



# COLORADO

## Department of Education

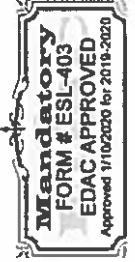
### Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Ute Pass BOCES		Fiscal Year: FY 2020-21	
AU Address 405 El Montic Place			
City Manitou Springs	State CO	Zip Code 80829	
Gifted Education Director Name Marcy Palmer	Telephone 719-685-2640	Email Address mpalmer@upbooces.org	
Gifted Education Program Director Signature <i>Marcy Palmer</i>			
Superintendent Name Discussed at BOCES SAC with 3 member superintendents	Telephone	Email Address	
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 style="text-align: center;"><b>Exceptional Children's Education Act Program Element</b></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"> <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 12.02(2)(a)</b></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>Parent relationships are crucial and a high priority in all 3 districts.</p> <ul style="list-style-type: none"> <li>Parents are first included in the identification process through our MTSS teams in each building or at the individual referral level. Written procedures are posted on all 4 websites outlining the identification criteria and process, with links for additional resources to the CDE website as well. Referral documents for parents, students, and teachers are available on the websites with contact information for each teacher at each building is listed. If referrals originate within the school, parents are sent a letter sharing the process toward gathering a body of evidence for possible identification.</li> <li>Program options, unique to each building/district, are explained through the ALP process and designed to match the student's learning style/preferences and area(s) of giftedness. The ALP document itself guides the team in collecting a body of evidence that identifies students' strengths and needs in their areas of giftedness and affective needs. A wide variety of program options and opportunities are available for all students, and communicated to parents through parent committees, flyers sent home and posted in the schools, course offerings, website, and parent meetings. These programs, as well as individualized supports, are selected and designed by the team(student, teachers, parents) in the ALP process to match the student's strengths, interests, and challenges</li> <li>Concurrent enrollment options are available in all three high schools, and this information is shared with parents through the District/School Accountability Committees, course offering publications, school websites, and the registration process.</li> <li>College and Career Planning occurs for all students during their high school years through</li> </ul>	<p>Parent relationships are crucial and a high priority in all 3 districts.</p> <ul style="list-style-type: none"> <li>Parents are first included in the identification process through our MTSS teams in each building or at the individual referral level. Written procedures are posted on all 4 websites outlining the identification criteria and process, with links for additional resources to the CDE website as well. Referral documents for parents, students, and teachers are available on the websites with contact information for each teacher at each building is listed. If referrals originate within the school, parents are sent a letter sharing the process toward gathering a body of evidence for possible identification.</li> <li>Program options, unique to each building/district, are explained through the ALP process and designed to match the student's learning style/preferences and area(s) of giftedness. The ALP document itself guides the team in collecting a body of evidence that identifies students' strengths and needs in their areas of giftedness and affective needs. A wide variety of program options and opportunities are available for all students, and communicated to parents through parent committees, flyers sent home and posted in the schools, course offerings, website, and parent meetings. These programs, as well as individualized supports, are selected and designed by the team(student, teachers, parents) in the ALP process to match the student's strengths, interests, and challenges</li> <li>Concurrent enrollment options are available in all three high schools, and this information is shared with parents through the District/School Accountability Committees, course offering publications, school websites, and the registration process.</li> <li>College and Career Planning occurs for all students during their high school years through</li> </ul>

	<p>Naviance and planning between school counselors, students, and parents. For gifted students, this information is brought into the annual ALP meetings with parents to ensure students are participating in the right activities and courses to prepare them for their future plans. This information will be used in the ICAP development. Parents are invited to participate in the ICAP process each year through their counselors. In Woodland Park and Manitou Springs, students also participate in an advisory class at least weekly with the GT teacher. College and career planning and progress monitoring occur during these periods. This is written into the students' ALP's and shared with parents in that planning process.</p>	
<p><b>Definition of "Gifted Student" 12.02(2)(b)</b>          12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of "gifted student" specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>The Exceptional Children's Educational Act (ECEA) requires the Ute Pass BOCES, and its member districts (Cripple Creek-Victor, Manitou Springs, Woodland Park) to identify and serve students between the ages of five 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.</p>	
<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 approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p>	<p>The Exceptional Children's Educational Act (ECEA) requires the Ute Pass BOCES, and its member districts (Cripple Creek-Victor, Manitou Springs, Woodland Park) to identify and serve students between the ages of five 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.</p> <p>A student may be identified in one or more of these domains (areas):</p> <p><b>General or Specific Intellectual Ability</b>          Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).</p> <p><b>Specific Academic Aptitude</b>          Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.</p>	

<p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student's ALP.</p> <p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</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 exceptional/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>Identification Portability 12.02(2)(e)</p> <p>Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p>	<p><b>Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes)</b> Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills).</p> <p><b>Creative or Productive</b> Thinking Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products).</p> <p><b>Leadership Abilities</b> Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills, and a sense of responsibility).</p>	<p><a href="http://upboeces.org/departments_and_services/gifted_education">http://upboeces.org/departments and services/gifted education</a> Our Gifted Handbook (link above) is on our BOCES website as well as on each member district's website. It explains the Criteria for determining Giftedness as well as Talent Pool opportunities.</p>	<p><a href="http://upboeces.org/departments_and_services/gifted_education">http://upboeces.org/departments and services/gifted education</a> Our Gifted Handbook (link above) is on our BOCES website as well as on each member district's website. It explains the Portability procedures followed within our member districts.</p>
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	<p><a href="http://upbooces.org/departments_and_services/gifted_education">http://upbooces.org/departments_and_services/gifted_education</a> Our Gifted Handbook (link above) is on our BOCES website as well as on each member district's website.</p> <p>Our ALP content and processes are described within our handbook.</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><b>ALP Procedures and Responsibilities 12.02(2)(g)</b> 12.02(2)(g)(i) 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><a href="http://upbooces.org/departments_and_services/gifted_education">http://upbooces.org/departments_and_services/gifted_education</a> Our Gifted Handbook (link above) is on our BOCES website as well as on each member district's website.</p> <p>Our ALP content and processes are described within our handbook.</p>	

<p>12.02(2)(b)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(b)(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>Programming 12.02(2)(h)</p> <p>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><a href="http://upbooces.org/departments_and_services/gifted_education">http://upbooces.org/departments_and_services/gifted_education</a>                  Our Gifted Handbook (link above) is on our BOCES website as well as on each member district's website.                  Our programming options are described in our Handbook.                  More specific programming options for high school students are provided within each school's website.</p>	

<p>12.02(2)(h)(i)(j) Concurrent enrollment opportunities, if indicated by a gifted child's ALP or ICAP. To be considered in an ALP, the AU shall consider the student's need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>		
<p>Evaluation and Accountability Procedures 12.02(2)(i)</p> <p>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>Each district completes a Unified Improvement Plan that includes targets for gifted students. Unified Improvement plan includes:</p> <ul style="list-style-type: none"> <li>• Timeline to report progress on target</li> <li>• Performance target(s)</li> <li>• Action Plan</li> <li>• Methods by which gifted student performance is monitored and measured for continual learning progress aligned to state accreditation and accountability (performance challenge determined via data analysis)</li> </ul> <p>Methods that measure, monitor, and report continual development and progress are addressed through the annual ALP process and include:</p> <ul style="list-style-type: none"> <li>• A student's affective growth</li> <li>• ALP goal attainment</li> <li>• Student performance – achievement and growth</li> </ul> <p>Program evaluation includes:</p> <ul style="list-style-type: none"> <li>• Periodic feedback and review collected from stakeholders (surveys)</li> <li>• Stakeholders are informed about program evaluation through their GT teachers and newsletters</li> </ul>	
<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>Certified teachers in each of the member districts provide instruction, counseling and other programming to students identified as Gifted and for those included in the talent pool. There is a teacher designated in each of the 11 schools to identify students and implement programming as either all or part of their teaching positions. Professional development in the area of gifted programming is provided by state and local resources. These include monthly local and regional meetings, state conferences, webinars and in-person training by guest speakers provided by regional gifted funds. The program is administered by the BOCES through the Director who meets monthly with GT personnel, attends state and regional meetings, and develops and oversees the implementation of the comprehensive program plan.</p>	

<p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a half-time 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>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>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</p>		<p>The Director collaborates with district and school leadership to expend the state funds on highly qualified certified teachers. The funds are flowed through to each district proportionately to fund these salaries. Each district uses their own general fund dollars to provide these teachers with professional development opportunities, materials and supplies, and supports for student enrichment activities.</p>	
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<p>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><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 <u>Financial Policies and Procedures Handbook</u>.</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><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><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 simply check "yes" if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	<p><a href="http://lupbores.org/departments_and_services/gifted_education">http://lupbores.org/departments_and_services/gifted_education</a></p> <p>Our Gifted Handbook (link above) is on our BOCES website as well as on each member district's website. This Handbook describes the procedures within each district to resolve disagreements through the designated administrators overseeing the program and district.</p>	<p>You may check "no" if your AU does not offer early access.</p> <p><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.</p> <p><input checked="" 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.</p> <p>Please explain in column to the right.</p>
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