



Administrative Unit

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| Administrative Unit name: Boulder RE2, Boulder Valley - 07020 | Region: Metro | |
| Name of Gifted Education Director/Coordinator: Jennifer Barr | Email: jennifer.barr@bvsd.org | |
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Name of Superintendent: Interim: Dr. Cynthia Stevenson

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

Directions:

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

Procedures for Parent, Family and Student Engagement and Communication

AU effectively communicates with stakeholders about identification, planning and programming for gifted students through the following communication methods and means:

- District and school websites, Talented & Gifted (TAG) email list, TAG District Advisory Committee (TAG DAC)
- Direct contact with the Advanced Academic Services Office staff and TAG Teacher Leaders
- Boulder Valley Gifted and Talented Affiliate of the Colorado Association for Gifted and Talented
- Print materials available in multiple languages, including the "TAG Handbook for Families" and "BVSD TAG Programming" brochure
- CAGT Affiliate (BVGT) Partnership (in both English and Spanish) workshops and presentations on giftedness and parenting gifted children
- TAG Focus School (Lafayette Elementary)
- TAG Teachers (Lafayette Elementary, Columbine Elementary)
- TAG Educational Advisors (TEAs) in all schools
- Collaboration among TEAs and school counselors
- School based TAG committees
- School visits by district Director and TAG Instructional Specialist
- District and school-based professional development, including New Educator Orientation



AU engages parents, family and students in gifted education program and processes by:

- Parents/guardian and student participation in ALP review and goal setting conferences
- Student-led and general parent/teacher conferences
- Parent and family coffees and presentations to support parenting of gifted children
- Grade and growth reports from schools to families
- Counseling offices provide support for concurrent enrollment options and post-secondary planning at the middle and high school levels
- Language interpretation available for ALP conferences
- TAG DAC meetings
- BVGT (CAGT Affiliate) meetings
- Discussion groups offered multiple times throughout the year

Future steps to improve procedures for parent, family and student engagement and communication:

- Use the data gathered from the winter, 2017 C-GER to assess communication methods and means
- Invite, encourage and seek out parents and stakeholders from underrepresented groups
- Improve family involvement with ALPs and college and career planning
- Involve families in progress reporting
- Help families better understand programming options that match student strengths and challenges

Future steps to improve procedures for parent, family and student engagement and communication:

Use the data gathered from the winter, 2017 C-GER to assess communication methods and means

Invite, encourage and seek out parents and stakeholders from underrepresented groups

Methods of better informing parents/guardians of what ALPs are and how they can be involved in the process

Definition of “Gifted Student”

Current definition, Board Policy, and Regulations will be rewritten in the fall of 2017 to align to the definition of "gifted student" specified in section 12.01(16) of Rules.

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

Current definition, Board Policy, and Regulations will be rewritten in the fall of 2017 to align to the definition of "gifted student" specified in section 12.01(16) of Rules.

All key requirements listed above will be addressed with specific focus on the following information:

- How students are identified (including criteria)
- Talent pools - what they are and what they mean for families and students
- Portability and timelines



Advanced Learning Plan Content, Procedures and Responsibilities

Current definition, Board Policy, and Regulations will be rewritten in the fall of 2017 to align to the definition of "gifted student" specified in section 12.01(16) of Rules.

All key requirements listed above will be addressed with specific focus on the following information:

- How families are notified about ALP creation
- Elimination of acronyms in communication documents

Procedures and Responsibilities

- The school based Talented and Gifted Educational Advisor (TEA) is responsible for providing parents/guardians with notification of TAG identification or other outcome of the identification process
- Students who are identified as gifted will meet with their TEA (and possibly classroom teacher) and parents/guardians to develop their ALP to ensure a collaborative process
- The TEA is responsible for notifying the student's teachers of the identification and for facilitating the process of the ALP development and informing of parents/guardians
- The TEA works in collaboration with the student and teachers to make adjustments to the ALP as needed
- High quality differentiated instruction is available to all students
- Advanced/accelerated course offerings are available (including AP courses, IB programs, honors courses, Concurrent Enrollment with CU Boulder and Front Range Community College).
- Enrichment activities are provided both at the building and district levels
 - District level enrichment opportunities include:
 - National History Day
 - Corden Pharma Regional Science Fair
 - BVSD Literary Magazine
 - Barnes & Noble Regional Spelling Bee
 - Battle of the Books

Future steps for the AU include:

- Continue supporting TEAs with identification practices
- Training TEAs on writing standards-based ALPs so that they can support teachers
- Provide professional development on specific differentiation strategies such as depth and complexity

Programming

Delivery of Services

At the elementary level:

- Direct, differentiated instruction from classroom teachers
- Enrichment opportunities provided by TEA and classroom teachers and AU
- Advocacy and ALP support provided by TEA and classroom teachers

At the middle level:

- Direct, differentiated instruction from classroom teachers
- Enrichment opportunities provided by TEA and classroom teachers and AU
- Advocacy and ALP support provided by TEA and classroom teachers
- ICAP process provided by school counselors



At the high school level:

- Direct, differentiated instruction from classroom teachers
- Enrichment opportunities provided by the school and AU
- Advocacy and ALP support provided by TEA and school counselors
- ICAP process provided by school counselors

Options for curriculum and instruction

At the elementary level:

- Options for acceleration in subject and grade level
- Differentiated instruction provided by classroom teachers
- IB Programming at Alicia Sanchez elementary and Whittier International Elementary

At the middle level:

- Options for acceleration in subject and grade level
- Differentiated instruction provided by classroom teachers
- Choices of electives/exploratory classes matched to strengths

At the high school level:

- Options for acceleration in subject and grade level
- Differentiated instruction provided by classroom teachers
- Choices of electives/exploratory classes matched to strengths
- AP and IB courses and programs available
- Concurrent Enrollment options

Social-emotional Guidance and Post-Secondary Workforce Readiness Planning

At the elementary level:

- Social-emotional (SE) affective needs discussion groups and classes provided by TEAs and teachers, school social workers and school psychologists
- Post-secondary and Workforce Readiness planning is not explicitly provided

At the middle level:

- Social-emotional (SE) affective needs discussion groups and classes provided by school counselors, TEAs and teachers
- Individual social-emotional (SE) support provided by school counselors and Boulder County's and Broomfield County's Mental Health Partner's prevention/interventionists and TEAs
- Post-secondary and Workforce Readiness planning is provided through ICAP process by school counselors in College in Colorado and related events (i.e. annual Career Days)

At the high school level:

- Social-emotional (SE) affective needs discussion groups and classes provided by school counselors, TEAs and teachers
- Individual social-emotional (SE) support provided by school counselors and Boulder County's and Broomfield County's Mental Health Partner's prevention/interventionists and TEAs
- Post-secondary and Workforce Readiness planning is provided through the ICAP process with school counselors in Naviance

Differentiated instruction that includes acceleration and key instructional strategies from CDE guidelines

At the elementary level:

- Programming developed by student strengths and needs documented in ALP
- Acceleration by grade level or subject
- Cluster grouping
- Curriculum compacting or telescoping
- Multi-age classrooms and grouping and flexible grouping
- Differentiated depth and complexity and pacing



- Independent studies

At the middle level:

- Programming developed by student strengths and needs documented in ALP
- Acceleration by grade level or subject
- Cluster grouping
- Curriculum compacting or telescoping
- Multi-age grouping and flexible grouping
- Differentiated depth and complexity and pacing
- Independent studies
- Honors/advanced courses

At the high school level:

- Programming developed by student strengths and needs documented in ALP
- Acceleration by grade level or subject
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses and programming
- Concurrent Enrollment/college courses
- Cluster grouping
- Curriculum compacting or telescoping
- Multi-age grouping and flexible grouping
- Differentiated depth and complexity and pacing
- Independent studies
- Internships/mentorships
- College and career counseling - ICAP support

The **transition process** for gifted students' grade-to-grade or between schools are facilitated by the AU's Office of Advanced Academic Services. TEAs from each school are brought together for annual transition meetings and vertical articulation, as well as monthly professional development and networking.

In the ALP creation and review processes, discussion of instructional differentiation strategies, explicit critical and creative thinking opportunities and settings, and the acceleration process takes place (see attached BVSDs acceleration policy). This process is coordinated by the TEAs and includes the student, parents/guardians, teachers and other school stakeholders as appropriate to the individual child's unique strengths and needs.

When a student is struggling, the MTSS and Student Support processes within the school will ensure school and family communication, implementation of interventions and progress monitoring.

Future steps for the AU include:

- Use the data and input gathered by the winter, 2017 C-GER team
- Professional development for TEAs and teachers to better implement teaching strategies to support gifted students
- Office of Advanced Academic Services will provide leadership, consultation and support for BVSD efforts to measure and implement SEL practices

Evaluation and Accountability Procedures

Methods and tools used for assessment and evaluation of gifted students' academic performance and growth:

- State mandated assessment data, disaggregated by area(s) of student strength(s)
- ACCESS



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- ACT
 - SAT
 - Reading Plus
 - End-of-year district math assessments
 - Off-level district math assessments

Affective growth is monitored through Advanced Learning Plan or Individual Career and Academic Planning process.

Each school's MTSS team is charged with reviewing and monitoring growth data. From there, specific student needs are addressed with the stakeholders related to that student. In general, as a district, TAG student data is disaggregated to determine growth, gaps in achievement, excellence or demographics at least annually. At the end of this year, we will be using a tool called Vizlab that provides a dashboard model to view student data in one place, so that a more complete view of a student or a demographic group is more easily achieved.

Reporting of TAG student achievement is shared with the TAG DAC annually by the leadership and staff of the Office of Advanced Academic Services. The BVSD Board of Education requests one or more reports annually.

There is not currently a process to evaluate the BVSD TAG program beyond surveys completed by TEAs and the accountability measures that CDE provides. This fall, we updated the TEA Job Description so that the TEA evaluation process is more thorough and true to their role and contributions.

Future steps for the AU include:

- The AU welcomes the feedback from the C-GER in winter, 2017 for feedback in this area.
- Administer a TAG stakeholder survey to gather input from our student, parent and teachers about their perceptions and needs.
- Work with principals so that each TEA is evaluated annually
- Ensure that the UIP process includes alignment with state accreditation

Personnel

Management of the program plan and coordination and delivery of professional learning is a shared responsibility among licensed, endorsed GT personnel including:

- Instructional Director
- Instructional Specialist
- Teacher Leaders (contracted personnel)

Certified and qualified personnel who will be involved in the indirect and direct service delivery of services include:

- GT Endorsed 1.0 FTE Teacher on Special Assignment/TAG Instructional Specialist
- GT Endorsed .5 FTE TAG Teacher/Coordinator at Lafayette Elementary
- .5 FTE TAG Teacher at Columbine Elementary School
- .2 FTE Science Research Seminar teacher/coordinator at New Vista High School
- Science Research Seminar teachers at seven high schools
- Teacher Leaders (contracted personnel)

Core teachers who work with gifted students are, for the most part, neither highly qualified nor endorsed in GT, although most are highly qualified in their area(s) of content.

Paraprofessionals or TAG Tutors (also referred to as TAG Educational Advisors or TEAs) are funded with district FTE, not state GT funds. Their role is to support schools and liaise with the district office, not to provide direct instructional services or programming.



Professional development in gifted education provided or sponsored by the AU includes, but is not limited to:

- Monthly topical collaboration, professional development and networking for TEAs
- School-based study groups
- Professional Learning Pathways open to all BVSD staff)
- BVGT (CAGT Affiliate) partnership presentations and workshops
- TAG Updates for school leadership
- Collaboration with universities and colleges who provide GT Endorsement and degree based coursework

Induction programs include components of serving TAG identified students including:

- Gifted 101
- New Educator Orientation

Future steps for the AU include:

- Use the data and input gathered from the C-GER this upcoming winter, 2017 to guide next steps
- Track TEA retention rates to make a case for an increase in FTE to make the position more viable for endorsed and/or other educators
- Provide job embedded professional development for classroom teachers

Budget

An annual budget plan is submitted to the state and reflects state funding and AU contributing funds.

State funds are used to support:

- Salaries for licensed or endorsed staff that primarily serve gifted students
- Professional development for gifted education
- Program options to support ALPs
- Materials to support gifted programming
- Administrative costs, technology and equipment not to exceed collectively 20% of state funds

Reports

Demographic information of TAG identified students in BVSD for 15-16:

of TAG students at elementary level - 1,068

of TAG students at K-8s - 342

of TAG students at middle level - 988

of TAG students at high school level - 1,656

of TAG students at charter schools - 557

of TAG students at online schools - 14

% of students identified TAG - 15%

TAG count by Gender - male 2065 (44.53%), female 2571 (55.47%)

TAG count by Race/Ethnicity:

- Native American - 8 (.17%)
- Asian - 342 (7.38%)
- African American - 16 (.35%)
- Hispanic - 409 (8.82%)
- White - 3549 (76.57%)



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- Native Hawaiian/Pacific Islander - 4 (.09%)
 - Multi - 307 (6.62%)

TAG count by area of giftedness:

- Language Arts - 366 (7.09%)
- Mathematics - 676 (14.58%)
- Both LA and Math - 3381 (72.94%)
- Other areas - 212 (4.57%)

TAG count by Free/Reduced Lunch:

- Free lunch - 319 (6.88%)
- Reduced lunch - 111 (2.39%)
- Not eligible - 4205 (90.72%)

Twice Exceptional - 174 (3.75%) of the overall TAG population

Future steps for the AU include:

- Continued efforts to find, identify and serve students in underrepresented demographics through universal screening
- Compliance with the requirements of accreditation with regards to gifted student achievement, identification of disparities in data, instructional goals, growth and reporting

Record Keeping

The following records are maintained in accordance with district and department policies:

- Financial records are kept in accordance with generally accepted principles of governmental accounting
- An inventory of equipment purchased with state funds is maintained throughout the useful life of the equipment
- Individually identifiable student records of students referred, assessed, evaluated and/or served through programming for TAG students shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations.

ALPs are documented, maintained, and shared online in Frontline (formerly Enrich). Records are maintained, retained and destroyed consistent with the ongoing record keeping systems in the BVSD.

When students move out of the BVSD, records are shared electronically or in hard copy with the student's new school.

Future steps for the AU include:

- Use the data and input gathered by the winter, 2017 C-GER team to assess any potential changes in this area

Procedures for Disagreements

Disagreements with parents/guardians, or students in regard to identification, programming, and ALPs are resolved according to BVSD Board Policy KE and Regulation KE-R, Public Complaints, detailed below.

Board Policy KE: PUBLIC COMPLAINTS

The Board of Education strives to foster a constructive working relationship between Boulder Valley School District and employees and patrons by providing a fair, orderly, and timely process for handling concerns and complaints concerning the operation of the school district.

This policy shall apply to all public complaints except those included in Policy KEC, Public Complaints About the Curriculum or Instructional Materials or Strategies. The Board of Education relies on



employees to resolve concerns of patrons. It is the policy of the Board to provide for such resolution at the level most directly involved first and in an informal manner if possible. Any complaint about school district personnel shall be reviewed at the level most directly involved.

If resolution cannot be accomplished, however, procedures shall be made available for review at higher administrative levels with an opportunity for appeal to the Board of Education. Complaints shall be resolved consistent with this policy and accompanying regulation and standards of good educational practice.

AGREEMENT REF.: Agreement Between the Board of Education and the Teachers Represented by the Boulder Valley Education Association, Grievance Procedure

CROSS REF.: KEC, Public Complaints About the Curriculum or Instructional Materials or Strategies End of File: KE

Board Regulation KE-R: PUBLIC COMPLAINTS

The following procedures shall apply in handling complaints under Policy KE.

A. Levels of Review Consistent with the policies of resolution at the level most directly involved and of providing opportunities to appeal such decisions to higher administrative levels, complaints shall proceed through the following levels of review:

1. Building or department level personnel
2. Central administration (Director, Executive Director, Assistant/Deputy Superintendent)
3. Superintendent
4. Board of Education

B. Building or Department Level Review Patrons should initiate complaints by contacting the person at the building or department level who is the most direct subject of the complaint. If the complaint concerns a District employee, that employee is the initial level of review. If the complaint concerns a school, the principal is the appropriate contact. Review at the initial level is informal and should follow a discussion format. The complaint itself may be oral or in writing. The District employee receiving the complaint shall provide a response within five working days after the discussion. If the patron is dissatisfied by the response of the employee, he or she may bring the matter before the employee's supervisor for further discussion in accordance with this procedure.

C. Central Administration Level Any patron who is dissatisfied with the resolution of his or her complaint by the supervisor at the building or department level may appeal that decision to the central administration. Such appeal shall be in writing, directed to the supervising central office administrator, and shall specify the nature of the complaint, the supervisor's decision, and the reasons for the appeal. An appeal must be submitted within ten working days after the supervisor's decision. Upon receipt of an appeal, the administrator shall notify the supervisor and request a written statement of his or her decision within five working days. A copy of that statement shall be provided to the patron. The administrator shall schedule a hearing with the patron, at which time the patron may appear and make statements and produce evidence. At such hearing the patron may be accompanied by an attorney or other advisor, provided that the patron identify the attorney or advisor to the administrator at least three working days before the hearing. The administrator may establish time requirements and other procedures in connection with the hearing as necessary. Following the hearing, the administrator shall make findings and submit a written decision. The decision shall be provided to the patron within ten working days of the hearing, unless additional time is needed.

D. Superintendent A patron who is dissatisfied with the decision of the central office administrator may appeal to the Superintendent. Such appeal shall be in writing and shall include a statement of the complaint, the decisions of the central office administrator and the supervisor, and a statement of the reasons for the appeal. This appeal must be submitted within ten working days after receipt of the decision of the central office administrator. The Superintendent shall review the prior decisions and any records from prior hearings and, at his or her discretion, may convene another hearing or otherwise permit the patron or the District to present further evidence or argument. Within ten



working days after completion of this process, the Superintendent shall render a written decision and provide a copy to the patron. This decision shall be final unless the Board of Education accepts the matter for review.

E. Board of Education If the patron is dissatisfied with the decision of the Superintendent, he or she may appeal to the Board of Education. Such appeal shall be directed in writing to the Secretary of the Board and the Superintendent and shall include at least all prior decisions and a statement of the complaint and reasons for the appeal. The Board shall have the discretion to accept or reject the matter for review. If it rejects the matter, the Superintendent's decision shall be final. If it accepts the matter, the Board shall schedule a meeting at which it will consider the appeal. At such meeting, the Board may hear argument from the parties, review the prior decisions and evidence, and make such inquiry as it deems necessary. The Board shall render a written decision within ten working days after this meeting unless additional time is needed. The Board's decision shall be final.

End of File:KE-R

Monitoring

The AU complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students.

Through the State GT Data Management System and processes, the AU monitors:

- annual and comprehensive plans
- annual enrollment and performance reports

The AU participated in the Colorado Gifted Education Review process and follow up activities to correct areas of non-compliance.