

**Colorado Department of Education (CDE)  
 Gifted Education Program Plan  
 2008 – 2012**

<b>Administrative Unit's Name:</b> Boulder RE-2 Boulder Valley School District		<b>Region: Boulder RE-2</b>
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<b>Superintendent's Signature</b>		
<b>Date:</b> _____		

**The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.**



**Section I: State Performance Plan (SPP)**

⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.

The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.

**STATE PERFORMANCE PLAN  
 For Information, Guidance and Technical Assistance**

**Goal Area I: Student Achievement - Targets**

*Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.*

**Indicator 1:** 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

**Goal Area I: Student Achievement – Record Keeping**

*Gifted students will have advanced learning plans that guide instructional and affective programming.*

**Indicator 2:** 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

**Goal Area I: Student Achievement – Assessment Tools**

*For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.*

**Indicator 3:** 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

**Goal Area II: School Capacity – Training and Programming**

*Gifted student programming and achievement is facilitated through the tiered programming or Rtl intervention framework.*

**Indicator 4:** 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

**Goal Area II: School Capacity – Personnel**

*Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.*

*12.02 (1)(f)(i)*

**Indicator 5:** *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

*12.02(1)(f)(i)*

**Indicator 6:** *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.*

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

*Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students.*

*Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.*

**Goal Area II: School Capacity – Professional Development**

*Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.*

**Indicator 7:** 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

**Goal Area III: Representation in the Gifted Population**

*Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.*

**Indicator 8:** 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.

**Goal Area III: Representation in the Gifted Population – Categories**

*A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.*

**Indicator 9:** CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.

**Goal Area III: Representation in the Gifted Population – Cohort Identification**

*CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.*

**Indicator 10:** The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

**Goal Area IV: Partnerships – Parents**

*Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.*

**Indicator 11:** 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

**Goal Area IV: Partnerships – Higher Education**

*Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.*

**Indicator 12:** 100% of administrative units will initiate discussions with higher education to help with the

growth of gifted student education.

Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.

**Goal Area V: Unique Populations – Early Childhood**

*Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)*

**Indicator 13:** 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

**Goal Area V: Unique Populations – Support Structures**

*Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.*

**Indicator 14:** 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training)

Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.

**Goal Area VI: Supervision and Monitoring**

*Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).*

**Indicator 15:** Selected administrative units from each of the 8 educational regions will participate in CIMP.

Evidence 15: Number of administrative units from each region participating in CIMP

**Indicator 16:** 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.

**Directions: Goal Area VI: Colorado Improvement and Monitoring Program (CIMP)** is completed only by administrative units defining improvement indicators as a result of the CIMP process. This section may be added as an addendum after the due date of the original 2008-2011 Program Plan.

**Goal Area VI: Administrative Unit's CIMP Targets**

Type in this space CIMP indicators. Label all indicators in sequence 17A, 17B....

**Indicator 17A:**

**Indicator 17B:**

x  Check here if not applicable

**Directions - Optional:** Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

**Goal Area VI: Administrative Unit's Unique Goal/s and Indicator/s (optional)**

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B....

**Goal:**

**Indicator 18A:**

**Indicator 18B:**

x  Check here if not applicable

## Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

**Directions:**

Write the administrative unit's description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

### Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

#### Examples of Student Achievement Indicators

- \* Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.  
Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- \* Indicator 1B: Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.  
Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- \* Indicator 1C: The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.  
Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

**Directions:** Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by: #1 needs in literacy; #2 needs in math; #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, ... Write an evidence statement that is measurable (e.g., percent, number).

\*\* BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1 A: Moffat School District - ).

#### **Indicators for literacy, math, and other:**

Goals for the AU must be aligned with the BVSD District Goals for 2007-2012:

- Achievement Goal – Increase measurable student achievement in specific content areas through curriculum and instruction that is rigorous and relevant.

- Equity Goal – Narrow the achievement gap in all content areas as measured by CSAP results, ACT scores, district graduation rates, and curriculum-based assessments.
- Organization Goal – Create and sustain a safe and positive learning environment that protects and respects the rights of all individuals as measured by specific results from the annual BVSD School Climate Survey.

Evidence for literacy, math, and other:

- Percent of gifted students performing at the advanced levels on CSAP tests.
- Percent of gifted students who demonstrate significant growth scores on the district’s curriculum-based assessment.

### **Community Outreach**

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.  
 How will the stakeholders access the process for identification assessment and programming options?  
 How are parental engagement opportunities fostered and implemented? How do parents provide input about their student’s strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

The AU communicates to parents and educators about the options available for gifted programming through a variety of ways and means:

- District website, talented and gifted (TAG) email list, TAG District Advisory Committee (TAG DAC)
- Boulder Valley Gifted and Talented Affiliate of the Colorado Association for Gifted and Talented (BVGT)
- Print materials available in multiple languages
- TAG Focus School
- TAG Teachers
- TAG Educational Advisors in schools
- TAG committees in schools
- School visits
- Professional development
- Opening of School Conference and Induction for new teachers and counselors
- Gifted Education Specialists

Stakeholders access the process for identification assessment and programming options through district procedures, a variety of print materials available in multiple languages, and through direct contact with the Advanced Academic Services Office and TEAs.

Parental engagement opportunities are fostered and implemented through the TAG DAC, the BVGT Affiliate, focus forums connected to professional development offerings, and Supporting the Emotional Needs of the Gifted (SENG) groups.

Parents provide input about their student’s strengths and challenges through collaborative planning in students’ Advanced Learning Plans (ALPs), involvement in the TAG DAC, and participation in school TAG committee work.

Parents from traditionally underrepresented groups are informed and engaged in gifted education procedures through direct outreach, collaboration between the Advanced Academic Services Office and other district offices, SENNG groups for special populations (twice-exceptional and bilingual), and a variety of print materials available in multiple languages.

### **Definition**

Directions: Write the administrative unit’s definition for gifted students that aligns with the State’s definition. If the definition is the same as the State’s definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

In Colorado, gifted and talented students are included in the legal definition of exceptional students (CRS 22-20-103; CRS 22-26-101-104, 1 CCR 301-8). The BVSD RE-2 recognizes the obligation to provide instructional and support services to all exceptional students k-12. Gifted and talented students are defined as those whose demonstrated or potential abilities are so outstanding that it becomes essential to provide them with qualitatively different educational programming. In the BVSD, these students are identified using multiple criteria including research-based assessments as endorsed by the district. Research shows there is a need for programming that provides opportunities for acceleration and fast-paced learning, complexity of thinking, and in-depth learning. In keeping with the accepted educational principles for serving gifted and talented students, such students will be provided appropriate programming designed to meet their cognitive and affective needs.

Check the box if the administrative unit uses the State definition for gifted students.

### Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.

What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

Boulder Valley School District File: IGBB-R Adopted: September 27, 2006

#### PROGRAMS FOR GIFTED STUDENTS

##### Identification Procedures

##### I. Multiple Criteria

A student may be nominated to go through the talented and gifted (TAG) identification process by a teacher, parent, peer, self, or other adult with knowledge of the student's abilities. A student may also be nominated through grade level screening.

Following nomination, multiple criteria will be gathered and considered to determine if TAG identification is appropriate for the student. Every effort will be made to select and use for determination those criteria that have the highest likelihood to show the student's greatest strengths and abilities.

At least six of the following pieces of evidence will be gathered and considered. Included in these six must be one from column A or B (see below), the *Parent Inventory* and input from a teacher who is knowledgeable in the student's area(s) of strength.

TAG identified students will have scores in the 95th percentile or the gifted range in at least three of the criteria above. One of these criteria must come from column A or B above. Students who are culturally or linguistically diverse may also be identified for TAG based on three criteria in the 95th percentile or the gifted range even if one piece of evidence is not from column A or B as long as the other criteria indicate high ability. No single piece of evidence will either identify or eliminate a student for consideration as gifted and talented.

Please see the current *TAG Educational Advisor (TEA) Handbook* for a complete list of district approved assessments and data sources as well as guidelines for using them.

A Aptitude / Ability Data	B Achievement Data	C Other Data
For example, test scores for: <ul style="list-style-type: none"> <li>▪ CogAT</li> <li>▪ Psychologist administered individual IQ test</li> <li>▪ Raven's Progressive Matrices</li> <li>▪ Naglieri Nonverbal Ability Test</li> <li>▪ Bilingual Verbal Ability Test</li> </ul> Consult the current <i>Talented and Gifted Educational Advisor (TEA) Handbook</i> for a complete list of aptitude and ability assessments.	For example, test scores for: <ul style="list-style-type: none"> <li>▪ CSAP</li> <li>▪ CTBS</li> <li>▪ SAT</li> <li>▪ ACT</li> <li>▪ QRI</li> <li>▪ Woodcock-Muñoz Language Survey</li> <li>▪ Aprenda</li> </ul> Consult the current <i>TEA Handbook</i> for a complete list of achievement assessments.	For example: <ul style="list-style-type: none"> <li>▪ Teacher, Parent, or Specialist Inventory</li> <li>▪ Product and Performance Review</li> <li>▪ Characteristic Inventory (Kingore Observation Inventory, Sloumb-Payne Teacher Perception Inventory, Sloumb-Payne Environmental opportunities Profile)</li> <li>▪ CELA</li> <li>▪ Additional Input</li> </ul> Consult the current <i>TEA Handbook</i> for a complete list of other data sources.

## II. TAG Identification Timeline

TAG identification may be initiated at any time in the school year. Parents/guardians will receive written notification of the status of their child's TAG identification within 10 weeks of the initial nomination.

## III. Grade Level Screening

The purpose of grade level screening is to find students from populations that are most often underrepresented in gifted education. These populations are defined by gender, race/ethnicity, socio-economic status, and ELL status. Students in grades 3-8 from underrepresented populations who score in the upper range of the advanced performance level on a CSAP test shall be nominated to go through the TAG identification process.

To ensure that all children have equitable access to appropriate programming, schools whose TAG demographics do not at least match the general school demographics will conduct grade level screening in kindergarten, first, or second grade. Schools whose TAG student population mirrors the school's general population by percentage are exempt from grade level screening although they may elect to conduct screening.

The demographic match will include students by gender, race/ethnicity, socio-economic status, and ELL status. Schools are considered to have a match in a special population when the percent of that population in TAG matches that population in the school at large. Advanced Academic Services will work with schools and Planning and Assessment to determine whether grade level screening should be conducted.

Grade level screening will be conducted using assessments that do not have bias based on language, culture, socio-economic status or gender. These appropriate instruments include characteristics inventories that are designed to help find underrepresented populations and non-verbal assessments of reasoning ability. A list of assessment instruments for grade level screening is included in the current *TAG Educational Advisor (TEA) Handbook*. Previously identified and nominated TAG students, students for whom IQ assessment testing data are available from Special Education or a psychologist, and students who have already taken the Raven's or Naglieri nonverbal assessments may be exempt from grade level screening.

CROSS REFERENCE:

End of File: IGBB-R

## Programming

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.

What *structure* – continuum of delivery of services – will be available in the administrative unit?

What are key *differentiated instruction methods* used in the administrative unit?

Name affective *guidance and counseling support systems* for gifted students.

List *content extensions/strategies* available for each category of giftedness.

Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

## Structure

**The following information is published in the *Components of a Talented and Gifted Program in the Boulder Valley School District* document and is updated annually. The document is used collaboratively with schools to help principals, TAG committees, and TEAs evaluate and plan their TAG programs.**

Programming: All TAG students receive and have documented programming appropriate for their needs.

Ongoing assessments ensure that each student receives appropriately challenging instruction.

All gifted students have equitable access to gifted programming services including:

- Advanced classes
- Acceleration
- Differentiated curriculum
- Flexible grouping of gifted learners

Student needs and services are documented in an ALP.

Staff utilizes the Super Saturdays and Sometimes Grants funded through Advanced Academic Services.

Students have access to extra-curricular and co-curricular enrichment activities.

**Key structures used in the BVSD include the following options, documented in student ALPs:**

**Delivery Model**

Advanced class or seminar  
GT focus school  
Differentiation in the regular classroom  
Cross-grade grouping  
Muti-age class  
Pull-out class

**Differentiated Instruction**

**Key differentiated instruction methods used in the administrative unit include the following options, documented in student ALPs:**

**Advanced Curriculum-Based Options**

Honors or advanced level class  
Advanced Placement Class(es)  
International Baccalaureate Class(es)  
Advanced class in a core academic area  
Advanced elective class  
Advanced on-line or correspondence class

**Within-class Instructional Differentiation or Accommodations**

Curriculum Compacting  
Alternative instructional strategies, content/pace/materials/products  
Contract for different work  
Twice exceptional accommodations for higher level participation (for gifted students with disabilities)  
IEP (for twice exceptional student)  
Pre-testing followed by different work

**Grouping for Instruction and Activities**

Higher ability grouping  
Clustering of several TAG students together for advanced work  
Clustering of TAG students in core or elective class(es)  
Grouping by interest for projects or study  
Cross-age/grade grouping for instruction

**Acceleration in Student Placement**

Grade skipped into current grade  
Subject/content acceleration  
Telescoping two grades into one  
Telescoping three grades into two  
Post Secondary Enrollment Class(es)

Advanced Placement before grade 11  
Early graduation

### **Affective Guidance and Counseling**

**Key affective guidance and counseling options used in the administrative unit include the following options, documented in student ALPs:**

#### **Affective programming**

Guidance/counseling participation  
Affective group participation  
Career exploration  
Leadership program or camp

**The following information is published in the *Components of a Talented and Gifted Program in the Boulder Valley School District* document and is updated annually. The document is used collaboratively with schools to help principals, TAG committees, and TEAs evaluate and plan their TAG programs.**

**Social/Emotional: Schools offer TAG students programming and support for their affective needs.**

TAG students receive guidance and counseling from a trained professional who is familiar with the characteristics and affective needs of gifted learners.

A trained professional provides TAG students with academic planning for access to advanced and postsecondary options including alternative pathways.

TAG students participate in an affective group led by a trained professional who is familiar with the characteristics and affective needs of gifted learners.

Information about Supporting the Emotional Needs of the Gifted (SENG) groups is offered to parents of TAG students.

### **Content Extensions**

Language Arts: Content Extensions are flexible and implemented as applicable for students identified as gifted and talented in language arts. For example, Rosetta Stone, William and Mary literature units. See Advanced Curriculum-Based Options, Within-class Instructional Differentiation or Accommodations, Grouping for Instruction and Activities, and Acceleration in Student Placement above in **Differentiated Instruction** section.

Math: Content Extensions are flexible and implemented and as applicable for students identified as gifted and talented in mathematics. For example, Investigations extensions. See Advanced Curriculum-Based Options, Within-class Instructional Differentiation or Accommodations, Grouping for Instruction and Activities, and Acceleration in Student Placement above in **Differentiated Instruction** section.

Science: Content Extensions are flexible and implemented and as applicable for students identified as gifted and talented in science. For example, FOSS extensions, GAMES outreach, Pre-Engineering, Science Research Seminar Class. See Advanced Curriculum-Based Options, Within-class Instructional Differentiation or Accommodations, Grouping for Instruction and Activities, and Acceleration in Student Placement above in **Differentiated Instruction** section.

Creativity: Content Extensions are flexible and implemented and as applicable for students identified as gifted and talented in creativity. For example, student choices, Destination Imagination. See Advanced Curriculum-Based Options, Within-class Instructional Differentiation or Accommodations, Grouping for Instruction and Activities, and Acceleration in Student Placement above in **Differentiated Instruction** section.

Leadership: Flexible and as applicable for students identified as gifted and talented in leadership. For example, leadership institutes or summer programs. See Advanced Curriculum-Based Options, Within-class Instructional Differentiation or Accommodations, Grouping for Instruction and Activities, and Acceleration in Student Placement above in **Differentiated Instruction** section.

Performing Arts/Music/Visual Arts: Flexible and as applicable for students identified as gifted and talented in the arts. For example, select band Post Secondary Option. See Advanced Curriculum-Based Options, Within-class Instructional Differentiation or Accommodations, Grouping for Instruction and Activities, and Acceleration in Student Placement above in **Differentiated Instruction** section.

General Cognition: Content Extensions are flexible and implemented and as applicable for students identified as gifted and talented in both language arts and mathematics. See Advanced Curriculum-Based Options, Within-class Instructional Differentiation or Accommodations, Grouping for Instruction and Activities, and Acceleration in Student Placement above in **Differentiated Instruction** section.

### **Programming: Acceleration Plan**

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

Boulder Valley School District

File: IKE

Adopted: Feb. 26, 1987

Revised: Aug. 24, 1995, April 23, 1998, Nov. 9, 2004

Promotion, Nonpromotion and Acceleration of Students

Associated Regulation: IKE-R

#### **ELEMENTARY SCHOOL**

It is the policy of the Boulder Valley Schools to promote elementary school students annually. However, under certain circumstances a student may not be promoted. Because each student brings a unique background to the school setting, the decision not to promote must reflect all of the circumstances surrounding the student's progress in school. Nonpromotion is only appropriate when there is reasonable assurance that the child will profit from this decision. The recommendation to change the typical order of progress shall be a team decision made by parents and school personnel.

Nonpromotion is defined as having a student remain at the same grade for a second year. No more than two years at the same grade is permitted. A student who is accelerated will be one whose needs cannot be met in his or her present placement. A student may be accelerated in grade placement when his or her levels of academic achievement and social, emotional, physical, and cognitive development would indicate that a higher grade placement, either full or part time, would be more appropriate in order for the student to be adequately challenged educationally. The decision is made as a result of a process which involves the collection and consideration of information regarding academic, cognitive, social/emotional, and physical development of the student. The process involves the principal, teacher(s), parent(s), and other school personnel as appropriate. Assessment information shall include teacher-made or standardized assessments; an observation period; input from the school psychologist; and/or interview(s) with the student and parent(s). Results of this assessment should indicate that the student will be able to perform tasks at or near the top of the class. The Talented and Gifted office may be a resource in assisting with appropriate assessments. Required assessments for compliance with the Colorado Basic Literacy Act will be considered as part of the assessment for acceleration. A student may be accelerated in grade placement at any time during the elementary years, and may be accelerated part time into classes in a middle school.

#### **MIDDLE LEVEL**

The curriculum in middle schools is constructed as nearly as possible to permit students to proceed from year to year in classes designed to meet their needs and abilities. Upon the recommendation of the principal, a student will be promoted to the next grade in school at the end of the school year if he or she has not failed more than two subjects. Subjects failed must be made up through arrangements with the principal, by repeating the subject during the regular school term, by taking the subject in summer school, or by some other suitable method. There are some conditions which may make it desirable for a student to be placed in the high school environment rather than retained in the middle school, even when subjects have been failed. This may be done upon the recommendation of the middle school and high school principal. Middle level students may be accelerated in grade placement so that some or all classes are taken at a higher grade level or at the high school.

#### **HIGH SCHOOL**

Students progress through high school and are graduated upon the successful completion of graduation requirements set forth in Board policy. Students are classified as Freshmen, Sophomores, Juniors, or Seniors, on the basis of having been promoted from a middle level school into the ninth grade, and thereafter on the basis of years of enrollment with second year students classified as sophomores, third year students as juniors, and fourth year students as seniors. Students will remain classified as seniors from the fourth year on until the number of credits

required for graduation as specified in policy IKF are earned or they are no longer eligible to attend high school. In order for students and parents to understand that high school classification does not mean that a student will necessarily graduate at the end of the senior year, schools are charged with the responsibility to:

1. provide timely and frequent communication to parents about the status of each student related to progress toward graduation;
2. provide early and frequent intervention for students who are failing classes, informing and involving parents; and
3. maintain credit monitoring systems that assure that the school administration, the student, and parents are fully informed of the student's progress toward graduation. Subjects failed in the high school must be repeated if they are required subjects or are prerequisite to other subjects in which the pupil desires to enroll. A subject failed may be made up, through arrangements with the principal, by repeating the subject during the regular school term, by taking the subject in summer school, by taking the subject by correspondence from an approved school, or by some other suitable method.

High school students may be accelerated in grade placement so that classes are taken at a higher grade level or at the university level.

CROSS REFS.:

IGA, Basic Instructional Program

IGBB, Programs for Gifted Students

IKF, Graduation Requirements

JEC-R, School Admissions

End of File: IKE

Boulder Valley School District

File: IKE-R

Issued: August 24, 1995

Revised: April 23, 1998, October 5, 2005

Promotion, Nonpromotion, and Acceleration of Students

#### I. PROCEDURE FOR NONPROMOTION OR ACCELERATION OF K-8 STUDENTS

The following procedure is addressed to those students whose progress has been of such concern or excellence that nonpromotion or acceleration could be considered beneficial. The procedure is designed to provide support and assistance for these students and may be interrupted at any time if nonpromotion or acceleration is no longer being considered. This procedure may be initiated by teachers, parent(s) or guardian, and/or other school personnel in the form of a written request outlining reasons why nonpromotion or acceleration is appropriate. The decision is made by a team of school professionals and parents(s). A record of the proceedings is to be kept on the District Nonpromotion and Acceleration Checklist [IKE-R-E1] provided for this purpose. The checklist will be filed in the student's permanent record. A student whose academic, social or emotional performance may be affected by limited English proficiency may not be considered for nonpromotion.

#### PROCEDURES

Step One:

A parent-teacher conference is held at the request of the teacher, the parents, or other school personnel to discuss concerns regarding the child's academic and behavioral performance. The Nonpromotion and Acceleration Checklist may be used to structure the conversation about the student's performance.

Step Two:

A conference will convene in a timely manner to review the concerns discussed in the parent-teacher conference. Recommendations and a plan for further interventions will be made, including a timeline for reaching a final decision for nonpromotion or acceleration. The team considering nonpromotion or acceleration may include; but is not limited to, the parent, principal, school psychologist or social worker, nurse, special education staff, language and literacy specialist, math specialist, regular education staff, TAG specialist, 504 coordinator, school counselor, or other resource people as requested by the team.

Step Three:

The goal of this process is to come to a decision regarding student placement for the following school year. The decision for nonpromotion or acceleration will be made by the end of the current school year. The team will review the child's progress and update the plan as needed by the end of the following fall quarter. Periodic monitoring of the child's progress will be conducted until it is determined that such monitoring is no longer necessary. The information related to the child's placement will be documented in the student information system and the cumulative folder.

Appeals to a Decision for Nonpromotion or Acceleration

1. When parents disagree with the determination made at any of the decision-points in the process, they may request a review of that decision within two weeks of receipt of the decision. The review group will include the principal, teacher(s) and specialists, and as appropriate, a representative from Learning Services. The group may consider

additional data regarding the student's functioning for use in decision-making.

2. If the parent(s) or guardian disagrees with the review group's decision, an appeal may be made to the appropriate Director of School Leadership or Deputy Superintendent within two weeks of the decision. After consideration of the appeal, the decision will be communicated to the parent(s) or guardian in writing.

3. The decision shall be final.

End of File: IKE-R

Boulder Valley School District

File: IKE-R E-1

Issued: August 24, 1995

Revised: April 23, 1998, October 5, 2005

#### NONPROMOTION OR ACCELERATION CHECKLIST FOR K-8 STUDENTS

When a nonpromotion or acceleration decision is being considered, each component of the checklist should be discussed as it pertains to the individual child. Documentation as appropriate should be attached to the completed checklist.

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Current Grade \_\_\_\_\_

Teacher Name \_\_\_\_\_ Conference Date \_\_\_\_\_

Person Initiating Nonpromotion or Acceleration Conference \_\_\_\_\_

Statement of Strengths/Concerns \_\_\_\_\_

Names of those present at the conference

\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_ a. Test scores or achievement data
- \_\_\_ b. Performance in class or written work
- \_\_\_ c. Age and grade of child
- \_\_\_ d. Potential benefits of nonpromotion or acceleration
- \_\_\_ e. Potential detriments of nonpromotion or acceleration
- \_\_\_ f. Health and physical factors
- \_\_\_ g. Cognitive ability
- \_\_\_ h. Emotional development
- \_\_\_ i. Social interactions
- \_\_\_ j. Expressive/receptive language
- \_\_\_ k. Parental participation in the nonpromotion or acceleration decision
- \_\_\_ l. Attendance patterns
- \_\_\_ m. Special needs
- \_\_\_ n. Response to interventions
- \_\_\_ o. Previous grade retention or acceleration placement
- \_\_\_ p. Second language acquisition factors
- \_\_\_ q. Informal nonpromotion or acceleration inventory from parents and staff

Placement Decision

Nonpromotion at grade \_\_\_\_\_ Acceleration to grade \_\_\_\_\_

Full time \_\_\_\_\_ Part time (specify which class or classes if part time): \_\_\_\_\_

Principal signature \_\_\_\_\_ Date \_\_\_\_\_

Attach Exhibit 2: Informal Nonpromotion or Acceleration Inventory for K-8 Students

cc: Student Permanent Record

End of File: IKE-R E-1

Boulder Valley School District

File: IKE-R E-2

Issued: August 24, 1995

Revised: April 23, 1998, October 5, 2005

#### INFORMAL NONPROMOTION OR ACCELERATION INVENTORY FOR K-8 STUDENTS

This survey is designed to ensure that factors in addition to academic achievement are considered in the decision for nonpromotion or acceleration of students.

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Current Grade \_\_\_\_\_

Completed by (circle one) Parent, Teacher \_\_\_\_\_ Date \_\_\_\_\_

1. This student is what I consider to be a (circle one) high, average, low, sporadic achiever.
2. This student completes most assignments with a (circle one) high, average, low degree of quality.
3. This student works (circle one) more, average, less independently of teachers and parents than most of the other

students at her/his grade level.

4. This student misses school (circle one) often, occasionally, seldom.

5. This student is (circle one) small, average, large when compared to others her/his age.

6. This student's fine motor skills are (circle one) advanced, average, behind when compared to others of her/his age.

7. This child's gross motor skills are (circle one) advanced, average, behind when compared to other of her/his age.

8. This student is engaged (circle one) frequently, occasionally, seldom in group extracurricular activities outside of school.

9. This student is engaged (circle one) frequently, occasionally, seldom in individual extracurricular activities outside of school.

10. This student is among the (circle one) youngest, average, oldest in her/his current grade.

11. This student (circle one) usually, sometimes, seldom shows an enthusiastic interest in learning.

12. This student usually deals with peer conflict (circle one) better, average, poorly when compared to others of the same sex and age.

13. This student usually deals with changes (circle one) better, average, poorly when compared to others of the same age.

14. This student has (circle one) no, some, frequent difficulty following school rules.

15. This student has good interpersonal relationships with (circle one) most, some, few teachers.

16. This students has a/an (circle one) overstated, realistic, low attitude about her/his personal and academic abilities.

17. This student (circle one) does not want, is unsure, wants to be retained, accelerated.

18. This student makes new friends (circle one) easily, cautiously, with difficulty.

19. This student will join a (circle one) good, mixed, poor match of peer students if retained, accelerated.

20. This student, if being considered for nonpromotion, has been given (circle one) no, some indication that limited English proficiencies and/or learning disabilities are affecting academic, social or emotional performance.

End of File: IKE-R E-2

### **Programming: Appropriate Match to Strengths**

How will the administrative unit ensure that a gifted student's individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

**The following information is published in the *Components of a Talented and Gifted Program in the Boulder Valley School District* document and is updated annually. The document is used collaboratively with schools to help principals, TAG committees, and TEAs evaluate and plan their TAG programs.**

**Communication: Parents, students, and educators are informed about giftedness and gifted education. Teachers and parents are involved in the creation of a TAG student's Advanced Learning Plan (ALP) in K-12.**

The TAG Educational Advisor (TEA) clearly communicates with students regarding programming services.

Students are aware of programming options, strategies, enrichment activities, and postsecondary options, including alternative pathways.

**Programming: All TAG students receive and have documented programming appropriate for their needs.**

Ongoing assessments ensure that each student receives appropriately challenging instruction.

All gifted students have equitable access to gifted programming services including:

- Advanced classes
- Acceleration
- Differentiated curriculum
- Flexible grouping of gifted learners

Student needs and services are documented in an ALP in K-12.

Students have equitable access to extra-curricular and co-curricular enrichment activities.

The following kinds of assessment data are used for decisions to match programming options to the development of

the advanced learning plan:

- Interpretive/subjective assessments
- Inventories, rating scales, and observation matrices
- Reflective evaluation tools
- Progress monitoring tools
- District assessments for gifted student achievement

### **Programming: Pre-collegiate and Post Secondary**

Describe pre-collegiate or pre-advanced placement support systems available to gifted students.  
What post secondary options are available to gifted students?

**Key programming: pre-collegiate and post secondary options used in the administrative unit include the following options, documented in student ALPs:**

#### **Advanced Curriculum-Based Options**

Honors or advanced level class  
Advanced Placement Class(es)  
International Baccalaureate Class(es)  
Advanced class in a core academic area  
Advanced elective class  
Advanced on-line or correspondence class

#### **Acceleration in Student Placement**

Grade skipped into current grade  
Subject/content acceleration  
Telescoping two grades into one  
Telescoping three grades into two  
Post Secondary Enrollment Class(es)  
Advanced Placement before grade 11  
Early graduation

#### **POSTSECONDARY ENROLLMENT OPTIONS**

Boulder Valley School District  
File: IGCD

Adopted: May 28, 1992

Revised: September 24, 1998

Associated Regulation: IGCD-R

Associated Exhibits: IGCD-E-1, IGCD-E-2

The Board of Education believes that high school students need to be continually challenged in order to maintain their academic interests. To provide such challenge, students, parents, counselors, teachers, and administrators need to have the opportunity to explore a number of different options. One of the options is the opportunity to enroll in college-level courses while still attending high school. In appropriate circumstance course credit toward the fulfillment of high school graduation requirements will be awarded for successful completion of approved courses offered by institutions of higher education. Students in the 11th or 12th grades who are not more than 21 years of age are eligible to apply for enrollment in courses offered by institutions of higher education. Each student considering an application for enrollment in postsecondary courses shall meet with the school principal or counselor to discuss whether such enrollment would be in the best interest of the student's educational career. A student must give notice of his or her intent to apply at least 60 days prior to the anticipated enrollment on forms provided at each high school. Academic credit granted for postsecondary course work successfully completed by a student may qualify as credit toward high school graduation or as credit toward a degree or certificate at the institution of higher education, or both. Advance approval must be sought from the school principal for the receipt of high school credit. Such approval will not be given for courses which are replicative of District courses offered for college credit or for courses that do not meet or exceed the District's graduation requirements in subject content or grade. Students who have satisfied District graduation requirements prior to enrollment in a postsecondary course may not receive high school credit for such course work. An appeal procedure shall be established for those situations in which high school credit is not approved. Students who enroll in and satisfactorily complete postsecondary courses pursuant to this policy shall be entitled to the reimbursement of tuition for up to two courses per semester approved in advance for credit toward high school graduation. Students are responsible for all other expenses related to enrollment in the courses, and the District shall not provide or pay for any related transportation. Students enrolled in such

postsecondary courses shall continue to be considered as enrolled in the District and eligible for high school activities. The District shall enter into written cooperative agreements with institutions of higher education at which District students intend to enroll. Enrollment pursuant to this policy is not available for summer sessions. Information about postsecondary options for which District students are eligible pursuant to this policy, and the process for appealing the denial of high school credit for postsecondary course work, shall be distributed annually to all students in grades 9 through 12 and their parents.

LEGAL REFS.: C.R.S. 22-35-101 *et seq.*

1 Code Colo. Regs. 301-33

CROSS REFS.: IGADB\*, Postsecondary Occupational Program

IKF, Graduation Requirements

End of File: IGCD

### **Programming: Advanced Learning Plan**

Describe the advanced learning plan development and review processes.

**The following information is published in the TEA Handbook, 2007-2008 Edition, and is revised annually. The BVSD Advanced Academic Services Office is collaborating with Instructional Technology Department to create an online ALP system to be piloted in 2008-2009 and fully implemented by 2009-2010.**

#### **Advanced Learning Plans (ALPs)**

The Personalized Learning Plan or PLP has been changed in name to the Advanced Learning Plan for the 2007-2008 school year. This is to maintain consistency with state CDE language.

The heart of gifted educational programming for students in the BVSD is the Advanced Learning Plan (ALP). The ALP is a continuous record of strategies and programming for each formally identified TAG student K-8. During the 2007-2008 school year, Advanced Academic Services will work on creating an ALPs for high school students in order to be in compliance with passage of new state regulations. The more customized the student's programming is, the more important the ALP is. When a student moves between schools and even grades or classes, the ALP is a readily accessible record of advanced academics for that student. Teachers can refer to the ALP at the beginning of the year and it will tell them where to begin with an advanced student. Students who have received specific different, advanced curricula (such as the William and Mary Curriculum for High Ability Students or moving to a higher grade for math instruction) will have a record through the ALP that informs the new teacher of information and experiences such as the vocabulary, knowledge and skills that student brings to the classroom.

The ALP form aligns with the format and information required by the state in the BVSD Year-End Report. This means the district office will have to gather less additional information from individual TEAs in the schools' Year-End Reports. It is also a good visual reminder to TEAs and teachers of the many different delivery models, strategies and options available for meeting the needs of gifted students.

The ALP is available as a downloadable document from the TAG website or can be e-mailed as an attachment upon request.

### **Programming: Articulation**

How are the needs of gifted students and programming options articulated through the P-16 system?

The needs of gifted students and programming options are articulated through the P-16 system in a variety of ways and means including:

- District website, talented and gifted (TAG) email list, TAG District Advisory Committee (TAG DAC)
- Boulder Valley Gifted and Talented Affiliate of the Colorado Association for Gifted and Talented (BVGT)
- Print materials available in multiple languages
- TAG Focus School
- TAG Teachers
- TAG Educational Advisors in schools
- TAG committees in schools
- School visits
- Professional development
- Opening of School Conference and Induction for new teachers and counselors
- Gifted Education Specialists

### **Programming: Gifted Students New to the District**

What process is used when gifted students move into an administrative unit's district?

**The following information is published in the TEA Handbook, 2007-2008 Edition, and is revised annually.**

### **When a Student Moves In or Out of District or Changes Schools**

When a student may move out of the district, it is important that the TAG file follow the student along with the Cum (cumulative) file. Make sure that the TAG file goes to the school's head secretary immediately so that the TAG information can be included with other forwarded information. Include in this file all testing results and the Assessment Data Sheet as well as copies of all ALPs. Any additional information that was included in the TAG file such as samples of student work may be returned to the student and parent. Notes to oneself of private conversations, concerns, observations or events should not be forwarded. When a student changes schools within the district, the same procedure should be followed. School registrars received specific guidance regarding this procedure at the end of the 2005-2006 school year.

When a student enters the school from out of district with indications that s/he was receiving gifted education programming in the previous school, look through the Cum file closely for any assessment or relevant data that may streamline the identification process. When we receive a GT student from out of district, we accept any supportive data that is forwarded, in keeping with our belief in gathering multiple criteria. The student, however, must still meet our district's identification criteria. More often than not, this will result in the TEA not needing to do additional assessment testing and only need gather parent, teacher and specialist inventories, product and performance reviews. Please call Becky with any questions about incoming students as the information you receive may not make identification clear. Each case will be evaluated on an individual basis.

If you receive no information from the previous out-of-district school, it will be necessary to conduct the BVSD's identification procedure. If the child moves from another BVSD school, however, it should be possible to track down the missing information. When BVSD students transition between schools, make sure that their TAG file follows them to their new location. Some TEAs meet with their feeder schools at the end of the year to personally deliver TAG files and discuss students. Most place TAG files in Cum files to insure that they don't get lost. With the popularity of Open Enrollment and schools of choice, it is critically important that TAG files not get lost when students move from elementary to middle school or middle school to high school. If you're not sure where a given student will be attending, place the TAG file in the Cum file following the guidelines above.

Files of students who were nominated for TAG, went through the identification process and were not identified as gifted will need to be handled differently. When these students move to the next school, you will need to place the *Student Assessment Data* sheet in the Cum file, but not include any interpretation of the data. The box at the end of the *Student Assessment Data* sheet should be clearly marked that the student was not identified ("did not qualify") for TAG. Students "on watch" should have a decision made before moving to their next school whenever possible so that they move with a clear designation either as a TAG student or not.

If you receive WISC or other testing data either through Special Education or from a private psychologist, you should use this in place of the CogAT and non-verbal testing usually done in BVSD. This means you will not need to do additional testing, however you will still collect the body of evidence for identification purposes.

### **Evaluation and Accountability**

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.

What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?

In what ways are advanced learning plan (ALP) goals monitored?

What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

The BVSD accountability plan establishes criteria and procedures to provide for continuous evaluation of gifted education. Each school is required to:

- Submit a written plan detailing the use of funds for meeting the needs of gifted and talented students
- Submit a year-end report detailing identification, programming, and enrichment for students
- Maintain current ALPs for gifted students

- Submit updates of newly identified TAG students for the district student database

Schools use a variety of systems to determine the yearly growth and gain of gifted and talented students. These include: report cards (standard based), evaluation of learning plans, teacher-made assessments, conferences, content-specific tests, and student product and performance assessments.

Commensurate growth will be determined for gifted and talented students by using a weighted index on CSAP results and analyzing annual scale score gains per grade level in reading, math and writing. The percentage of talented and gifted students per level (advanced, proficient, partially proficient and unsatisfactory) in reading and mathematics will also be analyzed. The district publishes index growth by population twice each year.

Information is shared with parents through a variety of sources including:

- Receipt of their child’s CSAP report
- Collaboration on and receipt of their child’s ALP
- Parent outreach programs
- SENG parent support groups
- Parent-teacher conferences
- Receipt of their child’s report card

The department of Planning and Assessment disaggregates data biannually to show growth rates of identified TAG students. Information from these reports is used to match instruction, provide curriculum support, and offer choice of programming. Monitoring growth of cohort groups of gifted students by strength area and sharing information with schools is a primary focus for the department of Advanced Academic Services. Guidance, curricular options, and differentiated instruction are integral parts of each school’s building plan and goals.

**Evaluation and Accountability: Social and Emotional**

Describe how gifted students’ social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data ).

**Key Evaluation and Accountability: Social and Emotional options used in the administrative unit include the following options, documented in student ALPs:**

**Affective programming**

- Guidance/counseling participation
- Affective group participation
- Career exploration
- Leadership program or camp

Gifted students’ social, emotional and/or behavioral development is monitored in a variety of ways and monitoring is implemented as applicable. For example, personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, and anecdotal data.

**Evaluation and Accountability: Program Evaluation**

In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.

The last independent review of the AU was completed in 2000. At that time, the Director of Front Range BOCES, Susan Sparks, was brought in to facilitate the evaluation of the program through the TAG DAC. Parents, TEAs and teachers were surveyed, which led to the rewriting of district gifted education policy. Susan returned four years later in 2004 to facilitate a review and evaluation. Additional evaluation information was gathered via surveys. This drove a 5-year plan process. Since then, evaluations have been conducted on specific portions of the program such as grade level acceleration and kindergarten early entrance. These led to changes in district policies regarding these programs.

As a part of their coursework for the DU Metro Cohort, Jennifer Barr and Becky Whittenburg have written a comprehensive gifted education plan, analysis, and evaluation of the BVSD TAG program. This document is included in the AU Program Plan under *Additional Administrative Unit Information*. This analysis will be shared with the TAG DAC (which includes parent representatives) and will inform the next formal evaluation process.

**Personnel**

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.  
If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

The BVSD Talented and Gifted program is currently under the direction of the Assistant Superintendent for Learning Services. Beginning in 2008, it will be under the direction of the Executive Director for Institutional Equity and the Deputy Superintendent.

The BVSD Office of Advanced Academic Services is staffed by a full time District Coordinator and a TAG Program Resource Specialist, both with extensive experience, training and expertise in gifted education. Centrally, there is part-time clerical support for the Office of Advanced Academic Services.

Three schools in the district employ a full time GT teacher. The roles and responsibilities of the GT teacher at each of these schools varies and is directed by the school's principal, not the Advanced Academic Services office or the Superintendents' office.

Seven high school teachers instruct the Science Research Seminar class , which matches advanced high school science students with mentors from the community and prepares them for regional, state, and international science fairs.

Forty-eight schools employ a part-time TAG Educational Advisor or TEA. The TEA position was created to help meet the needs of gifted students in the individual buildings. TEAs are usually in the same employment category as Literacy Tutors. Some TEA positions are filled by a licensed teacher or counselor when TAG is a part of their FTE assignment, while some schools have an administrator who is in the role of TAG contact person. There are also a few schools with a TEA or TAG teacher, who also have a paraprofessional to support that person. How the TAG position in a school is filled is a site based decision.

The various roles of a TEAs may include: heading TAG committee work, supporting teachers, coordinating enrichment activities, conducting school level academic competitions, organizing and training students for academic competitions that are conducted at the district or other level, delivering pull-out lessons under teacher supervision, initiating and insuring completion of the ALP process, communicating with staff and parents, passing along appropriate information to staff and parents, working with the district office to update TAG student lists and state designations, attending monthly TEA meetings, attending conferences and professional development in the field of gifted education, and completing required paperwork and year-end reports.

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit's response:

Yes      x  In Progress

**Personnel: Professional Development**

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

What content and/or skills will be the focus based upon the administrative unit's gifted student data and related to the instruction, programming and counseling of gifted students?

The BVSD Office of Advanced Academic Services provides monthly professional development meetings for TAG

Educational Advisors. Teachers and building administrators are invited to attend. The BVSD Office of Advanced Academic Services also provides resources and financial support for study groups and workshops for teachers, TAG Educational Advisors, and administrators as part of the professional development opportunities offered to the BVSD educational staff. Study groups, resources and workshops must align with district TAG goals and be approved by the central TAG office.

Areas of focus for district wide professional development opportunities for educators, parents, and community members include:

- Ensuring identification and provision of services to underrepresented populations: culturally, linguistically, and ethnically diverse (CLED) students, and sexually diverse (GLBT) students.
- Differentiation for all students, including the most advanced students
- Maintaining academic rigor in classrooms and increasing the number of underrepresented student populations prepared for and enrolled in advanced classes.
- Meeting the unique and challenging academic and affective needs of gifted and talented students.

Specific offerings reflective of the focus areas include:

- Socratic Seminar
- William & Mary curriculum for high ability learners
- Identifying talent in low-SES and CLED students
- Differentiated Curriculum, Instruction, and Assessment
- Advanced Placement and Vertical Teams
- Affective needs
- Study Group Grants (specialized topics, individualized for schools)

Teachers who received Gifted Education Specialist certificates through the BVSD/Metro cohort with the University of Denver lead professional development opportunities in the BVSD and will become an advisory board for the creation of GT teacher positions in the BVSD.

**The following information is published in the *Components of a Talented and Gifted Program in the Boulder Valley School District* document and is updated annually. The document is used collaboratively with schools to help principals, TAG committees, and TEAs evaluate and plan their TAG programs.**

**Professional Development: TAG students are served by professionals who have specialized knowledge in gifted education including the academic and affective needs of gifted learners.**

The TEA attends professional development meetings and regularly communicates information to school staff.

All staff is made aware of:

- the nature and needs of gifted students;
- advanced curricula
- differentiation for high ability learners

Staff attends professional development activities and conferences specific to gifted learners.

Staff utilizes the Study Group Grants funded through Advanced Academic Services.

Staff utilizes TAG resources on site and at the district level.

### **Personnel: Higher Education Support**

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships? Or, in what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

One model that has successfully built the capacity of general educators to recognize and serve the unique needs of talented and gifted learners in the BVSD is the partnership formed with the University of Denver. The creation of a BVSD/Metro cohort model allowed teachers to complete coursework toward a Certificate for Gifted Education Specialists. This certificate will lead to accreditation from the Colorado Department of Education in the area of Gifted and Talented and will provide the BVSD with a cohort of expert teacher leaders.

The Office of Advanced Academic Services will continue to support teachers who are working toward a Certificate for Gifted Education Specialists by offering tuition incentives / scholarships to those individuals.

A collaborative partnership must be built with University of Colorado at Boulder. The AU would like to work with the teacher preparation programs at CU and align our areas of focus for professional development with their teacher preparation programs. These areas include:

- Ensuring identification and provision of services to underrepresented populations: culturally, linguistically, and ethnically diverse (CLED) students, and sexually diverse (GLBT) students.
- Differentiation for all students, including the most advanced students
- Maintaining academic rigor in classrooms and increasing the number of underrepresented student populations prepared for and enrolled in advanced classes.
- Meeting the unique and challenging academic and affective needs of gifted and talented students.

### **Budget: Narrative**

Directions: Describe the administrative unit's collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit's funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

In 2008-2011 collaborative methods to plan a budget for gifted programming will include:

- Collaboration with Colorado Metro GT Directors
- Planning and review by the Office of Advanced Academic Services, the Executive Director for Institutional Equity, and The Executive Director for Student Success, and the Deputy Superintendent
- Review and approval by the TAG DAC

Stakeholders will be involved in and informed of the budget through the TAG DAC.

The purposes and activities related to the total budget include:

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students. This includes the district TAG coordinator and Science Research Seminar teachers. District matching funds will provide FTE for schools to pay TEAs.
- 2) Professional development related to gifted education. This includes consultant fees for professional development, workshop fees for teachers and stipends for teachers.
- 3) Programming options specific to gifted students and outlined on advanced learning plans. This includes the costs of instructional interventions and district enrichment activities for gifted and talented students.
- 4) Supplies and materials used in instructional programming for gifted education. These funds will be used to purchase testing materials for identification and screening as well as resources for the district TAG library and school TAG libraries.

### **Budget: Form**

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds. State gifted funds may be used for:

- 5) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 6) Professional development related to gifted education;
- 7) Programming options specific to gifted students and outlined on advanced learning plans;
- 8) Supplies and materials used in instructional programming for gifted education; and,
- 9) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

**Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year**

**as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.**

### **Record Keeping**

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

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 records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations.

### **Dispute Resolution**

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

Schools or parents wishing to appeal identification or programming decisions must contact the school's TAG committee and the Office of Advanced Academic Services for guidance. Parents generally access the process by contacting the Office of Advanced Academic Services. Parents are heard by the Office of Advanced Academic Services staff and school TAG committee. The school principal makes the final decision, and parents are notified verbally and/or in writing.

### **Additional Administrative Unit Information**

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

These documents are available in both English and Spanish:

- Talented and Gifted Programming pamphlet
- Boulder Valley School District Talented and Gifted Education Handbook for Parents, 2007-2008 Edition
- TAG Educational Advisor Handbook, 2007-2008 Edition
- Parent Discussion Group Guide
- Advanced Learning Plans (currently under revision as online documents)

This document is available in English only:

- Components of a Talented and Gifted Program in the Boulder Valley School District
- Comprehensive Gifted Education Plan - Analysis

**The administrative unit's program plan is due April 30, 2008.**

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, [rose\\_d@cde.state.co.us](mailto:rose_d@cde.state.co.us). Use the administrative unit's name in the subject line of the e-mail. Label

document files according to the following examples, starting with the name of the administrative unit:

File Name Examples:

Douglas County\_ProgramPlan\_08-11  
Douglas County\_Budget\_08-09  
Douglas County\_ALP\_08-11  
Douglas County\_PPAttachment\_08-11

**E-mail the Program Plan to  
DeLinda Rose, Program Assistant  
[rose\\_d@cde.state.co.us](mailto:rose_d@cde.state.co.us)**

**CDE Mailing Address:**

Colorado Department of Education  
Exceptional Student Leadership  
Gifted Education Unit  
201 East Colfax Avenue  
Suite 300  
Denver, Colorado 80203-1799

**CDE Contact Persons:**

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303.866.6414

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.

