





# COLORADO

## Department of Education

### Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name <b>Education reEnvisioned BOCES</b>		Fiscal Year: FY <b>2020 - 2021</b>
AU Address <b>430 Beacon Lite Road</b>		
City <b>Monument</b>	State <b>Colorado</b>	Zip Code <b>80132</b>
Gifted Education Director Name <b>Kindra Whitmyre</b>	Telephone <b>720-335-0511</b>	Email Address <b>kindra@edreenvisioned.org</b>
Gifted Education Program Director Signature 		
Superintendent Name <b>Ken Witt</b>	Telephone <b>719-491-3185</b>	Email Address <b>ken@edreenvisioned.org</b>
Superintendent Signature 		

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

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

**Directions:**

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



<p align="center"><b>Exceptional Children’s Education Act Program Element</b></p>	<p align="center"><b>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</b></p>	<p><b>If the AU plans to shift practices over the next five years, use the following to explain:</b></p> <ul style="list-style-type: none"> <li>Describe the specific action steps (activities, strategies) the AU will take</li> <li>Identify the data, policies and procedures, and/or research that supports the specific steps that were selected</li> <li>Identify who is responsible for implementing these actions steps</li> <li>Provide a timeline for implementation with specific benchmarks and dates</li> <li>Identify the measures used to assess the success of the proposed action</li> </ul>
<p><b>Procedures for Parent, Family, and Student Engagement</b> 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 Education reEnvisioned BOCES AU (BOCES) considers parent communication and partnership as essential for our gifted student community. Parents are the key to referring students in areas of specific talent aptitudes, as they know their student better than anyone. Therefore, we distribute consistent communication through our school newsletters, our gifted newsletters and specific news blasts about our gifted program and surveys.</p> <p>Our concurrent enrollment and ASCENT programming are communicated to our parents and students through our school newsletters, our transition coordinator emails, news blasts and our school advisors.</p> <p>Additional communication to our families occurs through our parent support classes, our school accountability committee, our student and parent handbooks, our school goals communication and our parent school surveys.</p>	<p>Our communication processes are reviewed annually after our parent and student surveys have been completed each year. Changes are made based on parent and student satisfaction ratings in the communication area.</p>
<p><b>Definition of “Gifted Student”</b> 12.02(2)(b)</p> <p>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 BOCES adheres to the state of Colorado definition of Gifted. Gifted children mean those persons between the ages of five 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.</p> <p>The State definition is:  “Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socioeconomic 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"> <li><a href="#">General Intellectual Ability</a></li> <li><a href="#">Specific Academic Aptitudes</a></li> </ul>	

	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading</li> <li>• Science</li> <li>• Social Studies</li> <li>• World Languages</li> <li>• Writing</li>   <li>• <a href="#">Specific Talent Aptitudes</a> <ul style="list-style-type: none"> <li>• Creative or Productive Thinking</li> <li>• Dance</li> <li>• Leadership</li> <li>• Music</li> <li>• Performing Arts (theater, speech and debate)</li> <li>• Visual Arts</li> <li>• Psychomotor</li> </ul> </li> </ul>	
<p><b>Identification Procedures 12.02(2)(c)</b>  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 <a href="#">approach</a>, 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>The BOCES identification processes for students that were previously identified are as follows:</p> <ol style="list-style-type: none"> <li>1. During enrollment, each family responds to the gifted questions on the enrollment form.</li> <li>2. Parents that respond positively to one or more of the questions will be contacted to confirm that their student has been identified as gifted.</li> <li>3. Gifted records are specifically requested from the previous school, as sometimes these records do not come with the initial student records.</li> <li>4. The gifted coordinator will then review the records for the previously identified students who have a current Advanced Learning Plan (ALP). Communication to the parents will then occur.</li> <li>5. A meeting will be established with the parents and the educational team to update the ALP and determine opportunities in the area(s) of the student’s giftedness.</li> </ol> <p>The BOCES identification processes for students that were not previously identified area as follows:</p> <ol style="list-style-type: none"> <li>1. Students in the second grade are all given the CogAT assessment, which is our chosen universal screener, at the beginning of each school year.</li> <li>2. Students in grade levels 1, 3, 4, 5 and 6 are also tested with our universal screener based on teacher and parent referrals. Teacher referrals are based on our</li> </ol>	<p>The BOCES would like to continue to expand identification tools especially in the areas of specific talent aptitudes. Professional development for our gifted and talented coordinator in order to create a toolkit for identification will be occurring this year so our processes will be evolving and changing as the year goes on.</p>

<p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>	<p>benchmark assessment, STAR, and other work examples. Upon a parent request, all evidence is reviewed and a determination by the gifted team will be made if further testing is warranted.</p> <ol style="list-style-type: none"> <li>3. Students in the sixth grade are all given the CogAT in the Spring of each year.</li> <li>4. Teachers are sent a talent survey throughout the year and are referring students to the gifted coordinator that have areas of giftedness in talent areas.</li> <li>5. Parents are also sent a talent survey through the year to refer students to the gifted coordinator that have areas of giftedness in the talent areas.</li> <li>6. The gifted coordinator will then review the data and documents that have been collected into a student body of evidence to determine if the student qualifies.</li> <li>7. If the student does qualify, a determination letter is sent to all parents/guardians.</li> <li>8. The student will then be state identified as Gifted and an ALP will be written to provide the student with opportunities in their area(s) of giftedness.</li> </ol>	
<p><b>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</b></p> <p>12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <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 BOCES creates a determination document each year, that has all the students that have tested in the 90 to 94 percentile ranking results on our benchmark assessment, STAR. These students are on the data collection list, in order to determine if the student can be identified as gifted in the future. If a student does not achieve a score of 95 or above on a single assessment, it does not eliminate them further consideration of identification, it steers the gifted team to gather more information on the student.</p> <p>The BOCES schools also survey parents for information on students in the specific talent aptitudes area. Once a survey is received by the gifted team that shows a student has an interest and/or is involved in activities or groups after school, the team will then reach out to the parent and student to gather more information. The gifted team also gathers more information from teachers. As the student body of evidence is created, identification may be considered in the future.</p>	<p>The talent pool will be reviewed by our new school to ensure they are understanding and following this process. They may want to extend this process as the year continues.</p>
<p><b>Identification Portability 12.02(2)(e)</b></p> <p>Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student’s identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p>	<p>The BOCES schools respond to ensure portability requirements, by the implementation of the statewide identification procedures. When a student transfers to a new district, the records are sent to the district requesting the student records upon receipt of a signed request. The student’s educational records, including a student’s cumulative folder, is flagged with</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>the indication that a student has an ALP for the gifted staff at the new school to ensure portability.</p> <p>Students that newly enroll into the BOCES schools are identified as gifted through the records requested and sent to our schools. Each ALP is reviewed within 45 days to determine if it meets the portability requirements of Colorado. If the ALP does meet the Colorado portability requirements, the ALP is reviewed and updated with any changes needed for our online schools. If it does not, then the gifted team determines what assessments possibly need to be proctored. The team will also determine if the student’s body of evidence is complete. The team will move forward to gather evidence in order to make a determination 60 days from enrollment.</p>	
<p><b>Advanced Learning Plan Content 12.02(2)(f)</b>                  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 BOCES schools follow the Colorado Department of Education guidance on ALP completion:  <b>Link to COLORADO Gifted Education ALP Guidance: <i>Writing Standards-aligned Advance Learning Plans produced by the Co Office of Gifted Education (January 2016):</i></b>  <a href="https://www.cde.state.co.us/gt/alpguidance">https://www.cde.state.co.us/gt/alpguidance</a></p> <p>ALPs are created through a collaborative team including the gifted coordinator, parents, students, the gifted teacher(s) and the general education teacher(s). Opportunities for advanced learners are identified through the ALP process and supported through the identified school staff.</p> <p>The BOCES schools have individualized ALPs for all gifted students. The content in our ALPs is as follows:</p> <ul style="list-style-type: none"> <li>• Student, school and district information</li> <li>• Date of plan, personnel involved in the ALP and the contact person</li> <li>• Background information, that includes:                         <ul style="list-style-type: none"> <li>Student profile</li> <li>Test scores and assessment information</li> <li>Extracurricular activities</li> <li>Accommodations</li> </ul> </li> <li>• Gifted Identification</li> <li>• Transcript and/or course information</li> <li>• Body of evidence artifacts</li> <li>• Courses and activities in their area of giftedness</li> <li>• Programming, goals and achievements</li> <li>• Postsecondary planning, if applicable</li> <li>• Parent and family partnership</li> <li>• Summary of action</li> <li>• Progress monitoring notes</li> </ul> <p>ALPs are managed in our Enrich system and added to a student’s cumulative folder. All ALPs are reviewed/checked by the school gifted coordinators,</p>	<p>The ALP content may be changed in the future as the staff learns more about strength-based programming.</p>

<p><b>ALP Procedures and Responsibilities 12.02(2)(g)</b></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>and the gifted director for the BOCES does random checks of ALPs throughout the school year.</p> <p>The BOCES schools focuses on meeting the needs of all learners; this is inclusive of gifted students. As research has shown, the top performing students are often the most difficult population to obtain growth; thus, every gifted student will have an individualized ALP developed for them with parent and student involvement. More importantly, the ALP will have the student’s identified areas of strength, interests, and instructional and social needs listed. In addition, each ALP will be aligned to standards and graduation requirements, and will include a description of the supplemental curriculum, activities, specific strategies, and expansion activities. All goals are written and aligned with tiered classroom instruction, following the process below:</p> <ul style="list-style-type: none"> <li>• If a student is identified as an advanced learner, the Gifted Coordinator begins the process for an Advanced Learner Plan (ALP).</li> <li>• The student, parent, Gifted Coordinator, and teachers will attend a meeting together to complete the ALP:             <ul style="list-style-type: none"> <li>○ Student profile, identified area of giftedness, interests, educational history, and assessment data;</li> <li>○ Measurable, standards-based goals are written based on gifted achievement in an identified area and affective needs;</li> <li>○ For students in high school, post-secondary planning and opportunities are included;</li> </ul> </li> <li>• The Gifted Coordinator will complete the ALP in Enrich.</li> <li>• Evidence of parent/learning coach engagement in the ALP development will be documented in the ALP under Record of Parent Contact and ALP Participants. Additionally, the Parent and Family Partnership section of the ALP will be completed during the initial or annual meeting.</li> <li>• The Gifted Coordinator will send the parent a copy of the document once it is complete.</li> <li>• The Gifted Coordinator, general education teacher, parent and other staff, as appropriate, work in collaboration to provide opportunities and meet the needs of the student as identified on the ALP.</li> <li>• The Gifted Coordinator will schedule another meeting at the end of the year with the student, parent, and teachers to review the ALP and to determine if the student needs were met. In addition, if a student is entering a transition year, the services will be discussed and documented, as appropriate. In addition, transition sessions</li> </ul>	
--	---	--

	<p>with middle school and high school principals are held each Spring.</p> <ul style="list-style-type: none"> <li>ALPs are updated at the beginning of every school year which reflect the goals, activities and opportunities the student has for that year.</li> </ul> <p>Progress monitoring is formally completed monthly throughout the school year to make any needed adjustment to student support, resources, activities and opportunities to ensure the students continues to make adequate growth. Progress monitoring is done through:</p> <ul style="list-style-type: none"> <li>District Assessments</li> <li>State testing</li> <li>Work samples</li> <li>Curriculum work and interim assessments</li> <li>Progress on goals</li> <li>Student/parent input on goal progress</li> <li>Interim assessments</li> <li>Curriculum quizzes, lessons and assessments</li> </ul>	
<p><b>Programming 12.02(2)(h)</b>  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>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>The BOCES philosophy of instruction includes differentiation, flexible pacing, acceleration, advanced content and student opportunities that are aligned with data and matches each student’s strengths and interests, as defined below:</p> <ul style="list-style-type: none"> <li><i>Differentiated Instruction</i> provides students with the best environment for having their academic needs met. Differentiation is the least intrusive instructional strategy as it allows them to learn with their peers in their classroom with work that is at their level.</li> <li><i>Flexible Pacing</i> includes any program in which students are taught material that is appropriately challenging for their ability and allows them to move forward in the curriculum as they master content and skills. For gifted learners, flexible pacing generally means some form of acceleration, accomplished by moving the student up to advanced content or by moving advanced content down to the student. The rate of progress can be varied in either direction. With flexible pacing, all students can progress through school at a pace that provides a steady challenge without crippling frustration or unreasonable pressure.</li> <li><i>Acceleration</i> means matching the level and complexity of the curriculum with the readiness and motivation of the student.</li> <li>Students have access to <i>advanced content</i> when mastery is demonstrated through evaluation data and student work samples.</li> </ul>	

<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>All ALP forms and documents are completed and stored within the Enrich data management program. ALPs are created through a collaborative team including the gifted coordinator, parents, students, gifted teacher(s) and general education teacher(s). Opportunities for advanced learners are identified through the ALP process and supported through the school’s identified staff, and are aligned with the goals in the student’s ALP.</p> <p>Programming is based on identified student strengths, interests and affective needs.</p> <p>Gifted high school students may have the following options:</p> <ul style="list-style-type: none"> <li>• Classrooms with flexible pacing and the ability to work at a faster pace through the course.</li> <li>• Honors level courses</li> <li>• Advanced Placement courses</li> <li>• GT Elective opportunity – course designed for an independent study under the guidance of the GT teacher</li> <li>• Concurrent enrollment courses</li> <li>• Small group instruction with other advanced learners</li> <li>• Extension projects per semester – student choice/proposed</li> <li>• Affective goals are supported by the counselor, school psychologist and/or GT Coordinator, Affective support may include but is not limited to, development of personal, social, communication, leadership, and/or cultural competency</li> <li>• Independent Study</li> <li>• GT book club with other advanced learners with the GT teacher</li> <li>• Internships, mentorships and other postsecondary opportunities</li> <li>• Community/club involvement</li> <li>• Other as defined by student need</li> </ul> <p>Gifted K-8 students may have the following options:</p> <ul style="list-style-type: none"> <li>• Affective goals are supported by the counselor, school psychologist and/or GT Coordinator, affective support may include, but is not limited to, development of personal, social, communication, leadership, and/or cultural competency</li> <li>• Supplemental curriculum may be identified, depending on individual student needs</li> <li>• Flexible course pacing with the ability to work faster through course material</li> <li>• Grade level advancement per team determination</li> <li>• Options to test out of units if the content is already mastered</li> </ul>	
---	---	--



	<ul style="list-style-type: none"> <li>• Potential to earn an “honors” certificate if certain advanced learner criteria are met</li> <li>• Extension projects per semester – student choice/proposed</li> <li>• Attendance at Advanced Learner Classes</li> <li>• GT Elective opportunity – course designed for an independent study under the guidance of the GT teacher.</li> <li>• Small group instruction with other advanced learners</li> <li>• Independent Study</li> <li>• GT book club with other advanced learners with the GT teacher</li> <li>• Other as defined by student need</li> </ul> <p>When a student transitions from elementary school to middle school and middle school to high school, the ALP review at the end of the school year will include staff from both schools to ensure a smooth transition for the student and to ensure that assessment data is current, and progress is updated.</p>	
<p><b>Evaluation and Accountability Procedures 12.02(2)(i)</b> The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>The BOCES schools gifted programs are a part of the Multi-Tiered System of Supports (MTSS). Student needs that are identified as advanced and gifted are identified through our processes just as student areas of struggle and intervention. Twice-exceptional students are also identified through the MTSS process and the students are supported according to the learning plans in place for each student.</p> <p>BOCES school content teachers analyze student evaluation data to identify advanced skills. The content teachers will then collaborate with parents/guardians, students and other content teachers to identify areas of advanced skills. Data reports that show student progress are reviewed. Student data is analyzed throughout the year to identify areas of growth and gaps in our gifted population. Further, students identified for MTSS services have their data reviewed during monthly student meetings to identify services that are needed, and any supports needed, if applicable.</p> <p>The BOCES school gifted coordinators play a pivotal role within the gifted program, but it is also essential to have a team of professionals to serve this population. In addition to a gifted coordinator, each school will have CDE licensed gifted teacher(s), as well as, counselors, and a school psychologist available to provide support students identified as gifted. Gifted coordinator(s) will serve as the manager of the gifted program. The criteria for this position include a current CDE license in gifted education.</p>	

	<p>BOCES school students that enroll with a subject grade promotion will remain on the path of acceleration. If a student tests into the gifted program is eligible for subject acceleration, a collection and review of several pieces of body of evidence will be made by the gifted coordinator, gifted teacher and gifted team for the student. This decision will be made at the beginning of the year.</p> <ul style="list-style-type: none"> <li>• Elementary school subject acceleration procedure for students is that they can assess to the next curriculum at any time. Students can join that grade level's class or they can work at their own pace with support from gifted teacher. Students who finish a grade level early will also be assigned enrichment activities.</li> <li>• Middle and high school subject acceleration procedure is that the students will begin grade acceleration in a specific subject or subjects. Students can join that grade level's class or they can work at their own pace with support from gifted teacher. Students who finish a grade level early will also be assigned enrichment activities.</li> </ul> <p>BOCES schools also have a process for grade promotion for students that have not been identified with this service/programming in prior school years. This process is not based on solely on percentages, numbers of lessons completed, or test scores. Rather, grade promotion is based on a more comprehensive view that includes satisfactory progress in skill and standards development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability. Student body of evidences will exhibit a significant range of achievement in a certain grade or subject. If a student is identified as eligible to grade or subject promotion, then the process as explained above will be followed.</p> <p>A review of each schools gifted program is conducted each year through the BOCES site visit process. The BOCES staff also conduct monthly special program checks, where the gifted processes and student services are randomly reviewed. Feedback is provided to each school along with action plans, if needed. At each school level, the gifted program is reviewed by the school leader and the gifted coordinator as a whole and broken down by each student to analyze the success of each students programming and the student.</p>	
--	---	--

<p><b>Personnel</b> 12.02(2)(j)</p> <p>12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>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 BOCES does ensure our schools are staffed with gifted and talented staff members to instruct, counsel and coordinate programming for gifted students.</p> <p>Our school staff includes a full time Gifted and Talented Coordinator. One full time Gifted and Talented Teacher and 1 part time Gifted and Talented teacher. Our staffing does vary depending on the enrollment at our schools as our enrollment fluctuates from year to year.</p> <p>Our Transition Coordinator also coordinates postsecondary opportunities for students that are at the age where they can participate in concurrent enrollment, ASCENT, internships, mentorships and other opportunities.</p>	<p>School staff changes from year to year depending on the number of gifted students.</p>
<p><b>Budget</b> 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>The BOCES submits an annual budget that outlines the purchases within the gifted and talented department in our schools. The Universal Screening and Highly Qualified Personnel Grant is also completed on a yearly basis that is included in the annual budget. The Gifted and Talented Director's salary at the district level does not come out of either of these funds above, this is funded at the district level.</p> <p>The BOCES passes on the gifted and talented funding along with the grant funding to its schools in order to allow the funds to be used to benefit students at the school level.</p>	

<p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>	<p>The gifted budget is in alignment with the school unified improvement plans in order ensure funds are utilized and equitable in serving our gifted and talented students.</p>	
<p><b>Record Keeping 12.05(1)</b> Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <a href="#">Financial Policies and Procedures Handbook</a>.</p> <p><b>12.05(2) Inventory</b> 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><b>12.05(3) Student Education Records</b> The ALP documents shall be part of the student’s cumulative education record.</p> <p><b>12.05(4) Confidentiality of Student Education Records</b> 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><b>12.05(5) Maintenance and Destruction of Student Education Records</b> 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><b>Procedures for Disagreement 12.06</b> 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 BOCES has a process for resolving conflict that occurs during a disagreement with parents/guardians, students or teachers in the identification process or in the programming for the student. The process is communicated to parents, students and staff at the onset of each gifted meeting, which includes:</p> <ul style="list-style-type: none"> <li>• The parent, student or teacher has a right to appeal the gifted identification recommendation made by the gifted team;</li> <li>• This appeal will start with written notification of what area or areas are in question or disagreement;</li> <li>• The gifted team then reviews the appeal writing documentation and a meeting is established to</li> </ul>	

	<p>review the documentation. The gifted coordinator and the school Principal is in attendance at this meeting.</p> <ul style="list-style-type: none"> <li>• The team, including the parents, students, teacher, gifted coordinator and Principal will discuss the said documentation in order to come to resolution.</li> <li>• A resolution can include a change in the student identification, programming or opportunities for the student. The goal is to meet each students' needs with unique opportunities and strength based programming.</li> <li>• In the event that there is still a disagreement, the Gifted and Talented Director will be called in to review all docs, and meet with the above team to render a decision.</li> </ul>	
<p><b>Early Access 12.02(2)(f)</b>                  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>	