

2023- 2024 GEM VISIT

Gifted Education Monitoring visit by Colorado Department of Education (every 5 years).

San Juan BOCES was found to be in COMPLIANCE with ALL 4 AREAS this year with ECEA Rule

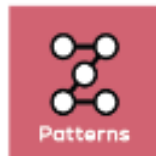
Powerful Practice: Strong Systems, Identification and Evaluation & Accountability

Opportunities for Growth: Advanced Learning Plans, Personnel, Parent, Family & Student Engagement and Communication

Dolores RE-4A GEM SURVEY overview:

% of Return = x/y (x = # returned, y = total):

- Administrators - $1/3 = 33\%$
- Educators - $37/55 = 67\%$
- Family - $15/48 = 31\%$
- Elementary Gifted Students - $0/1 = 0\%$
- Secondary Gifted Students - $24/55 = 44\%$



Dolores RE- 4A DISTRICT Statements or Generalizations:

- 94% of Teachers differentiate instruction to meet the needs of their students, and 30% would like to have more PD to do so.
- 79% Secondary students' school work is at the right level, and 80% Families believe so too.
- 100% of teachers know where to access Gifted policies, guidelines, handbooks but 47% Families do not.
- 50% Families feel their students' teachers are not knowledgeable in the needs of the Gifted student.

Celebrations:

- 100% of GT students know who to go to for GT needs and concerns.
- 87% Secondary students know their ID areas, showing meetings with each student at the beginning of the year and having our students pick important individual goals they want to work towards is *very valuable* and individualized.
- 87% Secondary students receive support with their Social Emotional gifted issues (anxiety, perfectionism, friendships, group work etc.)

Student comments;

What do you like best about your gifted program?

- The versatility and personalisation, I like it as it promotes growth in each child respective to their strengths and weaknesses. This allows for so much potential to be found in a short and effective amount of timing.
 - I like how organized this program is. My coordinator ensures that we have complete say in our gifted process and provides support that is extremely helpful. I feel like we can make a plan and it will carry through and that I have complete control the whole way.
 - I actually got into classes I like.
 - The help and the understanding is excellent
 - I like the freedom that is offered. You're identified as different, but it's not like you're treated way differently. I also like the support system. There's always someone to go to with questions, or even if you just need to talk.
 - Getting out of class when called for meetings is great
 - I like that it helps me get into programs I like.
 - I like that I get to set goals for myself and that I'm able to talk to someone about my academic problems.
 - I like the diversity. Students can be identified as gifted and talented in many different subjects.
 - I like that I get to have input on my ALP.
 - The help that GT and the Coordinator offers.
 - I like working at my own pace.
 - The opportunities are many.
 - I like best about our gifted program at Dolores is that they are always updated and involved with our questions, concerns, and classwork.
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- The free college credits.
 - I feel smart.
 - Mrs.Baer is really nice.
 - I like that I'm surrounded by people like me and have goals that I can complete.
 - It's run by a person who cares a lot about the students.
 - I like the chances I get to do things other than just the required school work.
 - that I have lots of support if I need help

Growth Areas: including possible solutions

- 60% Families want gifted Social Emotional Growth education/ workshops for Parents.
- 47% Families do not access the district website: a mailed pamphlet to families at the beginning of the year in addition to the email links to the school district's website would help get info out to the community/ parents.
- 29% Teachers do not regularly monitor their students' ALP goals throughout the year: providing a way for teachers to monitor and document their progress will be created.
- 17% Teachers do not know what is in a body of evidence for a Gifted ID, or that we don't use a Body Of Evidence: need to explain our Body Of Evidence procedures and contents clearly/ written for access as well for all to be familiar with them.
- 11% Teachers do not know who to contact with GT questions, programming etc.: need to be certain when staff turnover happens to identify and introduce ALL staff and positions with the information as to where to find this information for future reference. (district website has staff, GT handbook etc.)