




COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

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| AU Name Boulder Valley School District | | Fiscal Year: FY 2020 |
| AU Address 6500 Arapahoe Road | | |
| City Boulder | State CO | Zip Code 80303 |
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| 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.

| Exceptional Children's Education Act Program Element | Please describe how the element is currently implemented in the AU. Address every article of law in each element. |
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| <p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</p> <p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p> | <p>Family GT 101 class is offered at school sites (In both English and Spanish) and at the district level. GT 101 reviews over the ECEA rules, GT identification process, ALPs, Communication with families, and GT resources for families.</p> <p>BVSDs website contains a GT webpage where identification procedures are listed.</p> <p>GT Family handbooks in English and Spanish</p> <p>Direct e-mail communication</p> <p>Individual phone communication and consultation</p> <p>Individual face to face consultation</p> <p>Gifted Advisors are in school buildings who inform parents about identification procedures.</p> <p>Boulder Valley Gifted and Talented (a non-profit Parent Advocacy group) and BVSD partner to present GT 101 workshops and other GT trainings for families.</p> <p>BVSD offers family GT trainings covering social emotional, 2e, programming and GT 101(in English and Spanish)</p> <p>Gifted Advisors in school buildings sent out GT communication to families</p> <p>In the Know (district level) GT newsletter is sent out every two months to families.</p> <p>BVSD GT listserv is an opt in listserv for families who desire more GT information than their school provides</p> | |
| <p>Definition of "Gifted Student" 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>"Gifted and Talented Children" means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socioeconomic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or</p> | |

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| | <p>exceptional learning behavior by virtue of any or a combination of these areas of giftedness: IHBB-R</p> <ul style="list-style-type: none"> ● General or specific intellectual ability ● Specific academic aptitude ● Creative or productive thinking ● Leadership abilities ● Visual arts, performing arts, musical, dance or psychomotor abilities | |
| <p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the</p> | <p>Accept and encourage referrals from all sources (including parents, educators and students) for all grade levels of students 2nd grade universal screening - NNAT Have added additional assessment tools for identifying CLD students such as the KBIT and Logramos All schools have access to a Gifted Advisor who can explain the identification process to interested families Follow all Colorado Department of Education (CDE) guidelines to ensure portability of identification decisions We review a full Body of Evidence, including both qualitative and quantitative data, for all identification decisions, using the 95th percentile or above (either age or grade norms) or in talent domains an exceptional/distinguished rating as criteria for determining exceptionality consistent with CDE guide lines. The review of the Body of Evidence happens at the district level by the GT Coordinator. Those students who do not have a fully qualifying Body of Evidence or whose cognitive and/or achievement data does not quite meet the 95th percentile are assigned to either a Talent Pool or Monitor list status. Parents will be notified of the status of the identification determination within 30 school days. This notification will either indicate the team's decision, or whether evidence is still being gathered. In addition to the CogAT, we utilize, as appropriate, the Naglieri Non-verbal Abilities Test (NNAT), as well as Kaufman Brief Intelligence Test (KBIT), and the Torrance Test of Creative Thinking, and other cognitive and achievement instruments. Multiple cognitive and achievement testing opportunities throughout the year, both in large group and individual settings. Paper versions of the NNAT and CoGAT are available for schools that have a high population of impacted students.</p> | |

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| <p>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 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>We universally screen all students in 2nd grade at all schools throughout the district using the Cognitive Abilities Test</p> <p>Those students who do not have a fully qualifying Body of Evidence or whose cognitive and/or achievement data does not quite meet the 95th percentile are assigned to either a Talent Pool or Monitor list status. Data continues to be gathered on these students and building level and district level review teams continue to reassess data once a student is placed on the Monitor List or Talent Pool status.</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>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>BVSD follows CDE guidelines for GT identification portability for students transferring into BVSD from other districts in Colorado.</p> <p>BVSD partners with all school districts in the state of Colorado to support transfer and portability of students collected body of evidence and Advanced Learning Plans (ALP).</p> <p>The BVSD GT Coordinator reviews new students' documents as received. If it is found the body of evidence to that the BOE is incomplete, then BVSD contacts the former district, parents, and student about the re-evaluate of the identification determination prior to moving into BVSD. Review of a new transfer student's ALP is completed within 45 days of enrollment into the district, and communicated to parents within 60 days of enrollment.</p> | |
| <p>Advanced Learning Plan Content 12.02(2)(f)</p> <p>The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. 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>All identified gifted students in the AU has an ALP created according to the student's strength area(s), interests, and instructional and affective needs.</p> <p>In the AU, GTAs and educators service and monitor the child's ALP through the ALP life cycle. Starting with a goal being set, the ALP will be progress monitored throughout the school year and eventually closed at the end of each school year.</p> <p>In February and throughout April, around the time of Spring Parent /Teacher conferences, teachers</p> | |

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| <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>and students will report out on the progress made toward achieving goals. At the end of the school year, the goal will be evaluated for completion. Progress will continue around affective goal setting, collaborating with stakeholders and utilizing electronic systems at both the elementary and secondary levels.</p> <p>The ALP for post-secondary readiness 9th - 12th grade students is tied to the ICAP and housed in Naviance.</p> <p>Students set a strength based ALP SMART goal and an affective ALP goal.</p> <p>Students can access their ALPs online with guidance from counselors, building liaisons, and resource teachers to develop and write personal goals around academic achievement and affective support. Students identify an adult within the school building to support their progress towards goal completion as needed.</p> <p>All ALPs are housed in the Frontline or Naviance systems. Parents are notified via once the ALP is created for their review and input.</p> | |
| <p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p> | <p>he school based Gifted and Talented Advisor (GTA) is responsible for providing parents/guardians with notification of GT identification or other outcomes of the identification process</p> <p>Families, students, teachers, and GTAs will collaborate in the development of the ALP.</p> <p>The GTA 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</p> <p>The GTA works in collaboration with the student and teachers to make adjustments to the ALP as needed</p> <p>High quality differentiated instruction is available to all students</p> <p>Advanced/accelerated course offerings are available (including AP courses, IB programs, honors courses, Concurrent Enrollment</p> <p>Enrichment activities are provided both at the building and district levels.</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</p> | <p>Direct, differentiated instruction from classroom teachers</p> <p>ICAP process provided by school counselors</p> <p>At the high school level including the ALP survey for 9th graders which is a four year plan.</p> | |

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| <p>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>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)(iii) 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>Social-emotional (SE) affective needs discussion groups and classes provided by school counselors, GTAs and teachers</p> <p>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)</p> <p>Acceleration by grade level or subject</p> <p>Curriculum compacting</p> <p>Multi-age classrooms and grouping and flexible grouping</p> <p>Differentiated depth and complexity and pacing</p> <p>Independent studies</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</p> | <p>Methods and tools used for assessment and evaluation of gifted students' academic performance and growth:</p> <p>The AU utilizes the unified improvement plan addendum by which gifted student performance is monitored and measured and follows the state accreditation process.</p> <p>The AU provides programming options, strategies, and PD opportunities to support affective needs with school personnel. Schools are then encouraged to provide services based on student need.</p> | |

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| <p>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>Gifted student achievement and growth data are dis-aggregated in Vizlab. This data guides the creation of the UIP, goals, and the GT program focus areas.</p> | |
| <p>Personnel 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>Management of the program plan and coordination and delivery of professional learning is a shared responsibility among licensed, endorsed GT personnel including:</p> <p>GT Coordinator at the District Level – GT Endorsed 1.0 FTE Instructional Specialist .5 FTE T GT Teacher/Coordinator at Lafayette Elementary .5 GT Teacher Columbine Elementary 1.0 GT Teacher Angevine Middle</p> <p>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.</p> <p>GTAs are funded with district FTE, not state GT funds.</p> <p>Professional development in gifted education provided or sponsored by the AU includes, but is not limited to:</p> <p>Monthly topical collaboration, professional development and networking for GTAs School-based study groups Professional Learning Pathways open to all BVSD staff BVGT (CAGT Affiliate) partnership presentations and workshops GT Updates for school leadership</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</p> | <p>An annual budget plan is submitted to the state and reflects state funding and AU contributing funds.</p> <p>State funds are used to support:</p> | |

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| <p>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 programing 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>Salaries for licensed or endorsed staff that primarily serve gifted students</p> <p>Professional development for gifted education</p> <p>Program options to support ALPs</p> <p>Materials to support gifted programming</p> <p>Administrative costs, technology and equipment not to exceed collectively 20% of state funds</p> | |
| <p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student's cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p> | <p>You may simply check "yes" if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p> | |

Procedures for Disagreement 12.06

The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.

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

Early Access 12.02(2)(I)

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.

You may check "no" if your AU does not offer early access.

☐ No, our AU does not offer early access.

If your AU does offer early access, please select the box below which applies.

☒ AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.

☐ AU has modified implementation of element(s) in plan submitted to the Office

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| | of Gifted Education. Please explain in column to the right. | |
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