

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

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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: Manitou Springs – Students gifted in language arts performing at the advanced level on CSAP reading will increase from 50% to 70%.

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

reading tests.

Indicator 1A: Woodland Park - Students gifted in language arts performing at the advanced level on CSAP reading will increase from 68% to 75%.

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

Indicator 1A: Cripple Creek - Students performing at the advanced level on CSAP reading will increase from 3% to 10%.

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

Indicator 1B: Manitou Springs – the number of students gifted in math performing at the advanced level on CSAP math will continue to be at the 85% level.

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

Indicator 1B: Woodland Park - the number of students gifted in math performing at the advanced level on CSAP math will increase from 67% to 75%.

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

Indicator 1B: Cripple Creek - Students performing at the advanced level on CSAP math will increase from 8% to 12%.

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

Indicator 1 states that LOCALLY determined targets will be set in each of the three content areas – it does not state that “other” must be addressed. Our Administrative unit has just begun the process of identifying in these other areas, and we would not be able to supply any meaningful data to a goal about other.

Indicator 1C: Manitou Springs – Students gifted in language arts performing at the advanced level on CSAP writing will increase from 50% to 70%.

Evidence 1C: Percent of gifted in language arts students performing at the advanced level on CSAP writing tests.

Indicator 1C: Woodland Park - the number of students gifted in language arts, math, or both performing at the advanced level on CSAP writing will increase from 69% to 75%.

Evidence 1C: Percent of gifted in language arts, math, or both students performing at the advanced level on CSAP writing test

Indicator 1C: Cripple Creek - Students performing at the advanced level on CSAP writing will increase from 4% to 11%.

Evidence 1C: Percent of students performing at the advanced level on CSAP writing tests.

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.

Each district will have a brochure available to families as well as information posted on district web sites including information on the referral and identification process and programming options. GT staff will be available at all district events, including open house, conferences, etc. to answer questions and speak to parents. The Ute Pass BOCES will have a coordinator of parental involvement, employed in the 08-09 school year to increase awareness and facilitate meetings and trainings. All parents are involved in the ALP process as well as building conferences to provide input on their students' strengths and needs. The Ute Pass BOCES does not have significant numbers of students in traditionally underrepresented categories, however, we will begin to look more closely at our proportionality and determine needs in the next school year.

100% of the districts, in the Ute Pass BOCES, will demonstrate multiple ways that parents can access information regarding Gifted programming, to include information on district websites, brochures (with contact information), personal conversations at building events including Open House and conference and encouraged participation in annual GT parent events by Fall of 2009.

There is very little ethnic diversity in the Ute Pass BOCES as a whole. We do have a large percentage of under advantaged students and we will be examining that data in the spring of 2009. We will determine proportionality statistics for the 2008-2009 school year, including ethnicity, economic status and gender, and use those figures as a baseline for further goals.

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.

Gifted and Talented children are those school-aged children whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted and Talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- **General or specific intellectual abilities**
- **Specific academic aptitude**
- **Creative or productive thinking**
- **Leadership and human relations ability**
- **Visual arts, performing arts, spatial, or musical abilities**
- **Psychomotor abilities**

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).

Each district has an initial screening process, utilizing grade level cognitive assessments (CogAt) that are administered to all students at the grade level. Both GATE coordinators and general education teachers use this data as a "first look". There are also screening tools (CogAt, K-Bit, Sages), at off grade levels, to ensure students new to the district are not overlooked. (Manitou Springs will be changing its use of CogAt in the near future in response to a district level assessment task force. This may mean that they use this instrument more often than the 3 current grade levels). Additionally, the following referral process is in place. (*Cripple has recently adopted this same procedure and has begun the process of implementation*)

Students can be recommended for gifted and talented services (GATE) at any time and at any grade level by any one of the following:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> GATE Coordinator | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Classroom Teacher | <input type="checkbox"/> Parent |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Student |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Peer |

Recommendations should be made by contacting the appropriate GATE Coordinator. Once a recommendation is received, the process of gathering a body of evidence to determine eligibility will begin. The referring party could be contacted to provide further information.

Identification is determined through a body of evidence. Once the data is gathered, a team (RtI or building level) will determine eligibility based on criteria, which can ensure equal and equitable access to all students. No student would go through the identification process without the knowledge and consent of parents.

Qualifying Criteria is comprised of 4 pieces of evidence. The list of evidence can include, but not be limited to:

- Exceptional ratings on parent and/or teacher rating scales
- 97th % on a Nationally normed Achievement test, individual categories such as Reading, Language, Science, or Mathematics
- 84th % on SAGES – score normed to gifted population
- 130 on a Nationally normed individually administered cognitive abilities test
- Scoring two grade levels above on district or building administered content area assessments
- Advanced range on CSAP assessments
- A Portfolio of work demonstrating outstanding achievement
- Exceptional ratings on standardized observation method (eg. Kingore)

(criteria must include some form of cognitive abilities score, a rating scale and two other piece of evidence)

We are in the process of evaluating these criteria as it applies to other areas of giftedness.

Once the eligibility process is completed, a meeting is convened to share assessment data. If the student is not eligible for formal gifted services, building level options and plans are constructed to support student needs. If the student is determined eligible, parents and students alike are involved in the development of the ALP.

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

Student's needs will be met through inclusive programming with differentiated instruction, cluster grouping of strengths and talents, pull-out into segregated classes, single subject acceleration or whole grade acceleration, as well as on-line programming and off campus opportunities. There are also a range of enrichment programs outside the school day and in the community that are used to develop a students strengths and interests.

Differentiated Instruction

At the classroom level the options include: curriculum compacting, tiered assignments, flexible grouping, and access through multiple intelligences. Additionally, students may have accelerated curriculum for all or part of a unit.

Affective Guidance and Counseling

Currently, this is an area of need. While our staff has knowledge that gifted students may require different types of guidance than their typical peers, we do not have a specific program set up to address this. Students are served on an individualized basis. We have begun to look at other models to ensure all students receive guidance in an effective way.

Content Extensions

Language Arts: Students maybe offered different options on novels and the complexity of the work that accompanies them. Advanced rubrics to support advanced writers will be used. As students progress through the grades, AP and Honors courses become available. Exceptional writers are connected with local publishers and contest opportunities.

Math: Students can compact through curriculum and accelerate as needed. Additionally, AP and Honors classes, as well as dual enrollment exists.

Science: Pre-testing with independent study opportunities in the lower grades with AP and Honors and dual enrollment in the upper grades.

Creativity: We encourage creativity in all endeavors, however it is not formally assessed or programmed for currently.

Leadership: All schools have a student counsel and some have leadership classes. Team sports have captains and instrumental music has section leaders. All clubs have a hierarchical structure with opportunities for leadership. Students present to the school board and other local organizations. Students are members of district level committees, including District Accountability and participate in initiatives

such as Restorative Justice.

Performing Arts/Music/Visual Arts: Multiple contest and performance opportunities exist across the grade levels, as well as each district's commitment to displaying student art.

General Cognition: We feel that all students are challenged cognitively through higher level questioning and exploration in strength and interest areas.

All students have career plans that are begun in the middle school and continued, in the form of a four-year plan as they enter high school. These plans are revisited yearly (or more often as needed) with their counselors and/or gifted coordinators at the building level. Counselors and gifted coordinators are available to address social and emotional / affective needs of students or to refer them to appropriate personnel to address those needs. We are exploring more formalized curriculum, at the middle school level, for these students.

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).

Students are single subject accelerated using grade level criteria for specific skills and competencies. **We use the Iowa Acceleration Scale when grade-skipping decisions are made.**

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?

Interest inventories and the identifying body of evidence, as well as CSAP data are used. **This information will inform and be reflected in the student's ALP that is monitored 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?

Honors and AP classes, WPSD offers college courses on campus, on-line college courses are available, as well as post secondary options in courses not offered on the high school campus. **Counselors and/or gifted coordinators work with students identified to students to ensure they understand their options related to pre-collegiate and post secondary courses, as well as district offerings that support student's ability access those options.**

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Students meet with the GT coordinator to discuss personal and educational goals. Input is sought from a team of educators who know the student. **The parent is an integral part of the development of the plan.** Each year the plan is reviewed and updated by all or part of this team.

Programming: Articulation

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

There is one teacher responsible, in each elementary building, for conferencing with the next grade level classroom teachers for a student. These conferences include the types of programming that was utilized by the student, as well as anticipated needs. We have transition meetings at each major transition in the public school setting (5 to 6 and 8 to 9). Other than individually determined communication between high school and college there is nothing in place at that level.

Programming: Gifted Students New to the District

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

Each district does a review of files and parents have the opportunity when students are registered to advocate for their child. If no evidence is available at the time of registration, students have the opportunity for referral through the same process as students who have been in the district through their school careers.



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?

Gifted student data is disaggregated and monitored in the same way that all student groups are disaggregated **using state assessment and local grade level assessments, including the new longitudinal growth model**. ALP goals are reviewed periodically to ensure that student needs are met. The individual districts have or are in the process of constructing essential skills documents that will be used to benchmark student progress. Each district is evaluating options for off-level testing.

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).

We monitor the social emotional and/or behavioral development for gifted students as we do for all students. Needs are met on an individual basis. At the high school level, four-year plans are constructed **and monitored by counselors and/or gifted coordinators** to support career and college plans.

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.

Manitou Springs has developed a survey that was recently completed and is currently under review by the district task force. This document, along with task force feedback, will inform the work, to include a schedule for periodic review of effectiveness. Woodland Park currently uses program evaluations at each parent/teacher conference to monitor effectiveness. Cripple Creek is modeling its program after the other two member districts.



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.

Currently, each district employees certified staff who have either completed formalized programs in the area of gifted or have attended multiple trainings specific to gifted learners.

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?

Each district does it's best to ensure that gifted students have qualified personal to facilitate the learning and growth of their students. Professional development, regarding gifted learners, is offered at the district level or sought locally, to ensure all teachers understand the needs of these learners. Administrators are involved in all local and state level meetings and trainings to ensure current and quality best practice models are implemented. We believe our most effect professional development comes in the form of embedded and on-going collaborative work with team members where staff have the chance to evaluate student current data and make instructional adjustments based on that data on a consistent basis.

Currently, Manitou Springs employees two certified teachers endorsed in gifted education, to work as gifted coordinators. Additionally, at least 2 other elementary staff members are endorsed in gifted education. Both the middle school and high school gifted coordinators have multiple years of experience and seek out all available trainings. Many teachers, k-12, have taken part in district, regional, and state trainings regarding rigor and relevance in the classroom. Woodland Park employs gifted coordinators who, while not endorsed in gifted education, have spent a majority of their careers in gifted education and continue with their own professional development. Cripple Creek has recently named a district coordinator with a PhD thesis written on assessment and education of the gifted student.

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 Ute Pass BOCES has, over the last two years, had meetings with our entire math and English departments, respectively, and their higher education counterparts to address gaps in preparation that may have been seen by colleges and to begin the conversation regarding aligning expectations. We have met with local universities, private colleges, and community colleges in the Pikes Peak 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.

The Ute Pass BOCES has a long-standing commitment to gifted education. Our salaries alone far exceed the fiscal support the state provides. The first commitment is to find quality personnel to support student need. Additional monies, spent on gifted students, come from district funds and are determined on

student interest and need. *We utilize data from the afore mentioned surveys and parent and student comments to direct our expenditures.* **The BOCES patrons, through their district specific District Accountability committees, have an opportunity for input into district spending. All budget decisions are made in collaboration with school leadership and aligned with school accreditation goals which are monitored by building accountability committees.**

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.

1. Financial records are kept at the district accounting office
2. No equipment is purchased through state funds
3. Student education records are maintained per district policy. This may include electronic or paper file for each student identified.

District records for gifted students are maintained and destroyed in the same manner as all students who fall under the guideline of the Exceptional Student Services label.

Each district uses an ALP that is similar to the state ALP. We are currently looking into the purchase of the product "Alpine Plan Maker" which will then become our standard ALP form.

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?

Parents petition the building administration with their concern. At that time, data is reviewed by the building and district administration to ensure consistency of policy implementation. Parents are invited to address the building and district staff with evidence and that evidence is given full attention. The final decision, regarding eligibility, is made by a team of people familiar with the policies of the district and the

student performance. **If a parent should have concerns regarding programming, those would first be addressed to the building gifted coordinator, then to the building principal. While the school maintains its authority as educational expert, they will take into consideration the concerns of the parent as it relates to student growth and work to a positive solution.**

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:

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