



Administrative Unit

Administrative Unit name: Pueblo 60, Urban - 51010	Region: South Central	
Name of Gifted Education Director/Coordinator: Cindy Smith	Email: cynthia.smith@pueblocitieschools.us	
Director’s mailing address: 315 W 11th St Pueblo, CO 81003	Phone number: 719-549-7284	Fax: 719-253-6246

Name of Superintendent: Charlotte Macaluso

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

Current Status:

- Distribution of information to parents, teachers, community members, administrators, and school board via non-print, print, and electronic means of communication. Examples include: Parent Brochure, Building GT Coordinators addressing parents during open houses and conferences, District-Level Professional Development to all stakeholders, and parent involvement in the building of Advanced Learning Plans. Methods of communication vary across schools within the district.
- Parents and district staff are informed about identification procedures through the district’s website and intranet page. Each school has a GT Building Coordinator to provide communication and referral forms for identification. Programming, differentiation strategies, and resources to support gifted students are made available.
- The AU is a Premier member of the National Association of Gifted Children, giving our parents access to Parenting for High Potential, a quarterly magazine designed for parents and others working to support and guide their gifted children at home and at school. All PHP issues from 2014 are posted on the school district website so all parents can access any issue.
- Parental involvement and progress reporting differs between schools. Future steps include developing a process for building coordinators to guide them in progress monitoring requirements.
- Advanced Placement, honors courses, Senior-to-Sophomore, IB, and concurrent enrollment courses are provided to students and parents through Middle and High School Course Guidebooks.



- There are a variety of curricular and extracurricular programming options for gifted students to match their strengths and challenges. Curricular examples include (but are not limited to): whole grade and/or subject acceleration, compact curriculum, pull-out programs, and accelerated courses. Extracurricular examples include (but are not limited to): National Academic League, Destination Imagination, Mathematics/Engineering/Science Achievement (MESA), and other clubs that enhance student interests/strengths. Parents are notified and encouraged to participate in appropriate ways.
- All secondary students begin developing their Individual Career and Academic Plan (ICAP) to prepare for college or career after high school. The culture of elementary schools is college and career-based, encouraging all students to pursue post-secondary options. Parents are encouraged to initiate college-readiness conversations with their child at home and to seek resources within the schools and community.
- Gifted and Talented referral forms are available in both English and Spanish. The majority of documents are in English. Print communication is done in both English and Spanish. The public website can be translated into several languages.
- Schools encourage parents to visit, volunteer, and assist with extracurricular activities. Parents are invited to attend and/or provide input during ALP conferences or other gifted-related conferences (i.e. whole grade acceleration).

AU Targets:

1. All communication materials are consistent and readily available at all schools within the district.
2. Increased parent awareness and involvement in gifted education events and procedures. Measured by a 10% attendance increase each year. Documentation is a parent sign-in sheet.
3. Create opportunities for parents of gifted learners to learn about gifted education and have a voice in the gifted program

Future Steps:

- 2016-2020: Review AU Targets annually
- 2016-17: Update and distribute parent communications to all schools and post on district website in both English and Spanish
- 2017-18: Revise district public website and staff intranet site to provide current GT information and resources to parents; Provide quarterly newsletters to stakeholders and provide print (at schools) and electronic versions (website). Topics would include event calendars, affirmations, and information on how to be involved in their child's gifted education and college/career planning.
- Beginning 2018: The AU will develop and implement a process for progress monitoring that all schools will be expected to follow. The district coordinator will support and monitor this process continuously for all schools.
- 2018-2019: Initiate and facilitate quarterly GT Parent Advisory Group meetings for parents to communicate celebrations and concerns about the gifted program as well as offer recommendations for consideration
- 2018-2019: Offer parent PD with a focus on affective/social/emotional needs of Gifted Learners

Definition of “Gifted Student”

Gifted and Talented children means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.



Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General intellectual ability
- Specific academic aptitude (includes reading, writing, math, social studies, science, and world language)
- Drama/Theatre Arts
- Music
- Visual Art
- Dance
- Psychomotor
- Creativity
- Leadership

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

Gifted Education Demographics (data provided by Colorado Dept of Education in February, 2018):

- AU GT Count: 654 students
- AU GT: 3.9% of total student population
- Male: 55.8% of total gifted population; Female: 44.2% of total gifted population
- Minority (not Hispanic/Latino): 5.2% of total gifted population
- Hispanic/Latino: 52.6% of total gifted population
- Economically Disadvantaged: 51.2% of total gifted population
- Twice Exceptional: 4.3% of total gifted population
- English Language Learners: 0.6% of total gifted population

Identification Procedures

Current Status:

- Referral process to initiate formal identification process in grades K-12 in all gifted areas. The referral process is made available on the District Intranet site and the Public District website for staff, parents, and community members. On the district website, referral forms in music and visual art is available in both English and Spanish.
- Once a student has been referred to the GT program,, an Authorization to Assess letter is sent home to parents, informing them that their child shows potential in a particular area (the area is specified in the letter) and the district is asking permission for any assessments and collection of a body of evidence to make a formal determination of giftedness for their child.
- Early Access information is available on the Intranet and the public webpage. This includes a flyer and a timeline/flowchart for identification
- All identification procedures have been updated to reflect current ECEA and CDE requirements to ensure portability.
- After a formal determination has been made, one of three letters (GT, Talent Pool, or not eligible at this time) are sent to parents in English or Spanish that explains the determination and outlines a plan to meet for development or review of the student's Advanced Learning Plan if the student is recommended to the GT program.
- Students are identified and ALP's are developed and updated through Alpine Achievement Systems



- Universal Screening of all 2nd and 6th grade students is administered annually using the Cognitive Abilities Test
- Students are identified gifted in all areas as specified by CDE
- A building team collects a body of evidence to make a formal determination of giftedness, including talent pool determination
- Transfer students who come into the district with a prior gifted identification will have their records reviewed within 45 days and Pueblo City Schools reserves the right to complete any additional assessments to make an eligibility determination.
- There are identification processes in place for students in all gifted areas. There are differences in the process depending on the area of giftedness.
- There is a grade acceleration process available using the Iowa Acceleration Scale for students who are referred.

Assessment Tools:

The following list is the most commonly used in Pueblo City Schools, but is not a comprehensive list of assessments used.

- WISC V
- CMAS PARCC (State Level Assessments)
- Cognitive Abilities Test (CogAT)
- Test for Early Reading Achievement
- Test for Early Math Achievement
- Test for Early Written Language
- Musical Aptitude Profile
- Profile of Creative Abilities (PCA)
- Torrence Tests of Creative Thinking (TTCT)
- Kaufman Test of Educational Achievement (KTEA)
- Iowa Acceleration Scale (IAS)
- Observation Checklists (SIGS, GRS, Renzulli)

Review Team:

Consists of a variety of stakeholders, one of which must be the school's gifted coordinator. Each school currently has a gifted coordinator. It is recommended that the team also include classroom teachers, parents, and any other support personnel (i.e. counselor, administrator).

AU Targets

1. Develop updated processes for identification in all gifted areas and provide professional development on the new processes by the end of the 2016-2017 school year.
2. Implement the CogAT as a universal screener to all 2nd and 6th grade students beginning in school year 2016-2017.
3. Increase numbers of students referred for gifted identification students by 10% by 2017.
4. Communicate correct record keeping of the body of evidence and ALP, and ensure that the ALP of a new student in the district is reviewed within 45 days of enrollment into the district and that student's parents are communicated with about the review with 60 days of enrollment.

Future Steps:

2016-2017:

- Update and revise identification process in all gifted areas
- Make the processes available on the public website as well as in individual buildings
- Provide professional development to gifted coordinators/administrators on the updated processes and next steps after universal screening
- Update student data platforms to identify students in specific area of giftedness.

2017-2018:



-
- Disaggregate data to determine identification for students at each educational level (i.e. elementary, middle, and high)
 - Continue to provide professional development for identification of gifted students
 - Continue to increase number of identified students, especially in the talent areas (i.e. arts, creativity, leadership) and in underrepresented areas
 - Although it is communicated verbally to district staff that one assessment can not include or exclude a student in the GT program, this statement will be included within the identification procedure packets.
 - The ID review process will be completed through Alpine. Once a determination has been made, it will automatically be sent to the district coordinator for review and approval. Once approval has been given, the district GT support staff will send out the determination letter to parents and the building coordinator is notified of district approval.
 - Transfer student information will be sent to building coordinators to ensure portability requirements.

2018-2020:

- Annually review identification processes and assessments

Advanced Learning Plan Content, Procedures and Responsibilities

Past ALP Content:

ALPs are developed in Infinite Campus and include the following elements:

I. Overview

- Start/End Date of ALP
- Name of ALP
- Created and Modified Date and Author

II. Strengths and Interests

- Area(s) of Strength
- Parental Involvement

III. Student Demographics

- Includes personal demographic data and school information

IV. Programming and Accountability

- Delivery Model
- Advanced Curriculum-Based Options
- Within Class Accommodations
- Grouping for Instruction and Activities
- Acceleration in Student Placement
- Affective Programming
- Independent Study Opportunities
- Gifted and Talented Enrichment

V. Academic Goal for Strength Area(s)

- Student Goal(s) for depth, complexity, higher order thinking skills, and achievement

VI. Affective Guidance/Counseling

- Student Goal(s) for support, self esteem, planning for advanced coursework, self advocacy and/or college/career planning

VII. Assessments

- District/State Test Scores

VIII. ALP Review Meeting



- Date of review meeting
- Optional comments
- Review Meeting attendees

AU Target:

1. All ALPs will be developed and maintained in Alpine Achievement Systems beginning in 2017

Future Steps:

The Alpine format will be as follows:

I. General Information

- Student Name
- Reporting Period
- Date of Creation
- School
- Grade

II. Student Birthdate

III. Student Plan Information

- Special designations (IEP, ELL)
- Date of ALP Development
- Early Access information

IV. ALP Team Members

- Student
- Parent(s)
- Classroom Teacher(s)
- Gifted education trained staff
- Additional support staff

V. Parental Engagement and Participation

- Date of Parent Notification of ALP development (parents will be sent out communication (letter or email) that informs them of the date/time of the ALP development as well as opportunities for them to arrange a time during beginning of the year events like Back-to-School nights)
- Parent Engagement Comments

VI. Body of Evidence for Identification

- Shows location of BOE if in the student's cumulative record
- Link to Alpine record if BOE is housed in Alpine (for BOEs collected starting in 2017)

VII. Area(s) of Giftedness

- Drop down menus with all state-identified areas of giftedness

X. Academic Goals

- Standards-aligned SMART goals in strength/interest area(s), including post-secondary readiness goals
- Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming (professional development is offered to teachers at the beginning of the year surrounding this topic) \
- Standard(s) the goal aligns with
- Programming information including Content, Process, Product, and Environment
- Progress reporting dates and adjustments
- Goal attainment status

XI. Affective Goals

- Standards-aligned SMART goals in strength/interest area(s), including post-secondary readiness goals



- Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming (professional development is offered to teachers at the beginning of the year surrounding this topic) \
 - Standard(s) the goal aligns with
 - Programming information including Content, Process, Product, and Environment
 - Progress reporting dates and adjustments
 - Goal attainment status
- XII. Supplemental Documentation
- A place for coordinators to attach additional documentation if needed
- XIII. District Facilitator Approval
- Shows that the district facilitator has approved the ALP to ensure all required elements are included
 - Documents the date that the ALP was approved and mailed home to parents/guardians

Current Status:

- ALP is completed annually for each GT student.
- Plans are housed in Alpine Achievement Systems. Building gifted coordinators are responsible for inputting the ALP
- At least one academic goal and one affective goal is required for the ALP. Goals are written in a SMART format and are aligned to academic or affective standards
- At the high school level, students are encouraged to develop their own goals with college/career planning as an encouraged affective goal.
- ALPs are developed throughout the year. Coordinators are encouraged to have ALPs completed by the end of the first academic quarter.
- Once the ALP is approved by the district specialist, a copy of the ALP and signature page is mailed home for parents to review and sign.
- Classroom teachers have limited time to assist in writing ALP goals and progress monitor those goals (especially at the secondary level)
- Assessments can be varied based on student needs
- ALP include student profile (i.e. demographic, assessment scores)
- ALP travel with students through Alpine Achievement Systems as they move from school to school
- Supplemental activities and extended learning opportunities are addressed in the ALP

AU Targets:

1. Offer professional development to building GT coordinators on creating standards-aligned ALPs in Spring, 2017 to fully implement standards-aligned ALPs beginning in Fall, 2017.
2. ALPs will show evidence of participation in the writing of the plan by the student, parents, support staff (i.e. classroom teachers, administrators, counselors), and other appropriate stakeholders.

Future Steps:

2016-2017: Starting Spring, 2017 building GT coordinators will attend Professional Development on creating Standards-Aligned ALPs. The PD sessions will include informative webinars from CDE and the opportunity to work together in writing plans in the new format using mock student data.

2018-2020: Continue to monitor ALPs and make development a collaborative effort for each student. Elementary coordinators will utilize Thrively and secondary coordinators will utilize the ICAP to help inform decision-making on interests, goals, and aspirations.

Programming



Gifted and Talented Education Policy (File: IHBB)

The Board of Education is dedicated to providing comprehensive programming for the identification and education of the gifted and talented student. Gifted and talented students are those students between the ages of four and 21 whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow at their level of potential.

To the extent resources are available for this purpose, the superintendent or designee shall develop and implement programming designed to meet the particular educational needs of gifted and talented students that:

- encourages acceleration and enrichment beyond the basic curriculum
- offers a differentiated curriculum that includes higher cognitive concepts and processes
- uses instructional strategies that accommodate the learning styles of the gifted and talented
- fosters the individual growth of each student
- supports students in the attainment of state and district academic content standards
- assists students with pre-collegiate and/or pre-advanced placement programs
- provides guidance support systems, including identifying post-secondary options

The programming shall include early identification of gifted and talented students who are at least five years of age and may include the early identification of four and five year old highly advanced gifted students. The programming shall also include ongoing professional development of staff who administer, supervise or teach in such programs. The programs will be regularly evaluated.

The superintendent or designee shall submit to the Colorado Department of Education a program plan to identify and serve gifted and talented students and may submit a program plan to serve four and five year old highly advanced gifted students no later than April 30 of each year. The program plan shall contain elements specified by CDE so the district [or administrative unit] will be eligible for state funding for these students.

Except as otherwise required by law, the superintendent or designee shall have the final determination regarding placement of students in district programs for the gifted and talented. The district's gifted and talented office shall designate a gifted and talented coordinator in each building to provide for effective student recruitment, identification and evaluation procedures, staff development, program evaluation and program implementation and supervision.

Revised February 24, 2015

Current Status:

Typical Structure Options (top options):

- Flexible Grouping
- Cross-grade Grouping
- Cluster Grouping
- General Education with Resource Room

Differentiated Instruction Strategies/Methods

- Targeted critical thinking skills development
- Content extensions
- Subject-based acceleration
- Depth and Complexity framework

Affective/Guidance Strategies/Methods

- Communication
- Personal Competence
- Social Competence
- Leadership



- Relationships/Social Skills

Post-Secondary Readiness Methods

- Personal strengths/interests
- Goal setting
- Early Career/College Exploration

Academic Content Options

- Pre-Assessment for Appropriate Instructional Level
- Assessment Alternatives
- Acceleration and Monitoring (Iowa Acceleration Scale for Grade Acceleration)
- Advanced/Honors Courses
- Supplemental Curriculum
- Concurrent Enrollment
- Advanced Placement courses
- International Baccalaureate
- Community Resources
- Mentorships
- Competitions (i.e. National Academic League, Math Engineering and Science Achievement, Knowledge Bowl, Destination Imagination, Superintendent's Cross Curricular Writing Award, Junior Great Books, Colorado State Spelling Bee, Science Fair)

Creativity Content Options

- Competitions (i.e. National Academic League, Math Engineering and Science Achievement, Knowledge Bowl, Destination Imagination, Superintendent's Cross Curricular Writing Award, Junior Great Books, Science Fair)
- Problem Solving Skill Development
- Community Resources

Leadership Content Options

- Student Council Leadership
- Service Learning
- Leadership Camps/Conferences
- National Junior Honor Society
- National Honor Society

Arts Content Options

- Select band, choir, and orchestra ensembles
- State honor ensembles
- Competitions (i.e. honor ensembles, district art shows, Colorado Association of School Boards art competition)
- Direct instruction in Domain Skill Development
- Integrated Arts with Core Academic Standards
- Community performances
- Tri-M Music Honor Society

General Cognition Content Options

- Extended Learning Opportunities (i.e. projects, field trips, enrichment opportunities)
- Application of Critical Thinking to Academic Content Tasks and Assignments
- Exploration of Interests, Promoting Ways to Study, Learn, and Create in an Area of Interest
- Varied Choices for Product Demonstration or Evidence of Learning

AU Targets:

1. 100% of classroom teachers with students identified Gifted and Talented will use differentiation strategies to meet gifted student's programming needs indicated in the ALP



2. Establish Tier II and Tier III guidelines through the Response to Intervention (RtI) process that focus on gifted student's strengths, learning outcomes, growth, and a problem solving process when a student is underachieving

3. Identify, define, and expand programming options in area of giftedness at each level of schooling, as defined by the Colorado Department of Education

Future Steps:

2017-2020:

- Provide building professional development to implement one new differentiation strategy per quarter
- Follow-up meetings will be held to reflect on the use of the strategy in the classroom

2016-2017:

- Disseminate guidelines to buildings and provide professional development as needed
- Identify and document current programming options and disseminate to all staff
- Provide professional development as needed

2017-2018:

- Collaborate with the Response to Intervention team to establish Tier II and Tier III guidelines that focus on gifted student's strengths, learning outcomes, growth, and create a problem solving process when a student is underachieving
- The AU's Gifted Specialist will work with building principals to implement expanded programming options for gifted students
- Opportunities to present work in a exhibition format will be explored

Beginning Summer, 2018:

- Providing training to implement the Depth and Complexity framework district-wide.

Evaluation and Accountability Procedures

Current Status:

- Gifted UIP Addendum identifies goals for gifted students on CMAS assessments to achieve a rating of Exceeds Expectations
- Affective SMART goals are set through ALP
- Most recent training on affective goals and development in 2014
- CMAS data is disaggregated for gifted students
- Program evaluation is gathered yearly through staff surveys

AU Targets:

1. GT Building Coordinators will participate in differentiated professional development on the topic of affective/social/emotional goals and student needs
2. Coordinators work collaboratively with school administrator to annually identify goals for the building-level gifted program in the areas of identification, programming, ALPs, and progress monitoring
3. Increase reporting of gifted program data (quantitative and qualitative) to all stakeholders

Future Steps:

Spring 2017:

- Coordinators will meet with school administrators to determine gifted program goals for the 2017-2018 school and every school year thereafter (Gifted Specialist provides goal template)
- Gifted Specialist will provide annual end-of-year reports to Board of Education
- Administrators, teachers, GT building coordinators, parents, and students will have the opportunity to review and provide feedback on the district/school's GT program through a Google Forms survey

Beginning 2017-2018:



-
- GT coordinators and other interested staff will participate in annual professional development on affective needs of gifted students, including how to monitor and measure affective goals.
 - GT coordinators will provide an end-of-year report to students/parents (i.e. successes/challenges, programming). This can be provided through multiple means of communication (newsletter, parent nights, conferences, etc)
 - GT coordinators/Principals will share and update progress on building gifted program goals with staff members throughout the year

Fall, 2018:

- GT coordinators will receive training on underachievement supports through Response to Intervention (RtI) and Multi-Tiered Support Systems (MTSS)
- Elementary schools will utilize Thrively to help track affective goals and needs
- Continue disaggregating CMAS data for the gifted UIP addendum and offer additional support for students in their area(s) of strength based on state achievement data

Personnel

Current Status:

District Personnel: The AU provides one (1) Gifted and Talented Specialist with the following responsibilities:

- Develops, implements, and monitors district Gifted Education plan and goals
- Attends State and Regional Gifted Director's meetings for updates in state policy and compliance requirements
- Collaborates with school and district administration to make relevant connections between gifted programming and content curricula
- Conducts and disseminates research on best practices in gifted education
- Determines district programming needs through research and stakeholder communication
- Facilitates program development and refinement with gifted staff
- Coordinates various gifted education professional development opportunities for all staff
- Manages gifted education budget
- Updates gifted education websites, both public and staff intranet
- Presents critical gifted information to staff, administration, and Board of Education
- Outlines procedures for program fluency and consistency (i.e. assessments, data collection, record keeping) at school and district levels
- Manages gifted testing schedule, oversees testing procedures, and provides support to schools as needed
- Advocate for gifted education during district program changes
- Monitor the use of gifted funds to ensure that paraprofessionals and support staff are not funded through the gifted program

School Personnel: Each building principal will designate a Gifted and Talented Coordinator who:

- Assists the district Specialist with gifted identification
- Initiates and maintains ALPs
- Attends professional development activities
- Provides professional development when appropriate to building colleagues
- Coordinates gifted assessments
- Collaborates with teachers to meet ALP goals
- Maintain any records relative to gifted education programming
- Meets federal guidelines for highly qualified teachers in the core academic areas



- Ensures that paraprofessionals/support staff are not the sole instructional provider for any GT student

Classroom Teachers/Support Staff: Classroom teachers and support staff (i.e. paraprofessionals, counselors) will

- Participate in the ALP development
- Deliver and/or support instruction and assessment based on individual goals

Professional Development: All educational staff are encouraged and informed of national, state, regional, and district professional development opportunities in gifted education, including offerings/programs through state universities/colleges. Only one of the district's coordinators are gifted endorsed.

AU Targets:

1. Gifted and Talented Specialist will possess endorsement in gifted education by 2020.
2. Increase the number of GT building coordinators who work toward a gifted and talented endorsement.
3. Provide quarterly GT coordinator meetings

Next Steps:

- Schedule and implement quarterly GT coordinator meetings to disseminate information, state directives, collaborate on best practices in gifted education, and provide professional development/endorsement information
- Gifted Education Specialist will enroll in and complete a university graduate endorsement program

Budget

Current Status:

- Budget is developed based upon district programming requirements and needs
- State funds are used to provide salaries to one administrative support position, building coordinator stipends, field trip costs, resource materials, professional development, supplies within each building, and advanced programming options (i.e. National Academic League, Destination Imagination)
- Gifted funds are equitably distributed to serve the needs of gifted students in each school
- State funds allocated for FY 2016-2017 total \$162,770 with approximately \$22,809.00 for the AU's contribution

AU Targets:

1. Maintain current district supplement to support gifted education program goals
2. Collaborate with GT building coordinators to identify district programming needs

Next Steps:

- Annually evaluate effectiveness of programming costs
- 2017-2018: Develop and implement a system of accountability for use of gifted funds at the school and district level
- 2018-2020: Continue to monitor spending and allocate funds for gifted students per ECEA rule

Reports

Current Status:

- AU has current plan through the UIP Gifted Addendum with goals focused on increased ELA and Math scores on the CMAS among gifted learners



-
- Budget proposals, budget adjustments, and expended budgets are on file through the Data Management System
 - Data Pipeline annual reporting is completed through Infinite Campus with appropriate checkboxes for each area of identification
 - Demographic data (grade level, gender, ethnicity, FARM, area of giftedness, English Language Learners, Twice Exceptionality, and Early Access) are reported within the gifted population

AU Targets:

1. Update all gifted student records in Infinite Campus so they are correctly identified in the district and reported to the state by the end of the 2016-2017 school year
2. Remove old coding in Infinite Campus (0, 1, 2, 3, 4)
3. Provide updated gifted demographic data at the end of each school year in Comprehensive Program Plan

Next Steps:

- Communicate, require, and support building coordinators and administrators in identifying students in their area(s) of giftedness, according to state law. District staff will support schools in addressing this requirement.
- Work with district technology staff in system updates to Infinite Campus and create reports of gifted demographic data

Record Keeping

Current Status:

- Financial records are maintained through the district Gifted Education department and shared with the Budget and Accounting offices
- Student records are kept in a cumulative folder at the student's school. Gifted students have a bright pink paper in the folder identifying that they have an Advanced Learning Plan
- Advanced Learning Plans are housed in Infinite Campus (ALPs prior to 2017) and in Alpine Achievement Systems (2017-present).
- School and district GT inventories are a shared document maintained through the district office and is updated annually by the AU coordinator and building GT coordinators
- District policy for maintenance, retention, and destruction of records included gifted records are followed

AU Targets:

1. Maintain and sustain current financial record keeping practices
2. Full implementation of ALP development through Alpine Achievement Systems beginning in 2017
3. Implement use of Alpine to store individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students. Alpine is a student information system that confidentially protects student information in accordance with applicable federal and state laws and regulations
4. Starting in 2017-2018, school staff have been instructed that every student's ALP can be housed in Alpine as part of the cumulative record until such time as a student is 21 years of age per district policy, where the record will be converted to an electronic, archived record.

Next Steps:

- Summer, 2017: Collaborate with Alpine Achievement Systems and the district Assessment Office to develop ALP template
- Fall, 2017: Provide training to GT coordinators on the Alpine identification template
- Fall, 2017: Provide training to GT coordinators on the Alpine ALP template and build sample ALPs using the new system



-
- 2017-2018: ALP review through C-GER with district review annually thereafter
 - Spring, 2018: Create a shared inventory throughout the district to show each building's inventory of all equipment purchased with gifted funds
 - Annual updates and trainings on Alpine and the GT templates

Procedures for Disagreements

AU Description:

The Right of Appeal: If there is a disagreement with an identification or programming decision, a right of appeal is available. A parent, student, teacher, or administrator may initiate the appeal process by notifying the building GT coordinator. The applicant will then meet with the building administrator and gifted/talented coordinator to review data, introduce additional information, and decide on a further course of action. The superintendent will be part of the appeal process and make the final decision. Parents will be notified of the final decision through written communication within 15 school days.

AU Target:

1. Maintain current practices

Next Step:

- Post The Right of Appeal on Gifted and Talented public website and staff intranet site

Monitoring

Current Status:

- The Gifted and Talented Education program is being closely examined by the Gifted Specialist to identify areas of non-compliance and steps are being taken to ensure compliance with all state and federal laws
- The AU participated in the Colorado Gifted Education Review in October, 2017. Results showed ECEA compliance in 4 of the 13 program element areas.
- Systems, processes, and procedures were implemented in 2017-2018 to correct areas of noncompliance. As of June, 2018, AU is compliant in 12 of 13 program element areas with full compliance expected in 2018-2019.

AU Targets:

1. Participate in the Colorado Gifted Education Review in Fall, 2017 with a Level 2 Review
2. Evaluate, update, and revise annual and comprehensive AU Gifted Education plans
3. Communicate CGER findings to stakeholders

Next Steps:

- Upload all evidence into DMS for the CGER Desk Review by August 23, 2017
- Maintain regular communication with CGER review team for necessary components
- Communicate CGER process to district and building administration
- AU participates in follow-up activities to correct areas of non-compliance, including professional development and stakeholder meetings informing groups of next steps.