



Administrative Unit

Administrative Unit name: Centennial BOCES - 64203	Region: North Central	
Name of Executive Director: Randy Zila Name of Lead District Gifted Education Director: Nicole Skalsky	Email: nskalsky@cboces.org	
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Number of Districts within Administrative Unit:	
Member District	Superintendent Name
Ault-Highland	Rob Ring
Briggsdale	Rick Mondt
Brush	Bill Wilson
Platte Valley	Glenn McClain
Prairie	Joe Kimmel
Pawnee	Bret Robinson
Eaton	Randy Miller
Weldon Valley	Doug Pfau
Weld Re-1	Don Rangel
Wiggins	Gary Bruntz

12.02(2) Comprehensive Plan "...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU's program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules"

Directions:

Write the administrative unit's description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

Parents, students, and community members are informed about access to identification procedures through a variety of sources including a gifted education brochure on the schools' websites, which often includes the vision of the district, state definition of gifted, information regarding identification, programming, and personnel and a gifted education handbook for parents.



Parents, students, and community members are educated about giftedness or parenting gifted students through informational nights to provide information about identification, characteristics of gifted, programming options, social emotional needs of gifted, and more. All information is translated as needed and requested by individual districts. Resources are available for staff, students, and parents to check out at the CBOCES office in Greeley. Districts share specific information about their gifted program on their website as well as in their brochure and handbook. The AU maintains a gifted website with open access to all district stakeholders including district personnel, parents, students and community members. The website is <http://ncgtau.weebly.com/>

Information about involvement and progress reporting is shared with parents and students via the website, brochure, and reviewed during the ALP conference. Progress monitoring is done on an on-going basis to support ALP goals, which are monitored by the gifted teacher, content area teacher, and gifted student.

Programming options are available to match student strengths and challenges. These options vary depending on the district, but include flexible grouping, cross-grade grouping, cluster grouping, online courses, curriculum compacting, subject-based acceleration, grade-based acceleration, content extension, as well as pre-assessment, acceleration and monitoring, advanced/honors courses, supplemental curriculum, concurrent enrollment options, and advanced placement courses.

Information about concurrent enrollment is shared by the principal, counselor, and/or gifted teacher as an option for students needing more variety in course selection, advanced courses, and more.

Students are involved in college and career planning at the high school level and work on tying together their ICAP and ALP.

Communication is primarily shared in both English and Spanish, but can be translated as needed.

The variety of events targeted toward gifted students are shared by the building principal and/or designated GT teacher or liaison. This person is also responsible for knowing the process of gifted identification, communicating the process to students, parents, and community members, as well as assisting the school with matters related to compliance with state law around gifted education. Many schools have a gifted session at their back-to-school night to highlight the gifted programming at their school.

AU Targets:

1. By 2020, the AU will expand communication to include sharing relevant gifted information, such as opportunities in the surrounding AU area for gifted kids, on AU's Facebook page and regular updates to the AU Innovative Education website.
2. By 2020, all districts in the AU will host an annual gifted information session for their community at either the district or school level.

Definition of “Gifted Student”

The AU definition is the same as the definition of 'gifted student' specified in section 12.01(16) of Rules.



"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 who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. 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

The state definition serves as the basis for the implementation of all other program plan elements by guiding available programming for all identified areas.

AU Targets:

1. The target set for enhancing this element of the Program Plan is for our AU to continue using the state definition for 'gifted students" as specified in section 12.01(16) of Rules.

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

Our AU has procedures that been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted in one or more areas. After the team has made a decision based on the body of evidence whether or not to identify a student as gifted, a determination letter is sent home to parents that describes the decision based on the body of evidence. In addition, a determination letter is also filed at the school. On the determination letter, parents are asked to contact the GT teacher/coordinator for questions regarding identification results as well as indicate next steps if an ALP needs to be created.

Students who demonstrate certain markers, but not enough body of evidence will be placed on talent pool list. They may receive intervention services and support as available, but will not be formally identified unless a sufficient body of evidence is established. The team approach is used to review all body of evidence.

All districts in our AU screen students. This is done through the use of the Cognitive Abilities Screener (CogAT) as a universal screener given to every second grade student. Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests. This process along with nominations yields a list of nominees based on 85% score or above, from which GT teachers begin the GATHERING BODY OF EVIDENCE process. For example, any student that scores in the 85th percentile or higher on the CogAT screener, takes the CogAT full battery to see if he/she scores in the 95th percentile or higher in any of the areas.

Also noteworthy, parents, teachers, counselors, community members and students are invited to submit the names of students they view as potentially gifted or talented using characteristic sheets available. They are asked to indicate what they believe to be the student's particular strength area(s). Information is published about this process in both English and Spanish. Nomination forms are found in the district's parent and staff handbooks. After a referral is made, no more than 30 days take place before a decision is determined.



A student's body of evidence is reviewed by a team trained in ID protocols for each nominee based on the suspected area(s) of exceptionality. The AU uses the state guidelines to inform the decision making process and assure portability of identified students.

Some students do not perform well on standardized tests but may show evidence of exceptional ability in other ways. This is often true for those who are Twice- Exceptional (both gifted and learning disabled), second language learners, and children from low income backgrounds. In these cases, team judgment is necessary and further evidence may need to be gathered. Students are not denied services or identified on the basis of performance on any single score or instrument. Rather, those evaluating the data are looking for *sufficient evidence* of exceptional talent or ability to warrant special programming or services. This review is an *ongoing process*, and a student is not formally identified until a sufficient body of evidence is collected. Gifted identification recognizes and delineates exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided.

Collection of data for a body of evidence (BOE) includes, but is not limited to assessment results from multiple sources and multiple types of data (i.e., qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area(s) according to the **definition** of gifted children, and also determines appropriate programming services. A body of evidence may consist of cognitive tests, creativity tests, achievement tests, behavior observation scales, and performance evaluations such as a juried performance, contest/competitor, portfolios, or classroom performance.

Districts in CBOCES AU use the Torrance Test of Creative Thinking and the Profile of Creative Abilities as their primary creativity tests. In addition, districts primarily use the Gifted Evaluation Scale to assess gifted behaviors. There are opportunities for parents to complete behavioral checklists. For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionality, although not meeting criteria on a single assessment does not prevent further consideration for identification. Instead, a decision is made to collect more data or make a talent pool designation. Each school in the AU is responsible for transferring the body of evidence, usually via mail to the new school, in the student's file. Oftentimes, the receiving school will contact the previous school for questions about the contents in the body of evidence or if more information is needed. The receiving school has 45 days from enrollment to review the ALP and 60 days to make contact with the parents.

AU Targets:

1. By 2020, attempts will be made to refine the identification process so that children identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status.
2. By 2020, the AU will offer training and resources on the identification and/or programming for underrepresented populations.
3. By 2020, the AU will conduct a universal screening at the middle school level.

Advanced Learning Plan Content, Procedures and Responsibilities

The ALP used in our AU is standards-based and those creating and managing the ALPs have been trained accordingly. The content of the ALP can be found at

https://docs.google.com/spreadsheets/d/1WWroZ2-yrUBQJR8qBpr5Kl0x-qIZG2m35lgmUEltg_4/edit#gid=0



The ALP includes all the required content including, but not limited to, student information, ALP team members [12.02.(2)(f)(v)] , parental engagement and participation [12.02.(2)(g)(i)], body of evidence, area(s) of giftedness [12.02(2)(f)], current performance data [12.02(2)(f)(i)], student interests and participation [12.02(2)(f)(i)],and, if applicable, annual academic aptitude goal [12.02(2)(f)(ii)], annual talent aptitude goal [12.02(2)(f)(ii)], as well as annual affective goal [12.02(2)(f)(iii)], and goal attainment [12.02(2)(f)(ii)].

The ALP used in our AU is in Google Docs. It is very user-friendly and manageable. The first section of the ALP is all about gathering basic student information. This is updated annually or as needed. The second section of the ALP lists the members of the ALP team. The third section is Parental Engagement and Participation. There is a menu for educators to chose from to show evidence of parent engagement and input in the ALP development and review or progress. Next in the ALP document comes the Student Profile Information I. which is divided into Body of Evidence for Identification and Area(s) of Giftedness. Student Profile Information II. follows and includes Current Performance Data, Student Interests and Participation, Annual Academic Aptitude Goal, if applicable, Annual Talent Aptitude Goal, if applicable, and finally the student's Annual Affective Goal. The final section of the ALP is about Goal Attainment. It is a rather lengthy document where choices are provided, and it gives districts a solid format for ensuring all required components of the ALP will be included. Please open the ALP google doc for specifics as it is a wonderful tool that our districts like for their ALP creation and management.

Each newly identified gifted and talented student in our AU has an ALP written for him/her within 45 school days. Parents, teachers and the student are notified about ALP development. Each advanced learning plan consists of at least one standards-based goal for each identified area of giftedness, an affective goal, a parent support goal, accommodations, and service structures. Plans are developed in conjunction with school personnel, the student, and family. ALPs are reviewed and updated within the first trimester of school for returning GT students. The gifted student is actively involved in creating the ALP goals that are SMART- specific, measurable, attainable, relevant, and timely. The teacher in the content area and the student participate in creation of affective goals that reflect development of personal, social, communication, leadership, and/or cultural competency and standards-aligned achievement goals with support of the parent/s and GT staff. In addition, the teawcher in the content area and the student work collaborative to design academic goals. Classroom teachers not only support the goals, but also progress monitor students toward achieving their goals. Most districts in the AU blend the ALP into the ICAP and include gifted achievement and affective goals. ALP goals are reviewed with parents during student-teacher conferences in the Fall and ALPs are also mailed home. There is evidence of parent engagement noted in the ALP. Progress monitoring is done year round and results are shared with parents.

Each ALP goal is re-written each year to accommodate for the changing needs of students, changing schedules, and programming available at each building. Most goals are written to include supplemental programming, opportunities for extensions and expanded opportunities. Parents are notified via email or letter sent home about the ALP review or creation. During this review, the student profile may be updated if needed. Plans are written and typically stored in Alpine Achievement or Infinite Campus, depending on the district. Copies are available to school personnel and copies of the ALP are also sent home to parents. The ALP is considered in planning for post-secondary readiness and is often tied together with the ICAP to include gifted achievement and affective goals.



AU Target(s):

1. By 2020, content area teachers at all grade levels will create standards-based ALP goals in conjunction with the gifted student.
2. By 2020, the AU will conduct a universal screening at the middle school level.
3. By 2020, the AU will have continued development of the ICAP/ ALP integration, including communication to parents and teachers.
4. By 2020, the AU will have continued development of methods for collaboration, not just communication regarding the ALP.

Programming

Programming options are available to match student strengths and challenges. These options vary depending on the district and/or school, but include flexible grouping, differentiation, depth and complexity, cross-grade grouping, cluster grouping, online courses, curriculum compacting, subject-based acceleration, grade-based acceleration, content extension, as well as pre-assessment, acceleration and monitoring, advanced/honors courses, supplemental curriculum, concurrent enrollment options, and advanced placement courses. Please see

<http://ncgtau.weebly.com/programming.html>

The programming components, options and strategies address the educational needs of gifted students and are matched with the gifted student's area of identification and interests as indicated in the ALP. The diversity of the content options as well as pre-collegiate and/or pre-AP support and courses vary by district/school. Since the 10 districts in the GTAU are rural districts, it is important that post-secondary and concurrent enrollment options continue to exist and be promoted. Online courses are a popular option, but it is not uncommon for gifted students to drive an hour or more away to attend classes at AIMS Community College, Front Range Community College, University of Northern Colorado, or Colorado State University, to name a few.

The structure of programming and delivery varies depending on the level of school. Most common at the elementary level are classrooms with flexible grouping and cluster grouping whereas at the middle and high school level it is more common to see classrooms with cross-grade grouping, advanced and AP courses, as well as online courses.

The gifted coordinator at the AU offers a course during June at the JET (June Educator Trainings) that is solely focused on differentiation and tiered instruction.

Affective and guidance support is facilitated by small groups (ie: lunch bunch for gifted students) by the gifted teacher and/or school counselor. Social-emotional professional development opportunities are also available for parents, teachers, and students. These opportunities are shared at the AU's monthly gifted meeting and then these opportunities are taken back to districts and shared accordingly. Interest inventories are given to students to gather information for the ALP. The AU provides interest inventories, but most districts have found an interest inventory that they prefer to use.

Programming is articulated across grade levels at the beginning of the year when the GT coordinator/teacher shares programming that is in place for identified students. Programming varies depending on the district and the identified gifted kids.



When a gifted student is underachieving, the problem solving team at each school meets to identify root causes and offer suggestions on how to engage the underachieving student.

AU Target(s):

1. By 2020, districts will implement Depth and Complexity to increase rigor by focusing on critical and creative thinking skills.

Evaluation and Accountability Procedures

Gifted student performance is monitored and measured annually. The most common student performance data that is reviewed is state test data, formative assessment data, and scores from common assessments. Assessment data is reviewed and analyzed to look for trends and areas of improvement. Based on what the data shows, the AU collectively determines a common target area(s) for gifted students. Based on the target(s), a collaborative UIP is written.

Gifted student achievement and growth data are disaggregated for reporting and sharing within our AU. Our current assessment data based on the 2015 PARCC shows gifted student math and language arts achievement scores decrease between elementary and high school. Overall, 86% of the identified language arts gifted students in our AU that took the PARCC in 2015 met or exceeded expectations on the language arts component. Specifically, 94% of gifted students at the elementary level met or exceeded expectations, 91% at the middle school level, and 79% at the high school level met or exceeded expectations on the language arts section. Next, as an AU, 77% of our identified math students met or exceeded expectations on the 2015 PARCC math test. That's 95% at the elementary level met or exceeded, 85% at the middle school level, and 57% at the high school level. It is evident on the PARCC and common assessments that gifted students math scores continue to be an area of concern in our AU.

The CBOCES conducted a large-scale survey of GT programming during the spring and fall of 2014. That data indicated that stakeholders (administrators, teachers, parents and students) were aware of and satisfied with the GT program at their schools. The gifted coordinator for the AU emails out an annual GT survey to districts to gather input on how the coordinator can assist and how the AU functions and supports one another in gifted matters. Districts gain insight and feedback from their GT stakeholders in a variety of ways including surveys, interactions via conferences, email, and phone calls, as well as gifted informational nights, to name a few.

Information regarding program evaluation and student accountability is discussed and shared at the monthly gifted AU meeting. The gifted coordinator for the AU shares demographic and student performance data for each district and as an AU. Districts determine how to disseminate that information to their stakeholders. Some ways that districts share this information are school board presentations, posting it on their website, sending it home in a newsletter, and communicating it verbally to teachers, students, and parents in faculty meetings, accountability meetings, etc.

AU Target(s):

1. By 2020, the AU will monitor and measure affective growth to ensure continual development.
2. By 2020, the AU will create methods for informing stakeholders of program evaluation and student accountability.



Personnel

The personnel responsible for providing instruction, counseling and coordination of programming for gifted students is typically a classroom teacher who is provided a stipend for taking on the GT role at his/her building or district. There are a couple districts who fund a .3 or .5 FTE gifted teacher who is responsible for coordinating the gifted program including managing the ALPs.

The AU funds a .5 FTE gifted coordinator who holds an endorsement in gifted. This individual is responsible for the management of the program plan, gifted education professional development, all trainings, supporting the 10 districts in the GTAU, as well as numerous other duties that comprise the role. A good faith effort by the AU is made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming. Currently, the AU has a .5 FTE for gifted who is endorsed in gifted as well.

The AU works in close conjunction with the University of Northern Colorado to communicate and recruit teachers for the MA in Gifted program at the university. Emails are sent to the AU's gifted coordinator who shares the university's gifted program information with the districts.

Teachers instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers, although they do not have their gifted endorsement. Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers..

The majority of gifted professional development is conducted by the gifted coordinator for the AU and the GERC. All professional development supports the improvement and acquisition of knowledge related to the needs of gifted students. Training needs vary, but all new GT staff are trained on identification and the creation and management of ALPs. Other GT professional development opportunities are available and GT staff are encouraged to attend to further their knowledge base.

AU Target(s):

1. By 2020, the AU will implement and train gifted personnel on the social-emotional needs of gifted as well as the under identification in various subgroups.

Budget

Every year an annual budget plan is submitted to the state which reflects both state funding and AU contributing funds. Each district in the AU submits a proposed budget to the AU in the spring for the following school year.

As of late, state gifted funds are used to support salary for licensed or endorsed staff that primarily serve gifted students, professional development for gifted education, program options to support ALP, as well as materials to support gifted programming. There are not any districts in the AU using state funds for administrative costs limiting expenditures for equipment, administrative (accounting) costs, and technology.

Although AUs may contract with other AUs to establish and maintain gifted programming, this is not something that CBOCES has needed or utilized.

AU Target(s):

1. By 2020, the AU will continue using GT funds appropriately and the AU will create and maintain records from districts exactly on how gifted funds were allocated.



Reports

The CBOCES AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education which is updated yearly. In addition, the AU has a budget proposal on file at Department of Education that is also updated annually. Both of these are maintained and submitted by the gifted coordinator for the AU. The AU is in compliance with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting. The gifted coordinator for the AU works closely with the Director of Innovative Education and the Chief Financial Officer to ensure reports are accurate and thorough, yet concise. Accurate records for the Data Pipeline annual reporting of gifted education include number of identified student by: grade level; gender and ethnicity; free and reduced lunch; areas of giftedness; twice exceptionality and percent of students in AU identified. More specific information on the AU's demographics can be found on the Profile tab where the attachments are located.

Record Keeping

As an AU, financial records are kept in accordance with principles of governmental accounting and are under the guidance of the AU's Chief Financial Officer. An inventory is maintained of all equipment for which funds were received. Even though most districts house the ALPs in a data warehouse such as Infinite Campus or Alpine Achievement, ALP documents are also placed in the student's cumulative record at the respective school. AU districts ensure that individually identifiable student records that are collected and/or stored electronically are held to current state law and FERPA regulations protecting the privacy interest of students and gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU.

AU Target(s):

1. By 2020, the AU will create and maintain records from districts exactly on how gifted funds were allocated.

Procedures for Disagreements

The procedures for resolving disagreement with parents/guardians, or students in regard to identification, programming, and ALPs to include: Method to express issues and concerns; Means to discuss disagreements in a timely manner; Notice of the decision giving rise to the dispute; Opportunity to be heard before decision is implemented; Procedures are posted for access to all stakeholders are listed below and found in each district's gifted parent handbook as well as on the CBOCES Gifted Education website located at <http://ncgtau.weebly.com/>

Procedures for Disagreements:

1. It is the intent of the District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding Gifted and Talented identification and services should be brought first to the Gifted and Talented teacher or counselor at your child's school. Students are encouraged to talk with the Gifted and Talented teacher or counselor to address any questions, issues, or concerns Parents/guardians are invited to contact the Gifted and Talented Parent Liaison for assistance with advocacy. The Gifted and Talented teacher will work with parents and students to resolve any questions, issues, or concerns by students or parents/guardians.



2. If the student and/or parents/guardians are not satisfied with the response by the Gifted and Talented teacher, they should then contact the building principal. Through collaboration with the student, parents/guardians, and teacher, the principal will resolve the questions, issues, or concerns.
3. If the student and/or parents/guardians are not satisfied with the resolution at the building level, they may contact the School District Gifted and Talented Administrator. The Gifted and Talented Administrator will work with all parties to seek a satisfactory resolution.
4. If the student and/or parents/guardians are not satisfied with the resolution by the Gifted and Talented Administrator they may appeal in writing to the director of Elementary Education or Secondary Education overseeing their child's school. The appropriate director of education will review the process and evidence and respond in writing to the parent/guardian within 10 school days.
5. If the student and/or parents/guardians are not satisfied with the resolution from the director of education, they may appeal in writing to the Chief Academic Officer. The Chief Academic Officer will review the process and evidence and respond in writing within 10 school days of receiving the letter of appeal.
6. If the student or parents/guardians are not satisfied with the resolution from the Chief Academic Officer they may appeal in writing to the superintendent within 10 school days after receiving the deputy superintendent's response. The superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The superintendent's decision is final.

AU Target(s):

1. By 2020, the AU will ensure that Procedures for Disagreements are communicated to stakeholders via a statement on documents that parents receive during the identification process.

Monitoring

The AU complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students. All documentation required is completed in a timely manner and submitted on or before the due date.

The gifted coordinator for the AU is responsible for monitoring annual and comprehensive plans as well as annual enrollment and performance reports. Data needed from member districts are compiled by the coordinator and used to write the required plans and reports. The content of the reports are shared with the AU districts in the monthly gifted AU meeting as well as by email, as appropriate.

The AU continues to improve in all areas related to gifted and will participate in follow-up activities to correct areas of non-compliance, as required.

The two main areas outlined in the improvement plan created after the CGER were communication and programming. The AU has made great strides in both of these areas. A website has been created where gifted information for each of the 10 districts in the AU can be accessed by the public. Through this site, districts share their individual programming information as well as use the website for sharing of documents, best practices, helpful websites, and updates from CDE. In addition, the member districts meet once a month to discuss gifted issues and topics, participate in professional development, collaborate and share with each other, and are updated on what is going on regarding gifted at the state and national level. Programming also continues to improve as targets are being addressed. There are ample opportunities for professional development on gifted topics at both the state and regional level. The gifted coordinator for the AU also hosts several gifted trainings



throughout the year on a variety of topics including identification, writing the ALP, differentiation, and tiering instruction, to name a few.

The next CGER will occur in 2018 and the AU will once again be prepared to participate.

AU Target(s):

1. By 2020, the AU will have successfully completed another CGER which will have demonstrated growth in all areas of our gifted program.