



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Centennial BOCES		Fiscal Year: FY 2020-2021
AU Address 2020 Clubhouse Drive		
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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>If the AU plans to shift practices over the next five 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>-Parents, students, and community members are informed about access to identification procedures through a variety of sources. A gifted education brochure is located on each district’s website and includes the vision of the district, definition of gifted, information regarding identification, programming, and personnel. A gifted education handbook for parents is also linked on their website.</p> <p>-Parents, students, and community members are educated about giftedness or parenting gifted students through informational nights to provide information about identification, characteristics of gifted, programming options, social emotional needs of gifted, and more. All information is translated as needed and requested by individual districts. Resources are available for staff, students, and parents to check out at the CBOCES office in Greeley. Districts share specific information about their gifted program on their website as well as in their brochure and handbook. The AU maintains a gifted website with open access to all district members. The web and stakeholders including district personnel, parents, students and community members. The website is http://ncgtau.weebly.com/ Information about involvement and progress reporting is shared with parents</p>	

and students via the website, brochure, and reviewed during the ALP conference. Progress monitoring is done on an on-going basis to support ALP goals, which are monitored by the gifted teacher, content area teacher, and gifted student.

-There are several parent sessions that CBOCES supports regionally to educate parents and families about giftedness or parenting of gifted students. Speakers have included Jim Delisle, Jenny Hecht, and Ian Byrd, to name a few. In addition, many schools have a gifted session at their back-to-school night to highlight the gifted programming at their school. These are some of the ways that parents and families may participate in the school community.

-Programming options are available to match student strengths and challenges. These options vary depending on the district, but include flexible grouping, cross-grade grouping, cluster grouping, online courses, curriculum compacting, subject-based acceleration, grade-based acceleration, content extension, as well as pre-assessment, acceleration and monitoring, advanced/honors courses, supplemental curriculum, concurrent enrollment options, and advanced placement courses.

-Information about concurrent enrollment is shared by the principal, counselor, and/or gifted teacher as an option for students needing more variety in course selection, advanced courses, and more.

-Students are involved in college and career planning at the high school level and work on tying together their ICAP and ALP.

	<p>-Communication is primarily shared in both English and Spanish, but can be translated as needed.</p> <p>-The variety of events targeted toward gifted students are shared by the building principal and/or designated GT teacher or liaison. This person is also responsible for knowing the process of gifted identification, communicating the process to students, parents, and community members, as well as assisting the school with matters related to compliance with state law around gifted education.</p>	
<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>The AU definition is the same as the definition of 'gifted student' specified in section 12.01(16) of Rules.</p> <p>"Gifted and talented children" means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under four who are gifted may also be provided with early childhood special educational services.</p> <p>Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, 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> <ul style="list-style-type: none"> ● General or specific intellectual ability ● Specific academic aptitude ● Creative or productive thinking 	

	<ul style="list-style-type: none"> • Leadership abilities • Visual arts, performing arts, musical or psychomotor abilities <p>The state definition serves as the basis for the implementation of all other program plan elements by guiding available programming for all identified areas.</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 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>-CBOCES Gifted AU has procedures that have been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted in one or more areas. Using the state guidelines, each district team reviews the body of evidence and makes an identification determination. A determination letter is sent home and placed in school files describing the review team decision. For students who qualify based on the state guidelines, a meeting with all stakeholders is scheduled to write the initial ALP.</p> <p>-Students who demonstrate certain markers, but not enough body of evidence will be placed on talent pool list. They may receive gifted services and support as available, but will not be formally identified until a sufficient body of evidence is established. The district team continues to review additional data as available.</p> <p>-All districts in our AU screen students to ensure equal and equitable access. This is done through the use of the Cognitive Abilities Screener (CogAT) as a universal screener given to every second grade student. Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests. These processes along</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>with nominations yield a list of nominees based on 85%-tile or above, from which GT teachers begin the GATHERING BODY OF EVIDENCE process.</p> <p>-All stakeholders (parents, teachers, counselors, community members and students) are invited to nominate a student they view as potentially gifted. Nomination forms are found in each district's parent and staff handbooks. Parents are contacted within 30 days after a referral to discuss a determination of formal identification, continued collection of assessment data, or talent pool designation.</p> <p>-A student's body of evidence is reviewed by a district team that includes at least one individual who is trained in ID protocols. The AU uses the state guidelines to inform the decision making process and assure portability of identified students (for each category of giftedness, 95th percentile or above on a standardized nationally normed test or observation tool, or a rating performance assessment that indicates an exceptional/distinguished rating are used as criteria for determining exceptionality).</p> <p>-Because a body of evidence is used, students are not denied services or identified on the basis of performance on any single criteria or instrument. Rather, those evaluating the data are looking for <i>sufficient evidence</i> of exceptional talent or ability to warrant special programming or services. This review is an <i>ongoing process</i>, and a student is not formally identified until a sufficient body of evidence is collected. Gifted identification recognizes and delineates exceptional strengths and potential in learners so that</p>	
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	<p>appropriate instructional accommodations and modifications can be provided.</p> <p>-Collection of data for a body of evidence (BOE) 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(s) according to the definition of gifted students, and also determines appropriate programming services. A body of evidence may consist of cognitive tests, creativity tests, achievement tests, behavior observation scales, and performance evaluations such as a juried performance, contest/competitor, portfolios, or classroom performance.</p> <p>-Districts in CBOCES AU use the Torrance Test of Creative Thinking and the Profile of Creative Abilities as their primary creativity tests. In addition, districts primarily use the Gifted Evaluation Scale (GES) to assess gifted behaviors. There are opportunities for parents and educators to complete behavioral checklists.</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>-The AU uses the state guidelines to inform the decision making process and assure portability of identified students (for each category of giftedness, 95th percentile or above on a standardized nationally normed test or observation tool, or a rating performance assessment that indicates an exceptional/distinguished rating are used as criteria for determining exceptionality).</p> <p>-Because a body of evidence is used, students are not denied services or</p>	

	<p>identified on the basis of performance on any single criteria or instrument. Rather, those evaluating the data are looking for <i>sufficient evidence</i> of exceptional talent or ability to warrant special programming or services. This review is an <i>ongoing process</i>, and a student is not formally identified until a sufficient body of evidence is collected. Gifted identification recognizes and delineates exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided</p> <p>-Students who demonstrate certain markers, but not enough body of evidence will be placed on talent pool list. These students may not have scored in the 95th percentile or higher; however, they may receive gifted services and support as available but will not be formally identified until a sufficient body of evidence is established. The district team continues to review additional data as available.</p>	
<p>Identification Portability 12.02(2)(e) 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>-All Districts in the CBOCES AU use state rules for identifying students to ensure portability. Students who transfer to any of our districts with an identification that meets state guidelines are immediately added to our GT rosters and parents are notified via email, letter, or phone call. A new ALP is created with appropriate programming options.</p> <p>-When the body of evidence is incomplete, the GT liaison/teacher/coordinator gathers additional data towards meeting state guidelines for identification. Previous schools and districts might be contacted to</p>	

	<p>determine if eligible data was used that was not recorded on the ALP.</p> <p>-For students leaving a district and for portability purposes, each school in the AU is responsible for transferring the body of evidence, usually via mail to the new school, in the student's file. School personnel will contact the school for questions about the contents in the body of evidence of if more information is needed for incoming students or students transferring to another school.</p> <p>-The receiving school has 45 days from enrollment to review the ALP and determine programming options and 60 days to make contact with the parents.</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>-The ALP templates/systems used in our AU are standards-based and those creating and managing the ALPs have been trained accordingly. For those districts not using Alpine, Naviance, or Infinite Campus, a template with all state requirements of the ALP is provided and can be accessed by district gifted personnel. Each ALP includes both profile information and a working section with a current standards-based academic/talent goal and affective goal.</p> <p>-Advanced Learning Plans (ALPs) are created for every gifted student according to that student's strength area/s, interests, and instructional and affective needs. Each advanced learning plan consists of at least one standards-based goal for each identified area of giftedness, an affective goal, student profile section including identification testing results, interests, accommodations, and service structures. For secondary students, most districts in the AU blend the ALP and the ICAP and include gifted achievement and</p>	

affective goals in planning for post-secondary readiness.

-Each ALP is reviewed/re-written/updated within the first trimester of school for returning GT students to accommodate for goal attainment, the changing needs and interests of students, changing schedules, and programming available at each building. Goals are written to include supplemental and/or intensive programming, opportunities for extensions and expanded opportunities, and differentiated instruction. Parents are notified via email invitation or letter sent home about the ALP review or creation. During this review, the student profile may be updated if needed. The gifted student, teacher/s, parent/s work collaboratively and are actively involved in creating the ALP academic/talent goals that are SMART-specific, measurable, attainable, relevant, and timely. The SMART goals are written so they align with tiered classroom instruction. (in section below)The teacher in the content area, GT staff, parent/s, and the student also participate in creation of an affective goal that reflects development of personal, social, communication, leadership, and/or cultural competency.

-Progress reporting is done during conferences as well as throughout the school year. This involves the gifted student, teacher/s, parent/s, and gifted coordinator. As stated below, classroom teachers not only support the goals, but also progress monitor students toward achieving their goals. Progress reports align 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> <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>-An ALP is created for every gifted student according to their student's strength area/s, interests, and instructional and affective needs. Each advanced learning plan consists of at least one standards-based goal for each identified area of giftedness, an affective goal, interests, accommodations, and service structures. ALPs are reviewed and updated within the first trimester of school for returning GT students.</p> <p>-The gifted student, teacher/s, parent/s are actively involved in creating the ALP goals that are SMART- specific, measurable, attainable, relevant, and timely. The SMART goals are written so they align with tiered classroom instruction and supplementation or intensive programming.</p> <p>-The teacher in the content area, parent/s, and the student participate in creation of affective goals that reflect development of personal, social, communication, leadership, and/or cultural competency and standards-aligned achievement goals with support of the parent/s and GT staff. In addition, the teacher in the content area and the student work collaboratively to design academic goal/s with support of the parent/s.</p> <p>-Classroom teachers not only support the goals, but also progress monitor students toward achieving their goals. Progress reports align with the district's schedule for parent reporting and/or conferences. Most districts in the AU blend the ALP into the ICAP and include gifted achievement and affective goals. There is evidence of parent engagement noted by their signature on the ALP. Progress monitoring</p>	
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	<p>is done year around and reporting results aligns with the district's schedule for parent reporting and/or conferences.</p> <p>-Classroom/content teacher/s, parent/s, and gifted staff not only create and support the goals, but also progress monitor students toward achieving their goals. Students are active participants in the creation, implementation, and monitoring of their own goals as age appropriate.</p> <p>-Plans are written and typically stored in Alpine Achievement or Infinite Campus, depending on the district. They are part of the student's cumulative education record. Copies are available to school personnel and copies of the ALP are also sent home to parents. Procedures are in place in each district for transitioning documents between grade levels, building levels and via portability should the student move.</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>-Programming options are available to match student strengths and challenges. These options vary depending on the district and/or school, but include flexible grouping, differentiation, depth and complexity, cross-grade grouping, cluster grouping, online courses, curriculum compacting, subject-based acceleration, grade-based acceleration, content extension, as well as pre-assessment, acceleration and monitoring, advanced/honors courses, supplemental curriculum, concurrent enrollment options, and advanced placement courses.</p> <p>-The programming components, options and strategies address the educational needs of gifted students and are matched with the gifted student's area of identification and interests as indicated in</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>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>the ALP. The diversity of the content options as well as pre-collegiate and/or pre-AP support and courses vary by district/school. Since the 10 districts in the GTAU are rural districts, it is important that post-secondary and concurrent enrollment options continue to exist and be promoted. Online courses are a popular option, but it is not uncommon for gifted students to drive an hour or more away to attend classes at AIMS Community College, Front Range Community College, University of Northern Colorado, Morgan Community College, or Colorado State University.</p> <p>-The structure of programming and delivery varies depending on the level of school. Most common at the elementary level are classrooms with flexible grouping and cluster grouping whereas at the middle and high school level it is more common to see classrooms with cross-grade grouping, advanced and AP courses, as well as online courses.</p> <p>-Additional programming is offered as enrichment for both identified gifted students and those students in the talent pool. Some of these enrichment opportunities include Destination Imagination, Shark Tank presentations to an authentic audience, an annual AU collaborative science discovery day, Camp Invention, Robotics, and Morgan-Washington Bi-County Science and Engineering Fair, to name a few. Students attend a variety of field trips that include, but are not limited to, the Colorado Symphony, Denver Museum of Art and Science, Winter Park Music Festival, Colorado State Science and Engineering Fair, and more.</p>	
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	<p>-The gifted coordinator at the AU offers courses during June at the JET (June Educator Trainings) that are solely focused on differentiation, depth and complexity, and tiered instruction to enhance classroom teacher's programming skills.</p> <p>-Affective and guidance support is facilitated by small groups (ie: lunch bunch for gifted students) by the gifted teacher and/or school counselor. Social-emotional professional development opportunities are also available for parents, teachers, and students (SENG Training, Ian Byrd and Jim Delisle educator trainings and parent nights). These opportunities are shared at the AU's monthly gifted meeting and then these opportunities are taken back to districts and shared accordingly. Interest inventories are given to students to gather information for the ALP.</p> <p>-Programming is articulated across grade levels at the beginning of the year when the GT coordinator/teacher shares programming that is in place for identified students. Programming varies depending on the district and the identified gifted students.</p> <p>-When a gifted student is underachieving, the problem solving team (MTSS) at each school meets to identify root causes and offer suggestions on how to engage the underachieving student.</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</p>	<p>-Gifted student achievement and growth data are disaggregated for reporting and sharing within our AU.</p> <p>-Gifted student performance is monitored and measured annually. The most common student performance data</p>	

<p>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>that is reviewed is state test data, formative assessment data, and scores from common assessments.</p> <p>-Affective growth is monitored and measured throughout the school year via conversations with students, rubrics, journals, and students' self-reflections.</p> <p>-Assessment data is reviewed and analyzed to look for trends and areas of improvement. Based on what the individual district's data shows, each district determines a target area(s) for gifted students. Districts are provided support by CBOCES in data analysis and creation of their individual GT targets which will be incorporated in their district's UIP.</p> <p>-CBOCES conducted a large-scale survey of stakeholders on GT programming both in 2014 and 2018. That data indicated that stakeholders (administrators, teachers, parents and students) were aware of and satisfied with the GT program at their schools. Districts gain insight and feedback from their GT stakeholders in a variety of ways including data from surveys, interactions via conferences, email, and phone calls, as well as gifted informational nights.</p> <p>-Information regarding program evaluation and student accountability is discussed and shared at the monthly gifted AU meeting. The gifted coordinator for the AU shares demographic and student performance data for each district and as an AU. Individual districts determine how to disseminate that information back to their stakeholders. Some ways that districts share this information are school</p>	
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	<p>board presentations, website, newsletter, and communicating it verbally to teachers, students, and parents in faculty meetings, accountability meetings, etc. The GTAU coordinator annually presents on the gifted program to BOCES superintendents.</p>	
<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>-The AU funds a .5 FTE gifted coordinator who holds an endorsement in gifted. This individual is responsible for the management of the program plan, gifted education professional development, all gifted trainings, supporting the 10 districts in the GTAU, as well as numerous other duties that comprise the role.</p> <p>-At the district level, personnel responsible for providing direct instruction, counseling and coordination of programming for gifted students is the classroom teacher and/or the gifted coordinator. Teachers instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers.</p> <p>-Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers. Individual districts may provide a stipend for teachers taking on the GT role at his/her building or district. There are districts that fund a part-time and/or full-time gifted coordinator in the AU as well as districts that provide a stipend for teachers responsible for gifted.</p> <p>-The AU works in conjunction with the University of Northern Colorado to communicate and recruit teachers for the MA in Gifted program at the university. Emails are sent to the AU's gifted coordinator who shares the university's gifted program information with the districts.</p>	

	<p>-The majority of gifted professional development is conducted by the gifted coordinator for the AU and the Gifted Education Regional Consultant (GERC). All professional development support the improvement and acquisition of knowledge related to the needs of gifted students and UIP targets. Although training needs vary annually, all new GT staff are trained on identification and the creation and management of ALPs. Other GT professional development opportunities throughout the year are available and district personnel are encouraged to attend to further their knowledge base. Annually, during the month of June, a variety of professional development opportunities are available on a wide array of topics including trainings focused solely on teaching gifted students.</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</p>	<p>-Every year an annual budget plan is submitted to the state which reflects both state funding and AU contributing funds. The AU submits an application yearly for the Universal Screener and Personnel Grant on behalf of member districts. Each district in the AU submits a proposed budget to the AU in the spring for the following school year.</p> <p>-Annually, the GTAU member districts hold a collaborative discussion on budget planning for the upcoming year. Flow-through funds are received from the BOCES based on per pupil count. Districts submit end of year budgets for monitoring and are compiled for end of year budget reporting. The gifted coordinator provides guidance on allowable expenditures.</p> <p>-State gifted funds are used to support salary for licensed or endorsed staff that</p>	

<p>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>primarily serve gifted students, professional development for gifted education, program options to support the ALP, as well as materials to support gifted programming. There are no districts in the AU using state funds for administrative costs. Expenditures are limited for equipment, administrative (accounting) costs, and technology.</p> <p>-Our AU contracts with Poudre School District for identification services in the talent areas.</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 Financial Policies and Procedures Handbook.</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 12.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</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 procedures for resolving disagreement with parents/guardians, or students in regard to identification, programming, and ALPs to include: Method to express issues and concerns; Means to discuss disagreements in a timely manner; Notice of the decision giving rise to the dispute; Opportunity to be heard before decision is implemented; Procedures are posted for access to all stakeholders are listed below</p>	

and found in each district's gifted parent handbook as well as on the CBOCES Gifted Education website located at <http://ncgtau.weebly.com/>

Procedures for Disagreements:

1. It is the intent of the District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding Gifted and Talented identification and services should be brought first to the Gifted and Talented teacher or counselor at your child's school. Students are encouraged to talk with the Gifted and Talented teacher or counselor to address any questions, issues, or concerns Parents/guardians are invited to contact the Gifted and Talented Parent Liaison for assistance with advocacy. The Gifted and Talented teacher will work with parents and students to resolve any questions, issues, or concerns by students or parents/guardians.
2. If the student and/or parents/guardians are not satisfied with the response by the Gifted and Talented teacher, they should then contact the building principal. Through collaboration with the student, parents/guardians, and teacher, the principal will resolve the questions, issues, or concerns.
3. If the student and/or parents/guardians are not satisfied with the resolution at the building level, they may contact the School District Gifted and

	<p>Talented Administrator. The Gifted and Talented Administrator will work with all parties to seek a satisfactory resolution.</p> <ol style="list-style-type: none">4. If the student and/or parents/guardians are not satisfied with the resolution by the Gifted and Talented Administrator they may appeal in writing to the director of Elementary Education or Secondary Education overseeing their child's school. The appropriate director of education will review the process and evidence and respond in writing to the parent/guardian within 10 school days.5. If the student and/or parents/guardians are not satisfied with the resolution from the director of education, they may appeal in writing to the Chief Academic Officer. The Chief Academic Officer will review the process and evidence and respond in writing within 10 school days of receiving the letter of appeal.6. If the student or parents/guardians are not satisfied with the resolution from the Chief Academic Officer they may appeal in writing to the superintendent within 10 school days after receiving the deputy superintendent's response. The superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The superintendent's decision is final.	
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<p>Early Access 12.02(2)(f) 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 checked="" 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 type="checkbox"/> AU is following all elements of the Early Access 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>	