



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Gunnison Watershed Hinsdale County		Fiscal Year: FY 2020-2025
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The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website.

Directions:

Write the administrative unit's description of how it implements each element of the Comprehensive Program Plan and how the AU plans to improve or enhance each element as appropriate. Address all key requirements as they are described in the Rules in your response.



<p style="text-align: center;">Exceptional Children’s Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</p> <p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>The Gunnison Watershed School District hosts Gifted Education Guidelines for referral, identification, and programming on the district website (www.gunnisonschool.net/specialservices) as well as site specific webpages. Parents can access information regarding gifted identification and programming through their student’s handbook or the district website. During the screening process, parents are contacted to discuss the Gifted Education Guidelines packet and parent referral form with their student’s permission to test form. Parents may also directly contact gifted education staff.</p> <p>Parents can access information about giftedness or parenting gifted students through the district website. Books and resources are listed, as well as links to helpful websites. Parents are informed about and invited to participate in special events regarding gifted education (ie. guest speakers, talent identification events, classroom presentations, etc...).</p> <p>Parents of elementary school students are informed about the services their student will be receiving through a document provided by the classroom teacher at the beginning of each school year. Parents are informed of their student’s progress through parent - teacher conferences and annual Advanced Learning Plan (ALP) reviews.</p> <p>Parents of secondary school students are informed about the services available to their students through the registration process in the spring of each year. Parents are informed of their student’s progress through parent - teacher conferences and annual Advanced Learning Plan (ALP) reviews.</p> <p>Parents participate in the development of their student’s ALP through an annual ALP review conference as well as parent teacher conferences up to 2 times per year. The RtI process, including student support team meetings provide an opportunity for</p>	

	<p>communication regarding gifted students. The gifted education contact at each school collaborates with grade level teams on a monthly basis. These team meetings are used to monitor gifted student growth and achievement as well as evaluate current programming and instruction. This information is shared with parents when appropriate.</p>	
<p>Definition of “Gifted Student” 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>The Exceptional Children's Educational Act (ECEA) defines gifted children as:</p> <p><i>Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</i></p> <ul style="list-style-type: none"> ● <i>General or specific intellectual ability</i> ● <i>Specific academic aptitude</i> ● <i>Creative or productive thinking</i> ● <i>Leadership abilities</i> ● <i>Visual arts, performing arts, musical or psychomotor abilities</i> 12.01(16) <p>ECEA defines twice-exceptional as:</p> <p><i>A student who is:</i></p> <ul style="list-style-type: none"> ● <i>Identified as a gifted student pursuant to Section 12.01(9) of these Rules; and</i> ● <i>Identified as a child with a disability pursuant to Section 4.02 of these Rules; or</i> 	

	<ul style="list-style-type: none"> • <i>A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794</i> 	
<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention <i>approach</i>, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>	<p>Specifics of the assessment process are explained in the Gunnison Watershed School District Gifted Education Programming Identification & Services Guideline and outlined in responses below. The main steps include Referral, Identification, Programming and Progress Monitoring.</p> <p>The Cognitive Abilities Test (CogAT) Screener is administered to every second grade student in the spring. The full CogAT is administered to students recommended for further gifted identification assessment, as needed, in the AU. Other assessments could be considered and utilized on an individual student by student basis. Observational instruments are also used.</p> <p>Collaboration with English language acquisition teachers and special education staff at all sites helps to inform the identification process. Additional data is analyzed by this team to look for exceptionalities in performance and determine next steps.</p> <p>Teachers, parents, or the individual student may make a referral for gifted education services at any time. The classroom teacher has primary responsibility for differentiating instruction, and for recognizing and nurturing academic strength areas for all students in the classroom. Students whom the teacher recognizes need additional services beyond the regular classroom will be referred to the gifted education teacher for testing and evaluation. Next steps are communicated to stakeholders within 30days of referral.</p> <p>For a child to be formally identified in one of the following areas: Specific academic aptitude, creative or productive thinking, leadership, specific talent aptitude, or general intellectual ability, data for a body of evidence is created. The body of evidence includes both quantitative and qualitative data. The commonly used assessments in our district are CogAT, NWEA MAPS, CMAS, GES-3. Additional measures as outlined in the CDE Gifted Identification Handbook are considered when more data is needed.</p> <p>The review team follows a procedure that includes at least one member trained in gifted identification. This team may include the classroom teacher, gifted education teacher, principal, and other district</p>	

	<p>professionals as needed. The review team examines the body of evidence and decides to proceed with one of the following options: Identify the student, designate student as talent pool, collect additional data, not identify the student, or refer+ for special education assessment for possible 2E identification.</p> <p>A determination letter for parents and school files describing the review team decision is recorded. The communication with parents follow procedures to make them aware of and understand the identification results and discuss the process for the development and review of the ALP. Upon completion of the evaluation, a determination and results 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 notified. A copy of the results letter is placed in the student's cumulative file and the gifted teacher's files. In addition, a Confirmation of Programming sheet and a Student Profile/Summary Body of Evidence sheet is kept on file.</p> <p>A determination letter will be sent home with test results and a review of the team's decision. A copy of the letter is placed in the student's cumulative file and gifted teacher's file. A determination letter will be sent home with test results and the review team's decision. A copy is placed in the student's cumulative file and gifted teacher's file. An ALP is created within 45 days from the time of formal identification. ALPs are reviewed with parents and students at the end of every year to update goals. The Right to Appeal has been updated in the Gunnison Watershed School District Gifted Education Programming Identification & Service Guidelines to read: <i>If there is a disagreement in regard to identification, programming and/or ALPs, 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 Response to Intervention Problem Solving Team to review data, introduce additional information, and decide a further course of action.</i></p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.</p>	<p>Identification of gifted students in the Gunnison Watershed RE-1J School District is ongoing & multi-faceted. Students may be re-evaluated and formally identified for gifted and talented education services at any time. The progress of students who demonstrate high academic achievement, but do not meet intellectual aptitude criteria will be reviewed and</p>	

<p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>	<p>monitored regularly. These students may be designated to the talent pool and may receive services through the RTI process. In addition, further testing may be recommended at any time by the classroom teacher, gifted education teacher, administrator, parents, Gifted Identification Review Team, or the student if the body of evidence does not provide a complete understanding of the student's programming needs.</p> <p>A student may be recommended for further testing, observation, review, intervention when:</p> <ul style="list-style-type: none"> • The student qualifies for gifted programming in a previous district. • The student's aptitude results are questioned. • The student suspected of being gifted with learning disabilities. • The student may be academically underachieving. 	
<p>Identification Portability 12.02(2)(e) Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student's ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP</p>	<p>Statewide identification procedures will be followed according to the CDE identification guidebook.</p> <p>As a sending AU, we will place the following documents in the gifted student's cumulative file:</p> <ul style="list-style-type: none"> • Confirmation of Programming sheet • Results letter • Body of Evidence for Identification • Current ALP <p>As a receiving AU, we will:</p> <ul style="list-style-type: none"> • contact gifted educator • review records for body of evidence • determine if giftedness meets AU criteria • consult with parents, students, former district to determine identification • assess, if necessary • discuss and implement programming options <p>Gifted identification determination will be made within 45 day (in state) and 60 days (out of state).</p> <p>Students are identified according to state guidelines and procedures to ensure portability.</p>	
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student's individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p>	<p>AU is using the CDE ALP Guidance Worksheet to ensure that each student's ALP contains the content required by state statute for ALPs. Currently, our AU uses Alpine Achievement as the data warehouse for ALPs. Contents have been aligned with state requirements for ALPs.</p>	

<p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<p>AU creates ALPs with standards-aligned achievement and affective needs goals. At least one achievement goal for each strength area and at least one affective goal are included in each ALP.</p> <p>Teachers, parents and students are consulted by gifted education staff and/or Rti facilitators when developing an ALP. Information is collected from each stakeholder in regard to the student’s current interests, strengths, academic strengths/needs, affective strengths/needs and suggestions for goals in these areas. Communications around educational planning and programming are considered when writing the ALP each year.</p> <p>Alps are written for all gifted students on an annual basis. Alps for high school students are aligned with Naviance to help streamline college and career planning.</p> <p>Classroom teachers, counselors, RTI facilitators, and/or gifted education teachers conference with students and inquire about post-secondary goals/plans and discuss scheduling options to support goals. Interventions, programming options, and special circumstances are noted on the ALP. Programming options are generally aligned with strength areas stated on ALPs. Affective goals are aligned with NAGC Standards. Gifted Education Scale (GES)-3 results can guide the writing of affective goals and social-emotional goals.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student’s area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p>	<p>ALPs are reviewed with parents and students at least twice per year to discuss and update goals and programming options.</p> <p>Classroom teachers, counselors, RTI facilitators, and/or gifted education teachers conference regularly with students and inquire about progress toward goals and discuss options to support goals. Additional meetings may take place when a student transitions to the next level of schooling and/or changes buildings.</p> <p>Teachers, parents and students are consulted when developing an ALP. Information is collected from each stakeholder in regard to the student’s current interests, strengths, academic strengths/needs, affective strengths/needs and suggestions for goals in these areas.</p>	

<p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student’s growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>Progress reports are distributed twice per year (report cards). Gifted education teachers collaborate with classroom teachers to assign grades and provide information on student growth and progress towards meeting ALP goals.</p> <p>Parent teacher conferences are held at least twice per year and student progress is discussed, in addition to a review of the ALP. Additional conferences are scheduled to specifically address the student’s ALP and review progress towards ALP goals.</p> <p>Parents, teachers and students are notified about ALP development within 30 days of identification determination by a letter. After identification occurs stakeholders are included in ALP reviews and updates twice per year.</p> <p>A copy of the draft ALP is distributed for approval or revisions. A final ALP is created and signed by stakeholders.</p> <p>The Response to Intervention (RtI) process is utilized on a monthly basis as a part of the ALP process. The RtI process provides opportunities to initiate interventions, progress monitor, adjust instruction, and set new goals for achievement and affective behaviors.</p> <p>Current ALPs are kept in the Alpine Achievement or Naviance platforms. Hardcopies are also stored in the gifted coordinators files. Cumulative files are transferred from site to site as students progress through school levels. Access to the online data systems also transfers.</p>	
<p>Programming 12.02(2)(h) 12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student’s profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student’s assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p>	<p>Programming options available to match student strengths and challenges: Assessment results and classroom performance are utilized by the classroom teacher and gifted education teacher to match the student’s intellectual aptitude with the appropriate academic program. Formally identified students will receive gifted and talented education services through the Gifted and Talented Program in their area of giftedness. In addition, formally identified students will be placed on an Advanced Learning Plan (ALP) which will outline the student’s area of giftedness, establish measurable goals and objectives, and identify specific programming needs. Students who are not formally identified as gifted may still qualify for additional</p>	

<p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP. To be considered in an ALP, the AU shall consider the student’s need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>enrichment by the classroom teacher and/or from the gifted education teacher. An ALP is not required for these students.</p> <p>Elementary Schools: School-wide Cluster Grouping Model - An inclusion model in which gifted students are integrated into mixed-ability classrooms with differentiated learning opportunities. Classroom teachers differentiate and enrich within the regular classroom so that gifted students receive services at all times. Depth and complexity will continue to be an area of focus as the classroom teacher and gifted teacher collaborate on instruction.</p> <p>School-wide Intervention Model - the school has a common time for reading and all students are grouped according to ability level to receive instruction.</p> <p>Accelerated Learning Opportunities - Students may receive accelerated learning opportunities in a specific subject area. Gifted students may be pulled out of the regular classroom for additional math and/or reading. Instruction is fast-paced and rigorous. Accelerated reading and accelerated math learning opportunities may also be available within the regular classroom setting.</p> <p>Independent Study - Students may elect to complete an Independent Study to better serve students’ unique learning needs. The teacher, parent, and student collaborate to create an on-going, student directed learning experience.</p> <p>The gifted education teacher collaborates with classroom teachers at all grade levels to infuse differentiated instruction by adjusting content, processes, and/or products.</p> <p>Middle Schools: School-wide Cluster Grouping Model - An inclusion model in which gifted students are integrated into mixed-ability classrooms with differentiated learning opportunities. Classroom teachers differentiate and enrich within the regular classroom so that gifted students receive services at all times. Depth and complexity will continue to be an area of focus as the classroom teacher and gifted teacher collaborate on instruction.</p>	
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	<p>Project Based Learning/ Independent Study - Middle school students can engage in an in-depth exploration in an area of interest.</p> <p>Content Replacement Programs - Students receive accelerated learning opportunities in a specific subject as a replacement for an on grade-level course. On average, the curriculum is one to two grade levels beyond the student’s assigned grade. The course may or may not be multi-aged.</p> <p>Examples: Advanced Math Advanced electives (vocal/instrumental music and art) Spanish 1 for high school credit</p> <p>Electives - Middle schools offer a broad selection of electives such as Science Olympiad, STEAM, Industrial Arts, Flight and Space, drama, food and consumer science, yoga, etc. Students are encouraged to participate in an elective that supports their area of interest. Programming options may change based on staffing.</p> <p>Direct Services - This occurs differently at each site. Some current examples across the administrative Unit include book clubs, and co-teaching with the gifted education teacher.</p> <p>High Schools</p> <p>Content Replacement Programs - Students receive accelerated learning opportunities in a specific subject as a replacement for an on grade-level course. On average, the curriculum is one to two grade levels beyond the student’s assigned grade. The course may or may not be multi-aged.</p> <p>Examples: AP and Honors courses Concurrent Enrollment Advanced Electives (vocal/instrumental music and art)</p> <p>Pathways Center - The Pathways Program is a philosophical look at how students enrolled in the school district can work to acquire credits for graduation. Each student’s path may look different. This allows students to enrich and enhance their high school experience while exploring post-secondary options.</p>	
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	<p>Work Study/internship – Various opportunities are available for students to explore areas of interest in our community.</p> <p>All sites Academic goals and affective needs goals are addressed through collaboration between school counselors, classroom teachers, gifted teachers, families, and students. Classroom and assessment data are used to set goals and are monitored through student ALPs. Programming options are also discussed at this time.</p> <p>Post-secondary Students begin to explore post-secondary options beginning in 6th grade through the Individual Career and Academic Plan (ICAP). This continues through middle school and high school. The Naviance platform helps facilitate conversations about life after high school.</p>	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>Student performance and growth is measured and monitored using both state and district level assessments. CMAS data is used to monitor the areas of reading, writing, math, social studies, and science. Local MAPS testing (NWEA) data is used to further evaluate student performance and growth in reading and mathematics.</p> <p>Affective growth is measured through both formal and informal methods. The Gifted Evaluation Scale (GES-3) is the formal instrument being used during the identification process. This assessment may also be utilized throughout the student's time in school district k-12 to determine student goals and progress through the subscales of Intellectual, creativity, specific academic aptitude, leadership ability, performing and visual arts.</p> <p>Informal measures such as student and parent surveys and/or conferences are used to help in the creation and monitoring of student progress in relation to affective growth goals.</p> <p>Student achievement and growth data are disaggregated for the development of the UIP addendum and for program planning. This data is prepared and reported to various stakeholders for informational purposes and to further assist in targeted feedback. Disaggregated data is used to assist in programming at various school si</p>	

<p>Personnel 12.02(2)(j) 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>Director of special services and the gifted education coordinator will collaborate with the building principals, counselors and educators to meet the unique needs of gifted learners. Each site has a contact person for gifted education.</p> <p>The director of special services and the gifted education coordinators will manage the program plan and work with administrators to provide gifted education professional development to all teachers. Building level staff are provided opportunities to attend regional and state level conferences and presentations by gifted education experts. Staff is informed of online courses about gifted education topics.</p> <p>The administrative unit employs a minimum of 1 certified teacher with a gifted education endorsement and additional certified teachers who support gifted students.</p> <p>Support and training is available from the education department at Western Colorado University, if needed.</p> <p>Personnel working with gifted students are highly qualified and endorsed by the State of Colorado.</p> <p>Paraprofessionals support gifted students under the direct guidance and supervision of a licensed teacher with a gifted education endorsement. This position is not funded through the use of gifted grant funds.</p> <p>The gifted education director and gifted education coordinator attend state wide gifted education director meetings, state gifted association conferences, regional presentations by gifted education experts, online continuing education courses specific to gifted education, and regular regional gifted director meetings supported by the GERC. Topics vary based on current gifted education best practices and needs at the state, regional, and local level.</p> <p>Professional development of building level staff is provided through regular Rtl meetings, and staff meetings. Topics include Identification, ALP development, Instructional strategies, and updates on current district wide Gifted Education Programming. Building level staff are provided opportunities to attend regional and state level conferences and</p>	
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	<p>presentations by gifted education experts. Staff is informed of online courses about gifted education topics.</p>	
<p>Budget 12.02(2)(k) 12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programing in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>	<p>The AU receives funding from the general Gifted Education grant and the Universal Screening and Qualified Personnel grant from the Colorado Department of Education. Funding is used primarily for salaries and benefits for the Gifted AU Coordinator and GT teachers as well as stipends for other assigned gifted personnel.</p> <p>The proposed budget includes a projection of state funds and contributing funds from the administrative unit. (State finance/accounting regulations require reporting of all expenditures (General funds and state grant funds) related to programs supported through state categorical funds. The program code for gifted education is 3150.)</p> <p>State gifted funds may be used for:</p> <ul style="list-style-type: none"> ● 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); ● Professional development related to gifted education; ● Programming options specific to gifted students and outlined on advanced learning plans; ● Supplies and materials used in instructional programming for gifted education; and, ● 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. 	
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	

<p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>If there is a disagreement in regard to identification, programming and/or ALPs, 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 Response to Intervention Problem Solving Team to review data, introduce additional information, and decide a further course of action in a timely manner.</p>	
<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check “no” if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	