

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

Administrative Unit's Name: Rio Blanco Board of Cooperative Educational Services		Region: NW
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Superintendent's Signature Date: 4/18/08		
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)		
<p>⇒ 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.</p> <p>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.</p>		
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: The students identified as gifted performing at the advanced level on CSAP reading will increase from 50% to 75%.

Evidence 1A: Percent of gifted students will perform at the advanced level on CSAP test in reading.

Indicator 1B:

Evidence 1B:

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 BOCES will communicate to parents and educators about the options available for gifted programming in the following manner:

- o Gifted policies and procedures are available and are located in each BOCES office and in each school building within the BOCES service area.
- o Pamphlets explaining gifted education are provided to all parents at open houses, parent nights, and through various local agencies throughout the communities.
- o Each parent of a gifted student is provided with a copy of their rights and the process of appeal at the time of referral and at each annual ALP meeting.
- o The coordinators of gifted student programs meet at a set (published) time each month to review

guidelines, follow-up on referrals, define professional development needs, and determine procedures.

- All ALPs at the high school level are designed based upon the students' career/education goals to align courses with the students' goals.
- The BOCES website has a link which describes the BOCES/districts' gifted program and contact information.
- A BOCES newsletter is sent three times a year to all staff and parents of BOCES students and contains an article about gifted education.
- Once a year an article regarding gifted education is published in the local newspaper.
- An annual meeting is held for all students on an ALP. The parents, teachers, and student (if applicable) attend the meeting to discuss the student's strengths and needs and to determine goals and objectives for each student. The meetings are held at a mutually agreed upon time so all parties can attend.
- Parent meetings have been held to discuss the programming needs of gifted students.

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?

X 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).

Screening Process

Rio Blanco BOCES and its member districts ensure that equal and equitable access to the Gifted and Talented Program is available to all students preschool through twelfth grade, including minority students, economically diverse students, culturally diverse students, students with limited English proficiency, and children with disabilities.

Preschool aged children will be screened during the Children's Health Fair conducted each spring.

All Students in the elementary grades K - 8 will be screened each year using the *Kingore* or the

Identification Tools for Teachers: Traits and Characteristics for Gifted Children.

In grades 9 - 12, all new students' records will be reviewed to determine if there is a need for further review and possible assessment. Grades 9 - 12 may also screen students with the *Identification Tools for Teachers: Traits and Characteristics for Gifted Children.*

* A copy of the *Identification Tools for Teachers: Traits and Characteristics for Gifted Children* may be found in the Appendix of the *Rio Blanco BOCES Gifted and Talented Program Manual* or obtained from the gifted program coordinator.

The *Kingore* may be obtained from the gifted program coordinator.

Identification Tools for Gifted Learners in Underserved Populations follow this section of the manual.

Referral Process

Student referral process begins at the preschool level and continues through high school. The process is continuous and ongoing and may be initiated at any time for a student.

Student referral may be made through one or more of the following means:

- Teacher nomination
- Parent nomination
- Principal nomination
- Peer nomination
- Self nomination
- School and BOCES screenings

All student who are referred, following the screening process, will be referred to the Student Intervention Team in each building for a complete review of records, a study of student progress through scientifically researched - based instruction and monitoring of such progress.

* Forms for student referral are available in the Appendix of the *Rio Blanco BOCES Gifted Program Manual* and from the coordinator of the gifted program.

Parent Consent Form follows this section of the manual.

Identification

Once a student has been referred for consideration for the Gifted Program, the nomination will be reviewed by the Student Intervention Team (SIT) which includes the program coordinator.

If the SIT determined a need for further evaluation to determine qualification, the program coordinator will then notify the parent/guardian of the referral and will seek written permission from the parent/guardian to assess the student. Notification and permission forms may be found in the manual or obtained from the gifted program coordinator.

Prior to obtaining written approval for assessment the program coordinator will inform parents of the following rights:

- Right to review all records related to the referral for evaluation;
- Right to review the procedures and instruments to be used in the evaluation;
- Right to refuse to permit the evaluation; and
- Right to be fully informed of the results of the evaluation.

Following the return of the signed permission to assess form, the program coordinator will request current records on the student and/or designate assessment instruments to be administered. Instruments selected will be based upon information provided to the coordinator from the referral and the Student Intervention Team. Assessments will be completed by qualified staff.

Within 60 days of the referral, the coordinator will hold an Advanced Learning Plan meeting. Members of the team must include the parent of the student, the student if appropriate, at least one classroom teacher who can speak for the student's teachers, the gifted coordinator, the principal or designee, a professional qualified to administer and interpret standardized assessments (if any standardized assessments are administered), and the special education director or designee.

Using multiple sources of data in a body of evidence (qualitative and quantitative), the team will determine whether the student qualifies based upon the data provided with parental and teacher input.

*The appendix of the *Rio Blanco BOCES Gifted Program Manual* contains:

- Parent Rights
- Parent Consent Form for Evaluation
- Gifted Profile
- Notification of Meeting Form
- Teacher Checklists
- Parent Checklists
- Student Interest Checklist

Or

Forms may be requested from the gifted coordinator

Identification Criteria

A student must meet the following criteria in one of the areas to qualify for gifted and talented programs.

General or Specific Intellectual Ability

Advanced level or performance assessments of cognitive abilities

95%ile and above on standardized cognitive tests.

Specific Academic Aptitude

Advanced level on performance assessments for academic aptitude.

95%ile and above on standardized achievement tests.

Creative or Productive Thinking

Advanced level on performance assessments for creative or productive thinking.

95%ile and above on standardized tests of creative/critical skills or creativity/critical thinking.

Leadership Abilities

Advanced level on performance assessments of leadership.

95%ile and above on standardized leadership tests.

Visual Arts, Performing Arts, Musical, or Psychomotor Abilities

Advanced level on performance talent assessments (product or performance teacher evaluation).

95%ile and above on standardized talent tests.

Preschool criteria for early entry as defined in BOCES policy JEB/IBBA

*There must be three pieces of evidence for a student to qualify.

Parental Rights for Gifted Education

Definition of Giftedness

Gifted and talented children means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five years of age who are gifted may also be provided with early childhood gifted education services. Gifted students include gifted students with disabilities (e.g. Twice Exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude

- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical, or psychomotor abilities

Rights

Parents of students who are referred for assessment to determine if their child is gifted have the right to:

- Review all records related to the referral for evaluation
- Review the procedures and instruments to be used in the evaluation
- Refuse to permit the evaluation
- Be fully informed of the results of the evaluation

Appeal Process

Any parent who feels the recommendations of the Advanced Learning Plan (ALP) team are inappropriate should file an appeal in writing with the coordinator of the gifted program. The appeals to placement decisions will be forwarded to the Student Intervention Team (SIT) who may collect additional assessment data, along with parental input, and refer back to the ALP team for reconsideration based on the additional evidence.

If the parent disagrees with the outcome of the appeal, he/she is referred to the BOCES director who will review all placement procedures to assure BOCES identification procedures were followed.

The BOCES director will provide the parents, ALP team and SIT with a written determination.

Placement and Notification

A meeting will be set up with the parents, coordinator, classroom teacher(s) students (as appropriate), director (or designee), someone qualified to interpret standardized assessments (if administered), and others as needed to review assessments and determine qualification for the gifted program. If the child qualifies and the parents agree to allow their child to receive gifted services, they will sign the permission form. The principal and the teachers serving the student will be notified of all children identified.

*A copy of the permission form may be found in the appendix of the *Rio Blanco BOCES Gifted Program Manual* or obtained from the gifted coordinator.

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

Each student has an ALP that defines their service delivery and the instructional methods that are appropriate for him/her.

Because gifted and talented students differ in a variety of ways, their needs can be met by placing them appropriately along several continuums.

A continuum of services is the variety of delivery and programming options available to gifted students for meeting educational and affective needs.

The Rio Blanco BOCES provides the following continuum of delivery of services:

- General education classroom
- Classroom cluster groups
- Resource room
- Vertical team groups
- Learning clusters for special interests or topics
- Mentorship
- Special education

Differentiated Instruction

Students are provided differentiated instruction within their general education classes in the area of the student's strengths. This may include open-ended activities.

Affective Guidance and Counseling

Students are provided guidance and counseling support through their gifted coordinator and from district counselors.

Students receive guidance and counseling support and career counseling from their community mentors and their gifted coordinator.

Students receive career and post-secondary counseling from the high school counselors as well as from the coordinators of the gifted program.

The community college provides support to gifted students in the public schools.

College and Career Nights are provided to all students through the school districts.

Social skills training is provided when necessary by the school psychologist.

Content Extensions

Language Arts:

The elementary and middle school core curriculum have enrichment programs and extension activities included for each lesson.

BOOST, STEP and Academy classes for grade level and subject matter enrichment.

Honors English classes at the high school level.

AP courses.

Exploratory classes in higher level content areas are available.

Dual enrollment with CNCC

On-line learning

Math:

The elementary and middle school core curriculum have enrichment programs and extension activities included for each lesson.

BOOST, STEP, and Academy classes are provided for grade level and subject matter enrichment.

Upper level math classes are available at the high school.

Exploratory classes in higher level content areas.

Math Club

Dual enrollment with CNCC

On-line learning

Science:

Regional Science Fair

EPI scientific investigations with students in other countries over the summer months

Exploratory classes in upper level content

Dual enrollment with CNCC

Upper level science classes

<p>On-line learning Creativity: DI Regional Science Fair E3 Creativity and Innovation for Student Learning "Hands-on and Online Bridge Building Leadership: FBLA FFA FCCLA Speech Team Leadership Class National Junior Honor Society National Honor Society Performing Arts/Music/Visual Arts: Applied music for advanced music skills Missoula Children's Theater Community College Classes Drama class General Cognition: Knowledge Bowl Several of the above mentioned</p>
<p align="center">Programming: Acceleration Plan</p> <p>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).</p>
<p>The BOCES and districts have a policy in place for early entry to preschool and kindergarten. For students who are already in school the Iowa Acceleration Scale is used as one indicator of the possible need for acceleration. Other indicators would be academic history, social rating scales and leveled assessments. The ALP team determines if acceleration is appropriate.</p>
<p align="center">Programming: Appropriate Match to Strengths</p> <p>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?</p>
<p>Parents, teachers and the student (as appropriate) are involved in the development of the ALP to ensure that the team identifies the student's strengths and needs and appropriate programming. A variety of assessment data is used to assist the team in the planning process. This data includes both academic information and information to ensure that the student's affective needs are met. Examples of such data would be; CSAP, MAPS, DIBELS, AIMSWeb, review of student academic and behavior records, rating scales, CBM, Torrance, SAGES, cognitive evaluations, classroom observations, etc. Data is collected and reviewed by problem solving teams and the ALP team.</p>
<p align="center">Programming: Pre-collegiate and Post Secondary</p> <p>Describe pre-collegiate or pre-advanced placement support systems available to gifted students. What post secondary options are available to gifted students?</p>
<p>Guidance from the high school counselor and gifted coordinator AP classes Dual Enrollment ACT Prep</p>
<p align="center">Programming: Advanced Learning Plan</p> <p>Describe the advanced learning plan development and review processes.</p>
<p>Any student identified for gifted services will have an Advanced Learning Plan, within 60 days of referral, developed collaboratively by the ALP team, including the parent and student (if appropriate).</p>

The plan shall be reviewed at least annually with the student's teacher, the gifted coordinator, the parent(s) and the student (if appropriate).

Parents will be provided a copy of the ALP within 20 days following development.

One copy of the plan will be housed in the BOCES office, one copy in the student's cumulative file and one copy with the gifted coordinator.

ALP

An ALP is a program plan that describes the programming components, options, and strategies that will be implemented by the administrative unit and schools to appropriately address the educational needs of gifted students. Programming shall match the strengths and interests of the gifted student. Other educational needs shall be addressed according to the individual student's profile. Such programming components, options, and strategies shall include, but be limited to:

- Alignment of assessment data to programming options in the areas of giftedness;
- Structures by which gifted students are served in the different school levels (e.g., the general classroom, resource, and/or pullout);
- Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);
- Affective and guidance support systems (e.g., social skills training, early college and career planning);
- Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);
- The means by which articulation for preschool through grade 12 is planned and implemented;
- Pre-collegiate and/or pre-advanced placement support;
- ALP development and annual review conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate); and
- Post secondary options available to gifted students.

The ALP will contain data collected from regular classroom, district, and state assessments, and identified gifted programming options. It is a part of the regular cumulative folder record keeping systems as well as on file in the BOCES office.

This document is critical in the transition of gifted students from one level of schooling to the next and from school to school. The ALP information must be transferred during the regular registration procedures established in the district.

It is advisable to include a question about gifted identification and/or previous gifted services on intake registration materials.

Programming: Articulation

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

The ALP is critical in the transition of gifted students from one level of schooling to the next and from school to school. The ALP information must be transferred during the regular registration procedures established in the district.

Programming: Gifted Students New to the District

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

Registration materials include a question about gifted identification and/or previous gifted services. If any services were provided the coordinator is notified and a transfer meeting is held.

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?

Each identified student has a profile that is completed annually. This profile documents the students achievement.

The ALP serves as an accountability record providing evidence of monitoring gifted interventions and student progress through the grades. The team meets annually and reviews the student's goals and objectives that are aligned with state and district standards. Progress of those goals is recorded and new goals developed based upon that progress.

Gifted students are benchmarked and progress monitored using CSAP, MAPS, CBM, DIBELS and AIMSWeb.

Gifted student's scores on CSAP and MAPS are disaggregated and reviewed by the administrative team for accreditation purposes.

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).

The gifted coordinator and the ALP team review student progress in the social and emotional areas based upon a variety of methods such as interviews, demonstrations of self-advocacy, anecdotal data, and through interviews with the high school counselor, teachers and parents.

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 coordinators of the gifted programs, director, principals and school psychologists meet at a regularly scheduled time each month to review the program, develop policy, discuss student needs, and receive feedback on effectiveness of the program.

For next school year the parents will complete a survey form much like the one filled out by our parents of special needs children complete to provide input about the programs and their satisfaction of services.

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.

Instruction of gifted student is provided by teachers who are highly qualified in the areas that they teach.

The school counselor and school psychologist provide counseling for the gifted students.

The coordinators provide support and coordinate programs for gifted students, teachers, and parents.

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:

X 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?

Rio Blanco BOCES supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students such as:

- Induction programs for all new staff
- Inservice for all staff in meeting the needs of all students
- Direct support to teachers by the gifted coordinators
- Regional networking meetings
- Gifted education workshops
- Monthly meetings of the gifted coordinators, director, principals, and school psychologist
- Regional trainings/professional development

Training is determined based upon the needs of the student and the teachers of gifted students. The trainings have included:

- Differentiated instruction
- Affective needs
- Meeting the needs of diverse populations
- Progress monitoring
- Writing Advanced Learning Plans
- Assessment of the performing arts
- Data analysis

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?

Rio Blanco BOCES is a partner in the Northwest Regional Professional Development Council. The council is composed of representatives for 19 school districts, 3 BOCES, 2 universities, CDE representatives and one community college. This council works as a team to provided needed professional development for our region.

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.

Each year the program plan proposes a budget for gifted education which reflects the collaborative efforts of the administrative unit and the cost of implementing the programming goals and objectives stated in the program plan. The budget details the funding committed by the administrative unit and funding requested from the department. Funding committed by the administrative unit is equal to or greater than

the amount requested from the department. Funds are used for:

- Salaries for appropriately certified, endorsed or licensed personnel serving primarily gifted students (e.g., gifted education coordinators)
- Professional development and training related to gifted education
- Activities associated with gifted programming options specific to gifted students and their advanced learning plans
- Supplies and materials used in instructional programming for gifted education
- Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount requested from the department.

The budget planning committee includes gifted coordinators, the director, principals, and the school psychologists. The previous year's grant is reviewed. The team then develops a budget based upon the activities planned for the next school year.

The budget for the 08 - 09 school year will support:

- The salaries of the gifted coordinators and teachers of students who are identified as gifted.
- Salary of director for gifted programming
- Spanish form development for all gifted forms.
- Newsletter
- Induction training for new staff in gifted education
- Training in progress monitoring
- Training in interventions
- Networking meetings
- Substitutes for professional development and program planning
- Competitions for gifted students
- AP and college courses for gifted students
- Parent meetings and training

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.

The Rio Blanco BOCES keeps a detailed report of financial income and expenditures. The report is provided to the Board of Directors at each BOCES meeting for approval. It is submitted each year to the CDE. The funding is a part of our annual audit.

All equipment purchased by the BOCES is inventoried annually and is provided to the auditor. Inventory sheets are retained in the BOCES office.

Student Record Keeping

The ALP shall record programming options, and strategies utilized with individual students and shall be part of the student's record. The ALP shall be considered in educational planning and decision-making concerning subsequent programming for that student and be used in the articulation process, preschool through grade 12. Gifted student records shall describe the body of evidence that identifies strengths, interests and needs, and the ongoing programming and student achievement results.

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

Gifted students education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the administrative unit, including its member districts for student records, preschool through grade 12. This process is described in BOCES and district policy.

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?

Any parent who feels the recommendations of the ALP team are inappropriate should file an appeal in writing with the coordinator of the Gifted Program. The appeals to placement decisions will be forwarded to the Student Intervention Team (SIT) who may collect additional assessment data, along with parental input, and refer back to the ALP team for reconsideration based on the additional evidence.

If a parent disagrees with the outcome of the appeal, he/she is referred to the BOCES director who will review all placement procedures to assure BOCES identification procedures were followed.

The BOCES director will provide the parents, ALP team and SIT with a written determination.

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.

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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.



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