



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Mesa AU		Fiscal Year: FY 2020-2021
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The **Comprehensive Program Plan (CPP)** is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

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

Directions:

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



<p align="center">Exceptional Children’s Education Act Program Element</p>	<p align="center">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p align="center">If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p><u>MCVSD 51</u></p> <ul style="list-style-type: none"> ● Vision and mission were collaboratively developed and available on website. ● All schools provide GT information through a back to school night and/or video. ● All schools send out a district GT monthly newsletter to families and teachers. ● District GT website includes ID procedures, support, resources, programming options, scholarship, and ways to participate/be involved. All of these are available in paper copies in the district office and at each school. ● ID procedures include information and flow charts on who can refer, possible sources of data, timelines, what happens after a referral, and responsibilities between school and district teams. ● Lists of books (organized by topic and tile) in a family lending library can also be found on the website. ● Specific programming for every school is posted on our district website by beginning of 2nd quarter of every year. ● High Schools share information about concurrent enrollment and college/career planning. ● All major documents are in Spanish and English. <p><u>PVSD 50</u></p> <ul style="list-style-type: none"> ● The small size of Plateau Valley schools and its surrounding communities of Collbran and Mesa allow for very personal communications with our families and is conducive to strong engagement with our families, parents, and students. The school meets in person and conferences directly with the family with any potential GT students . ● GT information and programming options are also disseminated through electronic newsletters and phone calls. <p><u>DeBeque</u></p> <ul style="list-style-type: none"> ● Informational meetings are offered at P/T Conferences. ● Students are identified through the RtI process. ● GT students and GT Program Facilitator/Classroom Teacher meet at least monthly to discuss goals and monitor progress. ● GT Program Facilitator meets with classroom teachers at the beginning of the year to review ALPs ● Electronic and paper information on GT is provided in the student handbook, which is signed by parents and students 	

	<ul style="list-style-type: none"> ● GT Program Facilitator is available for parent conferences for any student ● Benchmark testing results are sent out three time per year ● Concurrent enrollment opportunities are offered through Colorado Mountain College ● Translation services are available 	
<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>All three districts use the State’s definition for gifted students. Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</p> <ul style="list-style-type: none"> ● General or specific intellectual ability ● Specific academic aptitude ● Creative or productive thinking ● Leadership abilities ● Visual arts, performing arts, musical or psychomotor abilities 	
<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</p>	<p>MCVSD 51</p> <ul style="list-style-type: none"> ● Universal Screening at 2nd grade using Alt-Verbal CogAT. ● Any 3rd, 4th, or 5th graders that move into our district after 2nd grade also participate in the Universal Screening using CogAT. ● CogAT local norms (FRL, ESL, Hispanic, Migrant, Homeless) used to help determine Talent Pool supports. ● Alternative cognitive assessments explored for students that may struggle or not provide valid results with CogAT format (2e, blind, non-English proficient, etc.). ● Referrals can happen at any time during the school year, by anyone that sees exceptional ability or characteristics, using a variety of sources, and next steps are determined within 30 school days. ● GT Teacher/Liaison at every school take referrals to a school team to potentially determine programming supports, develop a body of evidence (BOE), and/or submit formal referral to a District Review Team. ● District Review Teams (including at least one member trained/endorsed in gifted) determine if the BOE meets state criteria for gifted identification, provides any other 	

<p>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 exceptionalty in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>	<p>suggestions for programming, and suggestions for any further data collection.</p> <ul style="list-style-type: none"> • BOE includes multiple sources, multiple types of data, and identifies strength area(s) for programming and ALP development. • A copy of the referral with determination is sent to parents. • If identified, a copy of referral with determination is filed in the cumulative file. • GT Teacher/Liaison meets with parents to understand results and/or begin development of ALP. • A quarterly demographic ID report is sent to all upper administration, principals, GT Teachers, and school board. <p>PVSD 50</p> <ul style="list-style-type: none"> • Universal screening at 2nd grade using Cogat. • A student referral may be initiated by a parent, staff member, counselor, professional support team, or anyone else who witnesses the students performance or qualities. • The Review Team will look at the body of evidence from the referral to determine whether the student meets state criteria for GT, is placed in a pool for further observation, or does not have the data to support the GT identification. • The BOE will include multiple sources that include various types of data that looks at aptitude, achievement, and development. • A copy of the referral determination is made for the parents, the teachers are informed, and the ALP is developed. • Parent meetings are held with the GT coordinator to results and discuss the ALP. <p>DeBeque</p> <ul style="list-style-type: none"> • Universal Screening at 2nd grade using Alt-Verbal CogAT. • Referrals can happen at any time during the school year, by anyone that sees exceptional ability or characteristics, using a variety of sources, and next steps are determined. • GT Program Facilitator takes referrals to a school team to potentially determine programming supports, develop a body of evidence (BOE), and/or review formal identification with a team including GT Director (endorsed in gifted education).. • GT Director helps team determine if the BOE meets state criteria for gifted identification, provides any other suggestions for programming, and suggestions for any further data collection. • BOE includes multiple sources, multiple types of data, and identifies strength area(s) for programming and ALP development. • A copy of the referral with determination is sent to parents. • If identified, a copy of referral with determination is filed in the cumulative file. • GT Program Facilitator meets with parents to understand results and/or begin development of ALP. 	
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<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates 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><u>MCVSD 51 & DeBeque</u></p> <ul style="list-style-type: none"> All areas of ECEA Program Element 12.02 (2) (d) are followed in formal identification and talent pool determination. 95%ile or above on a nationally normed test or observation tool is used as criteria for gifted identification. Advanced performance assessment ratings are used in talent pathway areas. MCVSD 51 provides MTSS guidance and support to each school for developing local protocols using data and screening assessments to develop talent pools. <p><u>PVSD 50</u></p> <ul style="list-style-type: none"> Plateau Valley follows the 95% and above on aptitude and achievement tests, and performance data with supporting data that sets exceptional students apart. Not meeting a qualifier does not omit the candidate from consideration and further data collection may be needed. 	
<p>Identification Portability 12.02(2)(e) Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student's ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP</p>	<p><u>MCVSD 51</u></p> <ul style="list-style-type: none"> Identification procedures are implemented to follow state identification definition and portability. BOE is included in the referral document (with determination) filed in students cumulative file. Families can indicate gifted identification on registration form and GT Teacher/Liaison follows up within 45 school days to determine identification portability, re-evaluation, programming, and options. A new ALP is written and communicated by GT Teacher/Liaison within 60 school days. <p><u>PVSD 50</u></p> <ul style="list-style-type: none"> Plateau Valley follows the requirements set forth by the ECEA when gifted students arrive in district. The transferred student's ALP will be reviewed within 45 days and the previous district will be contacted if the ALP is incomplete. A reevaluation may be needed in the development of the new ALP. The new ALP will be communicated out to parents within 60 days. <p><u>DeBeque</u></p> <ul style="list-style-type: none"> Identification procedures are implemented to follow state identification definition and portability. BOE is included in the referral document (with determination) filed in students cumulative file. Families can indicate gifted identification on registration form and GT Program Facilitator follows up to determine identification portability, re-evaluation, programming, and options. A new ALP is written and communicated by GT Program Facilitator. 	

<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>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><u>MCVSD 51 & DeBeque</u></p> <ul style="list-style-type: none"> • An ALP is collaboratively developed for every gifted student and includes area(s) identified, interest, academic goal(s) based on identified/interest area, and affective goal(s) based on need. • Academic and affective goals are collaboratively developed in a SMART goal format, updated annually at minimum, progress monitored quarterly, communicated with families quarterly, and include classroom teachers for communication and support. • Instructional and social/emotional support is outlined within ALP and aligns with identification, needs, and post-secondary outcomes/plans. • Transition meetings are held in May of every year to articulate plans and student support from school to school. • A student profile with body of evidence for each identified student is maintained and updated with interests and previously unidentified strengths yearly. • The ALP development, support, and monitoring includes (but is not limited to) GT Teacher/Liaison, classroom teacher(s), student, and student’s family. <p><u>PVSD 50</u></p> <ul style="list-style-type: none"> • The ALP will be developed in accordance with the student’s area of identification, interest, academic, and affective goal. • At the secondary level ALPs will be blended with our students post secondary interests (ICAP) through a platform called Nepris. This platform connects students and real world professionals from all across the globe to expose students to many careers choices. These virtual connections foster and establish educational goals for our students , as well as give relevance to their education and ready them for their post secondary education. • A record of programming services, options, and strategies will be recorded and shall be considered in educational planning and decision making. • The goals will be collaboratively created and updated yearly. 	

	<ul style="list-style-type: none"> The ALP development, support, and monitoring includes (but is not limited to) GT Teacher, classroom teacher(, student, and family. 	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student’s area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>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>MCVSD 51</p> <ul style="list-style-type: none"> K-8 ALPs are collaboratively developed and shared by GT Teacher with K-8 students, families, and classroom teacher(s) using Alpine as our management system to assist in the transferring between grade levels and school levels. 9-12 ALPs (including students at Fruita 8/9 school) are developed by the student with support and facilitation by GT Liaison, families, and classroom teacher(s) within Naviance and/or Alpine as our management system to assist in the transferring between grade levels and school levels. ALPs goals may be addressed through ICAP goals and support. ALPs are available outside of our district when the cumulative file is requested upon registration. ALP academic/interest and affective goals are written in the 1st quarter of every school year and are progress monitored quarterly. Achievement and growth data (qualitative and quantitative) for academic and affective needs are analyzed annually at minimum to determine the level of support provided for students. Evidence and documentation of student, family, and classroom teacher involvement is documented within ALP. <p>PVSD 50</p> <ul style="list-style-type: none"> K-12 ALPs are collaboratively developed by classroom teachers. student parents, students, GT coordinator. Alpine is used school wide as the data management system and is used to transfer information from grade level to grade level. The goals are written in the beginning of the school year, and growth data is reviewed. Evidence and documentation of student, family, and classroom teacher involvement is documented within ALP. <p>DeBeque</p> <ul style="list-style-type: none"> K-8 ALPs are collaboratively developed and shared by GT Facilitator with K-8 students, families, and classroom teacher(s) using Alpine as our management system to assist in the transferring between grade levels and school levels. 9-12 ALPs are developed by the student with support and facilitation by GT Facilitator, families, and classroom teacher(s) within Alpine as our management system to assist in the transferring between grade levels and school levels. ALPs goals may be addressed through ICAP goals and support. ALPs are available outside of our district when the cumulative file is requested upon registration. ALP academic/interest and affective goals are written in the 1st quarter of every school year and are progress monitored quarterly. Achievement and growth data (qualitative and quantitative) for academic and affective needs are analyzed annually at minimum to determine the level of support provided for students. 	

<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 review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<ul style="list-style-type: none"> Evidence and documentation of student, family, and classroom teacher involvement is documented within ALP. <p>MCVSD 51</p> <ul style="list-style-type: none"> All levels have a district framework for programming and each school is required to report specific programming elements each year. These specific plans are published on our district website. Elementary GT programming includes a school developed plan for kindergarten support; 1 & 2nd grade instruction developing thinking skills and creativity; 3rd-5th grade GT curriculum written with NAGC standards including affective support; clubs and after school opportunities available; and methods/support for classroom teachers to differentiate. MS GT programming includes advisory requirements for ALP development, support, and monitoring; a GT Elective curriculum written with NAGC standards, vertically aligned, and including affective support; clubs and after school opportunities available; and clustering/honors to support academic strengths. MS students also have the option to apply for our district gifted magnet program (a school within a school) called the Challenge Program. HS GT programming includes options of AP classes, an IB Diploma Programme in 6 areas, STEM pathway, Honors classes, clubs based on interests, internships, concurrent enrollment, Business pathway, Agriculture pathway, Art pathway, Vocational options, and course work paired with on the job training. High Schools provide options of courses and opportunities based on identification areas. MS provides an elective course for GT and Talent Pool students that explores post-secondary options and pathways. An acceleration protocol is used to support schools in determining subject and/or grade acceleration K-8. When underachievement or low motivation are observed, the GT Teacher/Liaison along with ALP team problem solve to address these issues. <p>PVSD 50</p> <ul style="list-style-type: none"> Programming includes district wide training in differentiating in the classroom, developing affective skills and training school wide, including SEL programming and a strong PBIS system of strategies across all grade levels focusing on G.R.I.T. (Greatness, Resilience, Inspiration, and Teamwork) A strong focus on post secondary readiness through the development of Nepris at the junior high and high school levels in order to bridge the gap between education and industry. There is a major emphasis on goal setting. Academic Options- AP classes, Robotics, STEM, Concurrent enrollment classes, Nepris, Agricultural Programs and FFA, Vocational Options that are partnered with Collbran Job Corps/Grand Mesa High School, and course work for on the job training. Leadership Options- Student Council, National Honor Society 	<hr/>
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	<p>DeBeque</p> <ul style="list-style-type: none"> • Programming is individually determined and based on needs • Differentiation and individualization of instruction is used at all levels. • College courses are provided 9-12 • Areas of identification and strengths are used to determine student programming 	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>Mesa AU Gifted Education Director facilitates and educates on the development of Unified Improvement Plan GT addendum methods, student affective growth, student academic achievement and growth, stakeholder communication, and continuous evaluation of each district’s gifted program.</p> <p>MCVSD 51</p> <ul style="list-style-type: none"> • Student affective growth is monitored and measured three times a year at minimum on ALPs K-8. • All students in district participate in a social emotional wellness survey and GT data is disaggregated by GT Director. • GT Director disaggregates state assessment data, local measures, TELL survey data (specifically regarding adequate support for GT students), and student SEL data to share with individual schools at the beginning of the school year. • GT Director sets up monitoring system for HS Liaisons to provide differing levels of support for students depending on academic and SEL need. • GT Director stays updated on gifted policy to inform all three district of needed adjustments and change. • Parents, educators, and others within district and community are updated through newsletters and advisory committee. 	
<p>Personnel 12.02(2)(j) 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p>	<p>Mesa AU employs a full-time Gifted Education Director responsible for management of the program plan, professional development activities (including collaboration with universities, state/national gifted associations, and state PD), increasing the number of qualified personnel providing instruction to gifted students, and monitoring ALP writing along with alignment of differentiated instruction.</p> <p>MCVSD 51</p> <ul style="list-style-type: none"> • Employs a part-time GT teacher at every elementary and middle school for ALP development, support, and monitoring. These teachers also support Talent Pool needs at their school and are the resident expert for the GT identification process. 	

<p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<ul style="list-style-type: none"> Elementary GT teacher FTE is continually monitored and adjusted depending on school size and number of students identified. Middle Schools employ a half-time GT Teacher at each school. All Elementary and MS GT teachers are required to earn a district certification or state endorsement in gifted education within 5 years of being hired. Provides yearly stipends for HS Liaisons responsible for the development and monitoring of ALPs. HS Liaisons work in collaboration with GT Director for identification needs and questions. Fruita 8/9 is included in HS system and structures for GT education. Professional development regarding gifted education provided (at minimum): Monthly for GT elementary and GT MS Teachers (mandatory), Quarterly for HS Liaisons (mandatory), and 2-3 times a year for classroom teachers (optional). All district teachers and administration are provided the opportunity to attend gifted education conferences paid through the GT grant. GT Department runs an annual mini-conference for gifted education, content presented from district attendees to other gifted conferences, and all teachers and administrators invited to attend. <p>PVSD 50</p> <ul style="list-style-type: none"> Has a Gifted coordinator that is responsible for the management of the program, and collaborates with district personnel to make sure all goals are met. Plateau Valley has a small student population that does not currently allow for a permanent employee to oversee the gifted program . The coordinator meets with teachers to provide instruction. The coordinator works with Mesa AU for guidance and PD opportunities. <p>DeBeque</p> <ul style="list-style-type: none"> A full time GT director provided through our AU communicates, monitors, and collaborates with the District’s GT Program Facilitator (currently the Superintendent). District’s GT Program Facilitator communicates and develops gifted education program with district stakeholders. 	
<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 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,</p>	<p>MCVSD 51 manages all budget aspects for Mesa AU and follows all parts of ECEA Program Element 12.02 (2) (K).</p> <p>MCVSD 51</p> <ul style="list-style-type: none"> State GT budget is used to pay salary of GT Director, instructional resources, professional learning, conferences, GT Teacher salaries, student scholarships, attendance to Legislative Day, and identification/testing materials. District contributes funds to provide majority of GT Teacher’s salaries. <p>PVSD 50</p> <ul style="list-style-type: none"> The budget is based on program requirements. 	

<p>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>(testing resources, needs of students, professional development, etc..</p> <p>DeBeque:</p> <ul style="list-style-type: none"> • A full time GT director provided through our AU monitors and collaborates with stakeholders, working in conjunction with the District’s GT Program Facilitator (currently the Superintendent). • The Program Facilitator’s salary is paid for by the District. • The Program Facilitator is supported by the AU gifted coordinator through phone calls, meetings, and trainings. 	
<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 <u>Financial Policies and Procedures Handbook</u>.</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 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</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p>✓ Yes</p>	

<p>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>MCVSD 51</p> <ul style="list-style-type: none"> ● Procedure is posted on the website and paper copies are available in district GT office and schools. ● Procedures (for identification, programming, ALPs, etc.) go through four steps starting at the school, then district GT office, next Student Services, last Superintendent. Each step is outlined with emails, phone numbers, and maximum amount of time for response at each level. <p>DeBeque</p> <ul style="list-style-type: none"> ● Disagreements will be primarily routed through the classroom teacher and secondarily through the Superintendent. ● Disagreements may be submitted electronically via email, written, or communicated via phone. ● Once notified of a disagreement, the Superintendent will make contact with the parent within 24 hours. ● The Superintendent will gather evidence and contact the complainant prior to making a decision. ● Process is posted on website. <p>PVSD 50</p> <ul style="list-style-type: none"> ● When a disagreement occurs during the identification, programming, or ALP development a resolution process is available. The parents/guardians or student may make an appeal by contacting Plateau Valley's GT coordinator. The party making the appeal will meet with a building administrator and the building GT coordinator to review all data and necessary material to make further decisions. Plateau Valley's superintendent will make any final decisions. The final decision will be made and communicated out within two weeks. ● This process will be communicated out within our school website. 	
<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.</p> <p><input checked="" type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	