

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

Administrative Unit's Name: UnCompahgre Board of Cooperative Services		Region: West Central
Name of Gifted Education Director/ Coordinator: Amber Countiss		
Director's e-mail: acountiss@msn.com		
Director's Address: 1115 W. Clinton		City: Ridgway Zip: 81432
Director's phone number 713.248.5662		Fax 970.626.2978
Name of Superintendent/BOCES Director: Sharon Davarn		
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)

⇒ 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.

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.

**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 -).

Norwood:

Indicator 1A: Students gifted in language arts and/or math will demonstrate a 10% increase over their previous years CSAP scores.

Evidence 1A: Students gifted in language arts and/or math will demonstrate significant growth on their CSAP scores and show significant growth on their Aimes Web scores.

Indicator 1B: Students gifted in “Other” categories will increase 10% over their previous years CSAP scores.

Evidence 1B: Students gifted in “Other” categories performing at the proficient level in reading, math or science at the proficient level will also show significant growth in their CSAP score and Aimes Web scores.

Ouray:

Indicator 1A: Identified GT students will maintain 100% “Advanced” in language arts and/or math on CSAP tests.

Evidence 1A: Percent of students performing at “Advanced” level on CSAP tests.

Indicator 1B: All identified GT students will continue to show growth on NWEA tests.

Evidence 1B: GT student’s performance on NWEA tests.

Ridgway:

Indicator 1A: 80% of students gifted in language arts will perform at the advanced level on CSAP reading.

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

Indicator 1B: 80% of students gifted in math will perform at the advanced level on CSAP reading.

Evidence 1B: Percent of students gifted in math performing at the advanced level.

Telluride:

Indicator 1A: Seventy-five percent of identified gifted language arts students will score a 4 or higher on Advanced Placement exams.

Evidence 1A: Students gifted in language arts will score a 4 or higher on Advanced Placement exams.

Indicator 1B: Seventy-five percent of identified gifted math students will score a 4 or higher on Advanced Placement exams.

Evidence 1B: Students gifted in math will score a 4 or higher on Advanced Placement exams.

West End:

Indicator 1A: Students gifted in language arts will increase their spring NWEA 2008 RIT score by at least two RIT points.

Evidence 1A: 100% of gifted students will perform at the RIT Score Range of 231-241.

Indicator 1B: Students gifted in math will increase their spring NWEA 2008 RIT score by at least two RIT points.

Evidence 1B: 100% of gifted students will be performing at the RIT Score Range of 231-240.

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.

Norwood:

Parents can gather information about the gifted and talented program by attending Open House, reading the Student Hand Book, or visiting the school web site. Parent engagement opportunities will take place at ALP meetings. The school advisor along with the UnBOCS bilingual specialist will be available to inform the underrepresented groups.

Ouray:

Advanced Learning Plan Students (ALPS) Club will meet on a regular basis to inform parents and families of concerns and issues with the GT program, and activities and programs that are being planned and implemented. All will have input into the conversations.

Ouray School District maintains an active website, with a student/parent site, to inform both students and parents of pertinent information regarding school, behavior, assignments, and progress reports.

Ouray School District will perform mass mail-outs, when needed, to inform parents and the community of upcoming events and results of past activities.

Parents will be invited to all meetings concerning GT students, to include: Initial identification meetings; Annual ALP review meetings; Special meetings to address immediate issues and/or concerns.

Ridgway:

Parents and community members have access to information about the GT Program through letters, conferences and open houses. Conferences to discuss and collaborate with the parent on the ALP will be held twice yearly. Parents will be informed of available out-of-school, week-end, and summer programs for gifted students.

Telluride:

Communication with parents occurs by creation of student Individual Learning Plans, revisited during parent/teacher conferences, and summative meetings in May. Summative narrative correspondence is sent home at the end of each trimester.

West End:

Stakeholders access the process for identification, assessment and programming options by contacting the Gifted and Talented Coordinator at the school, by the school website and referring to the student handbook.

Parental engagement opportunities are fostered and implemented during conferences four times each school year, once at the beginning of the year, two parent teacher conferences and one meeting at the end of the school year.

At the beginning of the year the G/T Coordinator, the child, their parent(s), and the classroom teacher discuss the student's strengths and challenges. These findings are documented on the students ALP. ELL teacher referral.

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.

Ouray School District uses the state definition for gifted students, but in addition, requires a full scale IQ of 125 or higher.

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).

Norwood:

Students in grades K-2 are identified by parent/teacher input, and the KOI method for testing giftedness. All Students in the 3rd grade take the Cognitive Abilities Test (they must score in the 95% or better to be considered for the GT program). CSAP scores, Aimes Web, KOI and teacher recognized are used to identify students with special interests.

The criteria used for determining exceptional ability are 1) recommendation by a teacher or a parent; 2) score high in five or more of the KOI areas for giftedness or in one for humor or sensitivity. Students must score an overall 95% on the Cognitive Abilities test to be classed as gifted. Aimes Web and CSAP scores that are advanced are also considered along with other bodies of evidence to support these scores.

In the identification process, students may be nominated by G/T facilitators, classroom teachers, counselors, parents, special services, self or peers, and also students who transfer from another G/T program. The second step is to gather a body of evidence to support the nomination, and the third step is to plan services to match exceptional academic needs. Underserved populations are identified using the same method as regular students are identified, with the exception of those with English as a second language. In that case we depend on testing provided by Ursula Christ off from the UnBOCS. In the case of a disability, the same procedure would be used and Sheri Carr and her staff would start the process to identify the student as gifted. To ensure access to all students, the established steps will be followed.

Parents will have access to the steps through the student hand book and the school web site. Teachers are responsible for the identification of all students and to provide lessons to address the student's needs.

ALP teams include teachers, principles, counselor, and parents. Test scores, student work, and IMAP are needed to start the process. A plan is then formed for the growth of the student. Parents are encouraged to look at the web site, student hand book, gather the information from the counselor, and the student's teachers to gather information on the local GT program. Parents of gifted students also have been helpful

in informing other parents looking into the GT program for their child.

Ouray:

The identification process may begin from several directions. It may be initiated by parental request, teacher request, counselor request, psychologist request, or from the student. Once a student is nominated, the ALP committee begins to build a body of evidence to justify administering the WISC-IV test to determine the student's full-scale IQ. If the minimum score of 125 is attained or exceeded, the student is referred to the Advanced Learning Plan committee, to begin to develop the ALP. The ALP committee consists of the GT coordinator, the GT Facilitator, teacher or teachers of the student, the school psychologist, the student and his/her parents. Others may be asked to aid in developing the ALP who have in depth knowledge of the student's area of giftedness, or who may add to the programming of the GT student.

Some GT students may be referred for formal identification in areas that are not academic in nature. These areas such as the performing arts, athletic prowess, or vocational superiority etc., may use different assessment tools to identify the area of giftedness. Identification and programming for these students will be designed and implemented as needed. Students who are referred for assessment in academic areas will be referred due to advanced academic achievement as evidenced by performance on teacher designed assessments, CogAT test, CSAP tests, NWEA tests, pre-ACT or pre-SAT tests, ACT and/or SAT tests or other types of academic achievement tests.

Once a student is formally identified as "gifted", he/she will be scheduled for an ALP meeting. The meeting will develop short term, intermediate term, and long term programming and goals and objectives for the GT student. The ALP committee, using the result of the assessments and referrals, as well as the body of evidence, will develop an ALP program taking into consideration the wants, needs, and desires of the student.

Underserved populations will in no way be discriminated against in the referral, assessment, or identification process. All students who exhibit the behaviors that are used in the identification process will be assessed and a determination will be made as to their appropriateness for selection into the Ouray Schools GT Program.

Ridgway:

All students in Ridgway school district, regardless of socioeconomic, linguistic or cultural backgrounds and/or disabilities, have an equal opportunity to be screened for GT, beginning in 3rd grade.

Step 1- Referral Process- Teachers and counselors are given a teacher checklist in October to refer students who they see as having gifted characteristics. Teachers fill out form and return it to the GT Coordinator. Parents may also refer their child.

Step 2- Screening Process- GT review team (GT Coordinator, teacher and UNBOCS GT Director) reviews standardized test scores of referred students. If a student shows 2 Advanced levels on the CSAP or scores in the 98% on the NWEA they are placed on a list for Aptitude testing.

Step 3- Aptitude Testing- An appropriate level CogAT test is administered by the GT Coordinator. A score of 98% is used to determine eligibility. To address underrepresented students in the GT Program the district uses the Naglieri Nonverbal Ability Test (NNAT). This test provides a culture-fair and language free means of measuring students' general ability.

Step 4- If a student fulfills 3 out of 4 criteria in the areas of Behavior, Achievement, Aptitude, and Performance, a student profile sheet is filled out and they are identified as GT.

Step 5- Parents are notified.

Telluride:

- CSAP scores, NWEA Map test scores, IMAP teams, parent and teacher input are used as means for identification.
- District Assessment Coordinator (DAC) will complete a list of all advanced students on CSAP and/or NWEA MAP testing, and provide a list to the grade level IMAP teams for review.
- At the kindergarten through third grade levels, IMAP leaders will use the body of evidence to generate a list of students for consideration for identification.

- IMAP Teams will consider each student on the list and discuss the need for individual enrichment. Team members will also nominate other students for consideration based on observation and other innovations.
- If the team agrees that the student qualifies based on academic performance and standardized test scores, the IMAP leader and/or enrichment teacher will meet with the principal.
- The principal, enrichment teachers and IMAP leader approve the student for identification, or ask for additional information to make the decision.
- The enrichment teacher will meet with the parent and student to get their input on the IMAP.
- The IMAP team will review, revise, and approve the written plan, which is copied to parent, student and principal.
- The DAC will compile a list of all students in the district who are on enrichment IMAP prior to the October 1 count day.
- An identification rubric will be created to aid in the identification of economically disadvantaged, ethnic and cultural minorities or with disability students.
- Economically disadvantaged students have access to scholarships to attend community-based activities and programs.
- Individual Mission and Assessment Plan teams will regularly meet and identify gifted students.
- Communication with parents occurs by yearly creation, revision and summative narrative of student Individual Learning Plans.

West End:

All students in the 4th and 8th grade are screened for the gifted and talented program. In addition, individual students are screened for the G/T program as needed. The body of evidence used to screen students include: 1) using achievement scores from the NWEA, CSAP and SAGES, 2) individual performance which include portfolios, personal awards, motivation and teacher/parent/student recommendation, 3) GATES behavioral inventory, and 4) identification of students who are the top 4% of students in the nation, state or school in any one or more of the following areas: superior cognitive ability, have specific academic ability, possess creative thinking ability, exhibit visual or performing arts ability.

Communication in PLC time ensures equal and equitable access is provided to all students. During these meetings teachers are present who represent the diverse population of the school allowing for a variety of students to be identified and screened for the program.

At the beginning of the year the staff addresses G/T concerns and students who may need to be screened for the G/T program. After that, small teams of specific stakeholders are involved in ongoing communication concerning G/T student’s individual program.

Parental engagement opportunities are fostered and implemented through conferences that are held four times yearly, once at the beginning of the year, two parent teacher conferences and one meeting at the end of the school year. At the beginning of the year the G/T Coordinator, the child, their parent(s), and the classroom teacher discuss the student’s strengths and challenges. These findings are documented on the students ALP.

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**Norwood:**

Classroom teachers are at the core of keeping other teachers and parents informed of where each student is working and at what level that student is working in each of their core classes and accommodations are made for those students.

Ouray:

Due to our severe shortfall of funding for GT services, the Ouray School District is very limited in what programming structure is available to GT students. Currently the GT students' classroom teachers are all that is available to address programming needs for GT students. There are however many people and activities available in our area that are valuable resources to our GT programming.

Ridgway:

Services for the GT student will be provided in the general classroom with differentiated instruction by the classroom teacher and supported by the GT Coordinator.

Telluride:

Single subject acceleration in math, pull-out enrichment programs, Advanced Placement classes, Honors classes, grade skipping and availability of dual enrollment are available to gifted students.

West End:

PK-12

Differentiated Instruction**Norwood:**

Differentiated instruction is based on testing results, such as Aimes Web, Star, or Cognitive Abilities, and then student special needs may require further differentiated instruction. The majority of Norwood teachers use the Tiered system to differentiate.

Ouray:

Differentiated instruction comes in many ways. Some of the most usable forms are: Teaching advanced students in small, ability groups; Allowing GT students to work at their own speed; Teaching GT students in multi-aged groups; Allowing GT students to work using the Renzulli Learning System for projects and activities; Allowing GT students to develop their own strands of learning in their areas of giftedness.

Ridgway:

Students are provided with differentiated curriculum and instruction that meets or exceeds state academic content standards.

- Depth, complexity, and novelty are utilized to go above and beyond the content standards, while pacing may be advanced and accelerated to meet individual student needs.
 - Teachers differentiate curriculum and instruction to meet the needs of gifted students.
- Strategies used for differentiation include, but are not limited to:

- Modifications in depth of content, process, and/or product in standards based lessons
- Socratic Questioning
- Curriculum compacting
- Focus on models of instruction
- Advanced reading strategies
- Independent study/research
- Tiered assignments
- Flexible skills groupings
- Learning centers
- Interest centers or groups
- Mentorships/apprenticeships
- Student-initiated special projects

Telluride:

Cluster grouping within grade levels for reading and math, one-on-one tutoring, and extension curricular activities are provided for gifted students.

West End:

Ability Grouping, Acceleration, Cluster Grouping, Conceptual Discussions, early content Mastery, Enrichment, and Higher Thinking Skills.

Affective Guidance and Counseling**Norwood:**

Our Guidance Counselor helps new students get placed and helps with the emotional and social needs of the Gifted student. She lets them know she is there for them and serves as a mentor. She has created independent studies and these have been very successful.

Ouray:

Affective guidance and counseling are provided by the school guidance counselor, the school psychologist, and a psychologist provided by the local mental health center.

Ridgway:

District teachers, counselors, administrators, and parents are provided with information regarding characteristics and non-intellective factors related to GT students, as well as their social and emotional development. Psychologists and counselors are able to recognize and support "at-risk" GT students' social-emotional needs.

Telluride:

Guidance and counseling are provided by the district school psychologist. High school students are provided with academic counseling by the high school guidance counselor.

West End:

On going counseling with the school guidance counselor.

Content Extensions**Norwood:**

Language Arts: Students in Norwood can participate in on-line courses such as EPGY, AP and DC.

Math: AP Algebra I and Geometry in the high school.

Science: AP Biology as well as classes from COSC for our gifted students.

Creativity: Music and art are both offered. An on-line art gallery that allows nationwide viewing. AP Art will be offered to our students next year. We also have an active speech and drama class that puts on an annual play and Poetry Jam.

Leadership: Norwood has an active Student Counsel and outstanding Head Boy and Girl positions. We have had students attend Washington D.C. for leadership and several go to summer math and science camps each year.

Performing Arts/Music/Visual Arts: The students in music have District and State level functions they attend every year, and they can take COSC classes too. Art students have traveled as far as Santa Fe to view art and have their work on line for other to see. The drama students have gone to Denver to attend the State Drama Workshop and implement what they learn there into the local plays and skits.

General Cognition: Knowledge Bowl and advanced level classes.

Ouray:

Language Arts: AP or college level courses, on-line advanced course, work with a higher grade teacher, work with a student mentor, encouraged to participate in local state, national or international competitions and encouraged to take part in international travel and study programs

Math: AP or college level courses, advanced high school courses up to and including Calculus III, work with a higher grade teacher, work with a student mentor, may complete more than one year's math course per year, in the fall may start where they left off in the spring, encouraged to participate in local, state, national and international math/engineering competitions, may take more than one math class at a time,

and encouraged to take part in international travel and study programs

Science: AP or college level courses, work at assignments and projects in their area of interest, advanced on-line courses, individual projects for GT students, may take more than one science course at a time, encouraged to participate in local, state, national and international science competitions, and encouraged to take part in international travel and study programs

Creativity: Students may be paired with a mentor in their area of giftedness, from the local area, opportunity to travel to study in their area of giftedness, and encouraged to take part in international travel and study programs

Leadership: Allowed to attend off campus meetings, workshops etc. that aid in the study and learning of leadership and encouraged to participate in local, state, and national organizations that advance the study of leadership

Performing Arts/Music/Visual Arts: Advanced study with Ouray Schools teachers, off campus studies in the local area, and encouraged to take part in local, state, and national competitions

General Cognition: Students whose area of giftedness falls within the realm of “general cognition” will be afforded the same opportunities as those students who are gifted in specific areas. Our local area has very diverse opportunities that we may exploit to aid programming for specific GT students.

Ridgway:

Language Arts: Advanced reading material as compared to classmates. Use graphic organizers. Kohlberg-Blatt Dilemma Discussions.

Math: Compacting curriculum.

Science: Classification activities (Frayer Model). Research.

Creativity: Create a new product. Work in groups to resolve a problem.

Leadership: Lead a discussion group, help other students with class work, and student council.

Performing Arts/Music/Visual Arts: Audition for community plays, recitals, etc. Critique a performance.

General Cognition: Socratic questioning; Integrate disciplines

Telluride:

Language Arts: Advanced Placement classes, cluster grouping, pull-out enrichment, Battle of the Books

Math: Cluster groupings, Advanced Placement classes, extension curricular activities

Science: Differentiated instruction

Creativity: Cluster grouping and pull-out enrichment

Leadership: Student council and student leadership teams

Performing Arts/Music/Visual Arts: Performing arts provided by plays, band, collaboration with community organizations, and student art and fashion shows

General Cognition: Knowledge Bowl and Geography Bee

West End:

Language Arts: Provide appropriate reading material for the gifted readers, upper level content that meets the academic needs of the learners, and a writing contest.

Math: Knowledge Bowl

Science: Science Explorers

Creativity: writing journals, outdoor education, computers

Leadership: Student Council

Performing Arts/Music/Visual Arts: Talent Show, Music Programs, Art Shows

General Cognition: Colorado Rocky Mountain Talent Search Summer Institute, Knowledge Bowl

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).

Norwood:

Students can skip grades when teachers, parents and student feel it is in the student’s best interest. Most students stay in their class and have the material differentiated to meet their needs.

Ouray:

Students are normally accelerated by content area. For example, students may start fourth grade math in the fall, complete the curriculum, and begin, and possibly complete, fifth grade math, all in the fourth grade school year. Acceleration can be addressed in a similar fashion in all grades and content areas. Very seldom is a student recommended for skipping a complete grade. If they are, they must demonstrate proficiency in all core areas of the grade to be skipped. This is to ensure that the accelerated student does not skip any information necessary to continue advancing through a particular curriculum.

Ridgway:

Comprehensive team including counselor, psychologist, enrichment teacher, classroom teacher, parent and administrator input are incorporated into the decision making process when student acceleration is being considered.

Telluride:

Comprehensive team including counselor, psychologist, enrichment teacher, classroom teacher, parent and administrator input are incorporated into the decision making process when student acceleration is being considered.

West End:

Students are accelerated no less than two grades and only in the areas they are identified as gifted. The decision is a collaborative decision which includes teachers, administrators, parents, and students. NWEA and CSAP scores, student work and maturity are reviewed. Academic and affective needs and concerns are discussed in a team meeting before the decision is made to accelerate the student.

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?

Norwood:

Independent studies that involve classroom work with on site experiences and written tests as assessment. The COSC, AP, and EPYG all use tests and written work as assessment. Students choose the ones that interest them.

Ouray:

The same assessments that are used in the identification process are used to begin developing an ALP for a GT student. These assessments may be considered baseline data from which to begin developing an appropriate line of programming for the GT student. Student interviews are a primary consideration when developing the program plan to ensure that the student's strengths and interests are matched to the plan.

Ridgway:

An ALP for each student will be written with the student's individual strengths and interests in mind as indicated by the teacher behavior checklist and testing, as well as discussion with the parents and student.

Telluride:

Students identified in language arts or mathematics will be expected to take Advanced Placement classes in high school. The administrative unit will check their course registration to ensure programming is matched to his/her strengths and interests. Tenth grade PLAN scores are used to help with decision making for AP placement.

West End:

NWEA scores are taken three times each year and CSAP scores. Each test in categories that are used to match programming options to the development of the advanced learning plan: Language Arts which include reading and writing, math, and science. Parent, student, and teacher collaboration are used to align students needs to programming options.

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?

Norwood:

AP classes, COSC, EPGY, Summer Science and Math Camps, Internships at the Smithsonian, and in Washington D.C are offered. Independent Study has been added and students can create their own class and assessment.

Ouray:

GT students are offered a number of classroom courses that are "AP" or college level. Many advanced or college courses are available via on-line learning. We do not have a college campus in the immediate area for students to take classroom college courses.

Ridgway:

AP classes are being developed as well as online classes offered through Universities.

Telluride:

All eleventh grade students will attend a college seminar. A college counselor is available. Online college classes and advanced placement classes are available.

West End:

Mesa State College classes taught by master teachers, online options.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Norwood:

The GT facilitator collects information on a nominated student. It may be from parents, students, student work, classroom assessment, Aimes Web, CSAP, or the Cognitive Abilities Test. Once there is a body of evidence to support a case of giftedness, then teachers, parents, administrators, and the student if they wish to attend, gather to plan an ALP. It is then reviewed on a future date that is agreed upon by all the people at the meeting. These are usually in the three month range, but this varies from student to student. If the plan is working we continue the plan, if not, changes are made. These new changes are reviewed at a later meeting to see if they are successful.

Ouray:

The ALP is developed in collaboration with the ALP committee, the student, and the parents. The student's areas of giftedness are all addressed as is the student's main area of passion, if it is different from the area of giftedness. All available resources may be used in the program development. If new resources are needed, the ALP committee will work to find and develop them. At the present time, ALP's are scheduled to be reviewed on an annual basis. However, they may be reviewed whenever necessary.

Ridgway:

The GT Coordinator will write the ALP using the form provided by CDE. The GT Coordinator will then meet with the parents to collaborate on the ALP and make any modifications. An initial conference will be held once the child is identified and the ALP will be reviewed at regular parent teacher conferences.

Telluride:

The IMAP teams will review the identified students with the help of the enrichment teachers twice yearly. Advanced learning plans are created with team input.

West End:

The advanced learning plan development includes reviewing a variety of options that will provide appropriate services for individual students. These services include classroom accommodations, extra-curricular classes, enrichment opportunities, summer programs, networking, advanced placement programs, independent studies and classroom modifications. Test scores are recorded on the student's ALP. Each student's strengths and concerns are considered, and then objectives and strategies are articulated. Resources are recorded and ways to evaluate evidence of student achievement are agreed on, then review dates for the plan are documented. The review process includes a meeting with all stakeholders.

Programming: Articulation

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

Norwood:

The process and requirements to be part of the GT program are found on the website, student hand book, and at the school counselors, and students have ALP process to insure that their needs are met.

Ouray:

The needs of gifted children are articulated through the P-16 system by developing short, intermediate and long term goals.

Ridgway:

The GT Coordinator meets periodically with teachers of GT students to ensure implementation of the ALP.

Telluride:

Currently an articulation day is built into the calendar for K- 12 teachers. We hope to include preschool in the near future.

West End:

G/T Coordinator, program guide, PLC's and formal and informal collaboration are used.

Programming: Gifted Students New to the District

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

Norwood:

If students do not come with Gifted Status in their records, we follow the regular plan found in the Student Search Nomination Process.

Ouray:

When new students move into Ouray School District, they are asked if they have an ALP, just as they are asked if they have an IEP. If it is indicated that they have an active ALP or have had in the past, ALP records are specifically requested by the personnel office. If no indication of a previous ALP is given, those students would be referred by the same means as any other student. If a student enrolls with an active ALP, the programming that has been in effect would be followed as closely as possible. The student and parents would be interviewed and new programming would be developed as needed and/or as available.

Ridgway:

If the identification process of previous school is similar in quality to the District's process then a student will continue to be identified as GT. Otherwise, the student will need to meet the District's criteria.

Telluride:

Review of previous school's documentation and NWEA and MAP testing immediately upon arrival.

West End:

New students' transcripts are reviewed for evidence of gifted programming along with interviews with parents to establish learning needs for all students. A short form of the NWEA can be given to access new

students programming needs.

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?

Norwood:

Advanced learning plans are evaluated by checking the growth on the Aimes Web test, or the Star test. If a student is not making expected growth, the ALP is changed and reevaluated to check the student's growth. Our monitoring methods are Aimes Web, Star, and CSAP.

Ouray:

GT students' achievement is monitored primarily by his/her classroom teachers. If issues or concerns develop, the teacher reports to the GT coordinator, who in turn would schedule a meeting with the teacher, the student, the parents, and the ALP committee to review the issues or concerns and develop an action plan to correct or extend the situation. CDE guidelines are closely followed in reporting the identification and achievement of GT students. ALP goals are monitored by the GT Coordinator and/or the GT Facilitator. ALP's are reviewed quarterly to monitor the goals and achievement of the GT students. We are currently developing a system to use the RtI model of progress monitoring for all students.

Ridgway:

All identified gifted students will be tracked using current and previous assessment indicators to evaluate individual and overall success of the program. Student achievement and reporting will be consistent with accreditation by use of advanced learning plan form completion. The advanced learning plans will be reviewed twice yearly. Monitoring methods include: CSAP and NWEA scores, individual project review, teacher observation, and parent input.

Telluride:

We will produce a spreadsheet that lists all students identified as gifted and will track current and previous assessment indicators to evaluate individual and overall success of the program. Student achievement and reporting will be consistent with accreditation by use of advanced learning plan form completion. The advanced learning plans will be reviewed twice yearly through the IMAP team meetings. Monitoring methods include: CSAP and NWEA MAP test scores, advanced placement exams, individual project review, teacher observation, and parent input.

West End:

NWEA is used to monitor and measure gifted student achievement.

Goals are monitored throughout the year on an informal basis, an end-of-year review of the ALP is held to formally assess each ALP.

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).

Norwood:

Students participate in regularly scheduled lunches with our counselor who provides conversation and interaction to identify any social/emotional needs.

Ouray:

A school psychologist is available to support "at-risk" GT students as well as informal interviews held regularly to monitor each student's affective needs or concerns.

Ridgway:

Psychologists and counselors are able to recognize and support "at-risk" GT students' social-emotional needs. Professional development is provided for all staff to recognize symptoms of "at-risk" behaviors in

GT students, in order to appropriately refer students for interventions. Awareness of career opportunities and guidance regarding college and vocational opportunities are offered to GT students, including underachieving GT students. Teachers at the elementary level include this as part of the curriculum, while counselors are responsible at middle and high schools. Examples include: College Day, Career Day, Work-study, Advanced Placement, and Community College Courses.

Telluride:

Behavioral and emotional development is monitored by IMAP teams. Counselors are brought in when necessary. Career and college planning is available.

West End:

Informal interviews are held on a regular basis to monitor each student's affective needs or concerns.

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.

Norwood:

Currently we meet and evaluate our program and what changes are needed to keep current with local and state mandates three times each year.

Ouray:

Feedback and review of the gifted program is ongoing. This takes place during informal staff meetings and parent evaluations.

Ridgway:

Conducts a needs assessment. The data reviewed includes the summary of findings from parent and staff surveys; classroom assessments; report card grades; CSAP test results; writing assessment results; student products and performance; and number and percent of students referred and identified as gifted. These areas help determine if modifications are needed to the site program.

Telluride:

A parent survey will be created, piloted and implemented yearly in May by 2010. The results of the survey will be presented to the administrative unit and accountability committee.

West End:

Feedback and review of specific components of the gifted program is ongoing. This process takes place during PLC time and communications items. However, at the beginning and end of each year teachers are asked specifically to review the gifted and talented program. Parents are also asked to evaluate the program three to four times each year, at the beginning and end and one to two times during the year. This process takes place through informal interviews.

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.

Norwood:

Norwood is a small school with a total student population of 305 (k-12). Gifted students needs are met in the classroom by certified teachers who use differentiated instruction, online classes and Renzulli Learning for enrichment.

Ouray:

Having no certified GT teachers, or a formal pullout program, most advanced teaching is provided by classroom teachers. All classroom teachers are certified staff and are highly qualified. Occasionally some programming, such as the Renzulli Learning System, is facilitated by paraprofessionals. At times, school volunteers are also called upon to help with GT programming.

Ridgway:

A GT Coordinator will facilitate the identification process, administer the assessments and write the ALP. Certified classroom teachers provide differentiated instruction.

Telluride:

Half time enrichment teachers are provided for K-6. Core subject matter teachers and enrichment coordinators are provided for 7-12 students. A full time certified psychologist is provided K-12. Program is designed by the enrichment staff committee.

West End:

Licensed teachers and counselors provide services for the students.

A licensed teacher with a masters in Educational Leadership coordinates the gifted program.

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:

X 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?

Norwood:

The West Central Region has been very helpful in bringing experts in the area of Gifted and Talented. We have had several three day in-services for area teachers. They have also offered several one day workshops in Montrose that were widely attended. The UnBOCS has paid for two people to attend the National Gifted and Talented Conference every year and they in turn share the information learned with the other members of the UnBOCS. That is how we learned about Renzulli Learning. They also offer several on- line GT classes for classroom teachers. New web sites have also helped keep teachers current with new GT instruction.

Ouray:

Ouray School District is offering professional development opportunities to all teachers. Many teachers have already completed at least one on-line course, concerning gifted education that is administered by the Centennial BOCES and funded by a Javits grant. The current GT coordinator is a trained facilitator for four different online courses from the same program. The district has agreed to pay the registration fees for all district personnel that register for certain online courses for gifted students. All district certified staff are highly encouraged to participate in any and all available courses pertaining to gifted education.

Ridgway:

Online courses through Centennial BOCES are offered throughout the year for professional development with GT. The district will support and encourage teachers who are responsible for providing instruction and services that are a part of the gifted and talented program by providing opportunities for them to receive professional development in gifted and talented education and when possible, releasing them from other duties in order for them to acquire this training.

Telluride:

One significant in-service opportunity will be provided each year for specific teachers who work with the most gifted students. Workshop content will include compacting, differentiation, pre-testing and/or affective behaviors.

West End:

Licensed teachers facilitate the learning and growth of gifted students.

All teachers in charge of student learning must be licensed instructors. Aids may not develop or carry out

programming; they may only assist with lesson activities. Licensed instructors are responsible for the management of the program plan.

Classes in differentiation of instruction and understanding the RTI model are being planned to provide support for teachers who have gifted and talented students.

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?

Norwood:

Online JAVITS courses are available for teachers and support staff.

Ouray:

Ouray School District does not currently collaborate with any universities or colleges for the development of qualified personnel. It does however collaborate with other area GT coordinators to develop programming and activities for GT students. Online JAVITS courses are available.

Ridgway:

Online JAVITS courses.

Telluride:

Online JAVITS and university courses are available. Professional development monies and release time are available. In the future it would be nice to develop a relationship with a teacher education college that could provide student teachers for gifted students.

West End:

JAVITS courses are made available.

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.

Norwood:

Our program is funded by the UnBOCS, they contribute \$5,000 to insure that each school has a GT resource teacher. We also provide opportunities for students to take part in various field trips.

Ouray:

Ouray School District is currently in the process of developing a comprehensive budget plan for the GT program. This plan will address the topics listed above and will include the stakeholders mentioned above. Currently we use GT money for classroom materials, activities, and fees to help extend lessons for GT students. All GT funds are currently being spent for programming, activities, and supplies.

Ridgway:

A budget committee gets input from all committees. The budget committee makes a proposed budget which is reviewed by the administrative unit and school board. The district’s mission is to provide a year’s growth for all students from all ends of the spectrum. Budget considerations for Special Education and Gifted and Talented education are a part of this overall goal.

Telluride:

A budget committee gets input from all committees. The budget committee makes a proposed budget which is reviewed by the administrative unit and school board. Budget meetings are open to the public. The district’s mission is to provide a year’s growth for all students from all ends of the spectrum. Budget considerations for Special Education and Gifted and Talented education are a part of this overall goal.

West End:

The budgeted money supports one-seventh of the salary for one person to coordinate the Gifted and Talented program in the West End School District. This person coordinates the identification process,

plans student programming and provides academic and moral support for students in the program.

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.

Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.

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.

Norwood:

Student records are kept in the GT coordinator's classroom along with educational materials for the gifted students. Student records are kept in the office. Student records are maintained in a locked file cabinet, and none of them have been destroyed because these students are still in school.

Ouray:

All GT financial records are maintained, and stored, with the District Business Office, as is inventory records for all equipments purchased. Student education records are filed in the school central office and are include IEP records and cumulative folders.

Ridgway:

Financial records are maintained by the district bookkeeper and the student GT records (ALP, test results, profile, etc.) are maintained by the GT Coordinator.

Telluride:

Financial records and inventories are maintained by the business office in a database by budget code. Student education records are maintained forever by the registrar's office.

West End:

Financial records are maintained at the district level by the district office manager. Inventory of equipment if purchased with state funds is located at the district office by the district office manager. Student education records are kept at the building level by office and gifted and talented personnel. Student records are kept within the district for an indefinite number of years.

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?

Norwood:

We will follow the Student Search Nomination Process, teacher recommendation, student work, classroom assessment, and testing with the Cognitive Abilities Test. Aimes Web or Star. Parents are welcome to question the process and view their child’s scores. If the scores are low but teachers of the student feel the student is gifted in one or more of the areas of giftedness, then a decision will be made by the team of the teacher(s), parents, counselor, GT facilitator and one member of administration. The decision will be made at the meeting, and an ALP will be started at that time.

Ouray:

Any disputes which may occur are handled via the ALP committee process.

Ridgway:

Students may be referred for the GT Program more than once. The district will maintain records of previously nominated students to assist in the referral process. Each student must go through the identification process and meet the criteria before he is identified as a GT student.

Telluride:

Principals have an open door policy. IMAP teams can be accessed by appointment. School board meetings are open to the public. Parent/teacher conferences are provided two or three times yearly. Through the school website and email parents have access to staff members. The administrative unit **makes final decision. Parents are notified in writing.**

West End:

Disagreements about identification and programming for gifted students are resolved first by collaboration between the parties that are in disagreement. If the coordinator is not able to resolve the problem then the principal is brought into the resolution process. At the district level the last resort for solving the problem would be going to the superintendent, then the school board. If the problem could not be resolved at the district level the Gifted and Talented Unit Director would be called on to help resolve the problem.

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.

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.



*Gifted students' learning and
growth ensured by needed provisions
and advocacy*

Copy, complete signatures and mail to:

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