



COLORADO
Department of Education

Gifted Education 5 Year
 Comprehensive Program Plan (CPP)

AU Name Pueblo 70, Rural 51020		Fiscal Year: FY 2020-2021
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City Pueblo	State CO	Zip Code 81006
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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).



Comprehensive Program Plan | CPP

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 style="text-align: center;">Exceptional Children’s Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p style="text-align: center;">If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement <i>12.02(2)(a)</i> 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</p>	<p>Pueblo School District 70 provides on-going communication with stakeholders about its Gifted and Talented program. Information and resources are available through Pueblo School District 70’s website page. Additionally, a Gifted and Talented handbook has been available on the website and</p>	

<p>available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>a hard copy of the handbook is located at each individual school in District 70. These resources contain information about Parent, Family, and Student Engagement and Communication; Definition of Gifted Student; Identification Procedures: Advanced Learning Plans; Programming; Personnel; Record Keeping; Procedure for Disagreements; Budget; Reports; and, Monitoring. The website has a tab for parents and families which provides information on giftedness. This information contains a characteristics chart, attributes of giftedness, parenting gifted students, social/emotional needs, and additional resources. District 70 has permission to test students and determination letters available at schools and on the website in English and Spanish. For stakeholders who speak a language other than English or Spanish, gifted representatives request the communication need for translation to the Coordinator for Diverse Learners and the translation service will be provided. All 6th-12th grade students are involved in college and career planning. District 70's website includes information on concurrent enrollment, Individual Career and Academic Plan (ICAP) development, and career and</p>	
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technical education. Stakeholders have access to student academic achievement through a variety of resources. These resources are found at the individual school level, the district website, and the state department of education website. Pueblo District 70 gathers surveys every two years from stakeholders to review and evaluate its programs and establishes a timeline and action steps for any area of improvement. Pueblo School District 70 has a Gifted Coordinator who conducts on-going meetings with school gifted personnel and provides professional development with various district audiences. District administration and gifted representatives receive communication updates monthly electronically on professional development opportunities, district gifted information, and other gifted resources by means of National Association for Gifted Children (NAGC) and Colorado Association for Gifted and Talented (CAGT) organizations. Parents, Families and Students also receive electronic and phone communication on events. Additionally, these opportunities are posted on the district's website. Additional opportunities

	<p>that are provided by the Southeast Gifted Education Regional Consultant are shared with our stakeholders. Parents, Families, Students, Educators, and Administrators are involved in the identification process, ALP development for those identified as gifted, progress monitoring, and ICAP process.</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>The Exceptional Children's Educational Act (ECEA) defines gifted children as:</p> <p><i>Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or</i></p>	

	<p><i>exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</i></p> <ul style="list-style-type: none"> • <i>General or specific intellectual ability</i> • <i>Specific academic aptitude</i> • <i>Creative or productive thinking</i> • <i>Leadership abilities</i> • <i>Visual arts, performing arts, musical or psychomotor abilities 12.01(16)</i> 	
<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>At the beginning of each school year, all schools within Pueblo School District 70 have at least one person participate in training regarding the Exceptional Children Educational Act (ECEA) rules and regulations, specifically focusing on the criteria pathways for identification. The district communicates on common terminology: portability, talent pool, and more. Our district has numbers that indicate under identification. A focus will be on the need to increase identification of students in underserved populations. All District 70 schools are currently following the state identification guidelines across all pathways and gifted areas. Through Universal Screening Grants District 70 established universal screening at the second-grade level and has continued to give universal screening at all of its elementary schools. Our district will continue to apply for additional</p>	

<p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A timeline of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from 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>funding to universally screen at 2nd and possibly 7th grade level. Universal screening of 2nd graders will occur with or without additional funding from the grant award. The assessment that is used for universal screening is the Cognitive Abilities Test (CogAT). Our district ensures that with this universal screening that ALL students are assessed, and accommodations are available and utilized for students with disabilities and students who are English Learners; to ensure there is an equal and equitable opportunity to access as their same age peers.</p> <p>District 70 uses test data such as state assessments, the NWEA or iReady, student performance, RtI, Observation, Checklists, interviews and Anecdotal Records as triggers to identify students for Gifted and Talented. Additionally, students, parents and teachers can refer a student for gifted identification. After a student has been refereed for identification current data available is used to build a BOE. A student who has an insufficient BOE to meet portability is offered the option to take a CogAT or request additional testing such as the TOMAGS, TEMA3, PCA, TERA-4 or other state approved measures.</p> <p>Identification is based and aligned with the identification criteria that the state has established following the passing</p>
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<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>of the HB 14-1102, and to ensure the "portability" law is guaranteed for our current and newly identified students. The district provides several identification trainings in person and through the webinars posted on the Colorado Department of Education (CDE) website to all district personnel. In person trainings have occurred with administrators/principals, school psychologists, gifted representatives from all schools, and Culturally and Linguistically Diverse instructors. All educators have been provided the states webinar to view. District 70 recognizes that a student may be identified in one or more of these domains: General or Specific Intellectual Ability; Specific Academic Aptitude (with or without cognitive); Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities; Creative or Productive Thinking; and/or Leadership Abilities. The process is to gather referrals from multiple sources, multiple types, and multiple times, which will lead to a collection of a body of evidence. Referrals can come from the following: RtI referrals, universal screening (CogAT), test data (PARCC, CMAS, NWEA, etc.), observations, performances, checklists/questionnaires, anecdotal records, inventories, or interviews. From the time of the referral to the time of the determination, a team only has 30 school days. The body of evidence includes both quantitative (PARCC, NWEA, CMAS, CogAT, PCA,</p>	
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etc.) and qualitative (Gifted Education Scale-3, Scales for Identifying Gifted Students (SIGS), Gifted Education Planner, above grade level: rubrics, performance, etc.) data, and other supplemental information necessary to making a team decision. Each category of giftedness requires ratings or performance at the 95th percentile or above/advanced/distinguished level. After analyzing all information, a team of educators, including one member who is trained in gifted education identification, meet to make a determination which aligns to state criteria. The team decides: no gifted determination, talent pool determination (district's range is 90th to 94th), or gifted determination.

Communication of a Gifted Determination is sent in the form of a letter to identified students and parents/guardians. Record of this communication including pertinent documentation and the notification letter are placed into the students cumulative file. If Talent Pool is determined, the Gifted Education representative fills out a brief one-page form which states student information, body of evidence, and what programming will be provided to the student; a copy gets sent to the district gifted coordinator and another is placed in cumulative folder. If Gifted Determination is made, in addition to the letter and record being placed in the cumulative folder, all teachers who work with the student, and principal (if

he or she didn't participate in the determination) are informed. Then, the gifted education representative within 30 school days will work with parent, student, general education teachers to develop the initial Advanced Learning Plan (ALP).

The ALP is an on-going document that will be monitored and updated throughout each year. District 70 is continuing to work on this area, and a focus to improve identification with underrepresented populations and the talent domains are our primary focus at this time. Continued training, support, and guidance is being provided minimally on a monthly basis. The District's Gifted coordinator directly works with schools who have low numbers of identified students. District 70 is taking the necessary steps to keep the underrepresentation of diverse populations at the forefront of district level discussions. District 70 realizes improvement on programming is an area of need; thus, once a student is identified educators know what needs to be done to meet student's needs. District 70 is also trying to establish local norms to ensure access and inclusion of students from our underrepresented populations and will communicate if identification is determined. ALP's will clearly state to students, parents, and others that programming is not guaranteed to continue if a student transfers to another district.

"The Exceptional Children's Educational Act (**ECEA**), which are Colorado's rules and regulations around Gifted Education, went into effect as of June 1, 2015. These rules include the revised criteria for identification, as new regulations of "portability" are in place for our state. In reviewing (student's name) body of evidence, he/she does not meet this criterion; however, our team has decided to identify (student's name) in (area), initiate/update his/her ALP, and provide programming to meet their educational needs. If (student's name) transfers out of our district, based on the rule of portability, his/her gifted identification may or may not be honored by the new district."

The district requires all gifted records (letters, body of evidence, Advanced Learning Plan copies, body of evidence, and/or talent pool documentation forms) to be maintained and kept in student's cumulative files to ensure records are transferred correctly in and out of our district. When new students transfer to Pueblo School District 70, our enrollment procedures include gathering of input from families/parents if their student is or has been identified as gifted, and request of records from previous school are sent. School personnel notify gifted representatives of all new transferring gifted students, and gifted representatives complete a body of evidence review to determine if our state criteria are met. If it is met, gifted

	<p>representatives contact parents and students and/or consult with previous district to develop a new ALP. If not met, gifted representatives consult with previous district, parent and student to proceed with a reevaluation. This review to determine if a student meets or does not meet is done within 45 school days from the date of enrollment to the district, and communication with parents is done within 60 school days from the date of enrollment. Our district requires that an ALP is developed with the 60 school days from the date of enrollment.</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95-percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>	<p>Each category of giftedness requires ratings or performance at the 95th percentile or above/advanced/distinguished level. After all of this information is gathered, a team of educators, including at least one member who is trained in gifted education identification, gather to make a determination with the align state criteria. The team then decides: no gifted determination, talent pool determination (district's range is 90th to 94th), or gifted determination.</p> <p>Our district has a strict rule that not meeting criteria on a single assessment will not prevent a student from further identification consideration. From the time of the referral to the time of the determination, a team only has 30 school days. The body of evidence</p>	

	<p>includes both quantitative (PSAT, SAT, CMAS, NWEA, iReady, CogAT, PCA, and other state approved measures) and qualitative (Gifted Education Scale-3, Scales for Identifying Gifted Students (SIGS), Gifted Education Planner, above grade level: rubrics, performance, etc.) data, and other supplemental information necessary to making a team decision.</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>District 70 70 follows all criteria from The Exceptional Children's Educational Act (ECEA), which are Colorado's rules and regulations around Gifted Education, went into effect as of June 1, 2015. These rules include the revised criteria for identification, as new regulations of "portability" are in place for our state. In reviewing (student's name) body of evidence, he/she does not meet this criterion; however, our team has decided to identify (student's name) in (area), initiate/update his/her ALP, and provide programming to meet their educational needs. If (student's name) transfers out of our district, based on the rule of portability, his/her gifted identification may or may not be honored by the new district." The district requires all gifted records (letters, body of evidence, Advanced Learning Plan copies, body of evidence, and/or talent pool documentation forms) to be maintained and kept in student’s cumulative files to ensure records are transferred correctly in and out of our district. When new</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>students transfer to Pueblo School District 70, our enrollment procedures include gathering of input from families/parents if their student is or has been identified as gifted, and request of records from previous school are sent. School personnel notify gifted representatives of all new transferring gifted students, and gifted representatives complete a body of evidence review to determine if our state criteria are met. If it is met, gifted representatives contact parents and students and/or consult with previous district to develop a new ALP. If not met, gifted representatives consult with previous district, parent and student to proceed with a reevaluation. This review to determine if a student meets or does not meet is done within 45 school days from the date of enrollment to the district, and communication with parents is done within 60 school days from the date of enrollment. Our district requires that an ALP is developed with the 60 school days from the date of enrollment.</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 is inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p>	<p>Each student who has been formally identified in the district has an Advanced Learning Plan (ALP). All ALPs in the district are required to be developed according to the student's strength area(s), interests, and instructional and affective needs. The district provides guidance and professional development opportunities on writing compliant, standards-aligned, and best practice ALPs. ALPs are developed by a team including, but not limited to, student,</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>	<p>parent, gifted representative, and general education teacher(s). Students who have initially been determined as gifted will have an ALP developed within 30 school days. Transfer students from Colorado, will have an ALP in place within 45 school days from their start date in the district. Students transferring from outside of Colorado, body of evidence for identification is reviewed by school review teams to determine gifted based on our state criteria. Within 60 school days after start date, parents will be notified, and an ALP will be developed if an area of gifted is determined for the transfer student. Components of district ALPs include, but are not limited to, student strengths, interests, annual and standards- aligned achievement goals per each strength area written by classroom educators, goals for affective needs, post-secondary readiness (if applicable), student profile, programming strategies/interventions/supplemental curriculum/expanded opportunities/activities, progress reporting (each quarter), and parent and student input. Programming options include, but not limited to: acceleration, content acceleration, after school enrichment opportunities, AP courses, IB courses, STEM courses, CTE courses, honors classes, concurrent enrollment, and differentiated instruction). All records for the ALP are kept in Alpine Achievement and a hardcopy is placed</p>	
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in student's cumulative files. When students transfer in or out of district, their plans that are in their cumulative files will transfer to their next school of attendance. Parents and students receive a copy for their records as well. The ALP articulates transition process for students who move to next school level, and review of previous goals and their attainment. Classroom teachers are provided resources on how to develop student goals and are involved in the process of developing and progress monitoring of student's measurable goals. All district gifted representatives are responsible for completion of ALP development and reporting but are not the sole custodians of the record. They are involved in the process of writing and development of goals, again are not the sole custodians. Students goals are expected and required to be written towards student's strength and/or interest and be standards-aligned. Goals then are required to be aligned to classroom instruction and/or supplemental programming. Progress reports are sent at the same time as the AU sends quarterly reporting and at AU scheduled parent-teacher conferences or student-led conferences. All students are expected to be active participants in the development of their ALPs on an on-going basis. Pueblo District 70 is in initial development of blending an Advanced Learning Plan (ALP) into ICAP to improve alignment with transition and academic achievement.

	<p>Lastly, our parents are also expected to be active participants in the development of their child's ALPs on an on-going basis as well.</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>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</p>	<p>At the beginning of each school year, all schools within Pueblo School District 70 have at least one person participate in training regarding the developing and monitoring of ALP's. This person shall facilitate input from the student, the student's parents or guardians, classroom teachers and other staff involved in the student's education to support and write ALP goals that are measurable according to local procedures. These goals are written to be aligned with classroom tiered instruction.</p> <p>Primary students and their guardians frequently conference to foster an awareness of the ALP which allows them to actively participate in the ALP process. Secondary students conference less frequently with their GT representative. Instead, they use surveys through ICAP to help establish academic and affective goals for their ALP. The GT representative reviews these surveys to see how best to assist the student with creation of meaningful measurable goals.</p> <p>District 70 currently documents parental engagement and input in Alpine. District 70 prefers parental</p>	

<p>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>signatures and makes every effort to obtain them. In cases where it cannot obtain a parental signature, District 70 will accept a phone conversation as a signature. Although District 70 will continue to obtain verification of parental involvement, after three documented attempts District 70 will continue to implement the ALP.</p>	
<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>Pueblo School District 70 has a continuum of services available for gifted students based on the student's areas of strength and learning needs. The district supports research-based strategies that provide opportunities for optimal learning to ensure that gifted students will perform at levels commensurate with their abilities. Gifted students are provided a dynamic, challenging educational program at every level throughout their school career.</p> <p>Because District 70 is committed to site-based management and because each school reflects the needs and values of its unique community, the service options for gifted students will vary among schools across the district. However, the recognition and identification of these students, commitment to meeting their needs, and dedication to maximizing their academic performance remains a uniform priority.</p> <p>Programming options across all grade levels within the district include, but are not limited to: content</p>	

<p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP. To be considered in an ALP, the AU shall consider the student’s need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>acceleration, grade acceleration, concept-based learning, STEM classes, curriculum compacting, online learning, independent studies, tiered level lessons, differentiated instruction (content, process, products-all, combination or individually), choice menus, project-based learning, learning contracts, flexible grouping, advanced anchors, enrichment options, field trips, and/or extended activities.</p> <p>Programming options at the secondary level within the district include, but are not limited to: concurrent enrollment, Pre-AP courses, Pre-IB courses, AP courses, IB courses, Honors courses, Career and Technical Education (CTE) courses, STEM courses.</p> <p>Our district requires that programming aligns to student’s strengths and interests, as well as, their ALP goals. Programming options are surveyed each year from each school across the district, and this is shared with stakeholders through our district website. General education teachers continue professional development opportunities to provide high quality instruction to meet all learners needs. Gifted representatives and/or district’s Gifted Coordinator work in a collaborative team to provide problem solving procedures when a gifted student is underachieving.</p>	
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<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>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>The state assessments (CMAS and PARCC), ACT, SAT, Pre-SAT, NWEA, and Alpine Achievement data system are tools used throughout Pueblo School District 70. Our district submits an annual report and has on file with the Colorado Department of Education via Unified Improvement Plan (UIP), Comprehensive Program Plan, etc. The district disaggregates gifted student data per their identified area(s), grade level, gender, ethnicity, free/reduced lunch eligibility, and a comparison to non- gifted populations.</p> <p>Advanced Learning Plans (ALPs) are monitored each reporting period or as appropriate according to each gifted student’s learning goals through progress reports and at parent/teacher conferences and are updated annually through a review team meeting with parents and the student. The AU is initiating development to improve monitoring of affective growth measurable goals to ensure continual development.</p> <p>The UIP Gifted Addendum is used as a guide for progress monitoring, evaluation, and accountability throughout the AU. The goals and timeline for the UIP goals will facilitate evaluation and accountability for gifted education in the AU. The CGER process has also been utilized for evaluation and accountability in the AU. The last CGER was completed in during the 2016-2017 school year and its results were communicated through the CEGR</p>	
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	<p>Next Steps Improvement Chart and the CGER AU Timeline are essential tools that guide the AU's evaluation and accountability as an on-going process. It is a goal of this Comprehensive Program Plan to utilize the MTSS/RtI process to further facilitate progress monitoring for both student achievement and affective needs. Another goal to facilitate evaluation and accountability is to fully utilize the NWEA assessments and Alpine Achievement data system, both of which are already in place throughout the AU, for more complete data collection and analysis.</p>	
<p>Personnel 12.02(2)(j) 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>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>Pueblo School District 70 currently employs a state-certified and qualified Gifted Education Coordinator to provide leadership and support for gifted programs throughout the AU on a .5 FTE basis. The coordinator is responsible to administer the gifted program, implement the program plan, and provide professional learning to increase capacity of educators to identify and program for gifted students and family partnerships. The Gifted Education coordinator also attends the State Directors' Meetings and Regional Networking meetings, and coordinates with the Gifted Education Regional Consultant (GERC) to improve the quality of gifted programs throughout the AU. This</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>position is currently supported by the Qualified Personnel Grant from CDE.</p> <p>Additionally, each school has at least one teacher who acts as the gifted education representative. These personnel participate in professional development provided.</p> <p>Responsibilities at the school level includes identification of gifted students, development of ALPs, communication with stakeholders, reporting information for progress monitoring and program evaluation.</p> <p>Paraprofessionals are not currently employed to support GT students. As an on-going effort to improved gifted education programs and programming throughout the AU, the coordinator promotes and disseminates information about professional development opportunities for all school staff members. Professional development for representatives is on-going and needs based throughout each school year. State on-line modules and G.E.T. webinars are highly encouraged. In addition, the AU collaborates with Denver University (DU), University of Colorado Springs, (UCCS) and University of Northern Colorado (UNC) to support with the development of qualified personnel by sharing university gifted course offerings or professional development opportunities with all district staff.</p>	
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<p>Budget 12.02(2)(k) 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 programing in accordance with terms of a contract. This action is optional based upon available AU</p>	<p>Pueblo School District 70 submits all annual budget plans and has on file with the Colorado Department of Education now through the ESSU Data Management System. Proposed, Adjusted, and Expended Budgets are completed which indicate gifted state funding allocations and all AU contributing funds. These funds are utilized to support stipends for school gifted representatives who are serving gifted students, professional development opportunities for gifted education, programming options that support students ALPs, testing materials for identification, and other materials needed for gifted program. The Au’s Gifted Education Liaison and Assistant Superintendent work collaboratively to submit the annual budget plan to the state which reflects State funding and AU contributing funds. An annual report is also submitted recording expenditures and reflecting accountability for the budget. Currently, the AU’s Gifted Education Liaison’s 0.5 FTE position is supported through the Qualified Personnel Grant.</p>	
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<p>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 regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain. <input checked="" type="checkbox"/> Yes</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</p>	<p>Within Pueblo School District 70's Gifted Handbook, the dispute resolution procedure is in written format. This handbook is available at each school, as well as, posted on the district's website. The dispute resolution refers to an appeal process that Pueblo School District 70 has in place for families to follow if they disagree with a decision that concerns</p>	

<p>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>their child's identification and/or gifted student programming services.</p> <p>The appeals process begins when a student and/or parent is not satisfied with the decision of the team in the identification and/or planning of the student's educational programming to determine needs for gifted education services. This process involves the consideration of any of the assessment process, Body of Evidence data, or programming for gifted and talented services.</p> <ol style="list-style-type: none">1. Before a formal appeal, an attempt should be made at the building level to resolve the disagreement. The student or parent shall request in writing a conference with the building level Gifted Representative in order to review the student's profile and test scores, along with a thorough explanation of the screening process and its purpose.2. If the conference with the building level Gifted Representative is not to the student's or parent's satisfaction, then a written appeal must be submitted to the building principal. The principal must schedule and hold a conference with the submitting party upon receiving the written appeal. The written appeal must contain a statement of the complaint, any evidence in its support, the solution desired, the student's or parent's signature, and the date the appeal is	
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	<p>submitted.</p> <p>3. If the outcome of the conference with the building level administrator is not to the student's or parent's satisfaction, then the submitting party shall request a conference with the Director of Exceptional Student Services and/or the Assistant Superintendent at the Pueblo School District 70 Administration Building. The Director and/or Assistant Superintendent will schedule and hold a conference with the disagreeing party. This decision is final.</p> <p>This process must be followed in this exact order to resolve the dispute, and no step shall be skipped. Pueblo School District 70 will align all decisions with Colorado Department of Education Rules and Regulations around identification and/or programming. Consultation with Gifted Education Regional Consultant may occur prior or during the final decision to ensure compliance.</p>	
<p>Early Access 12.02(2)(l) 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 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>	
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