



Administrative Unit

Administrative Unit name: San Luis Valley BOCES - 64153	Region: Southwest-East	
Name of Executive Director: Nita McAullife Name of Lead District Gifted Education Director: Cheryl Franklin-Rohr	Email: cfranklin-rohr@slvboces.org	
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Number of Districts within Administrative Unit:	
Member District	Superintendent Name
Alamosa	Robert Alejo
Centennial	Lance Northey
Center	Chris Vance
Creede	Lis Richard
Del Norte	Chris Burr
Moffat	Christina Larson
Monte Vista	Robert Webb
Mountain Valley	Travis Garoutte
North Conejos	Curt Wilson
Sanford	Kevin Edgar
Sangre de Cristo	Brady Stagner
Sargent	Greg Slover
Sierra Grande	Darren Edgar
South Conejos	Emma Martinez

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication



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. Most districts either have posted the SLV Gifted Identification Handbook or have a link from the member districts to SLV BOCES webpage. 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. Districts use a variety of ways to communicate to parents including; 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. Twice a year, there are Creative Exploration Days for students and during the program, SLV BOCES is hosting a meeting for parents to ask questions or share concerns. One district has a parent advisory group that is very active. In some districts, the 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. Many districts support transition ALP meetings between grade levels and buildings with teachers, students and parents in order to plan for student's needs at different educational levels.

High school counselors or teachers provide information about concurrent enrollment opportunities to parents and students when class schedules are created. Many districts hold meetings to explain concurrent enrollment options to parents of high school students.

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.

Targets:

1. By January 2018, ensure the AU website has current information and resources and districts' websites have information about gifted education or a have link to the AU site.
2. By January 2018, ensure that the SLV Gifted Identification Handbook is updated and posted on the SLV BOCES website.
3. By May 2018, SLV BOCES will host a meeting for parents to ask questions or share concerns while their student is participating at the Creative Exploration Day.



4. By September 2019, create and communicate ways to educate parents and families in all member districts about giftedness, involvement in gifted education, and what programming options are available to match student strengths and challenges.
5. By January 2020, each district will create a brochure to post on their website to share information about gifted programming opportunities that are available.

Definition of “Gifted Student”

SLV BOCES has adopted the most recent state definition of "gifted student". This definition is stated on the SLV BOCES website as well as the 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.

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:

- general intellectual ability
- specific academic aptitude
- creative, productive thinking
- leadership abilities
- visual arts, performing arts, musical or psycho-motor abilities

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.

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

SLV BOCES follows CDE guidelines for gifted identification and these guidelines have been accepted by all 14 member districts.

In order to ensure that each district follows these guidelines, professional development was provided to Gifted District Coordinators at network meetings over the last two years. 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 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, using 95th percentile and/or an exceptional/distinguished rating as qualifying criteria.
- All of the districts use nationally normed state and local achievement data (PARCC, CMAS, NWEA MAPS, STAR, and Galileo); and normed reference observation scales such as GES-3 and SIGS.



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- 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.
 - Districts continue to gather additional evidence on students who scores range between the 85 and the 94th percentile on the CogAT 7 and/or NNAT3 and place them in the Talent Pool.
 - 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.
 - Not meeting criteria on a single assessment does not prevent further consideration for identification.
 - All districts will transfer a student's body of evidence for identification and any exiting ALP to the student's new district.

Most 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. When appropriate, ELL students may take the Non Verbal 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. Most 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/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 teachers and school staff, parents and the students themselves and the identification process begins within 30 days of the referral.

The Gifted District Coordinators have been working during network meetings over the last year to identify a cohesive identification procedure for the talent areas and will be implementing this process during the 2017-2018 school year.

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. When new students transfer into our member districts, the student's ALP is reviewed within 45 days and parent are contacted with 60 days. When there is a lack of data/evidence, former districts and parents are contacted and student may be re-evaluated. All schools in the member districts will have a place on the registration form that will ask for information about prior gifted identification.

SLV BOCES recognizes that the English Language Learners, Free/Reduced Lunch and minority groups are underrepresented in our region. For this reason, five of our member districts are participating in the Right For Rural (R4R) Javits grant and are using the Depth and Complexity Framework to address this concern. As part of the Right For Rural training, each of these districts have peer facilitators and a coach who work with their teachers to share the instructional programming using Depth and Complexity, as well as resources related to identification of under-represented populations. Of the five districts involved, four of the five districts have increased the percent of gifted students in their districts. Of the remaining district, the numbers remain the same, but the Gifted District Coordinator is much more aware of the identification process and is actively working to increase the number of identified students.

Targets:

1. By October 2017, all districts will be instructed to begin collecting referrals for identification in music, arts and drama to implement the identification process in these areas.
2. By December 2017, all districts in the AU will use the following tools for identification:
 - CogAT 7
 - NNAT 3
 - K-BIT 2,



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- Kingore Observation Inventory (KOI),
 - Scales for Identifying Gifted Students (SIGS) including the parent form which has a Spanish equivalent and
 - Gifted Education Scale 3 (GES-3)
3. By January 2018, before the CogAT test is given at 2nd grade, all students will have the opportunity to complete the practice test. After universal grade level screenings are given at the 2nd grade and at middle school level, the Gifted District Coordinator will review the results with educators to explain the scores. Then, the Gifted District Coordinator will collaborate with educators to collect a body of evidence for any student who scored in the 95% on any section of the CogAT or NNAT. Any student who scored in the 85% to the 94% may be placed on a talent pool list and receive programming that will grow his/her strengths.
 4. By March 2018, the SLV Gifted Identification Plan will be updated to include all components of ECEA Rules for identification procedures, including the talent areas. This plan will be submitted to Superintendents Advisory Council (SAC) and adopted by all district superintendents within the AU and will be posted on the SLV BOCES website. Professional development will be provided to all Gifted District Coordinators to ensure that they have access to this document and will be made aware of the updates that were made.
 5. By March 2018, an appropriate referral form (that is culturally sensitive and language appropriate) will be identified and it will be available for all districts to share with parents who are interested in referring their student for gifted assessment. This referral form will be posted on the SLV BOCES website under parent resources.
 6. By Spring 2018, all Gifted District Coordinators will receive additional professional development regarding the gifted identification process, including the updated information about the talent areas. Any district coordinator who misses this training will receive follow-up from the SLV BOCES Gifted Coordinator.
 7. By Fall 2018, Gifted District Coordinators will refine the identification process in the talent areas and fully implement identification in all talent areas.
 8. From 2017 to 2020, the AU will continue to identify relevant community resources to collaborate with, in both the identification of gifted learners and programming.
 9. From 2017 to 2020, SLV BOCES will continue to use identification processes to identify students from underrepresented populations, including the KOI and the Depth and Complexity Framework.
 10. From 2017 to 2020, SLV BOCES will emphasize correct coding for identified gifted students to ensure consistent reporting to CDE.

Advanced Learning Plan Content, Procedures and Responsibilities

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. In 2016-2017, a CDE representative provided a full day professional development to representatives from each of the member districts. Any Gifted District Coordinator who did not attend this training has support and guidance from the SLV BOCES Gifted Coordinator to complete this task.

Content:

With the passing of the updated Exceptional Children's Education ACT (ECEA) Rules for ALP content, procedures and responsibilities, CDE provided support materials to be used as guidance in creating



ALPs. An ALP will be developed each year for every identified gifted student and the BOCES Gifted Coordinator will be following up with Gifted Coordinators of each member district to ensure that this happens. Parents are also notified that the ALP is being developed. Each ALP includes a student profile and standards-aligned achievement goals that are developed for student's strength area(s). Additionally, each ALP will have an affective goal that reflects the development of personal, social, communication, leadership, and/or cultural competency and this goal will be 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.

Target:

1. By December 2017, each Gifted District Coordinator will collaborate with the student and his/her classroom teacher and or school counselors to create affective and/or career goals that are matched to student's needs and interests.
2. By January 2018, each district will identify the resources and personnel to implement and monitor this affective and/or career goal.
3. By Spring 2018, professional development will be provided to all Gifted District Coordinators on the creation of ALP goals that are aligned to standards and are used to drive programming for students in their strength areas.
4. From 2017-2020, SLV BOCES will continue to refine standards-based and affective goals to meet ECCA rules.

Procedures and Responsibilities:

The districts finalize ALP goals at or before the fall parent-teacher conferences. At a minimum, most member district progress monitor the goals mid-year and share this information with parents at parent-teacher conferences. 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.

Parents collaboratively participate in goal development and evidence is demonstrated in the ALP. The ALPs are housed in the Alpine Achievement System and are transferred between grades and school levels. There is a space on the ALP to document the progress toward goals for both academic and affective areas.

The BOCES Gifted Coordinator will provide ongoing on-site support and guidance with ALPs as needed. Developing standards aligned ALPS was the focus of the 2016-2017 network meetings and will continue to be a part of the network meetings in 2017-2018.

Target:

1. By December 2017, the SLV Gifted Coordinator will review a random sample of AU ALPs to ensure that the ALPs have standards-based goals as well as appropriate affective goals. Then, quarterly, the SLV Gifted Coordinator will conference with any district with non-compliant ALPs to ensure that the goals are being updated to follow guidelines. All District Gifted Coordinators will receive instruction around progress-monitoring and appropriate follow-up will be provided.
2. By May, Creede SD will adopt the Enrich platform and will receive support from CDE to utilize this system.
3. By September 2018, all Gifted District Coordinators will review the process to create standards-based goals for ALPs.



4. From 2017 to 201, the SLV BOCES Gifted Coordinator will continue to review academic and affective goals to provide on-going support.

Programming

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.

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. 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/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 able students participate, including: 3D Printing, Robotics, Mythology, Drama, and River Watch.

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. 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. Art 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.

In member districts, affective programming for gifted learners is provided through a collaborative effort between gifted coordinators, school counselors, school psychologists and classroom teachers. When a gifted student is underachieving, RtI/MTSS is used to address this issue.

Professional development is offered to all BOCES teachers through many pathways. The SLV BOCES GERC provides professional development four times a year at network meetings; concentrating on



how to ensure that student programming and instruction align with the students' area(s) of identification and interest based on student's data. Some teachers participate in the online modules for gifted learners and twice-exceptional online classes sponsored by CDE, and the Gifted Coordinator for SLV BOCES provides additional professional development using e-Tips created by the Colorado Academy for Educators of Gifted, Talented and Creative (CAEGTC).

The major focus of professional development in SLV BOCES in the last two years has been the Depth and Complexity Framework in order to increase rigor in the regular classroom. Five of the member districts are involved in the Right For Rural Javits grant and have peer facilitators who share this training at the district level, as well as ways to implement these strategies at the classroom level. Four R4R Peer Facilitators also offered a Level 1 Depth and Complexity for the other nine districts to attend and 56 teachers attended. In the 2017-2018 school year, at least one more district will receive professional development in the Level 1A Depth & Complexity and other options will be provided for additional districts. Level 2A Depth and Complexity professional development is being offered for BOCES teachers in February, 2018. Level 3 Part 1 Depth and Complexity will be offered to R4R teachers in January 2018.

Targets:

1. By December 2017, each district will identify what supplemental learning opportunities, aligned to standards, are available in their district to meet the needs of their identified gifted students and Talent Pool students during the school day. Possible opportunities will include, but are not limited to: Project-Based learning, mentorships, independent projects, advanced coursework, and concurrent enrollment. This information will be shared with the SLV BOCES Gifted Coordinator.
2. By September 2018, the AU will research what online and distance learning opportunities are currently available for gifted learners in all districts. These opportunities will be posted on the SLV BOCES gifted webpage.
3. By May 2018, the AU will sponsor at least two advanced learning opportunities and affective interactions with like intellectual peers.
4. From 2017 to 2020, the District Gifted Coordinators will identify what supplemental learning opportunities, aligned to standards, are available in their district to meet the needs of their identified gifted students and Talent Pool students during the school day.

Evaluation and Accountability Procedures

Each spring, all of the districts in the AU are required to submit data to indicate whether or not a student made growth. At the present time, a variety of methods across districts are being used to monitor student growth including NWEA MAPS, STAR or Galileo. 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 PARCC/CMAS, PSAT and SAT testing and have a high participation rate.

Of the 14 member districts, three districts wrote a Gifted UIP Addendum for identified gifted students and one wrote a Gifted UIP Addendum for their talent pool. These were not correctly submitted and do not display in CDE's Schoolview.

Of the remaining districts, three additional districts should have written a Gifted UIP Addendum, but did not. The remaining districts are on schedule to submit UIPs in 2018.

The AU utilizes Alpine Achievement Systems to disaggregate gifted education data. At the BOCES level, the Gifted Coordinator uses the PARCC and CMAS data provided by CDE to assist in informing instruction and programming.



When looking at PAARC data from the last two years, these are the trends:

1. In ELA, the scores from PARCC 2015 to 2016. indicate a decline in student achievement in all of the sub-groups. The initial data from PARCC 2017 indicates an improvement in student achievement in most sub-groups.
2. In Math, the scores from PARCC 2015 to 2016. indicate growth in 7 out of the 11 subgroups, gifted high school students are still under performing at the exceeded level.

Targets:

1. By November 2017, the most current information about gifted education as expressed in the UIP will be shared with the SLV BOCES Coordinator detailing what goals were met in the achievement and affective goal areas for identified gifted students.
2. By April, 2018, the SLV BOCES Gifted Coordinator will develop a process to ensure all member districts submit a Gifted UIP Addendum coinciding with the district's UIP submission requirements and will share this process with the superintendents.
3. By April 2018, the SLV BOCES will implement progress monitoring procedures to check the affective growth of identified students related to their ALP goals.
4. By May 2018, District Gifted Coordinators will utilize data to progress monitor student achievement and growth (i.e. UIP gifted education addendum) and share this information with the SLV BOCES Gifted Coordinator.
5. By September 2018, the SLV BOCES will identify the root cause for the low student achievement in reading and math, and will identify solutions to address this concern.
6. By September 2018, the SLV BOCES will identify discrepancies regarding the data of under served populations and once established, set goals and monitor these regularly for growth.
7. During the years 2018 to 2020, SLV BOCES will monitor established processes and student data to ensure student growth and success.
8. A standard survey will be distributed by BOCES and administered in all districts from the following stakeholder groups: parents, administrators, students, teachers and District Gifted Coordinators.

Personnel

San Luis BOCES employs a half-time endorsed Gifted Coordinator to coordinate the AU gifted program and to provide support, guidance, and gifted education professional development to all member districts. 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 six educators in the member districts who have a gifted endorsement, with one person working on a MA in gifted as well. 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. Para professionals are not funded with gifted grant funds and are not sole instructional providers.



The SLV BOCES Gifted Guideline for Referral and Gifted Determination Process Handbook was created to increase the sustainability of the gifted program in each district and to ensure consistency among districts. Additional links to other CDE support resources are easily accessed by coordinators on the SLV BOCES gifted web page.

Five districts are involved in the Right 4 Rural Grant and are in Year 3 of this Javits Project. All of these districts have a peer facilitator who have completed the TOT for Depth & Complexity and are mentoring teachers in their district to implement these strategies. The GERC provides support and coaching to these individuals as well as participating teachers in these districts.

There is a moderate yearly turnover rate of gifted coordinators. Each year the SLV BOCES Gifted Coordinator and GERC provide additional support throughout the year. There is a professional development component at each network meeting and other professional development, (e.g.; KOI, Depth and Complexity Framework, meeting the social-emotional needs of gifted learners, and twice-exceptional) and are offered throughout the year.

SLV BOCES and the GERC have co-sponsored several professional development opportunities in the last few years, such as presentations by Richard Cash, Jim DeLisle, and Carolyn Coil. 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. In the Fall of 2017, Lisa VanGemert visited our AU and presented to both parents and teachers.

Target:

1. By October, the SLV GERC will provide a Level 1A training to a district that did not attend the DCF professional development last year.
2. By December 2017, peer facilitators from R4R Javits Grant will attend a Level 3 TOT Depth and Complexity professional development in order to provide ongoing professional development for their school districts.
3. By December 2017, The SLV GERC will provide two half-day trainings on how to use the KOI to identify characteristics of gifted learners.
4. In January 2018, the CDE facilitators from R4R will provide a Level 3 Depth & Complexity training to all five Right for Rural districts.
5. In February, 2018, a Level 2A training of Depth and Complexity will be presented for teachers from the other nine districts who have attended a Level 1 DCF in the last year.
6. By May 2018, SLV Gifted Coordinator will meet with representatives from Adams State University to discuss what classes they can provide to teachers to complete a Gifted Endorsement and/or coursework to further teacher's ability to meet the needs of gifted learners.
7. By May 2018, based on the data from the Gifted Addendum from districts' UIP as well as PARCC data (2017) for identified gifted learners in SLV BOCES, the Gifted Coordinator will identify areas of need and plan for appropriate professional development for the school year 2018-2019.
8. In the year 2018-2019, professional development about rigorous tiered classroom instruction will be provided to classroom teachers.
9. During the school years 2018-2020, the individuals involved in R4R Training of Trainers (TOT) will extend DCF to other schools in their districts and other member districts. The SLV BOCES Gifted Coordinator will provide additional support to provide additional professional development for DCF Level 1, 2, or 3 as needed.
10. Yearly, the SLV BOCES Coordinator will offer professional development around differentiated instruction to all member districts.

Budget



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.

Targets:

1. By Spring 2018, all districts will receive professional development about collaborative budget practices and transparent budgeting with appropriate stakeholder groups. They will also receive clarification of how to indicate district matching funds on their budget sheets.
2. By Fall, 2018, AU and district contributions to the gifted program in the state budget reports will be included.
3. From 2017 to 2020, the SLV BOCES Gifted Coordinator will emphasize the collaborative budget practices and transparent budgeting with appropriate stakeholder groups.

Reports

San Luis BOCES does not write a UIP gifted Addendum for all member districts; it asks each member district to look at the data for their gifted students and write their own Addendum to meet their individual needs. Some of the districts do not have any identified gifted students and therefore did not include this information with their own UIP. The BOCES Gifted Coordinator will work with Superintendents from the member districts to ensure that they submit a Gifted UIP Addendum coinciding with their own district's UIP submission requirements.

The AU has a budget proposal on file at CDE and accurate records for the data pipeline annual reporting of gifted education are adhered to.

Target:

The AU will develop and implement a process to ensure all member districts submit a Gifted UIP Addendum coinciding with the district's UIP submission requirements from 2017 to 2020.

Record Keeping

The member districts have a business manager who reports gifted education expenditures at the district level. The BOCES Gifted Coordinator works with the BOCES Business Manager to compile these budgets into one to be submitted by the due date. Individual districts keep financial records in accordance with principles of governmental accounting. Member districts keep their own inventory of all materials and resources purchased with gifted funds. SLV BOCES also keeps an inventory of equipment purchased with gifted funds.



ALPs and other identifiable records are kept in students' cumulative files or are kept electronically and are destroyed following an ongoing schedule established by each member district.

Target: From 2017 - 2020, the AU will continue to maintain an inventory of all equipment purchased by the member districts.

Procedures for Disagreements

The Administrative Unit (AU) has a written plan for disagreements. The procedures are found in the Guidelines for Referral and Gifted Determination Process link found on the AU website. It has been revised since the last Colorado-Gifted Education Review (C-GER) to include identification, programming . The current procedure does not designate personnel to be involved at each step and is not posted for ease of access by stakeholders.

Target:

By May 2018, the AU will implement, the dispute procedure that includes a clear timeline for decisions, designates personnel to be involved and will posted on the SLV BOCES for easy access by all stakeholders.

Monitoring

SLV BOCES follows state rules and federal laws regarding the gifted education program plan, and identification of and programming for gifted students. The AU monitors annual and comprehensive plans, and annual enrollment and performance reports. The AU participated in the CGER process in May 2017 and has submitted an improvement plan to correct the three areas of non-compliance that were considered to be the most critical.

Target:

1. During October 2017 to October 2018, the SLV BOCES Gifted Coordinator will develop and implement follow-up activities to correct areas on non-compliance and will collect artifacts that demonstrate this work.
2. During 2017 to 2020, the SLV BOCES Gifted Coordinator will develop and implement follow-up activities to address all components of the Comprehensive Program Plan and will collect artifacts that demonstrate this work.