



Gifted Education 5 Year
Comprehensive Program Plan (CPP)

AU Name San Juan BOCES		Fiscal Year: FY 2023-24
AU Address: 701 Camino Del Rio Suite 221		
City : Durango	State : CO	Zip Code: 81301
Gifted Education Director : Nisia Patalan	Telephone: 970-247-3261	Email Address: npatalan@sjboces.org
Gifted Education Program Director Signature		
Executive Director: Royce Trantum	Telephone : 970-247-3261	Email Address: rtranum@sjboces.org
ED Signature		

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

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

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



<p align="center">Exceptional Children’s Education Act Program Element</p>	<p align="center">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p align="center">If the AU plans to shift practices over the next four years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Each district is asked to have contact information and referral forms easily accessible on their websites (no more than two clicks from home page). Historically, each district was given a brochure template and was asked to have brochures available at each school site. Brochures include contact info. for gifted personnel, gifted definition, and where to find resources for families.</p> <p>Some districts host family nights to educate parents and families about giftedness or parenting gifted students.</p> <p>All districts are invited to our local CAGT affiliate, Southwest Gifted and Talented (SWGTT), events.</p>	<ol style="list-style-type: none"> 1. The AU Coordinator will review how information is available on district websites for ease of access and access to info. in Spanish. 2. Results and recommendations to meet the ECEA requirements will be communicated by AU Coordinator with the district leadership. 3. Each district gifted coordinator will work with other district personnel as necessary to complete a plan for parent, family, and student communication and engagement. These plans may address gifted education specifically, or they may call out gifted as part of the larger district-wide family engagement plan. 4. Websites and plans will be collaboratively reviewed each year by AU Coordinator and district gifted personnel. 5. Site-based gifted staff and administrative assistants will be surveyed to determine if the brochures are effective and if not, what methods might increase access.
<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>Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional</p>	<p>Continue to use same definition</p>

	<p>abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</p> <p>General or specific intellectual ability Specific academic aptitude Creative or productive thinking Leadership abilities Visual arts, performing arts, musical or psychomotor abilities</p> <p>Posted on SJBoces Gifted Website</p>	
<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse</p>	<p>All districts use the CDE Identification process and criteria; all district gifted personnel are trained by the AU Gifted Coordinator. Training is provided annually and is required for all new staff. This training includes explicit information on gifted identification for marginalized populations, including characteristics, assessment, and eliminating teacher bias in the referral process.</p> <p>All districts conduct a universal screening at 2nd and 6th grades. In addition, we use the HOPE Scale Teacher Evaluation at 4th grade to nominate students using local group norms. ACCESS scores are reviewed annually to determine if students meet the criteria for gifted identification in GIA or World Language.</p> <p>Referral forms are posted in English and Spanish on the "Identification and Referral" page of the SJBoces Gifted Website. Referral forms should be posted on every district's gifted page and available upon request at each building.</p> <p>Timeline for referrals and response is 30 days.</p> <p>Body of Evidence is collected from multiple types of data, consistent with CDE procedures.</p> <p>Review Teams are in place in every district which include trained personnel. When district personnel are new, the AU Coordinator participates in review teams for the first year. The AU Coordinator is available to sit on all review teams upon request.</p> <p>Determination letters are sent to families and placed in students' cumulative records. Sample templates are</p>	<p>Continue the same procedures and process.</p> <p>District Coordinators will ensure that referral forms in English and Spanish are readily available to all teachers/ staff and administrators in each school building.</p>

	<p>shared in a Google Drive folder. As a regional network we review demographic data and collaborate on ways to increase representation. We work with EL and SpED personnel to increase understanding of gifted and 2e learners, as well as those acquiring English..</p>	
--	---	--

2 | 2020
 Comprehensive Program Plan | CPP

<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> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>		
--	--	--

<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates 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> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>	<p>All districts use the criteria specified in the ECEA Rules. Not meeting criteria in one area does not prevent further data collection if other indicators suggest exceptional potential. Due to our diverse population, it is important that staff consider potential in non-academic areas, and achievement scores not meeting criteria do not exclude a student from the talent pool.</p> <p>Criteria in a score range less than 95th percentile is used to determine referrals, further data collection, and/or talent pools. All districts have access to the "SJBoces Talent Pool Guidelines".</p> <p>All district personnel are trained in CDE Identification procedures.</p>	<ol style="list-style-type: none"> 1. The AU Coordinator will support strengthening of talent pools and programming in districts by promoting the sharing of resources and ideas in network meetings. 2. District personnel will share the talent pool guidelines and the talent development model with district principals and staff. 3. Data for students in the talent pool will be evaluated regularly to determine effectiveness of services and if formal gifted identification is needed.
---	--	---

<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 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>Current ALPs containing the Body of Evidence for identification are located in each identified student's cumulative file.</p> <p>All districts review transferred students' ALPs or other gifted evidence within 45 days of school start date. If the BOE is incomplete, the receiving district will consult with the student, family and sending school to re-evaluate gifted determination. Districts communicate with families about programming for transfer gifted students within 60 days of start date.</p>	
---	---	--

<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<p>Each district has designated personnel responsible for recording and monitoring ALPs and every identified gifted student in the SJBOCES has an ALP.</p> <p>The AU provides training annually on ALP creation and monitoring, as well as extended support for new staff. All staff are aware of the required elements of the ALP and use a common platform to write and store the plans.</p> <p>None of the regional high schools blend the ALP with ICAP.</p> <p>The expectation is that each ALP includes all required elements, including the student profile, annual, measurable academic and affective goals, current programming, family involvement, and progress reporting on goal attainment.</p> <p>The AU Gifted Coordinator facilitates a peer review of ALPs each year, and periodically "audits" ALPs in each district. Feedback is provided to district gifted staff related to strengths and improvement areas.</p>	<p>ALPs are an improvement area for San Juan BOCES.</p> <ol style="list-style-type: none"> 1. The AU Gifted Coordinator will continue to provide training on ALP creation and monitoring for all new personnel, including individual consultation upon request. 2. During annual reviews, the AU coordinator will work with district and building staff to ensure compliance and create an improvement plan if necessary. 3. Starting in the 2022-23 school year, a goal was set for all ALPs to be updated by November 1st of the current school year. This goal was met with 80% compliance. The timeline for ALP updates will continue to be Nov. 1st, and frequent reminders will be provided by the AU Gifted Coordinator, as well as a rationale for updating plans at the beginning of the school year.
--	---	--

<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>Families, students and classroom teachers, as well as support staff, counselors and administrators as necessary, are invited to give input on ALP creation. All ALPs are placed in the student's cumulative file. All ALPs show evidence of family engagement in the process. Some districts have successfully engaged classroom teachers in writing and/or supporting ALP goals.</p> <p>ALPs are included in student's cumulative files and stored in the common ALP platform. When students move between schools or districts, ALPs are transferred in electronic and hard copy formats.</p> <p>It is a SJBoces expectation that goals are updated by November 1st to ensure timely and relevant goals, accommodations, and programming options. Staff responsible for writing ALPs are aware of and expected to include all required elements, including performance data and programming options.</p> <p>Reviews on ALP goal progress occur at district reporting periods and student-led conferences are encouraged at the secondary level.</p> <p>All districts have systems in place for gathering student, teacher, and family input related to the ALP. Evidence of communication required by ECEA law (ie: signatures, emails, records of contact) is included in the ALP form.</p>	<p>1. At the beginning of each school year, starting in 2023, the AU Gifted Coordinator will offer professional development related to progress monitoring of goals and how to involve all stakeholders (ie: families, students, classroom teachers, support staff, counselors and administrators) in the ALP process.</p> <p>While all district gifted staff seek to gather stakeholder input related to the ALP, there are places where the goals are written in isolation and/or the student and family are not aware of specific goals or programming options. Further training and monitoring will increase stakeholder involvement and appropriate monitoring and reporting related to the ALP.</p> <p>2. Stakeholder perception surveys are given annually in most districts and stakeholders are asked if they are aware of the ALP goals and updated on progress towards goals. This data will be shared with staff responsible for overseeing the ALP process.</p>
--	--	--

<p>Programming 12.02(2)(h) 12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student’s profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student’s assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p>	<p>In our small, rural districts, programming is flexible and personalized to student strengths and needs. In places where resources are limited, districts explore online and community-based options to ensure student engagement and advancement. All districts except one have created tables describing programming that can be made available for gifted students in all strength areas at all levels. These are posted on the SJBOCES Gifted website.</p> <p>Programming is tied to ALP goals and aligned with the students' strength and interest areas. Delivery of services is dependent upon staffing, available resources, and need. Training is available to all districts in differentiation for gifted learners, as well as in programming options that meet the needs of high abilities learners (ie: cluster grouping, the Depth and Complexity Framework, anchor activities, acceleration).</p> <p>During regional gifted network meetings, training and collaboration related to the social and emotional needs of high abilities learners is provided. Resources and ideas are widely shared around the region, as our SJBOCES gifted team is collaborative and knowledgeable.</p> <p>The majority of the BOCES member districts offer AP and advanced coursework and/or content and whole grade acceleration (determined using the Iowa Acceleration Scale). ALPs include post-secondary options as available, including concurrent enrollment. These are outlined in the programming documents described above.</p> <p>Districts use MTSS or RtI teams to problem-solve with families and students when underachievement or motivational issues are observed in gifted learners.</p>	<p>Programming is an improvement area for San Juan BOCES.</p> <ol style="list-style-type: none"> 1. Districts will update and post their programming options each year on the SJBOCES website, and make them available to families and gifted students. It is suggested that options are also posted on district websites. 2. The AU Coordinator will review the programming options annually with district administrators and gifted personnel to determine next steps to improve programming options for gifted learners. 3. Additional elements of focus include support and development of affective programming, differentiated instruction and methods, and AP or pre-college placement support. The AU Gifted Coordinator will coach district-level coordinators in how to guide general education teachers in understanding instructional strategies specific to gifted learners. 4. At the beginning of the 2023 school year, each district will create a plan for monitoring effectiveness of academic and affective programming. This plan will be updated and reviewed annually in the fall.
---	--	--

<p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child's ALP or ICAP. To be considered in an ALP, the AU shall consider the student's need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>		
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>All districts write individual UIPs. Guidance related to gifted student populations and targets has been shared and is continually offered by the GERC and the AU Coordinator. Currently, every district in the AU includes convergent or divergent gifted education data and goals in their UIP.</p> <p>Gifted staff have been offered training in how to monitor and measure affective goals, and student perception data is reviewed annually.</p> <p>Disaggregated data is shared with CDE as required. In addition, demographic data is closely analyzed and shared with multiple stakeholder groups annually. This data informs identification and assessment practices and is a clear area of focus.</p> <p>Program evaluation in the SJBOCES is ongoing, and feedback is gathered from stakeholders each year. The updated CPP, Early Access (EA) plan, collaborative budget and previous CGER Report are posted on the SJBOCES Gifted website.</p> <p>Program evaluation procedures and progress are shared with district superintendents through SJBOCES Superintendent Accountability Committee, and with district administrators by the AU Coordinator. Gifted education is included in all SJBOCES newsletters, professional development, and staff updates.</p>	<p>Evaluation and Accountability is an improvement area for San Juan BOCES.</p> <ol style="list-style-type: none"> 1. The AU Coordinator and the district gifted personnel will collaborate on a plan to collect stakeholder feedback and to inform families about ongoing program evaluation. This includes sharing the new GEM report with superintendents and school boards upon receipt. 2. The updated GEM report will be posted on the SJBOCES website. 3. The SJBOCES Executive Director, GERC and AU Coordinator will work in collaboration with district administrators to inform educators and boards about ongoing program evaluation. 4. As mentioned above, each district will create a plan for monitoring effectiveness of academic and affective programming, as well as sharing results with stakeholders.

<p>Personnel 12.02(2)(j) 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>San Juan BOCES has a half-time Gifted Education Coordinator with an advanced degree and endorsement in gifted education. The AU Coordinator is responsible for managing the program plan and coordinating professional learning to build capacity in district personnel to provide instruction and services to gifted learners. SJBOCES submits an application annually for the USQP grant.</p> <p>Districts in SJBOCES employ and/or designate personnel responsible for gifted education. The AU Coordinator/GERC provides support, professional learning and periodic network meetings in order to increase capacity and leadership among district gifted personnel and regular education staff.</p> <p>The AU provided multiple opportunities for regional educators, including those in an induction program, to attend PD relating to the instruction, programming and counseling for gifted students. This includes, but is not limited to gifted characteristics and needs, advanced instructional strategies, differentiated instruction, affective needs, culturally and linguistically diverse gifted learners, and twice exceptionality.</p> <p>The SWW GERC offers a scholarship to offset the costs for any currently employed gifted personnel pursuing their master's degrees or endorsement in gifted ed.</p> <p>Each member district ensures that highly qualified teachers are providing instruction to gifted learners. No paraprofessionals are sole instructional providers for gifted learners, nor are they funded by state gifted monies.</p>	<p>1. The GERC/AU Coordinator will work with district leadership and gifted staff to increase opportunities for general educators to access professional learning related to gifted education. This includes in person training, online courses, hybrid courses, staff meetings, and email updates.</p>
--	--	---

<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 programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>	<p>The AU Gifted Coordinator monitors and reports on the Gifted Education budget each year. The AU Finance Director works collaboratively with the Gifted Coordinator to manage the State Gifted Education ECEA Budget and other monies designated for gifted education, such as the USQP Grant Budget.</p> <p>The budgets for the ECEA 3150 monies, the GERC grant, and the USQP grant are collaboratively developed and align with ECEA rule regarding acceptable use.</p> <p>The AU Coordinator communicates regularly with district personnel regarding acceptable uses for state gifted funds which the AU flows through to districts following a reimbursement model. In addition, the AU Gifted Coordinator and Finance Director meet quarterly to review reimbursement requests from district-level staff.</p>	<p>Continue current practices.</p>
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain. X Yes</p>	

12.		
-----	--	--

<p>Procedures for Disagreement 12.06</p> <p>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 appeals process begins when a student, parent or guardian is not satisfied with the decision of the team in planning the student's educational programming or when determining need for gifted education services. This process involves the reconsideration of any of the assessment processes, body of evidence data, or programming for gifted and talented services.</p> <p>Each district has their own policy regarding disagreements and it is required to be posted publicly. Should a district require resolution at the SJBOCES level, the process is posted on the SJBOCES Gifted website under the "Appeals Process, Dispute Resolution" tab.</p> <p>To increase transparency, districts are encouraged to include a dispute resolution process on all communications with parents regarding gifted student screening, identification and programming.</p>	
---	--	--

Early Access 12.02(2)(l)

If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.

You may check "no" if your AU does not offer early access.

No, our AU does not offer early access.

If your AU does offer early access, please select the box below which applies.

AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.

AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.