

**Colorado Department of Education (CDE)
 Gifted Education Program Plan
 2008 – 2012**

Administrative Unit's Name: Gunnison Watershed School District & Hinsdale County		Region: West Central
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Superintendent's Signature Date: _____		
The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.		
Section I: State Performance Plan (SPP)		
<p>⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.</p> <p>The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.</p>		
STATE PERFORMANCE PLAN For Information, Guidance and Technical Assistance		

Goal Area I: Student Achievement - Targets

Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.

Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

Goal Area I: Student Achievement – Record Keeping

Gifted students will have advanced learning plans that guide instructional and affective programming.

Indicator 2: 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

Goal Area I: Student Achievement – Assessment Tools

For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.

Indicator 3: 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

Goal Area II: School Capacity – Training and Programming

Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.

Indicator 4: 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

Goal Area II: School Capacity – Personnel

Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.

12.02 (1)(f)(i)

Indicator 5: *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

12.02(1)(f)(i)

Indicator 6: *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.*

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.

Goal Area II: School Capacity – Professional Development

Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.

Indicator 7: 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.

Indicator 8: 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.

Goal Area III: Representation in the Gifted Population – Categories

A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.

Indicator 9: CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.

Goal Area III: Representation in the Gifted Population – Cohort Identification

CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.

Indicator 10: The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

Goal Area IV: Partnerships – Parents

Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.

Indicator 11: 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

Goal Area IV: Partnerships – Higher Education

Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.

Indicator 12: 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.

Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.

Goal Area V: Unique Populations – Early Childhood

Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)

Indicator 13: 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

Goal Area V: Unique Populations – Support Structures

Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.

Indicator 14: 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training)

Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.

Goal Area VI: Supervision and Monitoring

Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).

Indicator 15: Selected administrative units from each of the 8 educational regions will participate in CIMP.

Evidence 15: Number of administrative units from each region participating in CIMP

Indicator 16: 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.

Directions: Goal Area VI: Colorado Improvement and Monitoring Program (CIMP) is completed only by administrative units defining improvement indicators as a result of the CIMP process. This section may be added as an addendum after the due date of the original 2008-2011 Program Plan.

Goal Area VI: Administrative Unit’s CIMP Targets

Type in this space CIMP indicators. Label all indicators in sequence 17A, 17B....

Indicator 17A:

Indicator 17B:

Check here if not applicable

Directions - Optional: Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

Goal Area VI: Administrative Unit’s Unique Goal/s and Indicator/s (optional)

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B....

Goal:

Indicator 18A:

Indicator 18B:

X Check here if not applicable

Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

Directions:

Write the administrative unit’s description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Examples of Student Achievement Indicators

- * Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.
Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- * Indicator 1B: Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.
Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- * Indicator 1C: The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.
Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

Directions: Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by: #1 needs in literacy; #2 needs in math; #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, ... Write an evidence statement that is measurable (e.g., percent, number).

** BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1 A: Moffat School District -).

Indicator 1A: Increase the percentage of identified Language Arts Gifted learners scoring Advanced on Reading CSAP by 5% in each locale. (Gunnison: 57%, Crested Butte: 41%, Hinsdale County: 0%)

Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP Reading.

Indicator 1B: Increase the percentage of identified Language Arts Gifted learners scoring Advanced in Writing CSAP from by 5% in each locale. (Gunn: 40%, CB: 58%, Hinsdale County: 42%, Marble Charter School: N/A)

Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP Writing.

Indicator 1A: Increase the percentage of identified Math Gifted learners scoring Advanced in Math CSAP by 5% in each locale. (Gunn: 77%, CB: 95%, HC: 1.6%; MCS: N/A)

Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP Math.

Indicator 2A: Increase the percentage of identified Gifted learners with an advanced learning plan to 100% by December 2009 in each locale. (Gunn: 58%, CB: 45%, HC: 0%; MCS: N/A)

Evidence 2A: Percent of gifted students with an advanced learning plan.

Community Outreach

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.
How will the stakeholders access the process for identification assessment and programming options?
How are parental engagement opportunities fostered and implemented? How do parents provide input about their student's strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

The Gunnison Watershed School District will host Gifted Education Guidelines for referral, identification, and programming on the district website (www.gunnisonschool.net/specialservices).

Parents can access the website or all parents can find information related to identification assessment and programming through their student's handbook.

Parents participate in the development of their student's annual ALP conferences along with biannual reviews.

English Language Learner teachers collaborate with Gifted Education teachers to identify students and communicate with parents in their primary home language. When student data are reviewed and potentially gifted students are identified, a parent conference and written correspondence is provided in the family's primary home language, when available.

Definition

Directions: Write the administrative unit's definition for gifted students that aligns with the State's definition. If the definition is the same as the State's definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

Check the box if the administrative unit uses the State definition for gifted students.

Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.

What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

The following is taken from the Gunnison Watershed Gifted Education Identification Process:

Step One: Screening

Screening: Students in grades PK-1 are not formally identified for the gifted education program unless they have met Early Entrance Criteria. Bodies of evidence based on assessment results are utilized by the

classroom teacher to differentiate instruction and to further recognize and nurture academic strength areas. Special Education teachers may refer a student for gifted services if their educational evaluation suggests possible giftedness. In addition, English Language Learner teachers collaborate with Gifted Education facilitators to identify possible Gifted ELL students through monitoring of their rate of English Language and content development. In addition, all teachers are provided with the District RtI plan which includes instructional strategies for working with gifted students.

Step Two: Identification

Teachers, parents, or the individual student may make a referral for enrichment services beginning in Kindergarten and a referral for formal assessment beginning in second grade. (See Referral Process Flow-Chart) Students in grades 2-12 are formally identified for the gifted education program based on intellectual aptitude and academic achievement in two areas: language arts and mathematics ability. Students who attain a score of 95%-99% on the COGAT, NVAT, or SAGES2 and demonstrate additional evidence of giftedness in language arts or math through academic assessment and classroom performance are formally identified and receive gifted education programming. Once students are referred for evaluation, parents are provided a copy of the eligibility flowchart and Gunnison Watershed Identification & Services Guidelines. Upon evaluation, a determination letter indicating the student's scores and the eligibility decision will be sent to the parents. Prior to any changes in educational programming or services, parents will be contacted. At the elementary level, a parent conference is held biannually to develop the Advanced Learning Plan, review student progress and make plans for the following year. At all sites students and parents have access to information about gifted education programming through student handbooks and the GWSD website.

Step Three: Programming Needs

Programming is linked to identification. Bodies of evidence based on cognitive, academic, and behavioral assessment results and classroom performance are utilized by the gifted facilitator to match the identified intellectual aptitude with academic programming needs. The triangulation of evidence for identification, as listed above, helps to identify programming needs. Formally identified students will be placed on an Advanced Learning Plan which will outline the student's area of giftedness, measurable goals and objectives, as well as specific programming needs.

Step Four: Progress Monitoring

As gifted students advance through grade levels, their academic progress is regularly monitored by the gifted facilitator to ensure that Adequate Yearly Progress is being made by each student. Progress monitoring includes results from classroom performance, achievement grades, standardized testing results, progress towards goals, demonstrated accomplishments and evidence of gifted program participation.

Step Five: Monitor Status

Identification of academically gifted students in the Gunnison Watershed RE-1J School District is ongoing & multi-faceted. Students who demonstrate high academic achievement, but do not meet intellectual aptitude criteria will be placed on a gifted facilitator "monitor list" to be evaluated and monitored annually.

In addition, further testing may be recommended at any time by the RtI Problem Solving Team, gifted facilitator, administrator, parents, teachers, or the student themselves if the body of evidence does not provide a complete understanding of the student's programming needs.

An elementary student may be recommended for further testing when:

- The student qualifies for gifted programming in a previous district
- The student's aptitude results are questioned
- The student is considered to be gifted with disabilities
- The student may be academically underachieving

Lastly, The Right of Appeal

If there is a disagreement with an identification decision, a right of appeal is available. A parent, student, teacher, or administrator may initiate the appeal process by notifying the Director of Special Services. The appellant will then meet with the building's RtI Problem Solving Team to review data, introduce additional information, and decide a further course of action.

Programming

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.

What *structure* – continuum of delivery of services – will be available in the administrative unit?

What are key *differentiated instruction methods* used in the administrative unit?

Name affective *guidance and counseling support systems* for gifted students.

List *content extensions/strategies* available for each category of giftedness.

Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

Structure

Programming is linked to identification. Bodies of evidence based on cognitive, academic, and behavioral assessment results and classroom performance are utilized by the gifted facilitator and school counselors to match the identified intellectual aptitude with academic programming needs. The triangulation of evidence for identification, as listed above, helps to identify programming needs.

Formally identified students will be placed on an Advanced Learning Plan which will outline the student's area of giftedness, measurable goals and objectives, as well as specific programming needs.

In accordance with the *Colorado Department of Education's Gifted Education Guidelines and Resources, Volume II, Programming*, the Gunnison Watershed Administrative Unit believes that "because gifted and talented students differ in a variety of ways, their needs can be met by placing them appropriately along several continuums. A continuum of delivery of services refers to "where" gifted students are served: general classroom, classroom cluster groups, resource room, vertical team groups, learning clusters for special interests or topics, mentorships, magnet classrooms, special schools for gifted students, or special education" (pg 20). Gifted students in the Gunnison A.U. may be served in their general education classroom, within cluster groups within their classroom, in a gifted education resource pull-out, within content area extensions (ie, vertical grouping), through grade acceleration, telescoping, or in special education classes. The needs of the individual student are documented on the Advanced Learning Plan and the types of services and programming are referenced therein.

Differentiated Instruction

From Programs to Programming

The shift in thinking created by RtI focuses on instructional and social/emotional needs, research-based strategies, and ongoing progress monitoring. In the field of gifted education, this is a change in focus from *where* a gifted student is served ("the G/T program") to *how* he/she is served ("gifted programming").

Strength Focus

RtI, as it applies to gifted education, addresses the academic and behavioral *strengths* of students, rather than just their difficulties. The asynchronous development of gifted students in their strength areas may confuse educators, because the child is 2-4 years ahead in the strength area, while being on grade level or even below in other areas. Gifted students may need interventions in their areas of strength or in other areas as data drives instruction.

Using Data

Data collection is conducted through universal screening in reading, writing and math through NWEA, CSAP, and AimsWeb. Individual students are targeted for further assessment using the CogAt and the NNAT. Triangulation of evidence provides information as to specific programming needs. If a student has a high cognitive potential and is performing in the average or below-average range, interventions are needed and the district's RtI plan is implemented.

Research-proven Strategies

All gifted students should benefit from strategies that are proven in the field of gifted education. Such research-based instruction includes:

- Instruction at the student's readiness level/cluster grouping
- Acceleration in the area of strength
- Content extensions for depth and complexity
- Time with cognitive peers/cluster grouping
- High level problem solving approaches
- Use of inquiry
- Creative thinking strategies
- Critical thinking strategies
- Ascending levels of intellectual demand
- Student choice based on interest and learning styles to increase motivation
- Accelerated pacing
- Interventions with cognitive peers (homogeneous grouping)
- Pre-testing/curriculum compacting
- Access to content material at an advanced reading level
- Structured independent study with a focus on a product, performance, or service for an authentic audience

*** resource: [Mesa County District 51](#)**

Affective Guidance and Counseling

Counselors have been provided with information related to the affective needs of gifted learners. As with all systems of RtI, students in need of intervention support are referred to a problem solving team to identify a student's needs, set goals, and develop an intervention plan, which may include counseling support within the district or referrals to outside resources.

Content Extensions

Language Arts: Advanced Reading Groups for K-5th grade (Pull-out), course offerings include creative writing and journalism, AP and Accelerated courses at the middle and high school levels.

Math: Advanced Math Groups for 1st-5th grade (Pull-out); Vertical Grouping for 6th-8th grades (i.e. a gifted 6th grade math student may be placed in a 7th grade math course), AP and Accelerated courses at the middle and high school levels.

Science: Science Enrichment Pull-out for Gifted Middle School Students, AP courses at the high school level.

Social Studies: AP and accelerated courses in Geography, World, European and World History.

Creativity: Extension in this area are not addressed independent of content areas at this time.

Leadership: Access to Student Leadership Council, LINK (peer and support program), National Honor Society

Performing Arts/Music/Visual Arts: AP Visual Art for high school; Audition groups in choir and band, Instrumental Music Groups as electives; Enrichment Activities such as artists-in-residence programs and Opera Colorado

General Cognition: Extension in this area are not addressed independent of content areas at this time.

Programming: Acceleration Plan

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

Currently, GWSD board policy indicates the following:

Entrance Age Requirements (Procedures for Grade Advancement/Promotion K-6)

When it is determined that a student's needs are not being met in a specified grade level, the following procedures will take place before placement at the next grade level. The procedure is designed to determine what environment will meet the student's needs.

The following procedure may take up to 30 days:

1. A conference will be held with the teacher, parent and principal to discuss the "total" child (mental, physical, social, emotional and behavior). The implications for the future should be addressed (date of birth, physical development for athletics if the student is interested, driving, dating and pertinent research).
2. The student will visit the next grade level. Parents, present teacher and "next" teacher will discuss the visit.
3. The student passes all exit standards with at least 80% in the current grade level.
4. Recommendations should come from the previous teacher, current teacher and receiving teacher. Additional support staff should be consulted when appropriate including counselors, special services personnel, etc. The final decision will be made by the building principal.

Entrance Age Requirements (Procedures for the Exceptions to September 1 Kindergarten Enrollment)

1. Any child who is five years old after September 30 will not be eligible for early entrance consideration.
2. Parents must, at their expense, have their child diagnostically evaluated by approved instruments and an appropriate state licensed professional. As a part of the criteria, all areas assessed have to exceed the 90th percentile rank. The evaluation should include social, emotional, behavior, motor, and cognitive functioning.
3. Incoming kindergarten students will participate in a kindergarten visitation and/or teacher observation day. An early entrance candidate may participate in this process.
4. Principal and a designated committee will make the recommendation.

The final decision on early kindergarten entrance takes into consideration the criteria listed in item 2 above. If the child is placed in school as an early entrance student and does not meet classroom expectations, the district reserves the option to recommend withdrawal within 30 days of entrance. Transferring kindergarten students from a district where the entrance age criterion varies from September 1st will be admitted only with a qualitative statement from the previous district. The statement will include the student's social and academic readiness/performance and prediction for success. The final decision for early entrance rests with the building principal.

Approved: September 1, 1999

In addition, we are considering adopting the following guidelines for regulatory guidance to the above Board policy:

Procedures for Grade Advancement/Promotion for students in K-8

Description: When it is determined that a student's needs are not being met in a specified grade level, the following procedures will take place before placement in the next grade level. This procedure is designed to determine what environment(s) will best meet the student's needs.

The following steps may take approximately thirty days:

1. Student will be referred to the *Problem Solving Team* for review of current functioning and programming. School staff members to be included in the meeting are a building administrator, counselor, and gifted education teacher. Special consideration of the "total" child will be addressed. This includes the student's mental, physical, social, emotional, and behavioral levels of functioning. The implications for the future, such as date of birth, physical development for athletics, driving, dating, and pertinent research will be discussed.
2. Members of the *Problem Solving Team* will recommend interventions and/or modifications to be put in place for a period of 30 days.
3. The *Problem Solving Team* will reconvene for review of interventions and modifications to

student educational program.

4. If interventions do not satisfactorily meet student needs, formal evaluations are indicated determine cognitive, social/emotional, and academic level of functioning. The *Iowa Acceleration Scale* will be utilized as a guide for determining whether the student is a good candidate for acceleration. In order to be considered for grade promotion, the student will score in the 95th percentile on assessments. Student will also pass exit standards for the current grade level. Scores on MAP Reading and Math tests, CSAP, DIBELS, AIMSweb, and district writing assessments will be indicative of advanced work in all subject areas.
5. Following testing and formal evaluations by qualified school staff members and /or private practitioners, the *Problem Solving Team* will consider recommendations from previous teachers, current teachers, receiving teachers, and support staff.
6. Student may visit the next grade if deemed necessary to the decision-making process and/or advantageous to the student.
7. The final decision for promotion will be made by the building administration.

Programming: Appropriate Match to Strengths

How will the administrative unit ensure that a gifted student's individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

As referenced above, programming is linked to identification. Bodies of evidence based on cognitive, academic, and behavioral assessment results and classroom performance are utilized by the gifted facilitator to match the identified intellectual aptitude with academic programming needs. The triangulation of evidence for identification, as listed above, helps to identify programming needs. Formally identified students will be placed on an Advanced Learning Plan which will outline the student's area of giftedness, measurable goals and objectives, student interests, as well as specific programming needs. The assessment tools utilized in each of the areas include; APTITUDE: COGAT: 95thile (2-5), NVAT : 95thile (K-5), or WISC/WJ-III, ACADEMIC: District MAP Tests: 95thile (3-5), KTEA: 95thile (3-5), Bench-Mark Books (K-2), Dibels (K-2), AimsWeb, CSAP: Advanced Scores, and BEHAVIOR: Teacher Evaluation Above 69, Parent Evaluation, Kingore Observation Inventory.

Programming: Pre-collegiate and Post Secondary

Describe pre-collegiate or pre-advanced placement support systems available to gifted students. What post secondary options are available to gifted students?

Students interested in pre-collegiate (Advanced Placement) courses are supported with accelerated course offerings in middle school and early high school years. At this time, some AP courses are available beginning with 10th grade and others are only available to 11th and/or 12th graders. Prior to this current date, we have not had gifted facilitators at middle and high school levels to monitor, plan, and support gifted students in course selections specific to their area of giftedness.

File: IHCD A

Postsecondary Enrollment Options Policy

Enrollment and credit

For purposes of this policy, "course" means a course section offered by Western State College (the college) for secondary students. "College course" means a course offered by the college for post secondary students.

The district shall give timely notice to its high school students and their parents or legal guardians of the opportunities for post secondary enrollment available to eligible students under the Postsecondary Enrollment Options Act (the act). The district shall give students an opportunity to apply for enrollment in courses and college courses offered by the college in accordance with the provisions of the act.

To be eligible to enroll in courses and college courses, a student must meet the following criteria:

1. Presently in the 11th or 12th grade
2. 21 years of age or younger
3. Deemed by school personnel to show a high degree of maturity and responsibility, especially with regard to potential for completing post-secondary courses.

4. Deemed by the student and the student's parents or legal guardian, with the advice and counsel of the high school principal, to be in need of course work at a higher academic level than that available in the high school, or be deemed by the district to be in need of a different environment.

A student must notify the district in writing of intent to enroll in one of more courses or college courses at least two months prior to such enrollment. The notice shall specify the course(s) or college course(s) in which the student intends to enroll.

The district shall notify the college of a student's intent to enroll in one of more courses or college courses at least 45 days prior to the beginning of the college's academic term. The notice shall specify the course(s) or college course(s) in which the student intends to enroll. The college may request and the district shall thereupon provide the college with a copy of the student's high school transcript. The college reserves the right to deny admission to any district student who has notified the district of intent to enroll in any course(s) or college course(s) and/or limit the number of district students enrolling in such course(s) or college course(s).

The college further reserves the right to cancel any course or college course at any time. In the event the college cancels a course or college course in which a student is enrolled before the student completes such course or college course, the college shall refund any moneys received from the district or the student or parent/legal guardian.

A student enrolling in a course of college course shall receive high school credit counting toward the student's graduation requirements therefore unless the following criteria is met:

1. High school credit is denied by the high school principal and such denial is upheld by the superintendent and the district's Board. (Due process shall be afforded any student denied credit by the principal under this provision).
2. The student fails to satisfactorily complete the course of college course
3. The student is enrolled in three or more college courses per academic term and the district determines that the student should not receive high school credit for one or more such college courses.

The college shall provide the district with the student's grades and transcript if the student is receiving high school credit for a course or college course.

The student, or if the student is under eighteen years of age, a parent or legal guardian, shall give the college written consent to release the student's grades and transcript to the district.

Upon successful completion of a college course in which enrolled, a district student shall receive credit applicable towards earning a degree or certificate at the college.

A student who enrolls in any course of college course under the act shall comply with all college student academic and disciplinary policies as a condition of continued enrollment.

Funding

At the request of the district or on its own initiative, the college may offer courses for secondary students. The college shall be responsible for the content and quality of instruction in such courses.

1. Except as noted below, the student or parent/guardian shall be responsible for paying the tuition associated with postsecondary courses taken by the student. Such payment shall be tendered to the college no later than the last day of registration for the academic term. The district shall reimburse the student or parent/guardian for tuition paid for the first two postsecondary courses taken by a student for high school credit in any one academic term upon receipt of proof that the student received a passing grade upon completion of the course. The district shall not reimburse the student or parent/guardian for tuition paid for courses not passed or for any courses in excess of two per academic term.

2. A district student who does not qualify as an in-state student for tuition purposes under *Article 7, Title 23, C.R.S.* shall nevertheless be classified as an in-state student for the purpose of tuition charged by the college, paid by the student or parent/guardian, and subsequently reimbursed by the district. Each district student enrolled in one or two college courses pursuant to paragraph B.2 hereof, shall be included in the pupil enrollment of the district as determined pursuant to the provisions of *C.R.S. §22-53-103(7)*.

3. The district shall pay tuition for the first two courses per academic term for:

- a. Any student who is eligible for free or reduced lunch or
- b. Any student if, in the judgment of the district, the payment of tuition would constitute a financial

hardship for the student or parent/guardian and the student has shown evidence of responsibility for and commitment to successfully completing postsecondary courses.

Prior to paying the tuition for any student, the district shall require the student and parent/guardian to sign a promise to repay the amount of tuition paid by the district on behalf of the student if the student fails or otherwise does not complete the postsecondary course for any reason without consent of the principal of the school in which the pupil is enrolled. This agreement shall be reinforced by the district and the student or parent/guardian shall be responsible for reimbursing the district as provided in the promise.

4. A district student enrolled in one or two college courses per academic term who is not receiving high school credit therefore, or the student's parent/guardian shall pay the college tuition and fees for the student in the amount to which the college would be entitled on behalf of a regularly enrolled college student taking the college course(s). A district student who does not qualify as an in-state student for tuition purposes under Article 7, Title 23, C.R.S. shall be classified as an out-of-state student for the purpose of the tuition and fees charged by the college and paid solely by the student or parent/legal guardian. Such payment shall be tendered to the college no later than the last day of registration for the academic term.

Adopted: January 10, 1994

Revised: October 19, 1998

LEGAL REFS.: C.R.S. 22-34-10

C.R.S. 22-35-101 *et. seq.*

Gunnison Watershed School District RE1J, Gunnison, Colorado

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Over the past three years, the Advanced Learning Plan utilized by the Gunnison Watershed Administrative Unit has been revised and improved through consultation with the Colorado Department of Education's ECEA rules and the CDE Gifted Education Guidelines. Parents, students, gifted facilitators, and general education teachers participate in development and review of the plan at least biannually.

Programming: Articulation

How are the needs of gifted students and programming options articulated through the P-16 system?

Each site articulates the particular programming options available. At this time, there is no clear system for gifted programming P-16 across the entire administrative unit.

Programming: Gifted Students New to the District

What process is used when gifted students move into an administrative unit's district?

All students who enroll in the administrative unit are asked to complete a series of enrollment forms whereby parents have an opportunity to indicate whether their student was previously receiving gifted education services. In addition, records are requested from previous schools in an attempt to identify any additional services a student may require. Upon a review of records and transcripts, the gifted facilitator determines if any additional assessment data is necessary for identification within this Administrative Unit. When all information has been collected, including information from previous district, parents are contacted and the gifted facilitator initiates the development of an Advanced Learning Plan. As with all gifted students, programming is based on student's individual needs and assessment results.

Evaluation and Accountability

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.

What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?

In what ways are advanced learning plan (ALP) goals monitored?

What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

Gifted Education personnel collect data and analyze the number of formally identified students who have made sufficient growth in a year's time. This data is collected by locale and compared annually within

that locale.

Advanced Learning Plan goals are monitored on an annual basis and reported to parents annually at the time of their student's ALP review.

Progress monitoring methods are being utilized in some sites but not all. Some sites are utilizing language arts and math probes from AimsWeb and others are using state and district assessments such as CSAP and NWEA scores for tracking yearly growth and progress.

Evaluation and Accountability: Social and Emotional

Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data).

Social emotional development, self-advocacy, career and college planning are all addressed individually in a student's Advanced Learning Plan. Students are part of the ALP review and development in order to include their interests and observations about their own needs.

Evaluation and Accountability: Program Evaluation

In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.

The Administrative Unit evaluates its gifted education program separately within each locale (Gunnison, Crested Butte, Lake City, and Marble Charter School). Each locale will review their respective data on an annual basis. Parent advisory groups, teachers, and gifted facilitators will provide feedback and council regarding the program plan development, Advanced Learning Plans, and content extension options. Parents will be informed of the quarterly meetings and encouraged to participate directly or through phone or email contact with the Director of Special Services.

Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.

If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

Direct gifted education instruction is provided through licensed teacher personnel only. Counseling is provided by school guidance counselors unless the needs of the student warrant outside referral. Coordination of the program design and other programming elements occurs through consultation with the Director of Special Services, building principals, gifted education facilitators, and parents.

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit's response:

Yes In Progress

Personnel: Professional Development

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

What content and/or skills will be the focus based upon the administrative unit’s gifted student data and related to the instruction, programming and counseling of gifted students?

The administrative unit as a whole does not have a large scale plan to increase the knowledge of personnel in meeting the needs of gifted learners. Grant funds have been used to support general education teachers’ participation in regional and state level trainings for gifted education. Currently ½ of the gifted facilitators are endorsed in gifted education, serving elementary students. Gifted facilitators are encouraged to seek endorsement within three years of their employment with the district. As a result of student performance data, the administrative unit will focus on increasing reading achievement of gifted learners, encourage participation in differentiated instruction trainings for general education teachers, and train sites in formal identification practices, and the development of Advanced Learning Plans.

Grant money will continue to be set-aside for teachers to participate in Colorado Association of Gifted Talented conferences. To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, to increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.

Out of 130 staff members, GWSD currently has 1 gifted education teacher endorsed in gifted education, 11 teachers with 1-45 hours of gifted education training, 1 teacher with 45-90 hours, 3 teachers with 90-180 hours of gifted education training. GWSD has provided opportunity for 1-3 teachers per year to attend the state Colorado Association of Gifted and Talented Education through Colorado State Grant funds. Advanced Placement teachers attend College Board Training each year.

Hinsdale County has a total of 11 teachers, all of which have had 0-45 hours of gifted education training.

Personnel: Higher Education Support

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships? Or, in what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

Collaboration with higher education would be extremely helpful in making gifted education coursework more accessible to the online student, summer programming for general education teachers, and endorsement programs that specialize in meeting the needs of advanced learners. Additionally, higher education institutions could sponsor online or summer courses for teachers in the topics of differentiated instruction practices, brain-based learning, and increasing critical thinking. Currently, the only online availability with which we are familiar is the new cohort endorsement programs being offered in collaboration with the Colorado Department of Education.

Budget: Narrative

Directions: Describe the administrative unit’s collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit’s funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

Grant funds are used to supplement general education expenses in meeting the needs of gifted learners. The administrative unit allocates state grant money to each locale based on the number of formally identified gifted learners within that locale. Parents and teachers are informed of the budget through parent advisory councils and the district budget process. In addition, the grant and its budget will be posted on the Gunnison Watershed School District website at www.gunnisonschools.net/specialservices. In addition, some locales have private fund raisers that further support gifted education in their respective locations.

Budget: Form

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds. State gifted funds may be used for:

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans;
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

The attached budget sheet indicates the use of grant funds for an additional part time educational assistant who is a licensed teacher for the Gunnison Elementary School, matching funds for Hinsdale County and Crested Butte teaching staff, professional development, instructional supplies and summer enrichment opportunities for gifted students.

Record Keeping

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

State and student record keeping: 1) Financial records are kept and maintained at the GWSD Central Administration office. 2) An inventory of equipment is kept within the yearly budgetary notebooks, 3) Advanced Learning Plans are turned in to the Special Services office of GWSD and Gifted facilitators keep original testing data and educational records specific to gifted instruction in their classrooms.

The GWSD Special Services office collects ALP's once per year and retains those records for up to three years after a student is no longer in our educational system.

See attached sample ALP for the Gunnison/Hinsdale Administrative Unit.

Dispute Resolution

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

The process for resolving disagreements about identification and programming for gifted students is listed in our identification process:

If there is a disagreement with an identification decision, a right of appeal is available. A parent,

student, teacher, or administrator may initiate the appeal process by notifying the Director of Special Services. The appellant will then meet with the building's RtI Problem Solving Team to review data, introduce additional information, and decide a further course of action.

Additional Administrative Unit Information

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

Identification Flowchart

Identification Process

Advanced Learning Plan

The administrative unit's program plan is due April 30, 2008.

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, rose_d@cde.state.co.us. Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

File Name Examples:

- Douglas County_ProgramPlan_08-11
- Douglas County_Budget_08-09
- Douglas County_ALP_08-11
- Douglas County_PPAttachment_08-11

**E-mail the Program Plan to
DeLinda Rose, Program Assistant
rose_d@cde.state.co.us**

CDE Mailing Address:

Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799

CDE Contact Persons:

Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.

