



Administrative Unit

Administrative Unit name: Gunnison - 26011	Region: West Central	
Name of Lead District Superintendent: Doug Tredway Name of Gifted Education Director/Coordinator: Robert Speer	Email: rspeer@gunnisonschools.net	
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Number of Districts within Administrative Unit: 2	
Member District	Superintendent Name
Hinsdale County/ Lake City	Leslie Nichols

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

Directions:

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

Procedures for Parent, Family and Student Engagement and Communication

How parents are informed about access to identification procedures

The Gunnison Watershed School District will host 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 given the Gifted Education Guidelines packet and parent referral form with their student’s permission to test form.

Ways to educate parents and families about giftedness or parenting gifted students

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' Nights are held twice per year to inform parents about various topics regarding Gifted Education.



Information about involvement and progress reporting

Parents of elementary school students are informed about the services their student will be receiving through an informational letter at the beginning of each school year.

Parents of secondary school students are informed about the services available to their student through the registration process in the spring of each year.

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 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.

What programming options are available to match student strengths and challenges

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.

School-wide Intervention Model - the school has a common time for reading and all students are grouped according to ability level to receive instruction.

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.

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.

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.

Project Based Learning/ Independent Study Elective - Middle school students have the ability to choose this class as one of their electives. The class is not tied to one specific core content but is run as an independent study for middle school students to engage in an in-depth exploration in an area of interest. The course may or may not be multi-age.

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.

Examples:

Advanced Math



Advanced electives (vocal/instrumental music and art)
Spanish 1 for high school credit

High Schools

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.

Examples:

AP and Honors courses

Concurrent Enrollment courses at Western State Colorado University (WSCU)

Advanced Electives (vocal/instrumental music and art)

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.

Information about concurrent enrollment

Information about concurrent enrollment is available on the school district website.

How to be involved in college and career planning

This will be done through the ICAP process. School counselors facilitate this process.

Communication available in primary languages in the AU

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

Ways parents and families may participate in the school community

Throughout the school year, parents have opportunities to observe and celebrate their student's accomplishments (i.e., presentations, assemblies, awards, celebrations).

Next Steps

- We will develop and implement a consistent communication plan for parents and guardians of gifted students wherein each site is responsible for sharing specific contact information, gifted identification determinations, advanced learning plan (ALP) development, specific programming options, progress monitoring, as well as regular updates and special events. This will be accessible to all stakeholders.
- We will update and publicize brochures, handbooks, and websites to include information about new identification procedures, building-level contacts, specific programming options in each building and/or district, and ways to educate parents and families about giftedness.
- Parents of gifted students will be surveyed annually to adjust and grow our communication methods and to improve our programming.
- We will continue to work on communicating information related to programming options for middle and high school students.

Definition of "Gifted Student"

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



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

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psycho-motor abilities

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

Assessment process for identifying students who meet definition

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.

Method(s) to ensure equal and equitable access for students of all populations

The Cognitive Abilities Test (CogAT) Screener is administered to every second grade student in the spring and/or students recommended for further gifted identification assessment, as needed, in the AU.

"Universal Screening" means the systematic assessment of ALL students within a grade level for identifying students with exceptional ability or potential, especially students from traditionally underrepresented populations; and/or screening in conjunction with creation of each student's individual career and academic plan (ICAP).

The intent of a universal screener is to find indicators of exceptionality in all student groups. A universal screener is a tool that allows students to show their ability and potential in areas such as reasoning, perception, creativity, motivation and problem solving. Universal screening supports cultural fairness and non-biased testing in identification assessment.

Qualitative instruments support teachers in the early recognition and nurturing of potential in children from economically disadvantaged and/or culturally and linguistically different families and for children with disabilities.

Referrals from a variety of sources and screening procedures

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.

Timeline of no more than 30 days after a referral to make a determination

ECEA Rules state an identification team has a timeline of no more than 30 school days after a referral is received to determine whether a student will be formally identified or if more time is needed to continue with identification assessment. The team's decision should be communicated to the parent, student and other educators. This does not mean an identification determination must be made within 30 days; rather all stakeholders should receive information on intended next steps of the identification process within this timeline.

A referral made for possible gifted identification does not necessarily lead to the automatic administration of specific assessments. The identification team will carefully consider the referral, examine current student assessment data and determine appropriate next steps. This may or may not include administering additional tests.



Assessments that align with identification in all domains of giftedness and in underrepresented populations

A body of evidence that includes qualitative and quantitative data from multiple sources and multiple types

For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionality

For a child to be formally identified in a given area, three indicators of giftedness are assessed: intellectual aptitude, academic/talent achievement, and academic behavior. Students who demonstrate intellectual aptitude by attaining a score of 95thile or greater on the Cognitive Abilities Test (CogAT), demonstrate high academic achievement by receiving a score of 95thile or better on the Measures of Academic Progress (MAP) Test, Colorado Measures of Academic Success (including PARCC), and/or 95thile or better on one or more individual battery on the Gifted Education Scale-3 (GES-3), a norm-referenced observation scale, and show evidence of giftedness in the classroom or talent area will be formally identified and receive gifted education programming. In evaluating each student's eligibility for gifted education services, a student's body of evidence for each of the three indicators is presented and evaluated. The evaluation will include a process of "triangulation", in which the body of evidence including all three indicators will be considered in total. Identification is not based solely on any one indicator.

A review team procedure with at least one member trained in gifted identification

Evaluation of test scores and classroom behavior, and formal identification of the student for gifted education services is performed by the student's Response to Intervention (RtI) Gifted Identification Review Team. This team includes the classroom teacher, the gifted education teacher, principal, or other district professionals, as needed.

A determination letter for parents and school files describing decision of review team

A communication procedure with parents to make them aware of and understand identification results, and development and review of 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.

A determination letter will be sent home with with test results and review team's decision. A copy of letter is placed in student's cumulative file and gifted teacher's file.

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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:

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.

Not meeting criteria on a single assessment does not prevent further consideration for identification.

Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation.



Identification of academically 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 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. An elementary student may be recommended for further testing when:

- The student qualifies for gifted programming in a previous district.
- The student's aptitude results are questioned.
- The student suspected of being gifted with learning disabilities.
- The student may be academically underachieving.

Implementation of statewide identification procedures to ensure portability.

Statewide identification procedures will be followed according to the CDE identification guidebook.

Transfer of the body of evidence for identification and ALP to the new district.

If body of evidence is incomplete, consultation with former district, parents and student for reevaluation

Review of new student's ALP within 45 days of enrollment into the district, and communication with parent within 60 days

As a sending AU, we will place the following documents in the gifted student's cumulative file:

- Confirmation of Programming sheet
- Results letter
- Body of Evidence for Identification
- Current ALP

As a receiving AU, we will:

- 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

Gifted identification determination will be made within 45 day (in state) and 60 days (out of state).

Next steps

- Identify students according to the AU's areas of identification and ensure portability by following state guidelines and procedures.
- Ensure identification processes address disparities in current demographic representation in all districts.
- Clarify and communicate identification procedures and timelines for gifted determination with all stakeholders.

Advanced Learning Plan Content, Procedures and Responsibilities

ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs.

ALP includes a student profile.

AU is using the CDE ALP Guidance Worksheet to ensure that each student's ALP contains the content required by state statute for ALPs.



At least one achievement goal for each strength area and at least one affective goal are included in ALP.

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.

ALP is considered in planning for post-secondary readiness.

If ALP is blended into ICAP, gifted achievement and affective goals are included.

It is a goal of the AU to incorporate ALP goals into student's ICAP starting in 6th grade during the 2017-2018 school year. Blending of the ALP/ICAP process will be communicated clearly to parents. Affective goals will be added to the ICAP to meet the unique needs of gifted learners.

Classroom teachers, counselors, RTI facilitators, and/or gifted education teachers conference with student and inquire about post-secondary goals/plans and discuss scheduling options to support goals.

Affective goals are created using NAGC Standards.

Gifted Education Scale (GES)-3 results are used to write affective goals; social-emotional goals.

ALP articulates a transition process when students move to next schooling level.

Annual, standards-aligned achievement goals developed for student's strength area(s).

Description of supplemental curriculum activities, specific strategies and extended or expanded opportunities support goals.

ALPs are reviewed with parents and students at the end of every year to update goals and to discuss placement options.

Classroom teachers, counselors, RTI facilitators, and/or gifted education teachers conference with student and inquire about post-secondary goals/plans and discuss scheduling options to support goals.

AU is currently in process of creating ALPs with standards-aligned achievement and affective needs goals.

AU is using the CDE ALP Guidance Worksheet to ensure that each student's ALP meets the provisions for ALPs.

Tier III interventions are noted on the ALP.

Programming options are generally aligned with strength areas stated on ALPs.

Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency.

Affective goals are created using NAGC Standards.

Gifted Education Scale (GES)-3 results are used to write affective goals; social-emotional goals.

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.

Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress.

Progress reports are distributed twice per year (report cards). Gifted education teacher collaborates with classroom teacher to assign grades.

Parent teacher conferences are held at least twice per year, and student progress is discussed, in addition to a review of the ALP.

ALP development includes teacher(s), student, parent(s) and support staff as appropriate.

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.

Parents, teachers and the student are notified about ALP development.

Parents, teachers and students are notified about ALP development within 30 days of identification determination by a letter.



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.

A copy of the draft ALP is distributed for approval or revisions. A final ALP is created and signed by stakeholders.

Classroom teachers are familiar with and support ALP goals, and/or write ALP measureable goals. Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP. Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming.

The gifted education teacher works with classroom teachers to create ALP goals.

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.

Students are active participants in the ALP process.

Students are interviewed by the classroom teacher and/or the gifted education teacher when the ALP is developed to acquire information regarding current interests, strengths, academic strengths/needs, affective strengths/needs and suggestions for goals in these areas.

Students may participate in conferences to review, discuss and update ALP at least two times per year.

Classroom teachers conference with students to discuss goals and progress.

ALPs are managed within the school cumulative record system and are transferred between grades and school levels.

Current ALPs are placed in the students' cumulative files in the office of the site where the student attends school. Cumulative files are transferred from site to site as students progress through school levels.

Evidence of parent engagement in the ALP.

After identification, gifted education teacher/coordinator meets with classroom teacher, parents, students to gather information regarding student's current interests, strengths, academic strengths/needs, affective strengths/needs and suggestions for goals in these areas.

The gifted education teacher/coordinator develops initial ALP using this information.

A copy of the initial ALP is distributed to stakeholders for approval or revisions.

Gifted education teacher develops final ALP based on stakeholder feedback.

ALP is created and signed by stakeholders.

Original ALP signature page is kept on file while a copy is sent to parents.

Parent teacher conferences are held at least twice per year, and student progress is discussed, in addition to a review of the ALP.

ALPs are reviewed with parents and students at the end of every year to update goals and to discuss placement options.

Write the AU's procedures for developing and implementing the ALP and content for the ALP.

Describe target(s) set for improving or enhancing this element of Program Plan.

Procedures for developing and implementing the ALP and content for the ALP:

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Targets:

Update ALPs to be in alignment with state statute requirements by using CDE ALP Guidance Worksheet.

Write standards-aligned ALPs.

Blend ALPs with ICAP starting in 6th grade.

Ensure cumulative files include necessary documents (current ALP, confirmation of programming, student profile/body of evidence for gifted identification).

Clearly communicate programming options to ensure alignment with ALP goals.

Include students more consistently in goal-setting and progress monitoring in ALP process.

Programming

Components, options and strategies address the educational needs of gifted students

Matches the area of identification strength(s) and interests

Aligns to student's data and ALP goals

Identifies the type of delivery by which students are served at the different school levels

Support in differentiated instruction and methods

Provides affective and guidance support

Supports the collaborative development of the ALP

Provides diverse content options in areas of strength

Programming is articulated across grade levels

Provides pre-collegiate and/or pre-advanced placement support

Provides post-secondary options to students

Provides concurrent enrollment options if indicated in ALP or ICAP

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 or interest. 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 enrichment by the classroom teacher and/or from the gifted education teacher. An ALP is not required for these students.

Elementary

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.



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Examples:

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Advanced Electives (vocal/instrumental music and art)

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.

Academic goals are addressed through collaboration between school counselors, classroom teachers, gifted teachers, parents and students. Classroom and assessment data are used to are set goals and are monitored through student ALPs.

Affective needs are addressed through collaboration between school counselors, classroom teachers, gifted teachers, parents and students. Goals are set and monitored through student ALPs.

Evaluation and Accountability Procedures

Unified improvement plan addendum methods by which gifted student performance is monitored and measured and how methods align with state accreditation process



Student performance and growth is measured and monitored using both state and district level assessments. PARCC 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.

TCAP data included in the Unified Improvement Plan Gifted Addendum was previously used to monitor gifted student achievement in Reading, Writing, and Math.

Affective growth is monitored and measured to ensure continual development

Affective growth is measure 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 sub scales of Intellectual, creativity, specific academic aptitude, leadership ability, performing and visual arts.

Informal measures such as student and parent surveys are used to help in the creation and monitoring of student progress in relation to affective growth goals.

Gifted student achievement and growth data are disaggregated for reporting

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 reported to educational teams to assist in programming at various school sites.

Gifted program self-evaluation includes description of methods for self-evaluation of the gifted program.

This includes periodic feedback and review from stakeholders

The Administrative Unit evaluates its gifted education program separately within each locale (Gunnison, Crested Butte, Lake City, and Marble Charter School). Each locale will review their respective data on an annual basis. Stakeholders, including teachers, parents, and gifted facilitators provide feedback and council regarding the program plan development, Advanced Learning Plans, and content extension options.

Parent and student surveys each year assist us in communication and evaluation of our current programming options. Growth data is also reviewed via various district and state assessment results, as well as curriculum for gifted students is regularly scrutinized by collaborative teaching teams and district administrators to address disparities in data if evident.

Gifted program self-evaluation includes description of methods for informing stakeholders of program evaluation and student accountability

Information collected through program evaluation is shared with stake holders through various methods. This information is presented by the gifted program director and gifted education coordinators directly to administrators and educational teams within each locale (Gunnison, Crested Butte, Lake City, and Marble Charter School). Information is also posted on the Administrative Unit's website and within the UIP.

Next Steps

- Disaggregate achievement data on a consistent basis to ensure effective gifted programming practices at all sites. Utilize this data to inform instruction at the classroom level.
- Develop, communicate, and implement a uniform process for gifted program evaluation and improvement by using data and input from all stakeholders throughout the administrative unit.
- Identify and utilize tools and procedures for monitoring affective growth.



Personnel

Describe personnel responsible to provide instruction, counseling and coordination of programming for gifted students

Director of special services and the gifted education coordinator will collaborate with building principals, counselors and educators to meet the unique needs of gifted learners. Each site will identify a contact person for gifted education.

A designated person within the AU is responsible for: Management of program plan; Gifted education professional development

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.

A good faith effort by the AU is made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming

The administrative unit employs two certified teachers with gifted education endorsements and one certified teacher who support gifted education.

Collaboration with universities and college support with development of qualified personnel

Efforts will be made to seek support and training from WSCU education department in gifted education.

Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers

The administrative unit employs two certified teachers with gifted education endorsements and one certified teacher who support gifted education.

Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers

The administrative unit employs two certified teachers with gifted education endorsements and one certified teacher who support gifted education.

Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students

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.

Professional development is delivered to school personnel through the monthly RTI meetings.

Topics include Identification, ALP development, Instructional strategies, and updates on current district wide Gifted Education Programming

Next Steps

- Clarify and communicate information regarding personnel responsible for oversight, instruction, and support for identified gifted students in all buildings across the AU. Ensure paraprofessionals serve as support only.
- Adjust staffing allocations to ensure support and continuity for gifted learners by assigning a gifted advisor and advocate or coordinator at the elementary, middle, and high school levels.
- Establish and require professional development specific to gifted students to increase knowledge in the areas of gifted characteristics and myths, differentiated instruction specific to gifted learners, affective needs, counseling, content instructional options, and advanced curricular strategies.



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- Ensure that professional development is offered at each site.

Budget

An annual budget plan is submitted to the state which reflects: State funding; AU contributing funds

State funds are used to support one or more of the following: Salaries for licensed or endorsed staff that primarily serve gifted students; Professional development for gifted education; Program options to support ALPs; Materials to support gifted programming; Administrative costs limiting expenditures for equipment, administrative (accounting) costs, and technology not to exceed collectively 20% of annual budget.

AUs may contract with other AUs to establish and maintain gifted programming

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.

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.)

State gifted funds may be used for:

- 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.

Next Steps

- Assure that a collaborative budgeting process is in place and provide clarification on how the budgeting process is determined and allocated.
- Provide transparency by sharing and posting budgets for all districts in the AU.
- Ensure equity and access to funding for all gifted students across the AU.

Reports

AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education

AU complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting

AU has a budget proposal on file at Department of Education

Accurate records for the Data Pipeline annual reporting of gifted education include:

- **Number of identified student by: Grade level; Gender and ethnicity; Free and reduced lunch; Areas of giftedness; Twice exceptionality; Preschool served through early access if applicable**



- **Percent of students in AU identified**
- **Qualified personnel**

The AU is current with reporting requirements and meets all reporting deadlines for the Unified Improvement Plan (UIP) Gifted Addendum, Program Plan and yearly updates. The AU keeps a current annual plan through the UIP gifted addendum on file with CDE.

The AU complies with the requirements of accreditation with regard to gifted student achievement, instructional goals, growth, and reporting.

The administrative unit employs two certified teachers with gifted education endorsements and one certified teacher who support gifted education.

Record Keeping

Financial records are kept in accordance with principles of governmental accounting

State and student record keeping: Financial records are kept and maintained at the GWSD Central Administration office and HCSD business manager's office, Lake City Community School.

An inventory is maintained of all equipment for which funds were received

An inventory of equipment is kept within the yearly budgetary notebooks.

ALP documents are part of the student's cumulative record

Updated ALPs are added to student Cumulative folders yearly

Individually identifiable student records that are collected and/or stored electronically are held to current state law and FERPA regulations protecting the privacy interest of students

Electronic databases are password protected and only necessary school staff has access to such databases. Hard copies of student's ALP are kept in locked file cabinets.

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

Advanced Learning Plans are turned in to the Special Services office of GWSD and HCSD and Gifted facilitators keep original testing data and educational records specific to gifted instruction in their classrooms. ALPs are part of the Rtl process at each site, so records with meeting notes with current goals, student progress and growth are kept from year to year for each child. The GWSD and HCSD Special Services offices collect ALPs once per year and retains those records for up to three years after a student is no longer in our educational system. See attached sample ALP for the Gunnison/Hinsdale Administrative Unit.

By the start of the 2017-2018 school year 100% of ALP hard copy files will include no less than three data points in support of identification and need for ALP goals. This will be recorded on a student profile/qualification data sheet outlining the data used for gifted identification.

Procedures for Disagreements

The Right to Appeal has been updated in the Gunnison Watershed School District Gifted Education Programming Identification & Service Guidelines to read:

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.



Next Steps

- *Provide easy access for stakeholders to information and procedures for disagreement for all districts within the AU.*

Monitoring

AU complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students

AU monitors annual and comprehensive plans

AU monitors annual enrollment and performance reports

AU is prepared to participate in the Colorado Gifted Education Review

AU participates in follow-up activities to correct areas of non-compliance

The AU complies with state laws and regulations regarding monitoring by completing Unified Improvement Plans (UIP) Gifted Addenda and by providing services for gifted students. The AU monitors annual enrollment, demographics, and student performance reports.

The AU provided documents and evidence of gifted programming areas through the DMS.

Next Steps

- Determine any improvements made since last CGER (Identification & Programming) and build upon these successes and progress.
- During this time of assessment transition from the prior state assessment to PARCC, identify and monitor gifted student growth and achievement.