

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

Administrative Unit's Name: Moffat County School District		Region: Northwest
Name of Gifted Education Director/ Coordinator Ken Olinger		
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Name of Superintendent/BOCES Director Pete Bergmann		
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:

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 -).

Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase by 10% at all grade levels.

Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP

reading test.

Indicator 1B: Students gifted in math performing on the advanced level on the CSAP math will increase by 10% at all grade levels.

Evidence 1B: Percent of gifted in math students performing at the advanced level on CSAP math tests.

Indicator 1C: The percent of students gifted in other categories will increase performance on the CSAP to the 90 % proficient.

Evidence 1C: Percent of students gifted in other categories will perform at the proficient level in reading on 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.

- **In the back to school literature, parents will receive information related to contacting the teacher leader for Gifted Education at each school.**
- **Parents may contact the leader at each school to discuss identification procedures or they may contact their child's teacher to discuss identification procedures.**
- **The district will have a handbook detailing identification and programming options.**
- **On the district website information will be provided forms to nominate for identification and outline programming information.**
- **In the identification process the district will work to with parents to identify their child's strengths. Once a student is identified as gifted in a particular area, the parent and RTI team will develop the Advanced Learning Plan to support their child in a successful educational experience.**
- **Gifted educational leaders in the district will work with ELL and Special Education staff with characteristics to look for in special populations.**
- **The district will establish a parent group to collaborate efforts on communication between school and home. Help establish a networking system and support resources for the needs of gifted student.**

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).

In the Moffat County School District we believe that a Body of Evidence approach is the best practice in the identification of the Gifted Population. The district will use formal and informal assessments to guide decision making in the identification process. Attached to the unit plan will be the body of evidence guide that is currently in use for identification. This process will take place through the RTI process in conjunction with classroom teachers, parents, and teacher leaders to help identify gifted students. Parents will sign permission forms prior to any formal test administration. After data is collect, parents will be invited as part of the RTI process to help determine if their child would qualify for gifted education services and or help with the Advanced Learning Plan.

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

Moffat County School District will provide students with a continuum of services including differentiated instruction, acceleration in specific content areas, and enriched learning opportunities in and out of the district.

Differentiated Instruction

- **Self directed learning with in the classroom**
- **Independent studies facilitated by teacher leaders**
- **Opportunities to interact with other students with same gifted traits**
- **Flexible pacing**
- **Cluster grouping**
- **Online or Distant learning**
- **Accelerated curriculum**
- **Accommodations for student strengths and interests in classroom activities**

Affective Guidance and Counseling

- **Develop goal setting skills**
- **Develop leadership skills**
- **Provide opportunities for exploration in areas of giftedness, career options**
- **Counseling groups**
- **Participation in district activities that promote creative thing and leadership**

Content Extensions

Language Arts: Acceleration in subject area, dual enrollment, advanced placement, strength accommodations for rigor in the regular classroom.

Math: Acceleration, dual enrollment, advanced placement, strength accommodations for challenge in the regular classroom.

Science: Acceleration, dual enrollment, advanced placement, strength accommodations for challenge in the regular classroom.

Creativity: Internship programs, community outreach for mentors, accommodations for open- ended learning opportunities in the regular classroom.

Leadership: In district and out of district activities for development of leadership skills, community outreach mentors, accommodations for leadership activities in the regular classroom.

Performing Arts/Music/Visual Arts: Community outreach and programs for the performing arts, independent study in the arts classroom, community and school mentorship programs, accommodations for the arts in the regular classroom.

General Cognition: In district and out of district activities, acceleration, advanced placement, community outreach and mentorship programs, accommodations for acceleration in the regular classroom.

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).

All decision about acceleration will be made with the RTI team and parents. The advanced learning plan will serve as a tool in helping make programming decisions. The Advanced Learning Plan goal will be monitored and evaluated for program effectiveness.

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?

Both formal and informal assessment will be considered when developing a students Advanced Learning Plan.

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?

<p>Students in the Moffat County School District will have opportunities for dual enrollment and advanced placement in courses available to areas of strengths.</p>
<p style="text-align: center;">Programming: Advanced Learning Plan</p> <p>Describe the advanced learning plan development and review processes.</p>
<p>The Advanced Learning Plan is developed with the parents, teachers, RTI team, and teacher leaders at each school. Advanced Learning Plans will be reviewed annually to determine if they need to be changed or updated in relation to student’s needs or strengths.</p>
<p style="text-align: center;">Programming: Articulation</p> <p>How are the needs of gifted students and programming options articulated through the P-16 system?</p>
<p>Each spring during transition meetings, students with Advanced Learning Plans will be discussed and previewed for appropriate placement. RTI members will facilitate to upcoming teachers the areas of need and review Advanced Learning Plans with those teachers.</p>
<p style="text-align: center;">Programming: Gifted Students New to the District</p> <p>What process is used when gifted students move into an administrative unit’s district?</p>
<p>If the student enters with an Advanced Learning Plan or have been in a gifted program outside the districts, Moffat County School District will evaluate the acceptance of that student as gifted. With parent involvement and the RTI process that student’s plan will be modified or created to meet the needs of that child inside Moffat County School District.</p>
<p>Evaluation and Accountability</p>
<p>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?</p>
<p>All gifted students will participate in all district assessments including CSAP, CELA, MAPS, Essentials Assessments in content areas, Aims Web Progress Monitoring. All Advanced Learning Plans will be monitored on an annual basis.</p>
<p style="text-align: center;">Evaluation and Accountability: Social and Emotional</p> <p>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).</p>
<p>The classroom teacher in conjunction with the RTI team will monitor the student’s social and emotional needs.</p>
<p style="text-align: center;">Evaluation and Accountability: Program Evaluation</p> <p>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.</p>
<p>The administrative unit will meet monthly with teacher leaders and biweekly with RTI teams at each building to discuss gifted education programming, monitor student progress, and continue</p>

staff development in areas for gifted students.

Parents will have the opportunity to provide feedback to the building leaders on an annually in accordance with Advanced Learning Plans. Parent networking groups will meet monthly with teacher leaders to help evaluate programming and be utilized as a community resource.

Administrative Unit Director will annually assess the Gifted program at each building.

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.

Each teacher leader at each building will meet monthly. RTI teams, teachers, and building leaders will meet bi-weekly. Both groups will monitor progress, identify students, and assist with programming for the needs of the gifted students.

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?

The Moffat County School District in conjunction with NW BOCES has contracted a facilitator to provide the CDE developed online courses to interested teachers in our area. Staff development opportunities are provided throughout the year with the focus gifted education. (i.e. Thinking Maps, twice exceptional training).

Teacher leaders will provide staff development to increase the awareness of professional in each building in regards to gifted education programming, identification, social emotional needs, and accommodations for gifted students.

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?

Moffat County School District will work with higher education institutions, CDE workshops,

BOCES, and district trained representatives to provide staff development opportunities. We encourage teacher leaders and regular education professionals to attend training that will assist with programming for gifted 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.

The gifted education funds for the Moffat County School District are used to identify students, purchase materials, provide programming, and staff development for teachers.

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.

Each building is required to keep all pertinent information related to a student in their cumulative file. Student information will also be kept in the student data base to accurately track information in transition from school to school. Student records can be destroyed five years after the student graduates from High School.

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?

Moffat County School District will use the dispute resolutions process in accordance to board policies to handle any disagreement between parents and school district personnel.

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.

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:

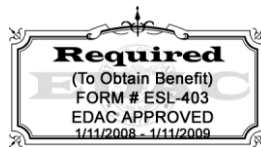
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Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.



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

BOCES Consolidated Signature Page

Administrative Unit's Name:		Region:
BOCES Executive Director Signature:		
Date: _____		
Number of Districts within Administrative Unit:		
List the name of each district within the administrative unit below:	List the name of each district's superintendent within the	Signature of the district's superintendent reviewing the

