Colorado Department of Education (CDE)
Gifted Education Program Plan
2008 – 2011

Administrative Unit's Name: **East Central BOCES**		**Region:** **Northeast**
Name of Gifted Education Director/ Coordinator	**Emma Richardson**	
Director's e-mail	**emmar@ecboces.org**	
Director's Address: 820 2nd Street	**City: Limon**	**Zip: 80828**
Director's phone number **719-650-3037**		**Fax** **888-626-3255**
Name of Superintendent/BOCES Director	**Floyd Beard**	
Superintendent's Signature **Date: _____**		
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 RtI 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:
☐ 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:

☐ 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 -).

Indicator 1A: By June 2011, 100% of identified Gifted and Talented Language Art students will show satisfactory progress in their identified area annually.

Evidence 1A: 100% of Gifted and Talented Language Arts students will score proficient or advanced on

the Language Arts portions of the CSAP.

Indicator 1B: By June 2011, 100% of identified Gifted and Talented Math students will show satisfactory progress in their identified area annually.

Evidence 1B: 100% of Gifted and Talented Language Arts students will score proficient or advanced on the Language Arts portions of the CSAP.

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.

Presently the Administrative Unit does not have any consistent methods for communicating with parents. Parents have been notified by letter regarding the availability of gifted programming in the districts. Parental input is primarily handled at parent teacher conferences and they also participate by filling out checklists to help in the identification process. Parents from underrepresented groups are informed in the same way that other parents are, by letter and parent teacher conferences.

By June 2011, East Central BOCES will dedicate an area in their website with a focus on providing resources and connections for the parents of gifted and talented students. Resources will include links to gifted education websites such as SENG, NAGC and chat rooms or forums where they can communicate with other parents. There will also be a calendar of statewide events that parents can participate in.

By June 2011, the Adminstrative Unit will have written examples of guidelines, procedures and policies and a template for a district handbook to assist districts in creating documents for parent communication.

By June 2011, 100% of district will have a process in place for communicating with parents of all populations.

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?

☒ 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).

The administrative unit uses a body of evidence for the identification process. This body of evidence includes but is not limited to the following methods:
Academic Evaluation Methods: CSAP, Terra Nova, Scantron, Ed Performance, Dibbels, MAPS, ACT, PLAN, PSAT, NWEA, classroom work, portfolios of work
Creativity Evaluation Methods: Portfolios, Teacher recommendations, Competition results
Cognitive Evaluation Methods: CogAT, Naglieri, teacher recommendation
Teacher recommendation methods: Verbal, checklists, written recommendations
Parent recommendation methods: Verbal, checklists, written

As of this date, approximately 87% of districts have formally identified students. All districts will have formally identified students by June of 2009.

The referral process can be initiated in several different ways. Student can be referred by teachers, parents, and administrators. Districts also use test scores from academic and cognitive tests to refer students. Once referred, a body of evidence is collected and then reviewed by a gifted and talented committee, an RtI team or the gifted and talented coordinator with input from staff and administration.

East Central BOCES has purchased several sets of CogAT tests for districts to use for their cognitive testing. They also have a single set of the Naglieri test. The East Central BOCES website has multiple resources available for districts to use for identification including suggestions on how to identify students gifted in the "Other" category and examples of checklists, etc.

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

For most districts delivery of services falls on the classroom teacher. Differentiation is the main strategy used K-8. At the high school level, services are primarily provided through dual enrollment, distance learning classes and acceleration. Two schools provide a pull out program for gifted students that is limited to elementary students. Through network meetings, districts will be provided with information on a variety of programming options for their consideration by the end of 2010.

Differentiated Instruction

Differentiated instruction in the regular classroom is most often done through acceleration into an advanced text book and compacting. Some acceleration by groups is also done.

Affective Guidance and Counseling

Affective guidance and counseling are commonly handled at the individual district by the school counselor or gifted and talented coordinator. The administrative unit also hosts an annual regional event that gathers together students from throughout the region. This event serves to bring students (who are often the only gifted student in a given school district) together with other students that they can relate to. Activities are designed to promote affective guidance and higher level thinking skills.

In September, 2008 East Central BOCES will host a full day of professional development for teachers and counselors focusing on the social emotional issues that can be seen with gifted and talented students.

Content Extensions

Language Arts: 81% of the district offer College level classes. 75% of the districts use differentiation techniques in the classroom. 25% of the district offer AP classes. Other programming extensions include competitions, independent studies and cluster grouping.

Math: 93% of the districts offer College level classes. 75% of districts use differentiation techniques in the classroom. Some districts also use competitions, independent studies and grouping strategies.

Science: 68% of the district of College level classes. 25% of district of AP classes. 75% of districts use differentiation techniques in the classroom. Other extensions include competitions and independent studies.

Creativity: 62% of districts use competitions for expanding creativity. 43% send their students to camps. Other extensions include college level classes and independent studies.

Leadership: 62% of districts use competitions for expanding creativity. 43% send their students to camps. Other extensions include college level classes and independent studies.

Performing Arts/Music/Visual Arts: 62% of districts use competitions for expanding creativity. 43% send their students to camps. Other extensions include college level classes and independent studies.

General Cognition: General Cognition is addressed in the individual subject areas.

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).

Currently the Administrative Unit does not have a consistent acceleration plan. 19% of our districts have individual acceleration plans. By June 2009, the Administrative Unit will provide sample policies and give assistance to districts in writing their acceleration plans. By June 2011, 100% of districts will have an acceleration policy in place.

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 administrative unit uses a body of evidence to formally identify gifted students. This same body of evidence will be used to match programming options to the development of the Advanced Learning Plan. Goals will be written that match the needs of the individual student and address their specific strengths and interests. The Advanced Learning plan will be reviewed annually.

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?

East Central BOCES has a partnership established with Morgan Community College to provide classes to our member districts. Currently 17 0f the 21 districts have distance learning technology installed that allows them to offer interactive classes in their own districts. Students are currently able to take a variety of college level classes. All districts have access to Online classes through Colorado Online and college classes through the local community college.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

50% of our member districts have already implemented ALP's for their identified students. The majority of our districts are using or intend use an ALP form created by EC BOCES. By December, 2009 100% of districts will have implemented ALP's for their identified gifted population. ALP's will be reviewed annually by the district gifted and talented committee, the RtI team or the gifted and talented coordinator with input from parents, faculty and administration.

Programming: Articulation

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

East Central BOCES keeps the districts current on the latest state requirements and any new rules regarding gifted and talented education. The local districts use teacher inservice days to keep teachers informed on requirements and team meetings are used to ensure that specific student's needs are being met.

Programming: Gifted Students New to the District

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

Currently the majority of districts are planning to test new students that move in unless they have been formally identified at another district. Once identification has been approved, new students will be placed on an ALP and will be programmed for according to the ALP.

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?

Advanced Learning Plans will be reviewed annually by the person/team responsible for the gifted and talented program within the district. District assessments, portfolios and classroom work will be used for progress evaluation purposes. CSAP test results will also be referenced for progress evaluation but will not be solely relied upon. The annual review of the ALP will ensure that the student is progressing towards personal goals and will align with the State Accreditation requirements.

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).

Social emotional goals will be incorporated into the Advanced Learning Plan and will be reviewed annually. By June 2010, East Central BOCES will provide samples of documents that can be used for progress evaluation and will post them on the BOCES website. By June 2010, East Central BOCES will

provide a training and information on writing and evaluation of social emotional goals for gifted and talented coordinators.

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.

ECBOCES has no program evaluation process in place at this time. By the end of 2011 the AU will design, agree upon and begin implementation of such a 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.

Due to the small size of the majority of the districts in East Central BOCES, gifted students are primarily receiving their instruction in the regular classroom. Teachers in core areas are required to be highly qualified by NCLB standards and so gifted students are receiving instruction from highly qualified teachers.

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 ☐ 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?

Gifted education is the responsibility of the classroom teacher, therefore increasing the capacity of all teachers is important. The AU will continue to provide a full day in-service once a year for all districts to attend. The topic will be based on the needs of the students based on data. Online classes, attendance at director's meetings, networking meetings, CAGT, NAGC and other workshops will be offered and supplemented financially through the AU.
By 2011 25% of all qualified personnel in each district will have received at least 6 hours of GT professional development.

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?

The AU would like to find ways to partner with UNC or Adams State College to offer a masters degree or an endorsement in GT through the distance learning program. There is one coordinator with a master's degree and two working towards that degree within the AU at this time. EC BOCES is currently discussing the use of the distance learning system to offer classes through Adam's State College. The

master's program for Gifted Education is being discussed as a possible offering.

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.

The Administrative Unit's funds will be spent in the following areas:
Over half of the combined State and AU funds will be used for providing personnel to work with gifted students. The funds will cover salary and benefits for such personnel.
About 12% of the combined funds will be used for professional development for teachers and personnel working with the gifted and talented program. EC BOCES will spend the majority of their portion of the AU's fund on providing professional development opportunities.
About 20% of the combined funds will be used directly on activities for gifted and talented students with the majority of that being used for field trips including the gifted and talented regional event.
The rest of the funds are being used to purchase materials and equipment that will support the gifted and talented programming in the schools.

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:

1) 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);
2) Professional development related to gifted education;
3) Programming options specific to gifted students and outlined on advanced learning plans;
4) Supplies and materials used in instructional programming for gifted education; and,
5) 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.

There is no formal procedure in place at this time. By June of 2010 the AU will establish a method of record keeping embedded within the program evaluation process.

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?

1) Parents are notified of the identification or programming decision in writing by the local school district within 5 business days of the decision.
2) Parents have 7 days from receipt of the notice to file a written notice of dispute with the school district Gifted & Talented Coordinator.
3) District gifted and talented coordinator (and teachers as needed) meet with parents to discuss dispute.
4) At the end of the meeting, parents receive a summary of the meeting, including any decision adjustment if made.
5) If parents still have disagreement with school decision, parents have seven days to request district administration (principal and/or superintendent) to review the decision.
6) Parents receive a written summary of the meeting within five business days, including any decision adjustment if made.
7) If there is still no agreement, at the parent's or district's request, the Gifted and Talented Coordinator for East Central BOCES and/or the Gifted Education Regional Coordinator will review the case and may meet with parents and district representatives to assist with mediation.
8) Parents receive a summary of findings and of any decision made after review of district case by the BOCES Coordinator within five business days.
9) If agreement can still not be reached, parents can address the local district school board who will be responsible for final decision.
10) Parents are notified of final decision in writing by the local school board within seven days.

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.

ALP form

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**. 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

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:

Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

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

Gifted students' learning and growth ensured by needed provisions and advocacy

Required
(To Obtain Benefit)
FORM # ESL-403
EDAC APPROVED
1/11/2008 - 1/11/2009

Colorado Department of Education (CDE)
Gifted Education Program Plan
2008 – 2011

BOCES Consolidated Signature Page

Administrative Unit's Name: EC BOCES		**Region: East Central**
BOCES Executive Director Signature: **Date: _____**		
Number of Districts within Administrative Unit:	**21**	
List the name of each district within the administrative unit below:	**List the name of each district's superintendent within the administrative unit below:**	**Signature of the district's superintendent reviewing the Program Plan:**
AGATE 300	Robin Purdy	
ARICKAREE R-2	Gena Ramey	
ARRIBA/FLAGLER R-20	Tom Arensdorf	
BENNETT 29-J	Richard Coleman	
BETHUNE R-5	Shila Adolf	
BURLINGTON RE-6J	Don Anderson	
BYERS 32-J	Tom Turrell	
CHEYENNE WELLS RE-5	Dave Marx	
DEER TRAIL	Mary Lynch	
ELIZABETH C-1	Bob Neel	
GENOA HUGO	Randy Holmen	
HI PLAINS R-23	Steve McCracken	
IDALIA RJ-3	Dan Schmidt	
KARVAL RE-23	Marty Adams	
KIOWA C-2	Bret Robinson	
KIT CARSON R-1	Gerald Keefe	
LIBERTY J-4	Dave Eastin	
LIMON RE-4J	Scott Vratil	
STRASBURG 31-J	Dave Van Sant	
STRATTON R-4	Eric Moser	
WOODLIN R-104	Rose Cronk	

Copy, complete signatures and mail to:

Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue

Suite 300
Denver, Colorado 80203-1799