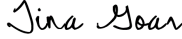






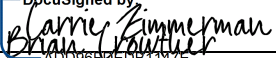


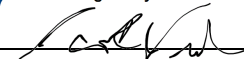
COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

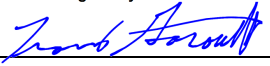
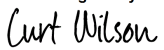
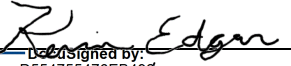
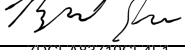

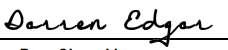


AU Name SLV BOCES		Fiscal Year 2020-2021	
AU Address 2261 Enterprise Dr.	City Alamosa	State CO	Zip Code 81101
Gifted Education Director Name Cheryl Franklin-Rohr	Phone: 719-589-5851	Email Address cfranklin-rohr@slvboces.org	
Gifted Education Program Director Signature			
Executive Director/ SLV BOCES Tina Goar	Phone 719-587-5417	Email Address tgoar@slvboces.org	
Executive Director Signature	DocuSigned by:  1B761B88DDE44DD...		

Additional Signatures (if needed)

Printed Name Marsha Cody	District Alamosa	Signature	DocuSigned by:  9B6281E6B1147E...
Printed Name Toby Melster	District Centennial	Signature	DocuSigned by:  35410280A9E403...
Printed Name Carrie Zimmerman	District Center	Signature	DocuSigned by:  35410280A9E403...
Printed Name Keith Crispell	District Creede	Signature	DocuSigned by:  35410280A9E403...
Printed Name Sarah White	District Moffat	Signature	DocuSigned by:  3051AC1CCE0F45E...
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Comprehensive Program Plan | CPP

Printed Name Travis Garoutte	District Mountain Valley	Signature 	DocuSigned by: 60280CEB6577E44D...
Printed Name Curt Wilson	District North Conejos	Signature 	DocuSigned by: D554755476EB487...
Printed Name Kevin Edgar	District Sanford	Signature 	DocuSigned by: D554755476EB487...
Printed Name Brady Stagner	District Sangre de Cristo	Signature 	DocuSigned by: 7DCEA83719CE4F1...
Printed Name Brian Crowther	District Sargent	Signature 	DocuSigned by: 3541628042EA405...
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Printed Name Emma Martinez	District South Conejos	Signature 	DocuSigned by: E20B529D3E724CC...
Printed Name Chris Burr	District Upper Rio Grande	Signature 	DocuSigned by: E806C061340F458...

Comprehensive Program Plan | CPP

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

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

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

Exceptional Children’s Education Act Program Element	Please describe how the element is currently implemented in the AU. Address every article of law in each element.	If the AU plans to shift practices over the next four years, use the following to explain: <ul style="list-style-type: none">Describe the specific action steps (activities, strategies) the AU will takeIdentify the data, policies and procedures, and/or research that supports the specific steps that were selectedIdentify who is responsible for implementing these actions stepsProvide a timeline for implementation with specific benchmarks and datesIdentify the measures used to assess the success of the proposed action
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<p>Procedures for Parent, Family, and Student Engagement</p> <p>12.02(2)(a)</p> <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>	<ul style="list-style-type: none"> • Parents and educators are informed about the gifted education identification process, planning and programming options through established written procedures developed by San Luis Valley Board of Cooperative Education Services (SLV BOCES), as well as supplemental information developed by individual districts. All of this information was created and shared with Gifted District Coordinators and is included in a SLV BOCES Identification Handbook. The handbook includes an overview of identification procedures including referral and screening procedures, collection and team review of the body of evidence, types of evidence collected, and state criteria for identification. All districts have posted referral forms (in English and Spanish) and procedures for disagreement forms (in English) on their individual website and the SLV BOCES website provides translation in several languages and is ADA compliant. All districts have created a GT tab or section on their district website where they have different items posted as well as a link to the SLV BOCES webpage. • Districts use a variety of ways to communicate with parents including; parent meetings, flyers, brochures, the district handbook, newspaper articles, email and robocalls. • Parents and families are educated about giftedness and parenting gifted students by attending parent sessions sponsored by SLV BOCES. Professional speakers present relevant information based on the needs and requests of parents of San Luis Valley BOCES gifted children. Parents are also encouraged to visit the SLV BOCES gifted education webpage where they have access to lists of gifted organizations; general gifted information; specific information on social and emotional issues; lists of recommended books, journals, and magazines for parents and students, and academic contests for gifted children. • There are several ways that parents can find out about the gifted programming options in SLV BOCES. Several districts have a parent advisory group, and some district coordinators and students present to their district's Board of Education about gifted programming available in their district. Several districts have also advertised in the SLV newspaper about their gifted programming options. • At the district level, parents are encouraged to attend a yearly ALP meeting to give input on the student's goals. In addition, parents are encouraged to attend a mid-year conference, usually in conjunction with parent-teacher conferences, to discuss progress toward meeting ALP goals. As part of these meetings, students share their progress towards goals during student led conferences. • Parents are informed of the programming options that are available at the specific district to align with the student's needs with the help of counselors and Gifted District Coordinators. Many districts support transition ALP meetings between grade levels and buildings with teachers, students and parents in order to communicate and plan for the student's needs. 	
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	<ul style="list-style-type: none">• High school counselors or teachers provide information about concurrent enrollment opportunities to parents and students to help them plan for college and career options.• Parents and families of gifted children are encouraged to participate in their school communities in several ways. Some districts sponsor an open house before school, others have quarterly parent advisory meetings, a beginning of the year planning meeting with parents and an end-of-year wrap up. Also, there are parent/student potlucks, after school events and field trips that they are invited to attend. High school gifted students host science demos for the elementary families for "Family Fun Night". Some districts sponsor show cases and/or open houses in which student work is presented and/or performed.• Each district is creating a procedure for parent, family, and student communication and engagement based on their individual district needs and these plans are updated and monitored at quarterly network meetings.	<ul style="list-style-type: none">• Each district will finalize their individual procedures for communication based on their own district needs and post this information on the GT tab on their district website.• Gifted District Coordinators will work together to create brochures, newsletters, etc. during Network meetings and/or individual time.• Those districts with Parent Advisory groups will determine formats and dates for their district meetings and will share this information with GT BOCES Coordinator.• This work will be completed by the Gifted District Coordinators by the Spring Network meeting.
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<p>Definition of “Gifted Student” 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>SLV BOCES has adopted the state definition of "gifted student". This definition is stated on the SLV BOCES website as well as in the SLV Gifted Identification Handbook, which is also posted on the AU gifted website. This definition is used as the basis for the implementation of the gifted education program plan elements.</p> <p>San Luis Valley Board of Cooperative Services (SLV BOCES) defines gifted students as persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Children under five who qualify for Early Access may also be provided with gifted programming. Outstanding talents are present in students from all cultural groups, across all economic strata, and in diverse areas of human endeavor. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:</p> <ul style="list-style-type: none"> • general intellectual ability • specific academic aptitude • creative, productive thinking • leadership abilities • visual arts, performing arts, musical or psycho-motor abilities <p>SLV BOCES strives for representation of gifted and talented students from all groups in the local population. The districts consider the impact of poverty, ethnic/cultural diversity, multiple exceptionalities (twice-exceptional) rural demographics and gender in the identification process.</p>	
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Identification Procedures 12.02(2)(c)

The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention [approach](#), or additional assessment. The AU identification procedures shall include, but need not be limited to:

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

SLV BOCES created its own identification procedures by following CDE guidelines for gifted identification and this process has been accepted by all 14 member districts. In order to ensure that each district follows these guidelines, professional development is provided to Gifted District Coordinators at network meetings and small group professional development options. These coordinators, with guidance and support from the SLV BOCES Gifted Coordinator, are responsible for following the appropriate process and state criteria for identifying students as gifted. The following guidelines are followed:

- A full body of evidence is collected to determine a student's strength area(s) .
- All of the districts use nationally normed state and local achievement data (CMAS, NWEA MAPS, STAR, IOWA tests, I-Ready and Galileo); and normed reference observation scales such as GES-4 and SIGS.
- SLV BOCES also has the Torrance Test of Creativity which districts use as part of the Talent Area identification. This process is outlined in the SLV Identification Handbook which is available on the SLV BOCES gifted website.
- Results of gifted determination are reported in writing to parents and recorded in the student's cumulative file. Teachers are also notified of the determination results.
- All districts in the SLV BOCES screen all second graders and some districts also screen at a middle school grade as well, using the full CogAT 7. Many member districts also administer the full CogAT to students who transfer into their districts. In addition, other cognitive assessments are used such as the K-Bit and the TOMAGS.
- When appropriate, ELL students may take the Nonverbal and Quantitative batteries, and not the Verbal battery, in order to ensure equal and equitable access. Additionally, SLV BOCES has made the NNAT 3 available for districts to use for ELL students.
- Districts analyze state achievement data and local district assessments, looking for students who may fit the state criteria for identification and follow up using the RtI or MTSS process.
- The GERC for SLV provides professional development to classroom teachers around the use of the Kingore Observation Scale to help identify students in their classrooms who may benefit from a data review.
- Referrals are accepted from multiple stakeholders, including teachers, school staff, parents and the students themselves. Within 30 days of the referral, a determination to continue with formal identification assessment, placement in the GT talent pool, or other options does occur.
- Every district has a referral form posted in both English and Spanish on their GT tab on their district page.

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<p>students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p>	<ul style="list-style-type: none"> • SLV BOCES recognizes that the English Language Learners, Free/Reduced Lunch and minority groups are underrepresented in our region. We are incorporating updated identification procedures, such as using ACCESS data, and other alternative assessments. • SLV BOCES also provides support from School Psychologists to administer additional assessments that are not language based, e.g. the Unit 3 assessment. Psychologists are also used to administer individual tests such as KABC or WISC. • SLV BOCES has created identification pathways for all categories of giftedness and this information has been shared with Gifted District Coordinators and is posted on the SLV BOCES website. • A review team is required to assist the gifted education coordinator in identification decisions based on analyzing a body of evidence including multiple types and sources of both quantitative and qualitative data. At least one member of the review team has received professional development in the area of identification. 	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</p> <p>12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p>	<ul style="list-style-type: none"> • The review team analyzes a body of evidence including multiple types and sources of both quantitative and qualitative data, using 95th percentile and/or an exceptional/distinguished rating as qualifying criteria. • Districts continue to gather additional evidence on students who scores range between the 85 and the 94th percentile on ability tests or achievement data and place them in the Talent Pool. • Not meeting criteria on a single assessment does not prevent further consideration for identification. 	

<p>Comprehensive Program Plan CPP</p> <p>Identification Portability 12.02(2)(e)</p> <p>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</p>	<ul style="list-style-type: none">• To ensure portability, SLV BOCES has created an updated ALP document that includes a body of evidence section as well as other required sections. This ALP is included within the Alpine Achievement system or other district options. When new students transfer into our member districts, the student's ALP is reviewed within 45 days and parents are contacted with 60 days. When there is a lack of data/evidence, former districts and parents are contacted and the student may be re-evaluated.• All schools in the member districts have a place on the registration form that will ask for information about prior gifted identification.• All districts transfer a student's body of evidence for identification and any existing ALP to the student's new district.	
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<p>the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student's ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP</p>		
<p>Advanced Learning Plan Content</p> <p>12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student's individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU's student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards- based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU's or member district's schedule for parent- reporting and/or conferences about student progress.</p>	<p>The SLV BOCES member districts are dedicated to writing ALP goals that are standards-based, aligned to the gifted student's area of strength, and are developed by student, parent, teacher, and Gifted District Coordinator.</p> <ul style="list-style-type: none"> • A standards-aligned ALP is developed each year for every identified gifted student with the input from the student, classroom teacher and the parent. The BOCES Gifted Coordinator follows up with Gifted Coordinators of each member district to ensure that this happens in a timely manner. • Each ALP includes a student profile which includes the Body of Evidence used to determine the identified area(s) of strength as well as current interests. • The ALP also includes standards-aligned SMART achievement goals that are developed for student's strength area(s). • Each ALP has an affective goal that reflects the development of personal, social, communication, leadership, and/or cultural competency and this goal is monitored. • Within the ALP, there is a description of the structures, curriculum and content that support these goals and these vary by district. The following structures are available: general classroom, and small instructional groups. Support for differentiated instruction and methods include grade and subject acceleration, cluster grouping, curriculum compacting and tiered lessons. Diverse content options include advanced classes and coursework, Advanced Placement, concurrent enrollment, replacement and supplemental curriculum, interest-based classes and extended or expanded opportunities. 	

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	<ul style="list-style-type: none"> There is a progress reporting system which aligns with the district's schedule for parent-reporting and/or conferences. 	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p>	<ul style="list-style-type: none"> ALPs are created with the input from classroom teachers, the student and the student's parents. The Gifted District Coordinators may assist them in writing the goals but they are not the sole custodian of the ALP. All teachers receive a list of students who have ALPs and/or students who are in the GT Talent pool. Teachers have access through their ALP storage system to look at ALP academic and affective goals of their identified gifted students. Parents receive a copy of the ALP at parent meetings or through the mail. 	

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<p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other</p>	<ul style="list-style-type: none"> • Parents collaboratively participate in goal development as evidenced by their signature in the ALP or comments made by them. • The ALPs are housed in the Alpine Achievement System (or other systems used in the districts) and are accessible to all teachers There is a space on the ALP to document the progress toward goals for both academic and affective areas. 	
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<p>Programming 12.02(2)(h) 12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student's profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student's assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area); 12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child's ALP or ICAP. To be considered in an ALP, the AU shall consider the student's need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p>	<p>Programming is an area continually evolving and developing within San Luis Valley BOCES and member districts. Within the AU, programming is a mixture of direct instruction within the general education setting, pull-out, and online extension courses. These options vary according to the size of the district and the proximity to college courses offered at Adams State University and Trinidad State Junior College.</p> <ul style="list-style-type: none"> • Gifted programming is aligned with the student's assessment data and the ALP goals are aligned with their area(s) of giftedness. • At the elementary level, the following options are available: cluster grouping, flexible grouping, pull- out groups, extension programming, replacement programming using resources from William and Mary (e.g. Jacob's Ladder, and Language Arts units), M2M3 Math, Junior Great Books, project-based learning, curriculum compacting and differentiating instruction within the regular classroom. • Transition meetings are held either at the beginning or end of a school year with the current teachers, parents, Gifted District Coordinator and the student. These meetings occur school-to-school or grade-to-grade depending on the size of the district. • For grades 3-8, the AU, in collaboration with the GERC, provides a "Creative Explorations Day" twice a year for identified gifted learners and talent pool students to select two hands-on learning activities in which to participate. • Content acceleration is a common form of programming in the elementary and middle school grades. The Iowa Acceleration Scale is used in conjunction with a fact finding document when whole grade acceleration decisions need to be made. This is a decision made by the RtI or MTSS team. • At the secondary level, the follow options are available: cluster grouping, flexible grouping, project- based learning, advanced coursework, Advanced Placement (AP) courses, concurrent enrollment with Adams State University and Trinidad Junior State College (for Juniors and Seniors), online extension courses, mentorships, extension programming, replacement programming using resources from William and Mary, M2M3 Math, Junior Great Books, Jacob's Ladder, curriculum compacting and differentiating instruction within the regular classroom. In addition, secondary schools offer a variety of electives in which highly capable students participate, including: 3D Printing, Robotics, Mythology, Drama, and River Watch. 	
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	<ul style="list-style-type: none">• Career and college planning, including identifying personal strengths and interests, decision-making, goal setting, time management, and study skills, starts in the middle school and continues through high school with the assistance of counselors.• Many districts sponsor College Fairs as well and have a Career and Technical Education Program so that students can find out about different career options.• Arts programming at the middle and high school levels includes direct instruction in domain skills development; select choir, band, orchestra; and competitions.• Leadership programming includes direct instruction in leadership skills and student council.• Many districts sponsor competitions like Spelling Bee, Science Fair, Geography Bee, Knowledge Bowl, Science Olympiad, History Fair, and Robotics. Some districts have enrichment activities like Chess, Coding, Computer and Foreign Language clubs.• Different districts also sponsor activities and programs that help the gifted students become more involved within the community; like recycling programs in the schools, or participating in "Communities that Care".• During the summer, there is a Summer Field Institute with Intensive field-based learning offered by one district and other opportunities outside of the San Luis Valley are shared with gifted students.	
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<p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<ul style="list-style-type: none"> In member districts, affective programming for gifted learners is provided through a collaborative effort between District Gifted Coordinators, school counselors, school psychologists and classroom teachers. When a gifted student is underachieving, RtI or MTSS is used to address this issue. 	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student</p>	<ul style="list-style-type: none"> Each district that is scheduled to submit a UIP or Alternative UIP, is instructed to include the Gifted UIP section. The district uses their individual assessment data to disaggregate gifted education data. Assistance is provided by the BOCES Gifted Coordinator to all districts who are scheduled to submit a plan. Each spring, all of the districts in the AU are required to indicate in the progress monitoring section of the ALP whether or not a student met academic and affective goals. At the present time, a variety of methods across districts are being used to monitor student growth including NWEA MAPS, STAR or Galileo, and I-Ready. Affective goals are measured through self-reflections, rubrics, and observation checklists; and progress towards these goals are monitored in the ALP. All districts participate in CMAS, PSAT and SAT testing and have a high participation rate. At the BOCES level, the Gifted Coordinator uses the CMAS data provided by CDE to assist in adjusting instruction and programming. The BOCES uses survey data collected from all 14 district stakeholders for feedback and review. This data is shared with the Gifted District Coordinators so that they can share the information with their stakeholders. 	

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<p>Personnel 12.02(2)(j)</p> <p>12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p>	<p>San Luis BOCES employs a part-time endorsed Gifted Coordinator to coordinate the AU gifted program and to provide support, guidance, and gifted education professional development to all member districts.</p> <ul style="list-style-type: none"> • Each district has one or more gifted coordinators who are highly qualified teachers. The Gifted District Coordinators assist with communication between students, teachers, parents and administrators; and facilitate the identification process and identify programming options for students. Gifted District Coordinators are also responsible for assembling a team for identification decisions and ALP development. These teachers attend four gifted network meetings per year and some attend state gifted education conferences. • Currently there are seven educators in the member districts who have a gifted endorsement. There will continue to be a focus on encouraging and supporting teachers and administrators in furthering their gifted education knowledge. • Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers. • Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers. 	
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<p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<ul style="list-style-type: none"> Professional development is provided at quarterly network meetings, specialized training such as KOI, training for new Gifted District Coordinators, Identification and ALP writing workshops, gifted conferences, online classes, through e-Tips created by the Colorado Academy for Educators of Gifted, Talented and Creative (CAEGTC) and BOCES induction programs. SLV BOCES and the GERC have co-sponsored several professional development opportunities in the last few years, such as presentations by Richard Cash, Bob Seney, Lisa VanGemert and Jenny Hecht. Other topics have included the correct use of supplemental curriculum of Jacob's Ladder and M2M3 Math, how to differentiate for gifted learners, advanced literacy instruction, as well as meeting the needs of twice-exceptional learners. The BOCES is also providing professional development in regards to parent engagement for diverse populations. 	
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<p>Budget 12.02(2)(k) 12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU's gifted student education program described in the AU's program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programing in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>	<ul style="list-style-type: none"> • SLV BOCES uses a collaborative process between the Executive Director and the BOCES Gifted Coordinator to develop the gifted BOCES budget and make decisions about how much money should be set aside for resources and professional development needs. The BOCES retains 6% of the monies provided by the state for administrative purposes and then uses a flow-through formula based on student enrollment at the district level to provide funds for each member district to manage. • The budget addendum showing allowable expenses is posted on SLV BOCES website and the BOCES Gifted Coordinator follows up with the Gifted District Coordinators to ensure that the expenditures follow these guidelines. Budget reimbursement requests are approved by the BOCES Gifted Coordinator before the monies are reimbursed. Districts are encouraged to request reimbursement of their funds at least on a quarterly basis and a check from gifted education funds are then sent from the BOCES to the requesting district. • The majority of the funds go to personnel expenses (coordinator stipend), student programming, and gifted student activities. The budgets from the member districts are compiled and submitted to CDE as one AU budget. State funds and district contributions are reflected on the budget. 	
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook.</p>	<p>You may simply check "yes" if you follow these procedures. If you do not, please explain. X <input type="checkbox"/> Yes</p>	

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<p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student's cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>The Administrative Unit (AU) has a written plan for disagreement which is posted on the SLV BOCES website as well as on the GT tab/page on every member district website. The plan includes procedures for disagreement in identification, programming and ALPs and designates personnel to be involved and specific deadlines for each step.</p>	
<p>Early Access 12.02(2)(I) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the EarlyAccess plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	