



Remote Learning Gifted Education Guidance

March 2020-May 2020

Subject to change based on information from the CDE.

Mount Evans BOCES Remote Guidance for Gifted Education

State and District Overview

During this time of school closure due to COVID-19, our districts and schools will continue to follow all state and district statutes and guidance regarding gifted education. Currently, all expectations specified in the rules for implementation of the ECEA for Gifted Education continue. The Colorado Department of Education understands that implementation of these rules will be supported based on each district's remote learning plan.

Collaboration and Communication

It remains critical to involve general education teachers, appropriate support staff, students, and parents/guardians in all aspects of the gifted identification, programming, and the Advanced Learning Plan (ALP) processes, including necessary changes in response to remote learning. In addition, special attention must be placed on documentation of all communications throughout the process through the parent log on Infinite Campus.

Advanced Learning Plans

Learning and growth for students identified for gifted programming is a priority of gifted education. During this time of remote learning, the Gifted Education Coordinators will collaborate with teachers to maintain gifted programming to the extent possible and to support general education teachers in monitoring Advanced Learning Plans prior to the end of the school year.

Services/Programming:

Gifted education coordinators will collaborate with classroom teachers, counselors, and additional support staff when planning learning opportunities and supporting social emotional needs. Gifted coordinators will work remotely with small groups and where possible, maintain push in services into virtual classrooms during a typical school week. Coordinators will connect with families and students to ensure they have access to remote programming opportunities through instructional telephone calls, virtual lessons, online meetings, and other available distance-based learning approaches.

Talent Pool

To the extent possible, teachers and/or gifted coordinators will continue to provide services aligned with student need for strength based interventions. For Quarter 4, progress will be formally documented in each student's Response to Intervention plan and sent to parents at the same time report cards are distributed. Determinations for potential gifted evaluations for students on strength based interventions will be made May 2020 or Fall 2020.

Goals/Progress Monitoring:

It is the expectation all students identified for gifted programming will receive a Quarter 4 progress update with information specific to their Advanced Learning Plan Goals (academic and social emotional) through the progress monitoring process on Infinite Campus.

All ALP goals for the Quarter 4 of the 2019-2020 year, will be measured by classwork, lesson mastery and formative assessments from Exact Path OR other curricular resources, class participation, teacher feedback, and student reflection.

Gifted Education coordinators will check in and collaborate with classroom teachers and related service providers regarding student progress. Furthermore, coordinators will contact students regarding their overall growth in identified gifted areas and as related to their affective/social emotional goal(s) this school year.

Transition Meetings and Course Placement :

GE Coordinators are responsible for scheduling virtual transition meetings with each Elementary and High School. These meetings should be scheduled by **May 1st** and should occur virtually no later than **May 15**. Coordinators may present the 2020-2021 ALP at this meeting.

Identification for Gifted Programming

To ensure equitable access to Gifted Identification and programming:

Referrals may be submitted through the end of the school year. However, due to remote learning, it may not be possible to collect a complete body of evidence at this time. In order to provide equitable opportunity for each student in the Gifted Identification Process, please carefully review and adhere to the following guidance for collecting a body of evidence, making a determination with a collaborative team, and developing an Advanced Learning Plan during the time we are learning/working remotely.

- Continue to follow district guidelines for gathering data for the initial referral from parents and teachers (referral request form, parent packet, teacher packet that includes historical record of NWEA, DIBELS, and/or CMAS. The gifted education team will have 30 days from receipt of the referral to make the determination if moving forward with obtaining consent.
- Should the team request consent for an evaluation, the team will determine the assessments to be administered. If assessments require in person contact, they will be administered Fall 2020.
- The gifted coordinators will collaborate with the student's teacher(s) and support staff to collect any available current performance data or artifacts of learning as feasible during school closure. The parent and student will be interviewed for strengths, preferences, and interests along with activity involvement at school and in the community.