of giftedness, evidence of parent engagement, student input, program delivery model, career and college planning, and biannual reflection through progress monitoring.</p> <p>Each year a team of relevant professionals and family members are assembled to support the identified gifted learner through the development and modification of ALP goals, student profile (interests, needs and strengths), and program offerings. Due to this collaborative process, the student is aware of his/her team intended to address needs as they occur throughout the school year.</p>	

<p>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>		
<p>ALP Procedures and Responsibilities 12.02(2)(g) 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><u>Starting the Initial and Annual ALP Process</u> When a student qualifies for PEDAL, the school administrator and the school's PEDAL Advocate receive an email from the district PEDAL Coordinator to begin the ALP process. This email signals that the student's file has been updated in the WPS student database (Infinite Campus). The PEDAL Advocate then informs families of the ALP Process, sends home a formal letter and survey offered in the parent's primary language. At the same time, the PEDAL Advocate also sends a teacher survey to the relevant teacher and conducts a student interview. The PEDAL Advocate then compiles all the survey data and invites a collaborative team to develop the student's ALP.</p> <p><u>Team membership</u> The collaborative team may consist of the student, his/her teachers, an</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>	<p>academic interventionist, mental health provider, the school PEDAL Advocate, the district PEDAL Coordinator, and the student's guardians.</p> <p><u>Development of ALP</u> During the collaborative meeting, the team develops the affective and academic goal(s) and the instructional approaches (acceleration, compacting, differentiation, extension, and enrichment) to meet the student's needs. For middle- and high-schoolers, the goal reflected in the ALP will align with the ICAP goals, which include high school and career planning. The ALP is documented in the Alpine Achievement Data Management System so it can be viewed over the course of a student's educational career.</p> <p><u>Student Agency and Participation</u> The identified student then copies their ALP goals in their <i>WPS data notebook</i> for goal-tracking purposes. During fall and spring parent-teacher conferences, the PEDAL Advocate, teacher, and the student review and reflect upon progress made toward goal attainment.</p> <p><u>Documentation for Portability Purposes</u> The PEDAL Advocate will scan and upload all paperwork pertaining to the ALP in our <i>Alpine</i> student achievement database and record all parent contacts. Finally, the PEDAL Advocate will place a copy of the ALP in the student's cumulative folder for portability purposes.</p>	
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<p>Programming 12.02(2)(h) 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>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><u>Creating Agility for Accelerated Learners in a Competency Based System</u> One aspect of our district’s vision draws upon the idea that <i>learning is the constant, time is the variable</i>. This maxim perhaps is no more important than it is for our accelerated learners at WPS who do not languish in grade-level expectations when they are exceeding them. Their understanding of content matches the content instruction received. If, for example, a student requires only one school year to complete, say, two grade-levels in math, then our competency-based system has the agility to make that happen naturally. We allow students to accelerate at any point in the school year in a specific content or grade level (we call “performance levels”). Additionally, our district utilizes the nationally recognized <i>Interventionist Framework</i>, which allows staff the ability to provide collaborative targeted and intensive interventions for our highest achievers in addition to our most struggling ones. Therefore, we do not need an isolated or self-contained GT program, per se, for our identified students. Doing this successfully, of course, requires thoughtful coordination, commitment, and collaboration among educators and parents, which we have been able to address for approximately 12 years.</p> <p><u>Our Innovation and Magnet Schools</u> WPS has available a selection of innovation and magnet schools designed to develop students’ talents and interests at a school level, above and beyond programs, activities or events. They are as follows:</p> <ul style="list-style-type: none"> ● <i>Colorado STEM Academy</i> focuses its content and instruction for students that have proclivities toward math and/or science; ● <i>Westminster Academy for International Studies (WAIS)</i> emphasizes programs for students that enjoy learning about other cultures and world languages; our innovation school; ● <i>The John E. Flynn School: A Marzano Academy</i>, offers a “quality education focused on academics and social-emotional skills” that prepare students for life; ● <i>The Hodgkins Leadership Academy (K-8)</i> will continue to utilize Stephen Covey’s <i>The Leader In Me</i> program to help develop leaders among their student populations; ● <i>The Metropolitan Arts Academy—or The MET—</i>will offer students the ability to develop their creative and performing arts talents. 	
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<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>Starting 2020-2021 SY, two new magnet schools and one virtual program will be open for enrollment:</p> <ul style="list-style-type: none"> • <i>The Colorado Sports Leadership Academy (K-8) offers a solid foundational education while students explore careers in sports-related industry;</i> • <i>Tennyson Knolls Preparatory School is uniquely suited to support students whose families prefer a small K-8 option (less 350 students); and</i> • <i>The Westminster Virtual Academy (K-12) is an ideal program for families that prefer an online learning opportunity focused on English language arts, math, science and social studies.</i> <p><u>In-School Programming</u> In addition to the natural acceleration opportunities offered to students in a competency based system and our innovation/magnet options, each school customizes programming and educational approaches for high-ability learners. School-specific programming includes, but is not limited to, discussion groups, instructional coaching, differentiation, project-based learning, Career Technical Education, concurrent enrollment, mental health and guidance, field experiences, service-learning, Advancement Via Individual Determination (AVID program), International Baccalaureate, Project Lead The Way, and after-school enrichment options. Some areas to highlight include:</p> <p><i>PEDAL Instructional Coaching:</i> We help ensure all PEDAL students' unique needs are met through instructional coaching for teachers that serve our high-ability learners. This is accomplished by increasing rigor, depth of instruction and learning, critical thinking, acceleration, questioning techniques, and problem solving through differentiation strategies.</p> <p><i>Social-Emotional Development and Mental Health:</i> The mental health options available for students needing these services is comprehensive. With at least one full-time Mental Health Interventionist in each of our schools, all students, including accelerated learners, have access to these highly trained professionals at any time throughout the school year. These services help address the social-emotional well-being of students and their unique needs. In addition, WPS partners with The Community Reach Center (behavioral health agency) to hire 10 FTE of School-Based Therapists to support students needing Tier III trauma-informed therapeutic services. Our SEL Director also supports</p>	
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schools in addressing trauma for all students through course modules taught by trained staff.

Postsecondary Education and Workforce Programming: We begin talking to all students at WPS about graduation at an early age, starting with the *WPS Competency Tracker*, which allows students to track their progress toward graduation, even during primary grades. Further, our district’s *Dream, Plan, Do* initiative encourages students to think about being “career-ready” at all school levels. Students have opportunities to explore career pathways by engaging in lessons with teachers and school counselors. Our students also monitor and reflect upon their development of essential workforce skills through the ICAP process, which we call “future planning.” Further, WPS has a *Future Center* that offers comprehensive student support with high school and postsecondary & workforce planning. Specifically, the Future Center is staffed by a knowledgeable team of counselors who answer questions related to concurrent enrollment, FAFSA, writing high-yield college essays, interview skills, personal-social skills, career industry certificates, and career plans.

Concurrent Enrollment: In a competency-based system, offering concurrent enrollment options for students is especially crucial. Its importance is especially relevant for students that accelerate through our performance levels quicker than their age peers and reach mastery of 12th grade standards early. Offering concurrent enrollment also helps reduce the financial burden for families that have difficulty paying college tuition, which describes a majority of our families. The students enrolled in this program also receive academic support by school staff increasing the success rate of completion.

Career and Technical Education Program: The district’s Career and Technical Education (CTE) offers a rigorous, robust and hands-on experience for students that focuses on industry-relevant skills and knowledge needed for college and career preparation beyond high school. Many CTE course offerings allow students to earn industry credentials.

Enrichment and Talent Development

Our annual winter event, *Celebrating Excellence!*, invites all Westminster Public Schools (WPS) students to showcase their skills and talents in competitive spelling, career technical education, STEM skills, and performing arts events. Top performers are recognized publicly, including recognitions at Board meetings, and awarded with medals. Additionally, the WPS has instituted a Creative Arts Pipeline specifically intended for students that have interests, talents and aptitudes in the visual arts, drama/theater, instrumental music, and

	<p>dance. Working collaboratively with the leadership of the <i>Creative Arts Pipeline</i> has been essential to PEDAL’s success in the creative arts arena.</p> <p>Other events conducted throughout the school year highlight student’s interests and talents include annual art shows and contests, talent shows, school plays and musicals, chorales, bands, orchestras and symphonies, summer arts programs, career & tech regional and national events and competitions, school clubs, student council, high-school sports, field trips, and so on.</p> <p>Lastly, after-school programming is offered to meet the needs of our high ability learners in various areas of interest. These “opt in” offerings include: Destination Imagination, Lego League, Streetwise Art, Mad Science, Young Writers, Young Rembrandts and CodeSpire, to name a few. The PEDAL department pays each school to offer two enrichment activities per year. The stakeholders at each building select the programming based on their student’s interests and areas of strength.</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 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><u>UIP Goals</u> Annually, the PEDAL Leadership team analyzes data for our gifted learner population that includes comparisons with state GT data, GT vs. non-GT achievement and growth and other disaggregated group comparisons. During this process, we identify notable trends and prioritize performance challenges. In collaborative fashion, we develop an action plan with implementation benchmarks and performance targets that guide our work throughout the school year. We monitor the progress towards our goals monthly or quarterly depending on the implementation benchmarks. Please see the district UIP for the current action plan, targets, and major improvement strategies.</p> <p><u>Program Evaluation</u> The PEDAL Department uses a variety of ways to evaluate gifted programming. For instance, at the beginning of each school year, a survey is administered to determine areas of need for in-school programming and instructional support specifically for our high-ability learners at each school. During the school year, we also survey eligible teachers that teach accelerated learners to determine areas of need. We compile this data to offer strategic professional learning in a variety of formats. Observation data is collected to determine the effectiveness of instructional practices for high-ability learners to assure that</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>professional learning and coaching has yielded the desired results.</p> <p>For continuous improvement, we also send a PEDAL Program survey to parents, students and PEDAL Advocates to determine program strengths and needs for continuous improvement. The trends identified help establish program goals for the following school year. Given the high proportion of non-English speaking families, a bilingual community specialist is used to call each family and to administer the survey in their primary home language.</p>	
<p>Personnel 12.02(2)(j)</p>	<p><u>PEDAL Program Oversight and Support</u></p>	

<p>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</p>	<table border="1"> <thead> <tr> <th data-bbox="702 107 978 156">Title</th> <th data-bbox="978 107 1659 156">Roles and Functions</th> </tr> </thead> <tbody> <tr> <td data-bbox="702 156 978 421">Executive Director, Special Services</td> <td data-bbox="978 156 1659 421"> <ul style="list-style-type: none"> ● Sets and monitors the vision along with Learning Services Directors ● PEDAL supervision, planning, marketing and oversight ● PEDAL budget (state and local) ● Hiring and supervision of the PEDAL Coordinator </td> </tr> <tr> <td data-bbox="702 421 978 1098">PEDAL Program Coordinator</td> <td data-bbox="978 421 1659 1098"> <ul style="list-style-type: none"> ● PEDAL Program Management ● PEDAL planning (local and state purposes) ● District instructional coaching ● Lead district-level enrichment events (e.g., Celebrating Excellence!) ● PEDAL student data management & state reporting (CPP, UIP, GT Plan) ● PEDAL Professional Development and New Teacher Induction ● Manage state GEM visit coordination and reports ● Attend state-wide GT meetings, conferences, and symposia ● Support the implementation of quality standards for the development and monitoring of ALPs ● Student referral & identification management ● PEDAL parent and community engagement </td> </tr> <tr> <td data-bbox="702 1098 978 1528">PEDAL Advocates</td> <td data-bbox="978 1098 1659 1528"> <ul style="list-style-type: none"> ● Support school level awareness and implementation of PEDAL at all levels ● Solicit student identification referrals from its sources ● Write (co-write) Accelerated Learning Plans (ALPs) for identified students ● Consult with teaching staff on ALP implementation ● Participate in semi-annual professional development on PEDAL topics, led by PEDAL Coordinator </td> </tr> </tbody> </table>	Title	Roles and Functions	Executive Director, Special Services	<ul style="list-style-type: none"> ● Sets and monitors the vision along with Learning Services Directors ● PEDAL supervision, planning, marketing and oversight ● PEDAL budget (state and local) ● Hiring and supervision of the PEDAL Coordinator 	PEDAL Program Coordinator	<ul style="list-style-type: none"> ● PEDAL Program Management ● PEDAL planning (local and state purposes) ● District instructional coaching ● Lead district-level enrichment events (e.g., Celebrating Excellence!) ● PEDAL student data management & state reporting (CPP, UIP, GT Plan) ● PEDAL Professional Development and New Teacher Induction ● Manage state GEM visit coordination and reports ● Attend state-wide GT meetings, conferences, and symposia ● Support the implementation of quality standards for the development and monitoring of ALPs ● Student referral & identification management ● PEDAL parent and community engagement 	PEDAL Advocates	<ul style="list-style-type: none"> ● Support school level awareness and implementation of PEDAL at all levels ● Solicit student identification referrals from its sources ● Write (co-write) Accelerated Learning Plans (ALPs) for identified students ● Consult with teaching staff on ALP implementation ● Participate in semi-annual professional development on PEDAL topics, led by PEDAL Coordinator 		
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<p>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>	<table border="1" data-bbox="719 125 1661 274"> <tr> <td data-bbox="719 125 987 274"></td> <td data-bbox="987 125 1661 274"> <ul style="list-style-type: none"> ● Coordinate between building administrator and PEDAL initiatives ● Overall PEDAL student advocacy at the school level </td> </tr> </table> <p><u>Highly Qualified Personnel</u></p> <p>The PEDAL Program Coordinator is in the process of obtaining her GT Endorsement guaranteeing her status as a “highly qualified person”, per ECEA. She has also received extensive training specifically tailored to gifted learners. Teachers serving high-ability learners receive professional learning through observation and coaching cycles. All personnel that work with high-ability learners have valid Colorado Teaching Licenses.</p> <p>All schools within our district receive professional development that includes:</p> <ul style="list-style-type: none"> ● Characteristics of Gifted Learners ● WPS Identification Process ● Social-Emotional Learning <ul style="list-style-type: none"> ■ BASE Education ■ Direct SEL instruction ■ Embedded SEL instruction ● Differentiation strategies for High-Ability Learners <ul style="list-style-type: none"> ■ Observation and coaching cycles ■ Depth and complexity ■ Strategies for increasing rigor ■ Higher-order questioning or critical thinking ■ Project-based learning ■ Curriculum compacting ■ Acceleration ■ Extension activities 		<ul style="list-style-type: none"> ● Coordinate between building administrator and PEDAL initiatives ● Overall PEDAL student advocacy at the school level 	
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<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</p>	<p>The Westminster Public Schools (WPS) complies with state guidelines on allowable expenses described in ECEA (e.g., salaries, professional development, programming, instructional and non-instructional supplies and materials, indirect costs, etc.). The district also collaboratively creates and submits the proposed/expended budget plan,</p>			

<p>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,</p>	<p>which is aligned to program goals and pre-identified initiatives. Finally, WPS provides accurate and up-to-date information to CDE regarding all gifted education students and qualified personnel through the UIP.</p>	
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<p>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>		
<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</p>	<ul style="list-style-type: none"> ● You may simply check "yes" if you follow these procedures. If you do not, please explain. ● <input checked="" type="checkbox"/> Yes 	

<p>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>Procedures for Disagreement 12.06 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>Westminster Public Schools Appeal Process Parents/guardians will have an opportunity to be heard before any decision regarding gifted education programming, and/or identification is implemented, and disagreements will be discussed in a timely manner. If parents disagree with the placement decision, they will be provided information regarding the appeals procedure outlined below:</p> <ol style="list-style-type: none"> 1. An appeals process may be initiated by the parent/guardian by contacting the teacher, principal, the school-level PEDAL Advocate and/or the district's PEDAL Coordinator; 2. A hearing will be scheduled within 10 days of the request; 3. The parent/guardian, PEDAL Advocate and PEDAL Coordinator will meet to discuss concerns and possible solutions; 4. A resolution, conducted collaboratively, will be drafted and documented in the student's ALP (and, if appropriate, in Infinite Campus); 5. If the resolution is challenged, the family must submit their concerns in writing, at which time the Executive Director of Special Services or the Superintendent of Schools will review the entire body of evidence and make the final decision. 	
<p>Early Access 12.02(2)(f) 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. <input checked="" 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 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 plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	