

Office of Gifted Education

# Monitoring & Compliance Report (MCR)

Administrative Unit Name		Monitoring Visit Date:
<b>Gunnison Watershed Hinsdale County</b>		<b>January 12-13, 2022</b>
Administrative Unit Address		
<b>800 N. Boulevard</b>		
City	State	Zip Code
<b>Gunnison</b>	<b>CO</b>	<b>81230</b>
Gifted Education Director or Program Contact Name	Telephone	Email Address
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Executive Director/Superintendent(s) Name(s)	Telephone(s)	Email Address(es)
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## Gifted Education Monitoring (GEM)

In accordance with the Exceptional Children's Education Act, the Office of Gifted Education at the Colorado Department of Education is responsible for monitoring administrative units. 12.07(3) Monitoring procedures shall include:

- 12.07(3)(a) A determination of compliance with all applicable state and federal laws and regulations, and
- 12.07(3)(b) An assessment of program quality based on the standards established by the Department of Education.

## GEM Process

The Office of Gifted Education at the Colorado Department of Education (CDE) will monitor program compliance on a regular basis through reviewing comprehensive program plans, Unified Improvement Plans, annual and expended budgets, and conducting onsite visits and interviews. CDE will conduct at least one onsite visit to every AU during a five- year period. The purpose of the onsite visit is to document compliance with state rules and to gather more detailed information on implementation efforts and program quality.

## GEM Documents

All monitoring documents for the GEM process can be found at <https://www.cde.state.co.us/gt/monitoring>. This specific document, called the Monitoring and Compliance Template (MCT), will be used onsite by the monitoring team to assess compliance. A corresponding checklist of items to be discussed during the onsite compliance portion of the monitoring visit has been created to help AUs prepare and is available at the link above. Prior to an onsite visit, AUs are required to submit additional relevant information that will allow CDE to conduct an efficient and effective visit. The items that are required to be submitted for the onsite monitoring visit are listed below as follows:

1. Comprehensive Program Plan draft
2. Gifted Education Quality Program Assessment Rubric (Single AU or BOCES specific documents available)

\*CDE already has on file the following documents which will be used during the monitoring process: UIP, Annual Budgets, Early Access Plans (if applicable), and state submitted data

**12.02(2) Comprehensive Plan:** Administrative units shall submit to the Department a comprehensive gifted education program plan on a multiple-year cycle as declared by the Department, such cycle to be no longer than 5 years. The program plan shall be implemented by all constituent schools and districts of the AU. The filing of the program plan shall include a proposed program plan budget. Plans shall be filed by April 15 of the fiscal year prior to the funding year. The Department will review all program plans for completeness. An AU's program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules. A program plan for the education of gifted students submitted to the Department for funding purposes and program description shall contain the following elements:

Area of Compliance #1: <b>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</b>	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence if needed (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
<p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>✓ <a href="#">Comprehensive Program Plan</a></p>	<p><a href="#">Gifted Education Website</a></p> <p><a href="#">Bright vs Gifted - GT Website</a></p> <p><a href="#">Gifted Learner - GT Website</a></p> <p><a href="#">Resources - GT Website</a></p> <p><a href="#">GT Parent Night - Fall 2021</a></p> <p><a href="#">GCS Fall 2021 Parent Night</a></p> <p><a href="#">Parent Survey</a></p> <p>Parent Nights - Gunnison and Crested Butte</p> <p><a href="#">Administrative Survey</a></p> <p><b>Parent Stakeholder Sessions</b></p> <p><b>Student Stakeholder Sessions</b></p> <p><b>Teacher Stakeholder Sessions</b></p>		<p>✓</p>		<p>Gunnison Watershed Schools provide multiple channels for parent, family, and student engagement throughout each school year. The district website provides information to stakeholders regarding identification procedures, ALP development, Programming, Early Access, and resource materials for parents and families. The district website provides clarification on district procedures as well as helping to inform community stakeholders about characteristics of gifted learners. The district also hosts parent nights and provides multiple touch-points throughout the school year for parents and students to be informed about ALP goal development, progress, and relevance. Families are provided communication about advanced learning plans and programming at the onset of each school year and through ALP development/review cycles.</p> <p>The district has also taken steps to develop and roll-out surveys regarding the gifted program to community stakeholders and district/school personnel.</p> <p>It is evident and highly commendable that personnel at the elementary level have established robust program fidelity and identity by making gifted education an anchor in gifted childrens' lives. Community stakeholders voiced unanimous gratitude for the academic and affective support that their students have received through 5th grade and even noted that elementary-level gifted personnel continue to try to reach students in later grades to offer support.</p>

				<p><b><u>CONTINUOUS GROWTH</u></b></p> <p>The district has taken significant steps to engage the community since the last C-GER monitoring cycle. It was evident throughout the GEM Visit that engagement at the secondary level is still an emerging practice that is seen as high-priority both from the gifted team as well as parents and students. Stakeholders expressed a desire for the district to provide guidance and support with elementary to secondary transitions as well as more touch-points on program offerings/resources and progress monitoring on ALPs when their students reach the secondary level. Community stakeholders feel that the programming and presence of personnel at the elementary level provide a strong identity and vision in gifted education. While this is emerging with the addition of a middle school gifted specialist in Crested Butte, parents and students are wanting more consistency and guidance during the transition from elementary to secondary and throughout their middle and high school years. The Gifted Education Regional Consultant provided an idea of students making short videos of themselves that could be given to middle school teachers and specialists to acquaint them with the student as a three-dimensional learner.</p> <p>Stakeholders voiced the possibility of low cost-high impact opportunities that are inclusive to all learners but align with the academic and affective needs of gifted learners.</p> <p>Regarding future growth, Gunnison is at a critical mass in terms of FTE resource allocation. It is advisable to consider how parents can lean in to provide support and decentralize some of the work while leveraging community expertise and resources with guidance from student services and the gifted team. Consider how possible support from a GT Parent group or parents in liaison roles could help to provide guidance through program offerings, inform the gifted program, or provide affective support to families and parents in the community to bridge community gaps. Consider focusing the family nights that you do have to include social emotional supports, such as SENG, so that families can train one another to help manage the affective needs of gifted learners. This could also help</p>
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						to transition into more opportunities to allow gifted kids to be together through community engagement as a strong springboard for SEL support and to alleviate the awkwardness that often accompanies it.
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Area of Compliance #2: Definition of “Gifted Student” 12.02(2)(b)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
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.	✓ <a href="#">Comprehensive Program Plan</a>	<a href="#">Gifted Education Website</a>	<input checked="" type="checkbox"/>			The definition of gifted learners is public-facing and in-line with ECEA Rule. The gifted website provides further clarification of the definition to community stakeholders by helping them understand common characteristics of gifted learners and dispelling common myths regarding gifted and twice-exceptional learners.

Area of Compliance #3: <b>Identification Procedures 12.02(2)(c)</b>	<b>Supporting documentation on file at CDE (AUs do not need to resubmit)</b>	<b>Additional Supporting Evidence (Documented during on-site visit)</b>	<b>Compliance Status</b>			<b>Comments</b>
<i>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:</i>						
			Yes	Partial	No	
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;	✓ <a href="#">Comprehensive Program Plan</a>	<a href="#">2020 Oct Count ID Categories</a> <a href="#">2020 Oct Count - Demographics</a> <a href="#">Gifted Website- Identification</a> <a href="#">Representation Data: Gunnison Watershed</a> <a href="#">GT Parent Night - Fall 2021</a> <b>Parent Stakeholder Sessions</b> <b>Student Stakeholder Sessions</b> <b>Teacher Stakeholder Sessions</b>	✓			<p>Gunnison Watershed Schools provide multiple pathways to identification and strive to build a robust body of evidence over time. Existing identification systems are culturally responsive and provide multiple pathways to identification to remove barriers for potentially gifted learners. Robust systems have been designed and put into practice that gather referrals from multiple sources and in talent areas/domains.</p> <p>Gunnison is already considering next steps for developing professional development around updated ID Guidance in order to reinforce procedures around culturally and linguistically diverse identification practices that will help underrepresented populations, especially English Language Learners.</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;	✓ Comprehensive Program Plan	<a href="#">Gifted Website- Identification</a> <a href="#">Parent Referral Form</a> <a href="#">Teacher Referral Form</a> <a href="#">GT Parent Night - Fall 2021</a>	✓			Students are universally screened in 2nd grade to start the identification process. Collection of data continues for all learners but also for gifted students, as well as through referrals and constant scouting for giftedness through staff and teacher observations.
12.02(2)(c)(iii) A timeline 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;	✓ Comprehensive Program Plan		✓			
12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;	✓ Comprehensive Program Plan	<a href="#">Gifted Website- Identification</a> <a href="#">GT History</a>	✓			<p>The district utilizes varying assessments to be responsive in identifying gifted learners. The district is striving to continue equitable identification practices.</p> <p>Gunnison is considering future work and thought-partnership in the use of ACCESS data and how to better identify ELL students.</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Gifted Website- Identification</a></p>	<p>✓</p>			<p>Gunnison Watershed utilizes a multi-pronged approach of collecting cognitive, achievement, and performance data to build a robust body of evidence over time. It is commendable that the district clearly provides pathways to identification to other talent areas/domains such as art and music.</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Gifted Website- Identification</a></p>	<p>✓</p>			<p>The gifted team provides cohesive review and collaboration for prospectively gifted students so that identifications are robust. This team includes at least one person trained or endorsed in gifted education.</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Gifted Website- Identification</a></p>	<p>✓</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;</p>	<p>✓ Comprehensive Program Plan</p>	<p><a href="#">Gifted Website- Identification</a></p>	<p>✓</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Gifted Website- Identification</a></p>	<p>✓</p>			<p>Parents are engaged through multiple touch-points throughout the academic year and are informed about the identification process through the district website as well as communication from the elementary level gifted staff.</p>

Area of Compliance #4: <b>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</b>	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.	✓ <a href="#">Comprehensive Program Plan</a>	<a href="#">Gifted Education Website</a>	✓			The district recognizes that identification of gifted and twice-exceptional learners is an ongoing and nuanced practice. The RtI model is used within the classroom to be responsive to identification needs at any time throughout the school year.
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.	✓ Comprehensive Program Plan	<a href="#">Gifted Education Website</a>	✓			Additional assessments are administered when aptitude data is questioned, when students are prospective twice-exceptional learners, or when a student is underachieving.
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.	✓ Comprehensive Program Plan	<a href="#">Gifted Education Website</a>	✓			

Area of Compliance #5: <b>Identification Portability 12.02(2)(e)</b>	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
<i>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:</i>						
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;	✓ <a href="#">Comprehensive Program Plan</a>	<a href="#">Gifted Education Website</a> <a href="#">Transfer - GT Website</a>	✓			The cumulative file of the student transferring out of the district includes information on their programming needs as well as their body of evidence and advanced learning plan.
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;	✓ Comprehensive Program Plan	<a href="#">Gifted Education Website</a> <a href="#">Transfer - GT Website</a>	✓			
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;	✓ Comprehensive Program Plan	<a href="#">Gifted Education Website</a> <a href="#">Transfer - GT Website</a>	✓			Incoming gifted learners are supported by Gunnison Watershed as the district gathers the student's body of evidence and programming needs. The district also consults with the sending

						district to review the academic and affective needs of the learner.
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	✓ Comprehensive Program Plan	<a href="#">Gifted Education Website</a> <a href="#">Transfer - GT Website</a>	✓			

Area of Compliance #6: Advanced Learning Plan Content 12.02(2)(f)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>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:</i>						
			Yes	Partial	No	
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;	✓ <a href="#">Comprehensive Program Plan</a>	<b>ALP Review</b> <a href="#">ALP - GT Website</a> <b>Parent Stakeholder Sessions</b> <b>Student Stakeholder Sessions</b> <b>Teacher Stakeholder Sessions</b>	✓			<b><u>POWERFUL PRACTICE</u></b> The ALPs reviewed each contained a robust body of evidence with cognitive, achievement, and performance data. It is clear that the Gunnison Watershed district provides robust strategies for gathering data to identify gifted learners and demonstrates sustained excellence over time.
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;	✓ Comprehensive Program Plan	<b>ALP Review</b> <a href="#">ALP - GT Website</a>	✓			It is highly commendable that the district utilizes NAGC Standards to design affective goals for gifted learners. Academic goals tied to student interests and strengths and provided relevance and meaningful rigor to gifted learners.
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;	✓ Comprehensive Program Plan	<b>ALP Review</b> <a href="#">ALP - GT Website</a>		✓		<b><u>POWERFUL PRACTICE</u></b> ALP Programming at the elementary and middle school levels is student-centered and student driven. ALPs indicated that students have input on how their strengths and interests can drive engagement. Students were able to provide input on goals that involved project-based learning, meaningful extensions of in-class topics, and outside projects involving innovation and creativity  Advanced Learning Plans at the elementary and middle school level both demonstrated a student-centered approach by including a positive student portrait, a thoughtful inventory of their



					<p>strengths and interests, and meaningful programming and projects that tied directly to their academic goals. And really going above and beyond on the ALP by including the body of evidence -which will be critical and matches with the state vision for portability.</p> <p><b>CONTINUOUS GROWTH</b>                  ALP-driven programming is still an emerging practice at the middle school and high school levels. Crested Butte's addition of a middle school gifted specialist has provided meaningful programming as well as academic and affective goals that are personalized to the students, but this practice is very much a work in progress and more help is needed supporting student ALPs at the middle and high school levels. The root cause of this continuous growth area is the current shortage of personnel. Personnel at the secondary level do not currently have the capacity to develop and monitor meaningful ALPs for students to support a personalized learning support plan and monitor academic and affective progress.</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;	✓ Comprehensive Program Plan	<b>ALP Review</b>		✓	Progress monitoring at the elementary level is robust. Student and parent stakeholders voiced that there are strong and frequent touch-points and communication. Stakeholders also voiced that there have been improvements at the middle school level at Crested Butte since having a part-time gifted specialist.
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.	✓ Comprehensive Program Plan	<b>ALP Review</b> <a href="#">ALP - GT Website</a>		✓	Middle school and high school families and personnel noted that progress monitoring needs improvement to help students develop meaningful goals and touch points throughout the year.

Area of Compliance #7: <b>ALP Procedures and Responsibilities 12.02(2)(g)</b>	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>The AU shall have procedures for developing ALPs that include, but need not be limited to:</i>						
			Yes	Partial	No	
12.02(2)(g)(i) Notification of ALP development and times in the school year when parents, teachers and the student talk about student academic and affective goal progress;	✓ <a href="#">Comprehensive Program Plan</a>	<b>ALP Review</b> <a href="#">ALP - GT Website</a>  <b>Parent Stakeholder Sessions</b>  <b>Student Stakeholder Sessions</b>  <b>Teacher Stakeholder Sessions</b>		✓		ALP development times and progress monitoring notifications are discussed on the district website, at parent nights, and communicated by the gifted team to families through a variety of methods. The district is in full compliance at the elementary level with partial compliance with emerging practices at the secondary level.
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;	✓ Comprehensive Program Plan	<b>ALP Review</b> <a href="#">ALP - GT Website</a>		✓		The gifted staff at the elementary and middle school level tirelessly support programming that aligns with student academic and affective goals. Counselors and SEL support are provided at the high school level to assist in affective needs for secondary gifted learners. The district is in full compliance at the elementary level with partial compliance with emerging practices at the secondary level.
12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;	✓ Comprehensive Program Plan	<b>ALP Review</b> <a href="#">ALP - GT Website</a>		✓		Students at the elementary level could articulate their goals as well as the rationale behind creating them. This is still an emerging practice at the secondary level. Some middle school students were able to articulate their goals and were excited about the programming and curriculum attached to them.
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;	✓ Comprehensive Program Plan	<b>ALP Review</b>	✓			<b>CONTINUOUS GROWTH</b> Gunnison Watershed is already looking at next steps to streamline and consolidate the ALP development process within existing district systems in order to increase inter-departmental communication and allow ALPs to be a more efficient process within the capacity of existing personnel. The district is considering how Powerschool or other programs might tie-in to other student learning plans.
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;	✓ Comprehensive Program Plan	<b>ALP Review</b>	✓			

<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>✓ Comprehensive Program Plan</p>	<p><b>ALP Review</b> <a href="#">ALP - GT Website</a></p>		<p>✓</p>	<p><b>CONTINUOUS GROWTH</b> At the time of the visit, systems to show evidence of parent engagement in the ALP process are still emerging, especially at Crested Butte High School. CDE Recommends considering ways to provide touch-points for gifted students within the capacity of existing and future personnel.</p>
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<p>Area of Compliance #8: <b>Programming 12.02(2)(h)</b></p>	<p>Supporting documentation on file at CDE (AUs do not need to resubmit)</p>	<p>Additional Supporting Evidence (Documented during on-site visit)</p>	<p>Compliance Status</p>			<p>Comments</p>
			<p>Yes</p>	<p>Partial</p>	<p>No</p>	
<p>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>✓ <a href="#">Comprehensive Program Plan</a></p>	<p><a href="#">Programming - GT Website</a> <a href="#">GT Parent Night - Fall 2021</a> <a href="#">Depth &amp; Complexity - Overview</a> <b>Parent Stakeholder Sessions</b> <b>Student Stakeholder Sessions</b> <b>Teacher Stakeholder Sessions</b></p>	<p>✓</p>			<p><b>POWERFUL PRACTICE</b> Gunnison-Watershed provides a variety of high-impact programming strategies, such as a school-wide enrichment services, in order to cohort gifted learners in mixed-ability learning environments to provide them with exposure and opportunity. Differentiated instruction and enrichment are provided with fidelity at the elementary level. Students are able to access meaningful rigor through continuous improvement in depth and complexity strategies implemented by classroom teachers. Students at the elementary level are able to regularly access independent study, pull-out programming, and accelerated learning opportunities.  There are existing high impact strategies which include flooding and the ACE program which begins early and is practiced in the primary and lower elementary grades before formal Identification is completed. We commend Gunnison Schools for prioritizing programming prior to identification. There is robust daily pull-out and push-in programming practiced at the elementary level and this practice is emerging at the secondary level.  There is strong cross-curricular and interdisciplinary programming at the elementary level which is also available specifically in middle school at Crested Butte. The GEM visit yielded powerful pockets of programming that include STEAM activities, Robotics, Science Olympiad, flight class, industrial arts, AP classes and a partnership with Western University offering</p>

					<p>concurrent enrollment opportunities.</p> <p>It is highly commendable that Gunnison has provided the powerful practice of utilizing cluster grouping for gifted learners.</p> <p>Students at Crested Butte Middle School feel that they have meaningful rigor and interest-based choices and some that extend beyond school and into the community at large.</p> <p>We applaud the commendable budget choices that have driven personnel and service delivery for programming. For example the district currently provides \$150K during the 21-22 school year to help support gifted education in addition to what Gunnison Watershed receives from the state. The addition of a part-time staff in middle school which began this year and was added 5 months ago has gained instant popularity and support from teachers, parents, and students which has been a value add to consistent programming.</p> <p>Programming is also reinforced by strong Social Emotional support. There are commendable mental health services and SEL support available including an onsite clinical therapist that provides scheduled regular weekly grade level meetings to discuss students at risk. In addition, counselors at every level provide routine check-in's with students.</p> <p>At the time of the GEM Visit, it is highly commendable that Gunnison Watershed provides mental health support at a lower personnel to student ratio than the current state average.</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Programming - GT Website</a></p>	<p>✓</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Programming - GT Website</a>  <a href="#">GT Parent Night - Fall 2021</a>  <a href="#">Depth &amp; Complexity - Overview</a>  <b>Parent Stakeholder Sessions</b>  <b>Student Stakeholder Sessions</b></p>	<p>✓</p>		<p><b>CONTINUOUS GROWTH</b>  While there are so many promising practices in programming, there are also multiple opportunities for continuous growth. The GEM Visit revealed the tip of the iceberg with gifted educators who can bring programming to the next level and create stronger program presence and identity with some of the practices that can be expanded throughout all schools. Students expressed enjoyment in programming options like Innovation Club as well as the ability to</p>

		<b>Teacher Stakeholder Sessions</b>		<p>provide choice or allow their interests to drive project ideas. These can again be leveraged and expanded into general classrooms.</p> <p>Pull-out is one of the many programming tools utilized well within Gunnison Watershed, yet the capacity to deliver pull-out programming is at a critical mass with personnel and will need more FTE support to move forward.</p> <p>One focus point for secondary programming would be to shift away from supplementing by allowing gifted learning in middle school to have their programming be aligned in a way that allows them to receive credit and avoid make-up work from the class they are pulled from. Another growth point could be continuing to grow the capacity of general education teachers to provide depth and complexity rooted in the standards and objectives within the classroom if more pull-out time is not an option.</p> <p>Stakeholders also mentioned that they felt there were strong tracks for math from middle into high school, but not for other subjects. Other stakeholders asked for updates about programming in high school and what that looks like and who their point person was. General Education teachers expressed that they were unsure of the current status of their child's ALP.</p> <p>Learners expressed they would like to have more rigor and difficulty in the general education classroom. Even though they love their gifted program, they requested opportunities for challenge throughout the entire day.</p> <p>The GEM Team recommends exploring opportunities that would provide high-inclusion and low-cost to the district where gifts and talents of all learners can be cultivated. This often occurs within the capacity of existing general education teachers and gifted personnel who are able to help co-teach and provide modeling and collaboration opportunities. Inclusive programming is built within lesson design and can be a powerful resource to meet the needs of gifted learners in the general education classroom while broadening the presence and impact of the gifted staff and gifted program.</p>
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<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>✓ Comprehensive Program Plan</p>	<p><a href="#">Programming - GT Website</a>  <a href="#">GT Parent Night - Fall 2021</a>  <a href="#">Depth &amp; Complexity - Overview</a></p>	<p>✓</p>	<p>✓</p>	<p>The district is currently utilizing high-impact instructional strategies from in-class differentiation/depth and complexity, accelerated learning opportunities, and cluster grouping. Students also are able to utilize project-based learning and independent study electives at the middle school level. Students are able to center their learning around their strengths, goals, or interests. These supports are still emerging at the secondary level.</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>✓ Comprehensive Program Plan</p>		<p>✓</p>		<p>Affective supports are in place at all sites through collaboration between school counselors, classroom teachers, gifted personnel, and families.</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Programming - GT Website</a>  <a href="#">GT Parent Night - Fall 2021</a>  <a href="#">Depth &amp; Complexity - Overview</a></p>	<p>✓</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Programming - GT Website</a>  <a href="#">GT Parent Night - Fall 2021</a></p>	<p>✓</p>		
<p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p>	<p>✓ Comprehensive Program Plan</p>	<p><a href="#">Programming - GT Website</a>  <a href="#">Concurrent Enrollment (STEAM / Pathways)</a></p>	<p>✓</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>✓ Comprehensive Program Plan</p>	<p><a href="#">GT Parent Night - Fall 2021</a></p>	<p>✓</p>		
<p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p>	<p>✓ Comprehensive Program Plan</p>	<p><a href="#">Programming - GT Website</a>  <a href="#">Concurrent Enrollment (STEAM / Pathways)</a></p>	<p>✓</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>✓ Comprehensive Program Plan</p>	<p><a href="#">Programming - GT Website</a>  <a href="#">Concurrent Enrollment (STEAM / Pathways)</a></p>	<p>✓</p>		<p>The ICAP is phased into the advanced learning plan as early as 6th grade in order to increase the relevance of the learning plan through the Naviance platform.</p> <p>High school students in the Gunnison Watershed district have consistent access to advanced placement courses and concurrent enrollment. Advanced elective options and the Pathways Center are also utilized to help learners gain awareness and direction to enrich their high school experience while providing career awareness and readiness.</p>

					Stakeholders expressed concern regarding weighted grades and concurrent enrollment. Currently, students who enroll in concurrent enrollment are not receiving weighted grades which can negatively affect their GPA versus enrollment in advanced placement. Consider utilizing weighted grades to encourage enrollment in concurrent enrollment.
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.	✓ Comprehensive Program Plan		✓		

Area of Compliance #9: Evaluation and Accountability Procedures 12.02(2)(i)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:</i>						
			Yes	Partial	No	
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;	<ul style="list-style-type: none"> <li>✓ <a href="#">Comprehensive Program Plan</a></li> <li>✓ <a href="#">Unified Improvement Plan</a> or SCAP (SCAP AUs only)</li> </ul>	<a href="#">QPAR Self Assessment</a>  <a href="#">UIP - Public Facing</a>  <a href="#">Parent Survey</a>  <a href="#">Administrative Survey</a>  <a href="#">Administrative Survey - 2</a>	✓			It is commendable that the Unified Improvement Plan provides intentional integration of the gifted program and detailed information on needs and priorities within the gifted program. The district UIP and strategic plan both contain strong advocacy for gifted learners. The needs for gifted education are heavily embedded in the district UIP.
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);	<ul style="list-style-type: none"> <li>✓ Comprehensive Program Plan or</li> <li>✓ Unified Improvement Plan or SCAP (SCAP AUs only)</li> </ul>	<a href="#">QPAR Self Assessment</a>  <b>Parent Stakeholder Sessions</b>  <b>Student Stakeholder Sessions</b>  <b>Teacher Stakeholder Sessions</b>	✓			Affective growth is measured through both formal and informal methods. The Gifted Evaluation Scale (GES-3) is the formal instrument being used during the identification process. This instrument may also be utilized throughout the student's time in school district k-12 to determine student goals and progress through the subscales of Intellectual, creativity, specific academic aptitude, leadership ability, performing and visual arts. The district also utilizes student and parent surveys to monitor affective growth goals.

<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);</p>	<ul style="list-style-type: none"> <li>✓ Comprehensive Program Plan</li> <li>✓ Unified Improvement Plan or SCAP (SCAP AUs only)</li> </ul>	<p><a href="#">QPAR Self Assessment</a></p>	<p>✓</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);</p>	<ul style="list-style-type: none"> <li>✓ Comprehensive Program Plan</li> </ul>	<p><a href="#">QPAR Self Assessment</a></p> <p><a href="#">Parent Survey</a></p> <p><a href="#">Administrative Survey</a></p> <p><a href="#">Administrative Survey - 2</a></p> <p><b>Teacher Stakeholder Sessions</b></p> <p><b>Administrator Stakeholder Sessions</b></p>	<p>✓</p>		<p><b>CONTINUOUS GROWTH</b>                  Regarding future growth, Gunnison is at a critical mass in terms of FTE resource allocation. It is advisable to consider how parents can lean in to provide support and decentralize some of the work while leveraging community expertise and resources with guidance from student services and the gifted team. Consider how possible support from a GT Parent group or parents in liaison roles could help to provide guidance through program offerings, inform the gifted program, or provide affective support to families and parents in the community to bridge community gaps. This could also help to transition into more opportunities to allow gifted kids to be together through community engagement as a strong springboard for SEL support and to alleviate the awkwardness that often accompanies it.</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>	<ul style="list-style-type: none"> <li>✓ Comprehensive Program Plan</li> </ul>	<p><a href="#">QPAR Self Assessment</a></p> <p><b>Parent Stakeholder Sessions</b></p> <p><b>Student Stakeholder Sessions</b></p> <p><b>Teacher Stakeholder Sessions</b></p>	<p>✓</p>		



Area of Compliance #10: <b>Personnel 12.02(2)(j)</b>	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
<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;                      12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:                      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                      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>✓ <a href="#">Comprehensive Program Plan</a></p>	<p><a href="#">GT Parent Night - Fall 2021</a></p> <p><b>Parent Stakeholder Sessions</b></p> <p><b>Student Stakeholder Sessions</b></p> <p><b>Teacher Stakeholder Sessions</b></p> <p><b>Administrator Stakeholder Sessions</b></p>		<p>✓</p>		<p><b>POWERFUL PRACTICE</b></p> <p>One of the resounding strengths witnessed during the 2022 GEM visit was the transformative role of personnel both to schools as well as stakeholders. The program has shown a great deal of growth from the 2016 CGER with Robert Speer, Emily Kowal, and Stacey Pennie at the helm. Stakeholders expressed that leadership is accessible and responsive.</p> <p>Gunnison Watershed has prioritized funding to gifted and placed gifted specialists within the program to help oversee program development that has been vital to the growth and successes we're seeing today.</p> <p>Students adore their gifted teachers as their gifted teachers were positively singled out by individual parents, teachers, and students as profound resources. They build strong relationships with their gifted teachers and their gifted teachers become pillars of academic and affective support in their lives. Additionally, classroom Teachers expressed a heavy reliance and appreciation on GT teachers for daily thought-partnership and expertise. This was very much recognized during the pandemic when gifted teachers had a diminished ability to reach their students. The Elementary gifted staff stretch their time well beyond their job requirements and often provide check-ins for students at the secondary level. They have truly become embedded into the greater community as invaluable resources and role models for high-impact instruction and service.</p> <p>The powerful roles, servant leadership, and program branding that Robert, Emily, Stacey, and Katie have provided offer a promising future of an expanding gifted program that has the potential of helping all students spark curiosity, recognize their talents, discover who they are, and feel empowered to make a difference in their community.</p>

					<p><b>CONTINUOUS GROWTH</b></p> <p>CDE recommends maximizing teaching instructional practices that are inclusive and high impact that “teach to the ceiling” and allow teachers to scaffold for students still struggling with lower levels of readiness. This starts with expanding the role of existing gifted personnel to prioritize for the most vulnerable gifted/talent pool learners while leveraging their expertise for co-teaching and collaboration. Consider ways to expand existing high-impact strategies using instructional coaching which leads to the next recommendation.</p> <p>CDE highly recommends retaining full time 1.0 FTE in each building the elementary and secondary levels.</p> <p>An increase in designated GT personnel at the secondary level is needed to focus on developing more meaningful ALP’s in partnership with students and families that include consistent one on one touch points and monitoring with students.</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.	✓ Comprehensive Program Plan		✓		
12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.	✓ Comprehensive Program Plan			✓	<p><b>CONTINUOUS GROWTH</b></p> <p>The gifted education personnel must also have their time prioritized for serving an at-risk and neurodivergent population that have needs similar to students with disabilities. It is not advisable for the time-allocation of the gifted staff to be viewed as disposable or to be allocated to “filler” tasks throughout the school day having their focus shifted away from their work on a consistent basis.</p> <p>Specifically, at the high school level, designated GT personnel are needed to focus on developing more meaningful ALP’s in partnership with students and families that include consistent one on one touch points and monitoring with students. It is also advisable to consider ways to include general education teachers to be more actively involved in their students’ ALP goals including programming and progress monitoring.</p>

12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.	✓ Comprehensive Program Plan		✓			
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.	✓ Comprehensive Program Plan		✓			
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.	✓ Comprehensive Program Plan		✓			
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).	✓ Comprehensive Program Plan	<b>Parent Stakeholder Sessions</b>  <b>Student Stakeholder Sessions</b>  <b>Teacher Stakeholder Sessions</b>  <b>Administrator Stakeholder Sessions</b>	✓			Professional development is accessible both for the gifted education director and coordinator. General professional development is provided through RtI meetings to assist in building district-wide awareness in identification, ALP development, programming, and overall best practices.

Area of Compliance #11: <b>Budget 12.02(2)(k)</b>	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
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:	✓ <a href="#">Comprehensive Program Plan</a> ✓ <a href="#">Annual Budget</a>	<a href="#">GT History</a>  <a href="#">GT Parent Night - Fall 2021</a>	✓			
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);	✓ Comprehensive Program Plan ✓ <a href="#">Annual Budget</a>		✓			
12.02(2)(k)(i)(B) Professional development and training relating to gifted education;	✓ Comprehensive Program Plan		✓			

	✓ <a href="#">Annual Budget</a>				
12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs;	✓ Comprehensive Program Plan ✓ <a href="#">Annual Budget</a>		✓		
12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education;	✓ Comprehensive Program Plan ✓ <a href="#">Annual Budget</a>		✓		
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.	✓ Comprehensive Program Plan ✓ <a href="#">Annual Budget</a>		✓		
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.	✓ Comprehensive Program Plan ✓ <a href="#">Annual Budget</a>		✓		

Area of Compliance #12: <b>Early Access 12.02(2)(l)</b>	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status	Comments	
<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.</i>					
<b>If AU does not permit Early Access at this time, indicate here and skip to area of compliance # 13, Record Keeping.</b> ◻					
			Yes	Partial	No
<b>General Provisions 12.08 (1)</b> 12.08(1)(a) Early access shall be provided by the AU to identify and serve highly advanced gifted children who are:  12.08(1)(a)(i) Four years of age and for whom early access to kindergarten is deemed appropriate by the AU; and 12.08(1)(a)(ii) Five years of age and for whom early access to first grade is deemed appropriate by the AU.	✓ <a href="#">Early Access Plan</a> ✓ Comprehensive Program Plan if changes made to Early Access Plan	<a href="#">Early Access Overview - GT Website</a>	✓		
12.08(1)(b) If the AU permits early access, early access provisions shall be included in its early childhood and gifted instructional programs, and the AU shall expand access to	✓ Early Access Plan ✓ Comprehensive Program Plan if	<a href="#">Early Access Overview - GT Website</a>	✓		

kindergarten through grade one for students deemed appropriate for early access.	changes made to Early Access Plan					
12.08(1)(c) Early access shall not be an acceleration pattern recommended for the majority of age 4 or age 5 gifted children who will benefit from preschool gifted programming that responds to the strength area. The purpose of early access is to identify and serve the few highly advanced gifted children who require comprehensive academic acceleration.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(1)(d) When an AU permits early access, its program plan shall describe the elements of an early access process and how those elements, criteria and components will be implemented. Determinations made by the AU shall be made after consideration of criteria required by Section 12.08(2)(d) of these Rules.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(1)(e) In 2008, an AU may submit an early access addendum to its program plan by September 10, 2008. Thereafter, AUs shall submit an addendum for early access by January 1 preceding the initial school year in which early access will be permitted, thus early access assessment may occur after the addendum is approved by the Department.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(2)(a) Communication The AU shall communicate with parents, educators and community members as specified in Section 12.02(1)(a) of these Rules. Early access communication is:	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(2)(a)(i) Information about the criteria and process for identifying a highly advanced gifted child for whom early access is deemed appropriate, time frames, portfolio referral, deadlines, specific tests and threshold scores used to make final determinations concerning such a student;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(2)(a)(ii) Professional development of educators, or other means to increase the understanding of a highly advanced gifted child and the educational needs of such a student;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(2)(a)(iii) A method for collaborative efforts among preschool, general and gifted education personnel and parents;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(2)(a)(iv) An advanced learning plan for the highly advanced gifted child determined appropriate for early access.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
<b>12.08(2)(b) Optional Fee Condition</b> 12.08(2)(b)(i) The AU may charge parents a reasonable fee for assessment and other procedures performed for the purpose of	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if</li> </ul>		✓			

identifying a highly advanced gifted child and making determinations for early access. The AU shall describe the fee related to the implementation of the referral, testing and/or decision making processes.	changes made to Early Access Plan					
12.08(2)(b)(ii) No charge shall be assessed if the child who is the subject of such assessments is eligible for a reduced-cost meal or free meal pursuant to the federal "National School Lunch Act", 42 U.S.C. §1751, et seq.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(b)(iii) When evaluating the need for fees, the AU will: 12.08(2)(b)(iii)(A) Integrate the costs of assessment and decision making into the ongoing general instructional and assessment practices conducted by early childhood and gifted education personnel to the maximum extent possible;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(b)(iii)(B) Take into account the economic circumstances of the community and applicant's family;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(b)(iii)(C) Consider test results within three months of application from outside licensed professionals paid by the parent.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
<b>12.08(2)(c) Funding and Reporting</b> Administrative units that permit early access shall receive funding from the state education fund created in Article IX, Section 17(4) of the Colorado Constitution. To receive funding the AU shall abide by the Rules in this Section 12.08.	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(c)(i) Support integration of early access in early childhood and gifted programming;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(c)(ii) Report age four gifted children provided early access using date of birth, grade level placement and gifted student designations on the October Enrollment Count and the End-of-Year Report;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(c)(iii) Report age five gifted children provided early access using date of birth, grade level placement and gifted student designations on the October Enrollment Count and the End-of-Year Report.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
<b>12.08(2)(d) Criteria for Early Access</b> The AU shall evaluate a child referred by the parent for early access using the following criteria. The evaluation will lead to a	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			

student profile of strengths, performance, readiness, needs and interests, and a determination of appropriate placement. All criteria must be considered in making the determination – test scores alone do not meet the standards of a determination.	changes made to Early Access Plan					
<b>12.08(2)(d)(i) Aptitude</b> 12.08(2)(d)(i)(A) Aptitude supporting early access is indicated by a highly advanced level of performance compared to age-peers on cognitive abilities rating scales or 97th percentile and above on standardized cognitive ability tests. Every child with a score above 97th percentile may not benefit from early access to kindergarten or first grade.	✓ <a href="#">Early Access Plan</a> ✓ Comprehensive Program Plan if changes made to Early Access Plan	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(2)(d)(i)(B) The AU shall describe the method(s) and the developmentally appropriate tools for assessment that will be used to determine potential in general cognitive abilities and school success (e.g., individualized ability test, such as the Wechsler Preschool and Primary Scale of Intelligence or Woodcock Johnson Cognitive Ability Scale, or Kaufman Brief Intelligence Test).	Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan		✓			
<b>12.08(2)(d)(ii) Achievement</b> 12.08(2)(d)(ii)(A) Achievement supporting early access is indicated by a highly advanced level of performance compared to age-peers on achievement rating scales, performance assessment, or 97th percentile and above on standardized achievement tests. Typically, early access children function two or more years above their age peers.	✓ <a href="#">Early Access Plan</a> ✓ Comprehensive Program Plan if changes made to Early Access Plan	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(2)(d)(ii)(B) The AU shall describe the method(s) and tools for assessment that will be used to determine knowledge and skills in reading, writing and mathematics (e.g., curriculum-based assessment, above-level testing, and individualized achievement tests, such as the test of early math ability/reading ability, Woodcock Johnson III Tests of achievement, or Iowa Tests of basic skills).	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan		✓			
12.08(2)(d)(iii) Performance 12.08(2)(d)(iii)(A) Performance supporting early access is indicated by work samples and informal teacher and/or parent data indicating demonstrated ability above age peers.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan		✓			
12.08(2)(d)(iii)(B) The AU shall describe the method(s) and tools for assessment that will be used to determine actual demonstration of the student's work (e.g., work samples, independent reading, advanced vocabulary, observational data).	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan		✓			

<p><b>12.08(2)(d)(iv) Readiness, Social Behavior and Motivation</b>                  12.08(2)(d)(iv)(A) Readiness, social behavior and motivation for early access are determined by the child's ability to demonstrate the indicators deemed necessary for kindergarten or first grade by the district's standards or national standards (e.g., district readiness checklist, normed-checklists and rating scales, such as the California Preschool Competency Scale or the Preschool/Kindergarten Behavioral and Social Scale or Bracken School Readiness).</p>	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<p><a href="#">Early Access Overview - GT Website</a></p>				
<p>12.08(2)(d)(iv)(B) The AU shall describe the method(s) and tools for evaluation that will be used to determine a child's readiness for kindergarten or first grade, social maturity, and eagerness to learn.</p>	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>					
<p><b>12.08(2)(d)(v) Support Systems</b>                  12.08(2)(d)(v)(A) The AU shall define and implement a support system to assist in a child's success in and transition through early access by evidence of:</p>	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<p><a href="#">Early Access Overview - GT Website</a></p>				
<p>12.08(2)(d)(v)(A)(I) A letter of determination of the early access decision signed by the parent, gifted education staff, early childhood staff, the receiving teacher and building administrator indicating recognition and support of the child's placement (determination letters will be placed in the child's cumulative file);</p>	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>					
<p>12.08(2)(d)(v)(A)(II) A transition goal in the child's advanced learning plan for the first year of early access;</p>	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>					
<p>12.08(2)(d)(v)(A)(III) Methods of communication with the student about school success; and 12.08(2)(d)(v)(A)(IV) Methods for parent-teacher communication.</p>	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>					
<p>12.08(2)(d)(v)(B) The AU will describe how parents, teachers, school administrators and the learning environment will contribute to a positive support system.</p>	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>					
<p><b>12.08(2)(e) Process for Early Access</b>                  The AU shall establish a collaborative process among parents, preschool, general and gifted educators and school administration for evaluating early access referrals. The process implemented shall include the following components:</p>	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<p><a href="#">Early Access Overview - GT Website</a></p>				
<p>12.08(2)(e)(i) Timelines 12.08(2)(e)(i)(A) Applications for early access are due by April 1 for the next school year. Each AU shall declare when it will begin accepting applications.</p>	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if</li> </ul>					



	changes made to Early Access Plan					
12.08(2)(e)(i)(B) Determinations shall be made within 60 calendar days of the AU receiving the child's portfolio submitted by the child's parent in accordance with Section 12.08(2)(e)(iii)(A) of these Rules.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(e)(i)(C) For referrals received after April 1, the AU may, at its discretion, consider the child's information, provided the determination is made by September 1 or by the start of the upcoming school year, whichever is earlier.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(e)(i)(D) A student shall be age 4 by October 1 for kindergarten; and, age 5 by October 1 for first grade.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
<b>12.08(2)(e)(ii) Personnel</b> The AU shall identify personnel at the AU, district, and/or school level who will be involved in the early access process based on the following list. Designated personnel may serve in multiple capacities during the early access process.	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
12.08(2)(e)(ii)(A) A person designated to collect portfolio referrals;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(e)(ii)(B) Educators designated to collect data used in a body of evidence including the test examiner(s), early childhood teacher(s), a gifted education resource person, and others as identified by the AU (e.g., a performance assessment team, principal);	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(e)(ii)(C) A determination team consisting of an AU level or school level gifted education resource person, a teacher in early childhood, and others as identified by the AU (e.g., principal, psychologist, counselor, parent);	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(e)(ii)(D) A support team during transition including the receiving teacher and school administrator, parents, and gifted education/early childhood personnel;	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(e)(ii)(E) Other persons helpful in collecting data or making determinations, including the person who assisted in developing the screening portfolio.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
<b>12.08(2)(e)(iii) Evaluation</b>	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if</li> </ul>	<a href="#">Early Access Overview - GT Website</a>				

<p>The AU shall describe the implementation steps for early access evaluation. The steps shall include, but not be limited to:  <b>12.08(2)(e)(iii)(A) Screening Portfolio</b>                  Parents are responsible for collecting the information required for an early access portfolio application, and for submitting the portfolio to the appropriate AU personnel. The AU must describe the requirements for an application portfolio that shall include:</p>	<p>changes made to Early Access Plan</p>		<p>✓</p>			
<p>12.08(2)(e)(iii)(A)(I) Applicant contact information;</p>	<p>✓ Early Access Plan                  ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>		<p>✓</p>			
<p>12.08(2)(e)(iii)(A)(II) A screening tool completed, individually, by the parent and the child's current teacher; or, if the child is not in school, by the parent and another adult who knows the child from other early childhood experiences (developmentally appropriate screening tools are district-developed tools and/or standardized tools, like the Gifted Rating Scales for Preschool and Kindergarten or the Kingore Observation Scale);</p>	<p>✓ Early Access Plan                  ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>		<p>✓</p>			
<p>12.08(2)(e)(iii)(A)(III) Information about the performance of the child that provides evidence of a need for early access evaluation (e.g., work samples, data from the child's current teacher or an adult from early childhood experiences, or indicators of early access readiness factors).</p>	<p>✓ Early Access Plan                  ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>		<p>✓</p>			
<p><b>12.08(2)(e)(iii)(B) Referral</b>                  The AU shall designate the gifted education director/coordinator, principal, or other qualified person, to accept the referral portfolio provided by the parent, and make an initial decision as to whether early access assessment should continue.</p>	<p>✓ Early Access Plan                  ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>		<p>✓</p>			
<p><b>12.08(2)(e)(iii)(C) Testing and a Body of Evidence</b>                  The AU shall conduct the necessary tests and collect student information, including test results accepted pursuant to Section 12.08(2)(b)(iii)(C) of these Rules, regarding the criteria and factors for early access outlined in Section 12.08(2)(d) of these Rules. The body of evidence is complete if data regarding all criteria, and other considerations deemed necessary by the AU, are compiled for data analysis and decision making.</p>	<p>✓ Early Access Plan                  ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>		<p>✓</p>			
<p><b>12.08(2)(e)(iii)(D) Decision Making</b>                  12.08(2)(e)(iii)(D)(I) Early access decisions will be a consensus process within the determination team that analyzes multiple criteria from a body of evidence resulting in a student profile of strengths, needs and interests of the child. Test scores alone will not determine early access. If the team cannot reach consensus, the building principal or the gifted education director/coordinator shall make the final decision in accordance with the AU's early access program plan.</p>	<p>✓ Early Access Plan                  ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>		<p>✓</p>			

12.08(2)(e)(iii)(D)(II) A determination letter will be signed by members of the determination team and the parent; and, forwarded for signature of the receiving teacher and principal if they are not on the determination team. Parents may accept or decline the offer of early access. When a child is deemed appropriate for early access, an advanced learning plan (ALP) shall be developed according to the AU's procedures, but no later than the end of the first month after the start of school. The ALP shall include academic and transition goals.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(e)(iii)(D)(III) If the determination team finds the child gifted, but does not find that the child meets the criteria for early access, the team will provide the child's school with the child's assessment portfolio for serving the area of exceptionality in the child's public preschool or public kindergarten program.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
12.08(2)(e)(iii)(D)(IV) If the student transfers during the first year of an early access placement the new AU shall maintain the placement.	<ul style="list-style-type: none"> <li>✓ Early Access Plan</li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>		✓			
<b>12.08(2)(e)(iv) Monitoring of Student Performance</b> The student's teacher shall monitor student performance at least every five weeks during the student's first year of early access. The monitoring process shall be based on the advanced learning plan and performance reports shared with the parents and child.	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			
<b>12.08(2)(e)(v) Procedures for Disagreements</b> Procedures for disagreements for early access shall be in accordance with Section 12.06 of these Rules.	<ul style="list-style-type: none"> <li>✓ <a href="#">Early Access Plan</a></li> <li>✓ Comprehensive Program Plan if changes made to Early Access Plan</li> </ul>	<a href="#">Early Access Overview - GT Website</a>	✓			

Area of Compliance #13: <b>Record Keeping 12.05(1)</b>	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>Financial records shall be kept in accordance with generally accepted principles of governmental accounting.</i>			Yes	Partial	No	
12.05(2) <b>Inventory</b> 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.	<ul style="list-style-type: none"> <li>✓ <a href="#">Comprehensive Program Plan</a></li> </ul>		✓			
12.05(3) <b>Student Education Records</b> The ALP documents shall be part of the student's cumulative education record.	<ul style="list-style-type: none"> <li>✓ Comprehensive Program Plan</li> </ul>		✓			
12.05(4) <b>Confidentiality of Student Education Records</b> Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and	<ul style="list-style-type: none"> <li>✓ Comprehensive Program Plan</li> </ul>		✓			

<p>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><b>12.05(5) Maintenance and Destruction of Student Education Records</b>                  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>✓ Comprehensive Program Plan</p>		<p>✓</p>		

Area of Compliance #14: Procedures for Disagreement 12.06	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
<p><i>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.</i></p>	<p>✓ Comprehensive Program Plan</p>		<p>✓</p>			

**Compliance Findings and Action Plan Steps**

Date: January 18, 2022

AU Name <b>Gunnison Watershed Hinsdale County</b>		
AU Address <b>800 N. Boulevard</b>		
City <b>Gunnison</b>	State <b>CO</b>	Zip Code <b>81230</b>
Gifted Education Program Director/Contact <b>Robert Speer</b>	Telephone <b>970-641-7750</b>	Email Address <b>rspeer@gunnisonschools.net</b>
Executive Director/Superintendent(s) <b>Leslie Nichols</b> <b>Rebecca Hall</b>	Telephone <b>970-641-7760</b> <b>970-944-2314</b>	Email Address <a href="mailto:lnichols@gunnisonschools.net">lnichols@gunnisonschools.net</a> <a href="mailto:rebeccah@lakecityschool.org">rebeccah@lakecityschool.org</a>

AU Compliance	Previous Monitoring:	Current Monitoring: GEM Winter 2022
Percent of areas in compliance:	<b>CGER Nov 2016: 29%</b>	<b>57%</b>
Percent of areas in partial compliance:	<b>CGER Nov 2016: 0%</b>	<b>43%</b>
Percent of areas in non-compliance	<b>CGER Nov 2016: 71%</b>	<b>0%</b>

Overview of areas needing attention to meet condition of ECEA rule				For Gifted Education State Office Only			
N/A							
Indicator	Summary of Finding	Supporting Evidence Needed to Meet the Conditions of Rule	Timeline (AU Determined)	Date Received and initials	Evidence Received	CDE Analysis	Date Resolved
Procedures for Parent, Family, and Student Engagement 12.02(2)(a)	Gunnison Watershed has taken significant steps to engage the community since the 2015 monitoring visit. Multiple channels for communication and engagement have been developed in the past 7 years	Stakeholders voiced more support in engagement by providing more touch-points, guidance through the gifted program, place-based programming opportunities, and opportunities.					

<p>Advanced Learning Plan Content 12.02(2)(f)</p>	<p>ALPs in Gunnison Watershed provide strong student profiles, the use of NAGC Standards, and practices for development and management of ALPs are robust at the elementary level.</p>	<p>Existing powerful practices at the elementary level need to be replicated at the secondary level with added personnel support to develop ALPs and provide meaningful academic and affective programming and progress monitoring.</p>					
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p>	<p>ALPs in Gunnison Watershed provide strong student profiles, the use of NAGC Standards, and practices for development and management of ALPs are robust at the elementary level.</p>	<p>Existing powerful practices at the elementary level need to be replicated at the secondary level with added personnel support to develop ALPs and provide meaningful academic and affective programming and progress monitoring. The district is already looking at next steps to streamline and consolidate the ALP process.</p>					
<p>Programming 12.02(2)(h)</p>	<p>Powerful programming pockets were observed within Gunnison Watershed. Many gifted learners have access to high-impact programming. The program has developed new best practices such as Cluster Grouping since the previous monitoring cycle. Services are especially strong at the elementary level.</p>	<p>While building the capacity of existing and future personnel additions, provide ways to bolster programming at the middle and high school levels.</p>					
<p>Evaluation and Accountability Procedures 12.02(2)(i)</p>	<p>It is commendable that the Unified Improvement Plan provides intentional integration of the gifted program and detailed information on needs and priorities within the gifted program. The district UIP and strategic plan both contain strong advocacy for gifted learners. The needs for gifted education are heavily embedded in the district UIP. Gunnison Watershed also provides formal and informal</p>	<p>It is advisable to consider how parents can lean in to provide support and decentralize some of the work while leveraging community expertise and resources with guidance from student services and the gifted team. Consider how possible support from a GT Parent group or parents in liaison roles could help to provide guidance through program offerings, inform the gifted program, or provide affective support to families and</p>					

	methods for affective growth.	parents in the community to bridge community gaps.					
Personnel 12.02(2)(j)	One of the resounding strengths witnessed during the 2022 GEM visit was the transformative role of personnel both to schools as well as stakeholders. The program has shown a great deal of growth from the 2016 CGER with Robert Speer, Emily Kowal, and Stacey Pennie at the helm. Stakeholders expressed that leadership is accessible and responsive.	CDE highly recommends retaining full time 1.0 FTE in each building the elementary and secondary levels.  An increase in designated GT personnel at the secondary level is needed to focus on developing more meaningful ALP's in partnership with students and families that include consistent one on one touch points and monitoring with students.					

**By signing below, the AU Acknowledges Receipt of the Monitoring Results Document, including the Gifted Education Action Steps, if applicable.**

**CDE Gifted Education Director:**

Printed Name: Rebecca McKinney

Signature and Date: *Rebecca A. McKinney*

**AU Gifted Education Director/Coordinator:**

Printed Name: Robert Speer

Signature and Date: \_\_\_\_\_

**AU Gifted Education Director/Coordinator:**

Printed Name: Emily Kowal

Signature and Date: \_\_\_\_\_

**AU Superintendent:**

Printed Name: Dr. Leslie Nichols

Signature and Date: \_\_\_\_\_