



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Pikes Peak BOCES		Fiscal Year: FY 2020
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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>Exceptional Children's Education Act Program Element</p>	<p>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)</p> <p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>The PPBOCES acts as the Administrative Unit of nine member districts: Big Sandy, Calhan, Edison, Elbert, Ellicott, Fremont RE-2, Hanover, Miami-Yoder, and Peyton. Communication is essential within our Pikes Peak BOCES to ensure equitable, comprehensive and transparent professional practices across districts as it relates to the screening, identification, ALP development and educational programming for gifted students.</p> <p>We encourage our families and schools in our Pikes Peak BOCES member districts to collaborate as active partners in improving learning, classroom, district, and state outcomes. Information about gifted education is provided in a variety of print and electronic formats. Pikes Peak BOCES has a website which includes a detailed handbook for teachers, administrators and parents. This handbook includes the Colorado Department of Education definition of gifted and specific areas of giftedness, which include identification procedures and programming options that our districts follow. It also includes contact information for the Pikes Peak BOCES Gifted Education Coordinator, and our member districts gifted education district lead. Parents/Guardians may request a printed version of the handbook in each member district's school.</p> <p>A calendar is placed on the Pikes Peak BOCES website that informs parents, teachers, and students of upcoming events, professional development opportunities, regional meetings, and gifted education conferences. Information about resources for parents, teachers, and students are all posted and revised throughout the year on the user friendly website: http://www.ppboces.org/161/Gifted-Talented</p> <p>The Pikes Peak BOCES Gifted Education Coordinator meets regularly with all the Pikes Peak BOCES member district leads to provide current and updated information pertaining to gifted education and</p>	

communicates with the Pikes Peak BOCES member districts Superintendents to provide information and all current information from our BOCES and CDE that is pertinent to gifted education.

Parent Partnerships

Pikes Peak BOCES provides parents and students with information and support to advocate, communicate, and collaborate in regard to the needs of gifted children. Each district includes parent involvement in the procedure of identification, writing of the ALP (Advanced Learning Plan), and programming options for their child. Parents are encouraged to attend parent workshops and join Pikes Peak Association for Gifted Students (PPAGS) an affiliate of CAGT and become a parent-school partner within their school and region.

The individual districts will continue to encourage opportunities for parents to participate and be involved through their local school community as well as local and state opportunities on presentations and training components. Parents are invited to school to discuss their student's progress and student enrichment opportunities. Parents are encouraged to attend Matchwits competitions and participate in Destination Imagination and Robotics. Mentorships, STEM night, Cool Science activities are some opportunities for parents to be involved and participate within their local school community.

Each of our nine member districts have a district website that includes a link to the gifted education resources in their particular district as well as a link to the PBOCES gifted page. Pikes Peak BOCES member districts inform parents and families about giftedness or parenting gifted students through resources (i.e. upcoming events, parent advocacy groups and conferences) in their own district as well as those found on the website (www.ppboces.org).

The Pikes Peak BOCES districts have individual methods of progress reporting, including Parent-Teacher conferences, ALP meetings, emails, and phone calls.

The Pikes Peak BOCES member districts have the flexibility to provide appropriate programming to meet the individual needs of their gifted students. For example, individual districts will continue to offer targeted differentiated education, gifted student classes, ability-appropriate curriculum, concurrent enrollment options, and individualized college and career planning.

All programming options in each district are available upon request for parents to discuss. An example of one district's process for parent involvement, concurrent enrollment, advanced placement opportunities and ICAP integration is shown below:

- For both Concurrent and AP courses, the student's grades and test scores are reviewed to determine potential candidates.
- Staff meet with each student regarding ICAP goals and alignment with courses and interests. Once confirmed, parents are contacted and informed and a meeting scheduled. Expectations and program requirements are reviewed and the student and parent sign a contract regarding expectations and performance in each course.
- For College and Career planning; every student from 6th through 12th grade completes ICAP through College in Colorado accounts. Our counselor provides training sessions for our teachers

	<p>and students complete the assigned ICAP requirements during our ‘Advisory’ window which is approximately 30 minutes per day. We also have student complete goals and dreams during this window – analyze and compare with individual student ICAP’s.</p> <ul style="list-style-type: none"> • At least one college night/fair in which students 8th through 12th grade attend on site. • College visits are encouraged, and college field trips arranged for 10th through 12th grade. • Military personnel set up stations during our lunches throughout the year and • We organize several presentations ie: FAFSA, ‘Life after College’, Transitioning from HS, etc. Our counselor works with every student on credit checks and college/career goals. • Follow up with all gifted students as well as their Advisory teacher is provided. <p>In order to ensure that communication occurs in the primary language of the students and parents, member districts will continue to provide a teacher/translator and use Google Translate when appropriate.</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>“Gifted Children” means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e., twice-exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</p> <ul style="list-style-type: none"> • General intellectual ability. • Specific academic aptitude in Reading, Writing, Mathematics, Science, Social Studies and/or World Language • Specific Talent Aptitude in Creative or productive thinking, Leadership abilities, Visual arts, performing arts, musical or psychomotor abilities. <p>Pikes Peak BOCES supports each of the nine member districts in planning for identification in each of the areas of giftedness.</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</p>	<p>Efforts to refer and identify students for gifted identification will be made at each grade level. Pikes Peak BOCES member districts use a variety of sources and multiple criteria for identification purposes. Colorado Department of Education rules state, “Any program that involves the participation of gifted children must use comprehensive and multiple methods for identifying and assessing the needs of those children. No child shall be denied participation in a program on the basis of a single criterion.” Pikes Peak BOCES believes that every student considered for gifted programming will have a Body of Evidence (BOE) that will support gifted education programming. Pikes Peak BOCES member districts understand that outstanding abilities are present in students from all cultural groups and across all economic strata. Students shall receive gifted programming congruent with their identified needs.</p> <p>Pikes Peak BOCES member districts will continue to monitor the identification process of all students from all cultural groups and across all economic strata in all areas of giftedness.</p>	

assessment. The AU identification procedures shall include, but need not be limited to:

12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;

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;

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;

12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionalism 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;

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;

12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;

Gifted Education Review Team

Each district in the Pikes Peak BOCES will establish a team to gather and analyze data; these teams may consist of the gifted education district lead, building administrator, gifted building facilitator, classroom teacher(s) and others. The make-up of this group may change depending on the student(s) who are being considered.

Partnership with Parents

Parents provide valuable insight into their child's strengths, abilities and interests. Parent involvement is essential during the referral process by sharing important information to the body of evidence. This will include; participating in an interview, completing an observation inventory, and collaborating in the development of the student's Advanced Learning Plan. Each of the Pikes Peak BOCES member districts will have a parent and family communication process in place to notify parents of the identification procedures.

Each district will send a notification to parents whether a child does or does not meet criteria for gifted identification or receive talent pool designation within a 30 school day period after a referral is initiated.

Referral Process

A student referral may be initiated by a parent/guardian, staff member, counselor, school psychologist, or self-nomination.

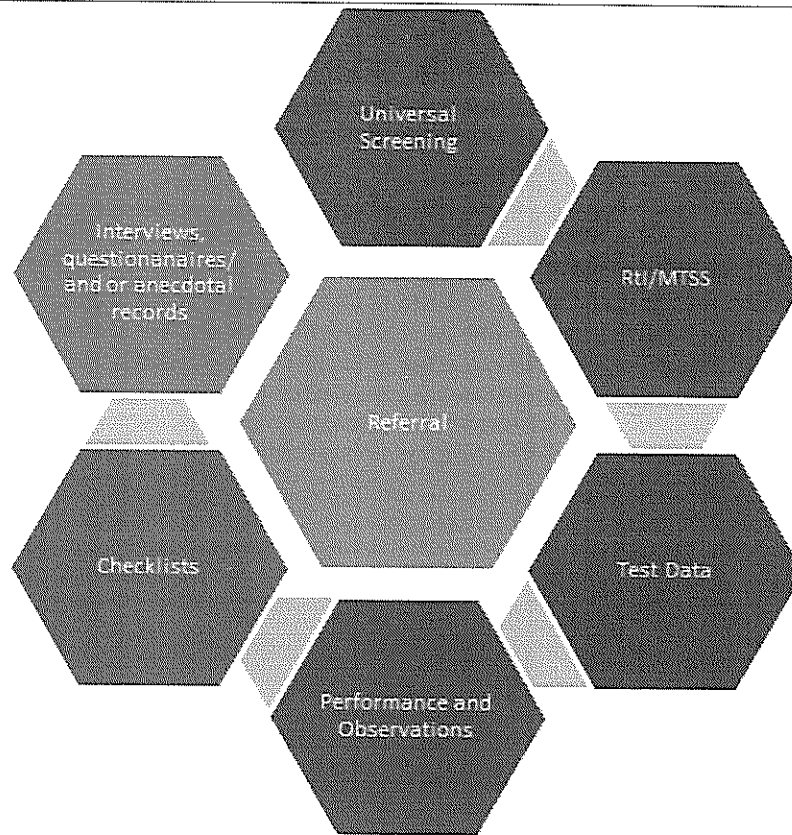
A student may be referred for consideration using multiple points of data based on any of the following:

1. Student products of high quality
2. Evidence of outstanding performance
3. Evidence of high ability, as determined by use of differentiated characteristics checklist
4. Standardized group achievement test scores in the 95th percentile
5. Standardized aptitude test scores in the 95th percentile
6. Behavior/Characteristics

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.

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

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.



Pikes Peak BOCES member districts use a variety of types and sources when seeking referrals for conducting identification assessment because our member districts understand that not all gifted students demonstrate the same profile of potential and/or ability.

Universal Screening

All Pikes Peak Member Districts administer the full battery CogAT as a screener in grades Second and Sixth during the first quarter of each school year. Any new students that have not been universally screened in the districts will also be screened at that time. Those students scoring in the 95%tile on the CogAT will be identified as general intellectually gifted with efforts made to move identification to specific academic aptitude.

Identification Process

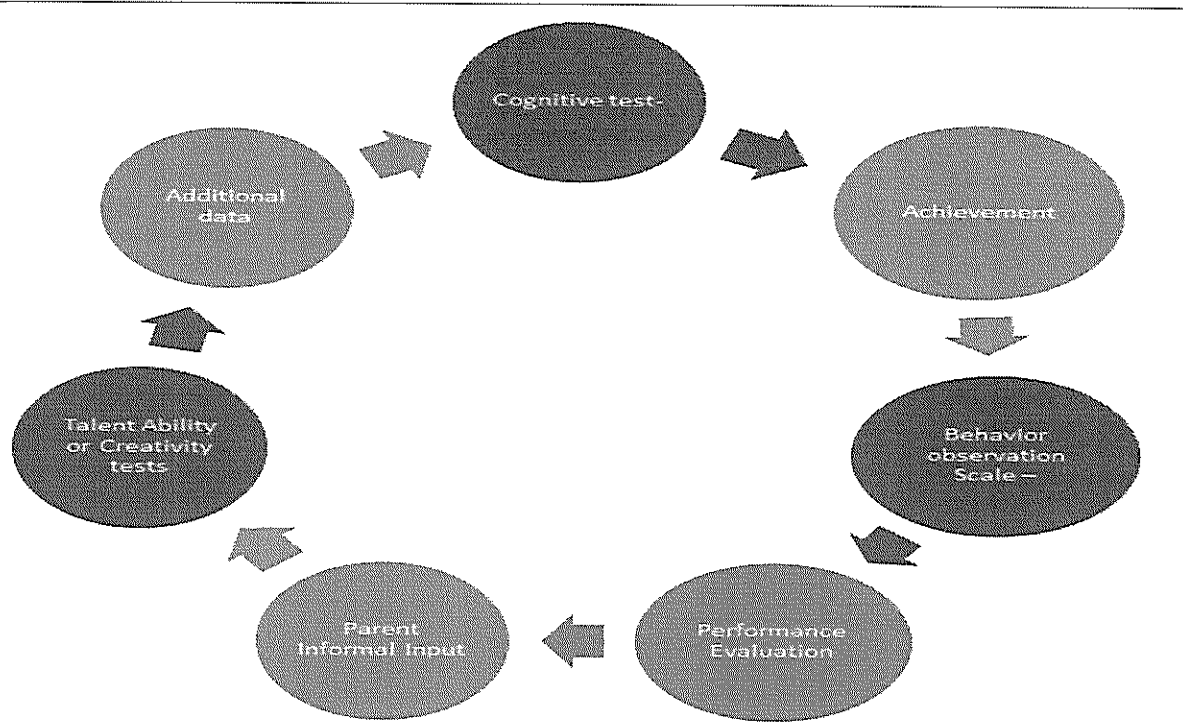
Multiple pathways are used to formally identify students for gifted identification and programming

	<p>A student that has been referred and meets one or more of the requirements listed above will be placed into the Gifted Screening Pool of the district and the formal identification procedure begins.</p> <p>Review Teams and BOE</p> <p>Each district in the Pikes Pike BOCES will establish a Review Team to gather a Body of Evidence (BOE). The Pikes Peak BOCES member district's review team provides opportunity for input from all teachers working with the students and the students' parents.</p> <p>The review team examines the body of evidence and may make one or more of the following determinations:</p> <ul style="list-style-type: none">• Move to formal gifted identification• Identify student for a talent pool• Select new tools to collect additional data• Determine data does not support identification at this time• Determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice exceptional students) <p>Body of Evidence</p> <p>The review team will collect a Body of Evidence (BOE) that will include, but not limited to, assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about cognitive and achievement ability, performance, parent and teacher input, motivation and observations of gifted characteristics and behaviors).</p> <p>The BOE contains the data to identify the strength area(s) according to the definition of gifted children, and also determines appropriate programming services.</p>	
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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 exceptional/distinguished compared to age mates.

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.

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.



Criteria to meet formal identification

- Aptitude - (Examples; CogAT, NNAT) 95%tile and above
- Achievement - (Examples; PARCC, NWEA) Exceeded level and/or 95%tile and above
- Demonstrated Performance-Student performance with supporting data, grades, performance in class
- Normed Behavioral/Characteristics- (Examples; SIGs) evidence of ability as indicated on a characteristics checklist

Assessments

Assessment is the process of gathering information using appropriate tests, instruments and techniques. The purpose of assessment is to gather information to guide the decision-making process for gifted identification and focuses on research-based assessment practices to ensure multiple pathways to identification are available.

Assessment means methods, tools and data collected as a body of evidence (BOE) for use in identification and programming. [C.R.S.22-20-202(5)]

	<p>Cognitive Tests or Ability Tests</p> <p>Cognitive Ability Tests</p> <p>Assessment data from cognitive ability tests are designed to measure a student’s general intellectual ability.</p> <ul style="list-style-type: none"> • Pikes Peak BOCES member districts use the full battery CogAT to gather the data necessary for identification. The CogAT measures a student’s general intellectual ability. The CogAT is divided into three batteries: Verbal, Quantitative, and Nonverbal. • <u>Criteria for the body of evidence is the student scoring 95th percentile or higher.</u> <p>Creativity Test</p> <p>Assessment data from standardized, normed–referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity.</p> <ul style="list-style-type: none"> • Pikes Peak BOCES member districts use the Profile of Creative Abilities (PCA), norm-referenced creativity tests. • <u>Criteria for the body of evidence is the student scoring 95th percentile or above.</u> <p>Achievement Tests</p> <p>Assessment data from standardized, criterion-and- normed referenced tests are utilized to determine if a student demonstrates gifted ability in a specific academic area. Specific academic areas include reading, writing, math, science, social studies, and world language. Specific talent aptitude areas include visual arts, performing arts, music and dance.</p> <ul style="list-style-type: none"> • Pikes Peak BOCES districts may use NWEA, or alternative achievement tests to determine advanced academic competence. • Specific academic and talent aptitude is demonstrated by a student scoring <u>at the advanced/distinguished level on criterion-referenced achievement tests and/or above 95th percentile and/or above the 95th percentile on norm-referenced achievement tests.</u> <p>Behavioral Observation Scales</p> <p>Pikes Peak BOCES member districts may use quantitative (norm-referenced) or qualitative (rubric, observation, performance, checklist, interview) measures to collect behavioral data. At present, the Pikes Peak BOCES member districts use the SIGS (Scales for Identifying Gifted Students) as a norm-referenced rating scale that is designed to assist school districts in the identification of students as gifted.</p> <p>Pikes Peak BOCES member districts may also choose to use observation scales that have been quite successful in recognizing students with potential from under-represented populations. The Kingore</p>	
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	<p>Observation Inventory is one such example, however, the data collected from the KOI may provide valuable information for the student profile but is not used as qualifying data for identification.</p> <p>Performance Evaluation</p> <p>Gifted ability is often <u>not</u> measured on a specific assessment, but rather demonstrated through some type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:</p> <ul style="list-style-type: none"> • Juried Performance: Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. As example of such a performance would be a student selected for a statewide choral group or debate team. • Contest/Competition: Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition. • Portfolio: Over time some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advance/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification. An available and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student’s art work throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists. • Classroom Performance: Classroom teachers are often critical in providing qualitative data about a student’s performance within the classroom. As the curriculum experts, teachers can identify those students working above their same-age peers. Evidence of above grade-level performance builds a student’s profile. An example of this might be a fourth-grade student who has already demonstrated mastery of fourth and fifth grade math standards and has successfully completed all the pre-algebra modules from an online math program. Advanced classroom performance must be measured through examples of above grade-level work. Earning an “A” in a class does not necessarily indicate exceptional performance. Grades lack standardization and are influenced significantly by students' motivation, classroom behavior, personal appearance and study habits. Further, teachers’ knowledge of students’ IQ scores, income, SES, area of residence, and family structure contribute to stereotypes by teachers that are frequently characterized by low and negative expectations (Ford, 2013). 	
<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</p>	<p>The Exceptional Children’s Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. This concept is referred to as “portability.”</p> <p>Portability means that a student’s identification in one or more categories of giftedness transfer to any district in the state. When a student moves, the district must transfer the body of evidence for identification</p>	

<p>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>and the ALP with student records. A review of the transferred student's ALP must take place within 45 school days of the start date to determine programming options. If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with the former district, parent, and student and re-evaluate the identification. Gifted programming must continue according to the receiving district's programming options.</p> <ul style="list-style-type: none"> • Pikes Peak BOCES member districts will have a process to notify the appropriate gifted educator in a district of a newly enrolled gifted student. • All Pikes Peak BOCES member districts shall have identification processes that are aligned to the identification procedures defined by the Colorado Department of Education. <p>Military Compact</p> <p>The compact states:</p> <p><i>The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like program in the sending state. Such programs include but are not limited to 1) gifted and talented programs, and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluation to ensure appropriate placement of the student.</i></p> <p>The steps for portability are:</p> <ul style="list-style-type: none"> • AU alignment with statewide identification procedures • Transfer Body of Evidence and Advanced Learning Plan (ALP) • Review of ALP within 45 days • Request of additional BOE if needed • Communication with parents within 60 days 	
<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>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. ALP's for 9 member districts are housed in a district supported data base. Student profile information will be included in all ALP's. All ALP's will include an affective needs goal which will be addressed/monitored by the district gifted education lead. Annual reviews of existing ALP's will include a discussion about the benefits of an affective goal and the team will add a goal in the process of updating the ALP as they deem appropriate.</p> <p>Outcomes shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for students. Outcomes will also 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 Individual Career and Academic Plan (ICAP) which includes achievement and affective goals. A record of gifted education programming services, options, and strategies utilized with individual students shall be made part of the student's record and shall be considered in educational planning and decision-making concerning subsequent programming for that student.</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>Pikes Peak BOCES member districts will write standards and/or career-interest based ALPs as outlined by the CDE Office of Gifted Education's ALP guidelines. ALP's will be student driven with balanced stakeholder involvement to include parent and teacher input. ALP's will be written in the area of strength. In addition to being involved in the development of the ALP, all stakeholders will sign/respond via email to the ALP to verify engagement.</p> <p>The ALP will be a collaborative document developed and housed in each member district supported data base. The ALP is based on the identified student's educational needs. It will be used as a planning guide for making instructional decisions about materials, programming options, and assessments. The ALP is based upon strengths, interests, learning characteristics, and social-emotional needs for the identified student. The student and parent will be part of the developmental process of this document. The ALP will be used as a tool for monitoring students with outstanding potential in their area of strength. Data for the ALP is collected from regular classroom, district, and state assessments, and/or identified gifted programming options.</p> <p>Progress monitoring will occur quarterly or semester depending on member district policy with progress being reported during the period of conferences on ALP and to parents.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g) 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</p>	<p>Within the confines of their district capability, Pikes Peak BOCES member district ALPS will be developed and implemented under the guidance of the gifted education district lead, counselors, teachers, and administrators at each building. They will continue to be monitored and updated on a regular basis by the gifted education district lead, teachers, and students, and coordinated with student ICAP goals and targets (if applicable). The ALP will be used as a tool for monitoring students with outstanding potential in their area of strength. Data for the ALP is collected from regular classroom, district, and state assessments, and/or identified gifted programming options.</p> <p>The ALP will be reviewed on an ongoing basis with the gifted education district lead and student.</p>	

<p>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>The ALP will be reviewed with parents and the gifted student at least once a year.</p> <p>The ALP is critical in the transition of gifted students from one level of schooling to the next, and from school to school. Districts will create and utilize a within district transition process to ensure students moving from one level to the next are handed off appropriately and identified needs continue to be addressed at the new level</p> <p>The ALP will be reviewed on an ongoing basis with the district gifted lead and student.</p> <p>Each member district has a process for ALP's transferring from one level to the next which will ensure identified need areas continue to be addressed and educational options at the new level explored. The process will, at a minimum, include annual transition meetings for students moving from one building/level to the next with appropriate team members in attendance.</p> <p>Pikes Peak BOCES Gifted Coordinator will provide direct and/or indirect resources as requested by each district to ensure that the Student's ALPs are meaningful, manageable, monitored, and student driven. Each ALP will be developed using a collaborative process to include all stakeholders and will include an affective goal which will be measurable and monitored by the gifted education district lead.</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>The PPBOCES will provide indirect support and advice in all other areas as requested by member districts.</p> <p>The general programming details of the PPBOCES district members are summarized below:</p> <p>Structure, Differentiated Instruction, Affective Guidance, Career and College Planning, Content Options, Leadership, General Cognition</p> <table border="1" data-bbox="535 1356 1690 1494"> <thead> <tr> <th>Programming Area</th> <th>Elementary School</th> <th>Middle School</th> <th>High School</th> </tr> </thead> <tbody> <tr> <td>Structure</td> <td>Flexible grouping</td> <td>Flexible grouping</td> <td>Cross-grade grouping</td> </tr> </tbody> </table>	Programming Area	Elementary School	Middle School	High School	Structure	Flexible grouping	Flexible grouping	Cross-grade grouping	
Programming Area	Elementary School	Middle School	High School							
Structure	Flexible grouping	Flexible grouping	Cross-grade grouping							

<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>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</p>		Cross-grade grouping Resource room	Cross-grade grouping	On-line course AP/CP Course
	Differentiated Instruction	Curriculum Compacting Content Extension Targeted critical thinking skill development Subject-based Acceleration	Curriculum compacting Subject-based Acceleration Targeted critical thinking skill development Content Extension	Targeted critical thinking skill development Subject Acceleration Curriculum Compacting Advanced technology
	Affective Guidance	Respect for individual strengths and needs of peers Cultural competence (Regard for diversity, language) Relationships/social skills	Personal competence (self-awareness, efficacy advocacy) Leadership (decision making, flexibility, commitment, working with others) Cultural competence (Regard for diversity, language)	Emotional intensity Leadership (decision making, flexibility, commitment, working with others) Cultural competence (Regard for diversity, language)
	Career and College Planning	Decision-making Goal Setting Time Management	Personal strengths/interests Decision making Talent search opportunities Advocating with experts	Early career and college exploration Advocating with experts SAT assessment programs Goal setting
	Content Options	Pre-assessment for appropriate instructional level Replacement curriculum Acceleration and monitoring	Pre-assessment for appropriate instructional level Advanced/Honors courses Acceleration and monitoring	Concurrent enrollment options Advanced Placement (AP) Community resources Mentorships/Internships

<p>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>Leadership</p>	<p>Direct instruction in leadership</p> <p>Career day for elementary</p> <p>Student Council leadership</p> <p>Community resources</p>	<p>Direct instruction in leadership</p> <p>Leadership camps/conferences</p> <p>Student Council leadership</p>	<p>Coaching by a recognized leader</p> <p>Leadership camps/conferences</p> <p>Service Learning</p> <p>Executive internship</p>	
	<p>General Cognition</p>	<p>Develop understanding of strengths of executive functioning and ways to express strengths in academic areas</p> <p>Varied choices for product demonstration or evidence of learning</p> <p>Content extensions that apply academic standards within and across disciplines</p> <p>Extended learning opportunities</p>	<p>Develop understanding of strengths of executive functioning and ways to express strengths in academic areas</p> <p>Reasoning tasks that strengthen logic and novelty, the ability to make decisions, evaluate and solve dilemmas</p> <p>Varied choices for product demonstration or evidence of learning</p> <p>Extended learning opportunities</p>	<p>Application of critical thinking applied to academic content tasks and assignments</p> <p>Reasoning tasks that strengthen logic and novelty, the ability to make decisions, evaluate and solve dilemmas</p> <p>Varied choices for product demonstration or evidence of learning</p> <p>Extended learning</p>	
<p>Out of class extension opportunities for gifted students at the Pikes Peak BOCES member districts' level include:</p> <ul style="list-style-type: none"> • Robotics <p>Individual Districts provide the following opportunities form gifted students - several are open to students from all districts:</p> <ul style="list-style-type: none"> • STEM/Technology nights • K-3 LEGO Club • Sea Perch - underwater robotics • Match Wits • Science Clubs • Project Based Learning • Leadership programs/workshops - Boys and Girl State, ACE, Peer Mediation, Mentoring, etc 					

	<ul style="list-style-type: none"> • College Prep • Mentorship with Colorado School for Deaf and Blind <p>Specific programming details are different for each district and may be obtained from the district gifted education lead, Administrators or Superintendents of each district.</p>	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p>	<p>Pikes Peak BOCES member districts within their Unified Improvement Plans have gifted student evaluation and accountability procedures embedded in their UIPs. Each district will continue to monitor and reflect on student data and progress in his/her area of giftedness and evaluate the effectiveness of the targets and goals set for each student. Student plans and programming will be adjusted according to the needs of the student.</p> <p>Pikes Peak BOCES Gifted Education Coordinator will provide support in the writing.</p> <p>Pikes Peak BOCES will provide a survey to all school administrators, teachers, gifted education personnel, parents and students regarding satisfaction with the gifted education programming. Results of the surveys will be used to influence gifted programming for our gifted students.</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>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</p>	<p>The goal of the Pikes Peak BOCES member districts will be to increase the capacity of educators and parents in the knowledge and understanding of gifted programming strategies that will facilitate the development of identified gifted students' area of strength (s), interest (s), affective goals, and special needs.</p> <p>Pikes Peak BOCES fully support professional development for gifted education in the Pikes Peak BOCES member districts. As the AU for the Pikes Peak BOCES member districts we are the financial agent; the funding for gifted programming and identification is administered by the Pikes Peak BOCES. A qualified PPBOCES Gifted Education Coordinator provides support in the development of gifted identification and programming in the nine member districts. The Pikes Peak BOCES Gifted Education Coordinator assists and supports all member districts in developing identification procedures and programming options for gifted students, supporting professional development for all personnel in the districts, providing parent opportunities, and conducting program evaluation.</p> <p>The Pikes Peak BOCES will continue to support the opportunity and resources for all member districts' personnel working with gifted students to become a licensed gifted specialist. We will continue to support all other facilitators in their pursuit to complete a licensure opportunity.</p> <p>There are no para-professionals funded with gifted grant monies or supporting the educational programming of students. The PPBOCES is currently working with local university to support gifted education district leads to pursue and complete endorsement.</p> <p>Pikes Peak BOCES member districts are responsible for ensuring all personnel working directly with gifted students are highly qualified professionals in core academic areas.</p> <p>Classroom teachers, counselors, and district gifted leads are responsible for providing instruction, counseling, and coordination of programming, respectively, for gifted students.</p>	

<p>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>Budget 12.02(2)(k)</p> <p>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>Pikes Peak BOCES is an AU of nine member districts and the fiscal agent for state gifted education funds for the districts. State disbursed monies are deposited in the Pikes Peak BOCES finance office and used for the salary and benefits of a Gifted Education Coordinator, professional development for educators in gifted education, program options to support ALPs, instructional materials, and assessments tools. The annual budget plan for the Pikes Peak BOCES Gifted Education program is submitted annually and reflects the collaborative efforts of our Pikes Peak BOCES member districts and the cost of implementing the program elements and student goals stated in our comprehensive plan. Pikes Peak BOCES details the funding commitment and the appropriate use of these funds for salaries of licensed and endorsed personnel, professional development and training relating to gifted students and their ALPs, programming options and school counseling or affective guidance specific to gifted students and to their ALPs. Materials used in instructional programming for gifted educators and Administrative costs, and technology necessary for the education of gifted students. The PPBOCES does not use any state funds for para-professional support in the educational programming of gifted students or the support of the district level gifted education program.</p> <p>Pikes Peak BOCES has applied and will continue to apply for the Supplemental Grant 3228 to support Identification Screening for all of our Second and Sixth graders and /or a licensed gifted education coordinator.</p>	

<p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>		
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student's cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected</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>and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>Procedures for Disagreement/Grievance Procedure - Identification</p> <p>If a student does not meet the specified criteria for identification and gifted programming services seem warranted, then staff members, the student and/or parents/guardian may submit additional data to the school Gifted Education Review team for additional considerations. The team will consider the following information on which to base decisions for provided gifted programming services:</p> <ul style="list-style-type: none"> • Demonstrated accomplishments • Expert testimony or reports • Outstanding scores on objective tests • Other evidence <p>IF DIFFERENCES BETWEEN AN INDIVIDUAL SCHOOL AND PARENTS/GUARDIANS/STUDENTS CONCERNING IDENTIFICATION, PROGRAMMING AND/OR ALPS CANNOT BE RESOLVED AT THE DISTRICT LEVEL IT MAY BE BROUGHT TO THE AU LEVEL.</p> <p>Procedures for Disagreement/Grievance Procedure - Identification, Programming, ALPs</p> <p>The purpose of this regulation is to establish an orderly process for resolving parent grievances, to promote good relationships, and to provide parents with an opportunity to present their grievances before the administration.</p> <p>The Pikes Peak BOCES believes that every effort should be made to settle grievances as promptly and equitably as possible. Parents are encouraged to take any complaint to the Gifted Education Coordinator as experience has shown that problems can frequently be settled through discussion and common understanding.</p>	

	<p>Students and families are encouraged to submit grievances directly to the AU Gifted Education Lead. We encourage students and/or families to submit any grievances in writing, but you may also file a verbal grievance by calling the Coordinator of Gifted Education at 719-313-8991.</p> <p>All grievances received by Pikes Peak BOCES will be acknowledged and responded to within 2 business days. Every effort will be made to resolve the grievance.</p> <p>All grievances will be investigated by the Coordinator (or designee), with the involvement of any individual associated with the complaint.</p> <p>Every effort will be made to quickly resolve grievances to the satisfaction of both student/families and staff members. A written response will be sent to the individual filing the grievance within 15 business days.</p> <p>If the student or family member is dissatisfied with the results of the investigation by the Coordinator, the student/family member may make a written request that his/her grievance be reviewed by the Pikes Peak BOCES Director of Exceptional Students. The Director of Exceptional Students will provide to the parents a written disposition of the grievance within 7 business days.</p> <p>If the student and/or family member continues to be dissatisfied with the results of the report by the Director of Exceptional Students, he/she may register a written grievance with the Executive Director. The Executive director will provide parents with a disposition of the grievance within 7 business days. The decision of the Executive Director shall be final.</p>	
<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. <input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies. <input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education. <input checked="" 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>	