

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Montrose County School District		Fiscal Year: FY 2020
AU Address 930 Colorado Ave		
City Montrose	State CO	Zip Code 81401
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Superintendent Signature 		

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.

Exceptional Children's Education Act Program Element	Please describe how the element is currently implemented in the AU. Address every article of law in each element.	If the AU plans to shift practices over the next five years, use the following to explain: <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
Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and	Parents are informed about access to identification procedures through our GATE website, communication from our GATE Facilitators and the GATE Coordinator in the form of print materials and email. The GATE Facilitators maintain a Blog for each school with regular updates on at least a monthly basis. The links to each school's blog is shared with parents	



<p>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>through email and take home notices as well as having links directly on our district GATE website. Parents also receive email and hard copy letters in the mail about GATE identification procedures; we send home letters to all parents of 2nd grade students before the spring CogAT assessment is administered. There are English and Spanish versions of these letters, and we have a dedicated Spanish translator for our written and verbal communications. We provide all communication in digital and print formats.</p> <p>The Gifted Ed Coordinator is also a point of communication for all parent questions and concerns and is available by appointment any time. Gifted Facilitators are also available to meet with parents during Parent/Teacher Conferences once each semester; however, parents can make appointments to meet with GATE Facilitators at any time. At the beginning of the year, parents receive a Welcome letter introducing them to the Gifted Coordinator and Facilitators as well as directions to the GATE website resources.</p> <p>Our website also offers resources to parents about giftedness and parenting gifted children; we plan to continually add resources to the web for families of our gifted students. We also offer specific education about giftedness to parents at our quarterly Parent Night Meetings. We also have a Gifted Education Parent Handbook available as a PDF on our website. Information about parent involvement and progress monitoring is available on our website with a detailed explanation of how parents can and should be involved, especially in the development and monitoring of student ALPs, and how our GATE Facilitators progress monitor gifted students. Parents are involved in the creation and modification of ALPs for students at least twice per year.</p> <p>Our website details the available programming options for each school; programming varies from school to school, and a detailed explanation of each school's programming is offered on the website's "Programming" page. In some cases, GATE Facilitators offer pull-out GATE classes while in other cases GATE Facilitators offer push-in co-teaching.</p> <p>Our GATE Website includes high school advanced course offerings and information about postsecondary and career-planning resources and opportunities. The counseling departments communicate with each student about advanced, honors and concurrent enrollment teachers with individual meetings, grade level meetings and parent meetings. Each student meets individually with counselors about postsecondary and career planning; the ICAP process is communicated to both students and families.</p> <p>The GATE Department works closely with the ELD Department to provide support for our ELL population as well as to provide as needed translation services.</p> <p>As a department, we have worked on greatly increasing transparency for everything that we do. We have posted all of our identification procedures and protocols on our website and have continued to work to let everyone know the different services and activities that we are able to provide for students at each individual school.</p> <p>We also host a Gifted Library for parents both at the district office and at the public library where parents can check out books and resources for their gifted children. Yearly meetings at the beginning of the school year with principals allow every building to know what GATE goals and initiatives are for the year as well as how buildings can support GATE services.</p> <p>The GATE Coordinator reports to the School Board on GATE identification and programming along with some "Fast Facts" about our Gifted Education program.</p>	
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<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>“Gifted and Talented Children” means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented 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 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 Psychomotor Abilities</p> <p>More info can be found at this link</p>	
<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 approach, 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</p>	<p>The MCSD GATE Identification Process is described in detail on our website and in print materials, including the following information:</p> <p>To ensure equal and equitable access for students of all populations, Universal Screening for identification occurs in the second grade with the administration of the Cognitive Abilities Test (<i>CogAT Form 7</i>), which is used for systematic assessment of all students. Students who score high enough on the CogAT screener will be given a further assessment (<i>CogAT Full Battery</i>), which may lead to formal identification after a “Body of Evidence” has been collected. Galileo Assessments (nationally normed achievement assessments) and SIGS are also compiled for second graders at or above the 80th %ile. These assessments are the initial components for a body of evidence to identify and begin serving students in the 3rd grade. The child’s parents are required to give permission for further assessment and will be provided with a copy of the Identification and Services Guidelines.</p> <p>To be formally identified in one or more areas of giftedness, the “Body of Evidence”, which includes both qualitative and quantitative measures, is examined against qualifying criteria using various forms of assessment. The “Body of Evidence” may include the following types of assessment:</p> <ol style="list-style-type: none"> 1) Cognitive Tests that measure a student’s general intellectual ability: qualifying score at the 95th percentile or above (ex: <i>CogAT Full Battery, K-BIT2, Naglieri Non-verbal Ability Test</i>) 2) Criterion- or Norm-Referenced Achievement Tests that determine a student’s exceptional ability in a specific academic area (including reading, writing, math, science, social studies, and world languages): qualifying score at the 95th percentile or above (ex: <i>Galileo, CMAS, other state level assessments</i>) 3) Norm-Referenced Observation Scales that allow students to display their exceptional abilities and/or characteristics (including leadership, motivation, memory, reasoning, creativity and sense of humor) : qualifying score at the 95th percentile or above (ex: <i>SIGS</i>) 4) Performance Evaluations that allow a student to demonstrate exceptional talents that require a performance (such as art, music, theater, dance, psychomotor, creativity or leadership): qualifying scores judged as Exceptional/Distinguished/Advanced (ex: portfolios, student products, contests 	

<p>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>and competitions, and/or performance tasks judged by experts in that field)</p> <p>Typically, students must qualify as exceptional in three of four assessments to be identified as gifted. In some cases, a range of other assessments that meet state gifted identification criteria may be used to gather a "Body of Evidence" to ensure multiple pathways to identification. Assessments are aligned appropriately for specific gifted areas/domains and require either scores above the 95th percentile and/or exceptional/distinguished ratings to determine exceptionality.</p> <p>During the evaluation process, a student's "Body of Evidence" for each of the three indicators is carefully evaluated and considered as a whole. The "Body of Evidence" includes both qualitative and quantitative data from multiple sources and multiple types. The GATE Identification Review Committee does not base identification solely on any one indicator; the student's test scores and classroom behavior are evaluated by all members of the GATE Identification Review Committee, which includes at least one member trained in gifted identification and may include the classroom teacher, the GATE Facilitator(s), Administrators, and/or other district professionals as needed. During the Review Process, the committee provides opportunities for input from all teachers working with the student and from the student's parents. Upon completion of the review process, a determination letter describing the decision is sent to the parents and retained on file as part of the student's records; the determination letter will assist parents in understanding the identification results, and, if applicable, how the ALP will be developed and reviewed.</p> <p>We have a digital Referral form on our website. Anyone may refer a student for gifted education at any time: this includes teachers, counselors, parents, administrators, or individual students referring a student from kindergarten through twelfth grade. Upon receiving a Referral, the GATE Identification Review Committee will assess the Body of Evidence and determine if further testing is needed to proceed in the identification process.</p> <p>According to ECEA Rules, the GATE Identification Review Committee has 30 days after a referral is made to determine whether a student will be formally identified, or if more time is needed to continue the identification assessment. An identification determination does not have to be made within 30 days, but all stakeholders must receive communication about the next steps of the identification process within 30 days. A referral does not necessarily lead to further assessments; the GATE Identification Review Committee will carefully consider the "Body of Evidence" for the referral, examine current student data and determine appropriate next steps, which may or may not require additional tests. The committee's decision will be communicated to the parent/guardian, student and other educators in a timely manner.</p> <p>On our website, there are identification processes in place for students gifted in creativity, leadership, psychomotor and the arts. Identification procedures follow the General Intellectual and Academic Aptitude procedures, but will also include evaluation based upon performance and/or portfolio work. Complete details of how the "Body of Evidence" is collected and evaluated for formal identification in Creativity or Productive Thinking, Dance, Leadership, Music, Psychomotor and the Visual Arts are available on our website.</p> <p>More info can be found at this link</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</p> <p>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</p>	<p>Typically, students must qualify as exceptional in three of four assessments to be identified as gifted. In some cases, a range of other assessments that meet state gifted identification criteria may be used to gather a "Body of Evidence" to ensure multiple pathways to identification. Assessments are aligned appropriately for specific gifted areas/domains and require either scores above the 95th percentile and/or exceptional/distinguished ratings to determine exceptionality.</p>	

<p>rating on a performance assessment that indicates exceptional/distinguished compared to age mates.</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>During the evaluation process, a student’s “Body of Evidence” for each of the three indicators is carefully evaluated and considered as a whole. The “Body of Evidence” includes both qualitative and quantitative data from multiple sources and multiple types. The GATE Identification Review Committee does not base identification solely on any one indicator; the student’s test scores and classroom behavior are evaluated by all members of the GATE Identification Review Committee, which includes at least one member trained in gifted identification and may include the classroom teacher, the GATE Facilitator(s), Administrators, and/or other district professionals as needed.</p> <p>We continue to monitor district assessment data, including state assessments, in order to monitor students that can qualify for giftedness or talent pools. Talent pools are determined by the GATE Facilitator at each school for students who have two qualifying scores in the 90th - 94th percentiles. We continue to utilize various assessments in order to try to close the identification gap for our underrepresented populations. Where possible, we use talent pools to monitor students and to continue to try to identify students. Students can be considered for gifted identification again in the future even if the body of evidence doesn’t formally identify them or place them in a talent pool by being referred.</p> <p>More info can be found at this link</p>	
<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 exceptional 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>We use state criteria for identification to ensure portability, and have a detailed procedure for the Portability Process when students transfer in or out of our district; this procedure is available on our website. We transfer ALP’s and necessary information when students leave the district or transfer to a different school in our district. Students transferring into MCSD whose parents have indicated the student was previously participating in Gifted/Talented services will have their records reviewed; we then examine their information within 45 days of entering the district and communicate with parents within 60 days. If portability requirements are met, the student is identified as Gifted in MCSD. If the “Body of Evidence” is incomplete or inconclusive, we will consult with the former district, parents and student, which may lead to reevaluation and assessment to possibly identify the student as gifted. If a student transfers into MCSD from another state, we will examine the “Body of Evidence” and determine if any additional assessments are required to make a formal identification. When a student transfers out of MCSD to another district, we retain the student’s cumulative file, which contains all GATE records is flagged with a GATE identification; the student’s GATE records (including “Body of Evidence”, determination letter, testing info, and ALP) are then ready to transfer to the new district.</p> <p>More info can be found at this link</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</p>	<p>Advanced Learning Plans are developed for gifted students according to student’s strength area(s), interests, and instructional and affective needs. These ALPs are reviewed and updated on a yearly basis by GATE Facilitators, who consult with the gifted student, the gifted student’s teachers and the gifted student’s parents. The ALP contains vital information, including a student profile that details the student’s interests and strengths as</p>	

<p>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>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>well as information about the “Body of Evidence” and identified areas of giftedness.</p> <p>The ALP tracks previous academic achievement and affective goals, how they were measured, and whether or not they were met; the ALP also identifies current academic achievement and affective goals and how they will be measured. Academic Achievement goals are aligned to standards in the student’s strength area(s); Affective goals reflect the development of personal, social, communication, leadership, and/or cultural competency goals of each student. Goals are written and aligned with tiered classroom instruction and allow for differentiated, personalized instruction as much as possible; in push-in classrooms, the GATE Facilitator provides supplemental and intensive programming as well as gifted instructional strategies, such as flexible grouping, Depth of Knowledge, Continuum of Complexity and the Depth and Complexity Framework. The ALP also includes specific accommodations to be followed for state testing.</p> <p>ALP reviews begin in the fall with updating Academic and Affective goals; throughout the year, GATE Facilitators progress monitor these goals and modify as needed. At the end of the academic year, ALPs are reviewed once again to assess adequate yearly growth and goal successes. We have a new ALP Template in Google Sheets that allows GATE Facilitators to share draft versions of the ALP with students, who are active participants in the writing of their goals, interests and strengths. Google Sheets allows for collaboration with teachers, parents and administrators and makes the ALP a truly living document. When an ALP has been finalized, it is exported into a PDF file that we upload into Infinite Campus as part of the student’s cumulative record; ALPs are transferred between grades and school levels. All GATE students are flagged in Infinite Campus so that any classroom teacher with the student in their class can pull up the student’s electronic ALP and view the student’s information and goals.</p> <p>We incorporate career/postsecondary goals for secondary Gifted students as part of the ALP goal. ALPs are considered in planning for postsecondary readiness and help to guide meaningful career conversations as secondary students begin selecting courses in high school.</p> <p>Depending on school needs and available offerings,, a description of supplemental curriculum, services and strategies that will be utilized to support the needs of our advanced learners is included in ALPs. These descriptions support the current goals for each student. At the high school level, programming primarily takes the form of a wide range of honors and advanced courses from which students can choose after consultation with their counselor and GATE Facilitator.</p> <p>Parents, teachers, and students are all notified about ALP development and all three are asked for input to help create the ALP; parents, teachers and students are also involved in progress monitoring the ALP, and GATE Facilitators are available at least twice per year to review the ALP with parents during conferences. The ALP includes a section for parent input as evidence of parent engagement. Classroom teachers, in addition to being asked for input before ALPs are created and to assist in writing measurable ALP goals,, are given a snapshot version of the ALPs for all gifted students in their class. We are working on ensuring that more people are active participants in the process of monitoring and creating ALPs to make it a truly collaborative process. GATE Facilitators are not the sole ‘custodian’ of the ALP.</p> <p>All parties involved with the ALP sign the document and are given a copy for their records. One copy of the ALP is placed in the student’s GATE folder and uploaded into Infinite Campus as part of the student’s cumulative record.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p>	<p>Advanced Learning Plans are developed for gifted students according to student’s strength area(s), interests, and instructional and affective needs. These ALPs are reviewed and</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>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>updated on a yearly basis by GATE Facilitators, who consult with the gifted student, the gifted student’s teachers and the gifted student’s parents. The ALP contains vital information, including a student profile that details the student’s interests and strengths as well as information about the “Body of Evidence” and identified areas of giftedness.</p> <p>The ALP tracks previous academic achievement and affective goals, how they were measured, and whether or not they were met; the ALP also identifies current academic achievement and affective goals and how they will be measured. Academic Achievement goals are aligned to standards in the student’s strength area(s); Affective goals reflect the development of personal, social, communication, leadership, and/or cultural competency goals of each student. Goals are written and aligned with tiered classroom instruction and allow for differentiated, personalized instruction as much as possible; in push-in classrooms, the GATE Facilitator provides supplemental and intensive programming as well as gifted instructional strategies, such as flexible grouping, Depth of Knowledge, Continuum of Complexity and the Depth and Complexity Framework. The ALP also includes specific accommodations to be followed for state testing.</p> <p>ALP reviews begin in the fall with updating Academic and Affective goals; throughout the year, GATE Facilitators progress monitor these goals and modify as needed. At the end of the academic year, ALPs are reviewed once again to assess adequate yearly growth and goal successes. We have a new ALP Template in Google Sheets that allows GATE Facilitators to share draft versions of the ALP with students, who are active participants in the writing of their goals, interests and strengths. Google Sheets allows for collaboration with teachers, parents and administrators and makes the ALP a truly living document. When an ALP has been finalized, it is exported into a PDF file that we upload into Infinite Campus as part of the student’s cumulative record; ALPs are transferred between grades and school levels. All GATE students are flagged in Infinite Campus so that any classroom teacher with the student in their class can pull up the student’s electronic ALP and view the student’s information and goals.</p> <p>We incorporate career/postsecondary goals for secondary Gifted students as part of the ALP goal. ALPs are considered in planning for postsecondary readiness and help to guide meaningful career conversations as secondary students begin selecting courses in high school.</p> <p>Depending on school needs and available offerings,, a description of supplemental curriculum, services and strategies that will be utilized to support the needs of our advanced learners is included in ALPs. These descriptions support the current goals for each student. At the high school level, programming primarily takes the form of a wide range of honors and advanced courses from which students can choose after consultation with their counselor and GATE Facilitator.</p> <p>Parents, teachers, and students are all notified about ALP development and all three are asked for input to help create the ALP; parents, teachers and students are also involved in progress monitoring the ALP, and GATE Facilitators are available at least twice per year to review the ALP with parents during conferences. The ALP includes a section for parent input as evidence of parent engagement. Classroom teachers, in addition to being asked for input before ALPs are created and to assist in writing measurable ALP goals,, are given a snapshot version of the ALPs for all gifted students in their class. We are working on ensuring that more people are active participants in the process of monitoring and creating ALPs to make it a truly collaborative process. GATE Facilitators are not the sole ‘custodian’ of the ALP.</p> <p>All parties involved with the ALP sign the document and are given a copy for their records. One copy of the ALP is placed in the student’s GATE folder and uploaded into infinite</p>	
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<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>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</p>	<p>Campus as part of the student’s cumulative record.</p> <p>The mission of Gifted and Talented Education (GATE) in MCS D is twofold: first, to identify students who demonstrate superior aptitude in academics, art, music, the performing arts, leadership, creativity or psycho-motor ability; and second, to provide a rigorous educational environment in which students have the opportunity to optimize their academic and affective growth and development. All programming strategies address the educational needs of gifted students to the best of our limited resources and are aligned with each individual student’s strength area(s), interests, and ALP data and goals.</p> <p>Montrose County School District provides district-wide opportunities for all students in STEM and Problem-based Learning. These district-wide initiatives provide differentiated opportunities for gifted students to: have challenging and rigorous learning environments; engage with open-ended, authentic, and relevant tasks; have opportunities to express learning in unique and creative ways; wonder, question, think critically and creative solve problems; work with their academic peers collaboratively; learn and demonstrate 21st century skills, including communication, creativity, critical thinking and collaboration; and develop and demonstrate leadership qualities.</p> <p>The program varies from school to school. There are some similarities in all the schools. We offer both push-in and pull-out programming opportunities, depending upon a variety of factors, including the support and requests of building principals and scheduling constraints. Building principals work closely with the GATE department to determine their building’s needs and the best programming options.</p> <p>Students who are formally identified into the program are provided services on a weekly basis at the elementary school level. Elementary facilitators push and challenge kids in their identified strength areas and provide weekly enrichment projects. At three of our six elementary schools, one of our GATE Facilitators provides the majority of the gifted students with the opportunity to attend a full-day, once per week GATE class. In the pull-out groups, the GATE Facilitator follows grade-level state academic standards (oral communication, vocabulary development, ELA, and math) and work on affective needs for GATE students, including goal-setting, social/emotional needs activities, and peer groups. STEM activities are a perfect learning opportunity for GATE students during our pull-out groups. At the other three elementary schools, another GATE Facilitator provides gifted students with two-hour pull-out groups with an emphasis on affective needs skills, goal setting, critical thinking and technology integration. The GATE Facilitator also provides monthly planning with grade-level teachers (grades 3-5) to support planning for advanced/GATE students. The GATE Facilitator provides push-in groups for each grade-level for either advanced reading or math; some pull-out groups are specifically for math extension/enrichment to support the new Bridges program.</p> <p>Students are screened for advanced classes in their strength area at the middle school level. At two of our three middle schools, special GATE classes are offered with a GATE Facilitator weekly. At the third middle school, the GATE Facilitator offers a push-in model to co-teach with classroom teachers and offer flexible grouping strategies with Gifted students. Middle school GATE Facilitators also offer team teaching in all subjects, planning time with teachers for specific programs, and meet with students in small groups or individually to discuss goals.</p> <p>At the high school level, students have a wide variety of honors, advanced, AP, and concurrent enrollment courses from which to choose as well as a wide range of postsecondary options, including Career Options seminars, work for credit, and internships. Counselors play a major role in providing support for gifted students and work closely with individual students on the ICAP. There are two GATE Facilitators available part-time to meet with small groups or with individual gifted students. Currently, a GATE Facilitator is a once</p>	
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<p>review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>per week lunch meeting with 9th grade students focused on postsecondary career and college readiness and planning.</p> <p>We have recently tried to move to more of a push-in model. This has worked much better in schools that have clustered their students. We recently received training on embedding rigor into everyday instruction for all students and on clustering our gifted students; these will be target areas in the next four years to continually improve our programming.</p> <p>Gifted Facilitators provide support for classroom teachers of gifted students by providing the following: differentiation strategies, pull-out GATE classes, push-in co-teaching, curriculum compacting, curriculum pre-assessment, college and career planning, alternative and/or extension assignments and content, social/emotional strategies, and cluster grouping where possible. Starting last year, we have offered and will continue to offer Professional Development on the Depth and Complexity Framework for any interested classroom teachers. Currently, our GATE Facilitators use the Depth and Complexity Framework in their pull-out and push-in instruction of gifted students. We continue to offer training and support for differentiated instruction and methods to all classroom teachers.</p> <p>GATE Facilitators routinely provide affective guidance and support for gifted students through small groups and individual meetings with gifted students.</p> <p>Wherever possible, we have offered diverse content options in areas of strength through specific programming based on the student’s ALP and through a menu of available courses. As much as possible, we counsel students about choosing courses based on their goals. Programming is articulated across grade levels to assist gifted students in transitioning, especially in regard to student interests and strength areas. We offer support to our gifted students in planning academic pathways aligned with pre-collegiate and/or pre-advanced placement, continuing into high school where counselors offer guidance on course selection for career/college pathways. The collaborative development of the ALP is the central resource used for guiding and offering support throughout the student’s academic transitions.</p> <p>The MCSD GATE Department manages acceleration requests for all students, which includes cognitive testing, organizing meetings, and providing the Iowa Acceleration Scale to determine if a student is eligible to accelerate from one grade to the next. Students may be accelerated by curriculum compacting, subject and content acceleration, and advanced placement. Our District Acceleration Policy is available on our website.</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>Annually, Montrose County School District creates a Gifted Addendum to the Unified Improvement Plan that aligns with state accreditation processes. Data concerning gifted students is monitored regularly using Schoolzilla and is disaggregated to modify and update the Addendum in regard to gifted student academic performance data for areas of growth as well as areas needing improvement. Some of the data that we look at includes identification trends, particularly with analysis of our progress in trying to shrink the identification gap of our underrepresented populations.</p> <p>To ensure continual development, students and parents monitor and self-report on goals identified in each student’s ALP in consultation with GATE Facilitators; goals are then updated after meeting with stakeholders. The ALP includes a statement that the goals were reviewed and updated and that parents were involved. Yearly surveys are given each year to both gifted students and their parents in order to measure the effectiveness of our gifted program.</p> <p>We use the CGER process as well as self-evaluation to make continual improvements. We use the ALP Interchange on DMS for ALP self-evaluation.</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>Disaggregated growth data is shared with the school board and with principals yearly.</p> <p>Feedback and review from all stakeholders is encouraged and welcome at all times by ongoing two-way communication</p>	
<p>Personnel 12.02(2)(j)</p> <p>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>Working under the Director of Instructional Services, the Gifted Coordinator is responsible for management of the program plan, as well as coordination of gifted education professional development. MCSD hires and retains a Gifted Coordinator who works at least half the time on managing the gifted education services for the district; the current Gifted Coordinator is working toward an endorsement in gifted education through graduate coursework. The Gifted Coordinator is responsible for the following:</p> <ul style="list-style-type: none"> - Develop, implement and monitor state Gifted education CPP and goals - Attend state and regional Gifted Education Director's Meetings - Collaborate with district administration to align GATE services with ongoing district curriculum initiatives - Conduct research on best practices in Gifted Education - Determine programming needs based on research, data analysis and survey results - Facilitates program development and revision with the Gifted Education Facilitators - Maintains and regularly updates the website - Ongoing two-way communication with all stakeholders in a variety of ways - Promotes and manages professional development - Facilitates GATE Parent Nights and Parent Meetings - Presents information and data on Gifted Education to all stakeholders - Manages gifted testing schedules and procedures - Manages and reports on gifted education budget - Manages Early Access and Grade Acceleration procedures <p>Currently, we have four full-time GATE Facilitators: 1) one services 3 elementaries; 2) one services 3 elementaries; 3) one services one middle school and one high school; 4) one services 2 middle schools and one high school.</p> <p>All GATE Facilitators are highly qualified in the area in which they are teaching; one of our GATE Facilitators holds a gifted education endorsement; three of our four GATE Facilitators are trained in identification; all of our GATE Facilitators are encouraged to obtain a gifted</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>endorsement. All GATE Facilitators are highly knowledgeable about gifted education and attend Gifted Education conferences (CAGT and NAGC) and regional trainings whenever possible. GATE Facilitators have taken or are taking CDE Javits Gifted Modules. Each year, the GATE Facilitators are provided a calendar of available courses offerings and trainings to continue their professional development. All GATE Facilitators</p> <ul style="list-style-type: none"> - design rigorous curriculum and lesson plans based on best practices in gifted education instruction - implement extended learning opportunities to nurture and develop gifted potential through pull-out classes or push-in co-teaching methods - are responsible for writing, monitoring and managing the ALPs of their gifted student caseload - Shares ALP “Snapshot” with classroom teachers - build positive relationships with the students, their teachers and their families - communicate regularly with all stakeholders - maintain a regularly updated Blog about their gifted programming and classes - have access to and monitor student data through Schoolzilla for progress monitoring and goal setting - meet regularly with classroom teachers to progress monitoring and assist with differentiation strategies for the regular classroom - manage and administer gifted testing, including the 2nd grade CogAT Screener and Full Battery - notify teachers of testing windows and request recommendations - Completes testing analysis and summaries; writes and sends determination letter - Enters identification codes/information and ALP into Infinite Campus - Updates files and data for gifted ‘monitoring’ students - Meets with parents of gifted students for ALP creation/monitoring - Compiles the “Body of Evidence” as part of student GATE files and ALPs; uses the “BOE” to inform SMART Goals for the ALP - Gathers and provides gifted resources to assist teachers with differentiation and best practices for gifted education instruction - Participates in and/or leads professional development opportunities - Meets as a Gifted Education team regularly for planning and review - Provides affective lessons and support - Advocate for gifted programming - Provide postsecondary counseling and support <p>MCSD has been collaborating with Denver University through the Right 4 Rural Grant to improve identification methods and strategies aimed at increasing gifted identification among our underrepresented populations. At least three of our GATE Facilitators have received training on the Depth and Complexity Framework and work within the district to offer professional development on Depth and Complexity.</p> <p>No paraprofessionals are utilized for gifted education in MCSD.</p> <p>A variety of professional development that is designed to support the improvement and acquisition of knowledge related to the needs of gifted students is offered in our district, including the Depth and Complexity learning thread as well as training on how to utilize Problem Based Learning in the classroom.</p>	
<p>Budget 12.02(2)(k)</p> <p>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</p>	<p>Each year MCSD submits an annual budget plan that reflects both state funding and AU contributing funds. State funds are used entirely to help pay salaries for gifted facilitators. The budget is determined collaboratively by the GATE department. The Gifted Coordinator is responsible for managing and reporting on the budget. State funds are approximately \$57,000; the district supplements state gifted funds by approximately \$252,000.</p>	

<p>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 programming 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>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>12.05(4) Confidentiality of Student Education Records</p>	<p>You may simply check "yes" if you follow these procedures. If you do not, please explain. X Yes</p>	

<p>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>It is the intent of the Montrose County School District to resolve questions and concerns at the level in which they occur. Any questions or concerns about Gifted Education should be brought to the attention of the GATE Facilitator in the school and/or the district GATE Coordinator. Students are encouraged to first talk with the GATE Facilitator or classroom teacher to address any issues, concerns or questions.</p> <p>If there is a disagreement with identification, programming, and/or the ALP, parents, teachers, administrators and students have the right to appeal by notifying the Gifted Coordinator in writing. The Gifted Coordinator will then gather and review data, research district and state policy, and involve all stakeholders in a timely manner to further review data and possibly introduce new information before further action is taken. Parents and students will have the opportunity to be heard and parents will be notified in writing about the final decision. Parents can expect a response from the Gifted Coordinator within 10 school days of filing an appeal. The procedure for disagreements is posted on the GATE website, and GATE Facilitators refer any disagreements to the Gifted Coordinator.</p> <p>If the student and/or parents are not satisfied with the solution presented by the Gifted Coordinator, they may appeal to the Director of Instructional Services, who will review the process and evidence and respond in writing within 10 school days.</p>	
<p>Early Access 12.02(2)(I) 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. <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. <input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education. <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>	