



Administrative Unit

Administrative Unit name: Mt. Evans BOCES - 64053	Region: Metro	
Name of Executive Director: Dr. Terri Jones Name of Lead District Gifted Education Director: Rebecca Odegard-Siegele	Email: rodegard-siegele@mtevansboces.com	
Director’s mailing address: 10595 Highway 119, Black Hawk, Colorado 80422	Phone number: 319-721-4392	Fax: 303-582-3346

Number of Districts within Administrative Unit:	
Member District	Superintendent Name
Platte Canyon School District	Dr. Brenda Krage
Clear Creek School District	Roslin Marshall
Gilpin County School District	Dr. Dave MacKenzie

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

- Methods of communication to families and educators**

The philosophy of Mt Evans BOCES is to provide an educational environment that recognized the unique talent, intellectual, academic, and social/emotional needs of gifted students. Students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources to maximize their potential. Thus the BOCES is committed to consistent and effective communication with staff and families regarding identification, programming, Advanced Learning Plan (ALP) development, and student achievement.

The Gifted Coordinators and Assistant Director meet monthly to review data, identification processes, current programming and opportunities for future programming, and a review of



instructional materials. Minutes are shared with the district Superintendents and BOCES Executive Director. Information is then disseminated to district stakeholders.

The Superintendents were given updates and asked for feedback as the Gifted Comprehensive Plan was developed and fully endorse the Gifted Comprehensive Plan as indicated by their signatures. A handout on 2016-2020 GT Targets was given to each Superintendent with clearly stated goals. One platform, the Mt. Evans BOCES website, provides a variety of information on gifted education such as contact information for the district gifted coordinators and the BOCES assistant director, the definition of giftedness adopted by the BOCES, the Early Access Policy for early admittance to K or 1st grade, an explanation of the identification process, and resources for parents. Furthermore, each district's web site has a link to the information contained on the MT Evans BOCES website.

Through years 2016-2020, the Mt. BOCES will work with the technology and district gifted coordinators to include a gifted information web page on each district's web site and provide links to the Mt. Evans BOCES' Gifted Education Web Site for information on gifted education. Links to be included are Early Access, Programming Options, and Identification for all areas of giftedness reflected in the BOCES' definition. Furthermore, the website will be updated periodically to reflect additions to the areas of identification, programming, and provide communication for students and families on upcoming events and/or topics of interest. Should a parent require the information in their home language, copies of documents will be provided. will be During 2016-2018, written procedures will be updated to reflect revisions in the CDE gifted education guidance for identification with an updated link on the BOCES web site.

Another method of communicating with stakeholders is the information contained in each building's student handbook at the district level. For year 1, the coordinators will review the statements and determine what information needs to be added. They will then, review with their building administrators prior to having revision(s) included for the 2017-18 school year. This review process will continue for years 2017-2020.

In order to create meaningful Advanced Learning Plans, student, parent, and teacher input is needed. Students work collaboratively with the gifted coordinators to develop personalized ALP goals that are aligned to the Colorado Academic Standards (CAS), the Career Tech Ed Standards (CTE), and for affective goals, the National Association for Gifted Children (NAGC). Parent and teacher input will be obtained either through a pre ALP meeting, attendance at the ALP meeting, the completion of a checklist, or information gathered through a phone call. This involvement will be documented in the ALP. For years 2016-2020, if a member is unable to attend, prior to the meeting, feedback will be obtained, documented, and incorporated into the development of the ALP. For 2016-2020, the gifted education team will complete all ALP meetings by the end of September and mailed to families prior to the first reporting period in each district. In order to maintain updated communication on ALP progress, the Mt BOCES is committed with informing families on the progress of ALP goals on a quarterly basis for Quarters 2, 3, and 4 and will do so for years 2016-2020.

For secondary students, counselors are a key participant in ALP meetings. Information about concurrent enrollment and how to be involved in college and career planning are discussed at the ALP meetings. Gifted Coordinators will, in collaboration, with the counselors and students, review each student's four year plan, revise as needed, and provide assistance for college and career planning.

Another method to foster family communication and involvement, is scheduling the transition meetings in the spring for students moving to a new building. These meetings inform teachers of a child's area of giftedness, strengths, and interests. For years, 2016-2020, Mt. BOCES will ensure that transition meetings are held in the spring and will include, when possible, the attendance of the parent, new teacher, gifted coordinator, and student.

The Mt. BOCES maintains communication with the district superintendents through the quarterly Superintendents' Advisory Council (SAC). Upon a Superintendent's request, presentations on gifted



services are available to district boards. Also presented to the SAC, is the Unified Improvement Plan (UIP) Addendum in the spring. Prior to the completion of the UIP, the Superintendent's will receive a review of the data and provide feedback on the targets. The UIP will be annually posted to the Mt Evans BOCES web site.

In years 2016-2020 stakeholder surveys will be sent to obtain input on their perspectives of gifted education identification, programming, and services within their districts. This information will be utilized as part of the gifted education review process and will be used to revise the BOCES' comprehensive gifted education plan.

Definition of "Gifted Student"

-Definition

The Mt. Evans BOCES uses 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

This definition drives services and programs and sets the stage for the beliefs surrounding gifted education; who should be identified, how identification should occur, programming options, and resultant services. Thus, the definition serves as the basis for the implementation of the Mt. Evans BOCES gifted program plan elements. These elements include the valid and consistent identification procedures utilizing a body of evidence, development of ALPs with rigorous goals that align to each student's strength area(s), programming options such as push in and push out support, early access, acceleration, and/or concurrent enrollment. All districts support this definition and the provisions for gifted services.

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

AU Identification Procedures

Mt Evans BOCES is committed to identifying giftedness in all student groups, including students with disabilities. Identification procedures include a step-by-step process for identification of elementary through secondary students. The Early Access process, for the consideration of students entering Kindergarten for four-year olds and Early Access to First Grade for five year olds has been adopted by all three districts. For year 1, the gifted coordinators have aligned identification practices for language arts, including the division into reading and writing, and math to ensure consistency. Though the BOCES definition includes all areas of giftedness, and the processes and procedures are valid, reliable, and consistent among the three districts, for the areas currently being identified, general or specific intellectual ability, and specific academic aptitude, the target for Year 1 of the

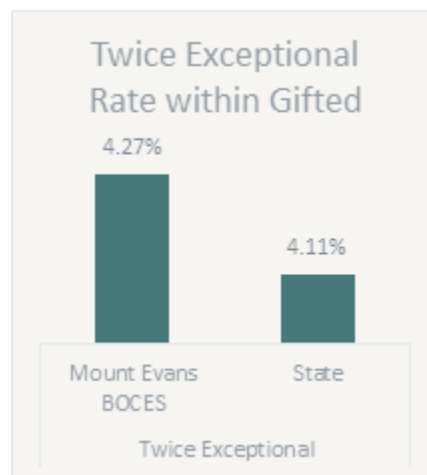
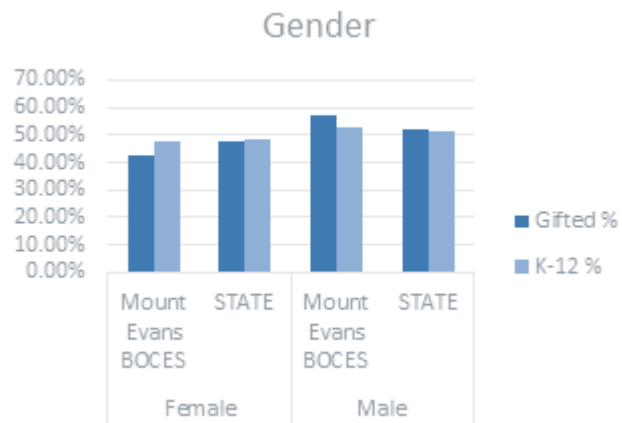
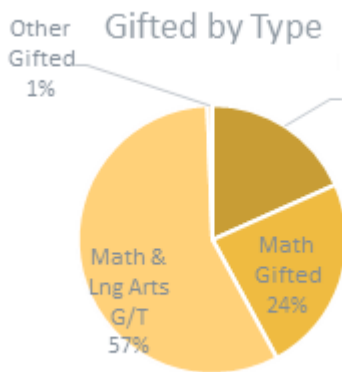


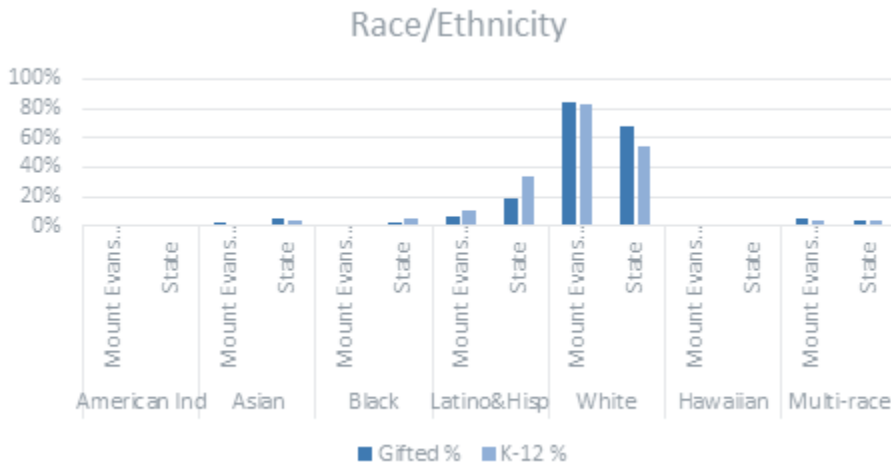
Comprehensive Plan is to develop criteria for creativity, leadership, and visual arts, performing arts, musical, and psychomotor abilities. Timelines are referenced in the table 1.0. When completed, the criteria will be posted to the website with links on the web sites for each district. This information will be included in the gifted education written procedures. During year 2, gifted coordinators will present to teachers and MEGA, information on the added areas of giftedness. The written procedural guide will be updated in year 2 to reflect the added areas of identification.

Demographics Mt. Evans BOCES

AU Total PK-12 Count	AU GT Count	AU GT %	Twice Exceptional Count	% Twice Exceptional within GT population	K Early Access	Grade 1 Early Access
2,409	51	6.3%	1	4.6%	-	*

*data removed due to n size less than 16.





Area of Giftedness	Draft Developed by Gifted Team	Draft Shared with Superintendents and Feedback obtained	Criteria Adopted and Posted on the website
Creativity	October 2016	November 2016	April 2017
Leadership	November 2016	February 2017	April 2017
Visual Arts	January 2017	February 2017	April 2017
Performing Arts	February 2017	April 2017	May 2017
Musical	March 2017	April 2017	May 2017
Psychomotor	April 2017	April 2017	May 2017

In Year 1, criteria for areas of giftedness in creativity, leadership, visual arts, performing arts, musical, and psychomotor abilities will be developed for full implementation in year 2. For years 2016-2020, the BOCES will review, revise, and refine identification procedures and tools to ensure compliance with Statute 12.02(1)(0) and promote identification in all areas of giftedness, for all grade levels, as stated in the BOCES' definition. During 2016-2020, through professional development to teachers and parents, there will be an added emphasis on finding talents K-2.

Mt Evans BOCES utilizes a variety of screening procedures which are referenced in the graphic below.

Each October, the three districts administer the CogAT to the second grade. For years 2017-2020, the BOCES will move to the online administration of the CogAT. In year 1, a pilot program with one of the districts will screen 5th graders using the online administration of the CogAT. After a review of the process, the gifted education team will make the decision as to include 6th grade screening in the Spring of each school year for the three districts for years 2017-2020.

Another screening strategy is the use of the co-teaching model. As the gifted coordinators provide more co-teaching opportunities, upon observation of students in the classroom setting, they can provide ideas and strategies for students, especially those K-2, that may possess gifts and talents. In year 1, the coordinators are selecting specific teachers and grade levels to provide co-teaching (push in) support. Resources for activities will be provided through the use of gifted funds. During years 2017-2020, the gifted education team will develop guidance and provide support to K-2 teachers for understanding gifted characteristics of young children and differentiated learning opportunities.

Figure 1.0 Referral Sources



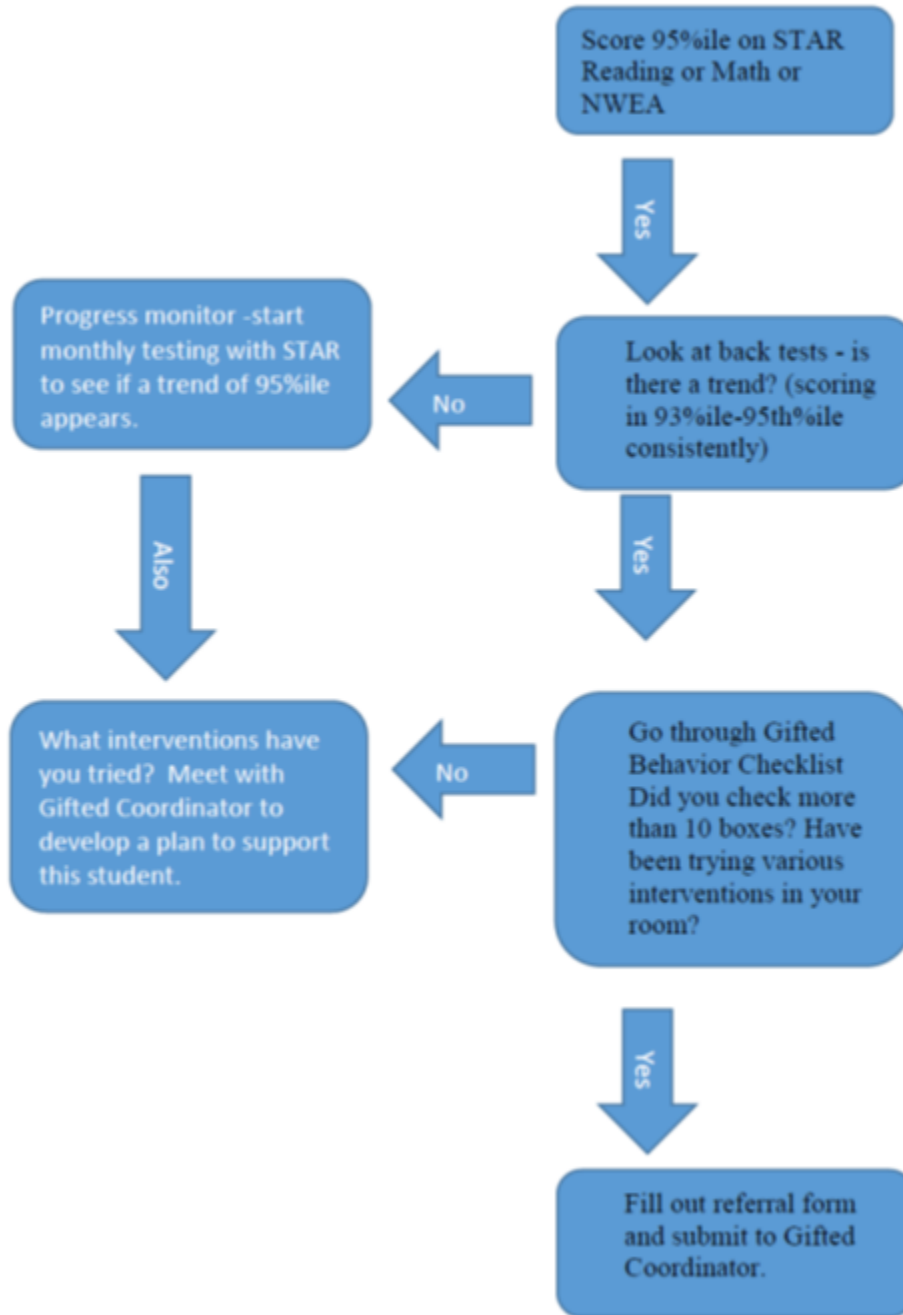
Referrals are generated through a variety of sources as indicated in Figure 1.0. For Year 1, the gifted education team, which is comprised of the Mt. Evans BOCES Assistant Director and the three Gifted Education Coordinators from the Clear Creek School District, the Gilpin County School District, and Platte Canyon School District, has revised the referral process to include a teacher checklist, a handout on Bright vs Gifted to be given to the person making the referral, and a request for documentation of interventions developed. As a result of this revision, during year 1, the coordinators and gifted director will provide professional development to buildings on gifted characteristics and the revised referral process. As with the process for reviewing CogAT results, the referral will be reviewed by the gifted team in each building for a determination of next steps.

During years 2016-2020, the Mt. Evans BOCES will provide information on the referral process once a year at staff meetings and maintain updated referral information on the website and in pamphlet form for families.

Figure 1.2. Gifted Referral Flow Chart



Gifted Referral Flow Chart



The Mt. Evans BOCES is committed to working with educators to strengthen understanding of giftedness and how gifted characteristics may be similar yet different for various groups, the importance of unbiased identification, and flexible programming with a strong family component. Thus, the BOCES will work with educators to increase their understanding of the differences in the characteristics of the underrepresented population of gifted learners by providing meaningful professional development with follow-up. During years 2016-2020, Mt Evans BOCES will provide activities, resources, and information via presentations, newsletters, emails, and/or a book studies



on the characteristics of under identified children and will develop and implement quality procedures and processes for identifying students receiving Free and Reduced Meals (FARM) for gifted services.

The identification process requires the collection of a body of evidence (BOE) that includes qualitative and quantitative data from multiple sources and multiple types. Not meeting criteria on a single assessment does not prevent further consideration for identification. Qualifying data may include norm-referenced tests, criterion-referenced tests, norm-referenced observation scales, and work samples, and performance evaluations. Additional data may include anecdotal records, interviews, and observations. In each district, a second grade screening is completed for all second graders in the fall of each year. Criteria for screening is a score range less than 95th percentile, used to determine further data collection or talent pool designation. The assessment process for identifying students who meet a definition utilizes valid and reliable assessments. Table 2.0 lists the assessments utilized for gifted identification Year 1.

Table 2.0 Gifted Identification Assessment Matrix

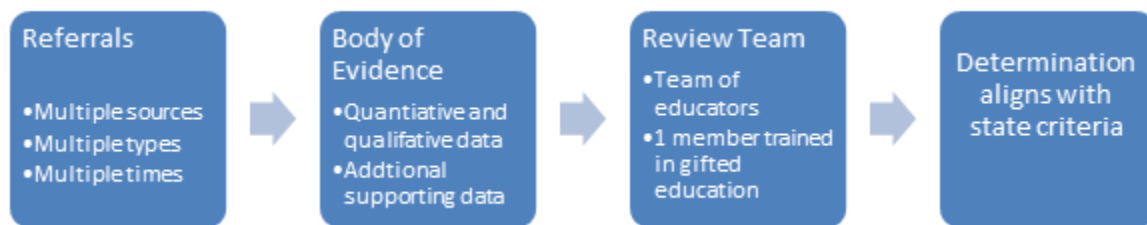
Data Sources	Gilpin	Platte	Clear Creek
Reading	STAR Reading(fall, winter, spring) PARCC (Spring) NWEA (K-1-2 Spring of each year) DRA K3 and 4-8	NWEA (Fall, Winter, and Spring), PARCC (Spring) WIAT-III Reading subtests	NWEA (Fall, Winter, and Spring), PARCC (Spring) WIAT-III Reading subtests
Writing	District Writing Rubric (fall, winter, spring), PARCC, WIAT-III writing subtests	NWEA (Fall, Winter, and Spring), PARCC (Spring) WIAT-III writing subtests	NWEA (Fall, Winter, and Spring), PARCC (Spring) WIAT-III writing subtests
Math	STAR Math grades K-11 (fall, winter, spring), PARCC (spring)	NWEA grades (Fall, Winter, and Spring), PARCC (Spring)	NWEA (Fall, Winter, and Spring), PARCC (Spring)
Science	CMAS, grades 5 and 8 (Spring) Portfolio (Ongoing) Science Fair Competitions	CMAS, grades 5 and 8 (Spring) Portfolio (Ongoing) Science Fair Competitions	CMAS, grades 5 and 8 (Spring) Portfolio (Ongoing) Science Fair Competitions
Social Studies	Colorado Measures of Academic Success (CMAS) grades 4 and 7 Portfolio (ongoing)	CMAS grades 4 and 7 Portfolio (ongoing)	CMAS grades 4 and 7 Portfolio (ongoing)
Cognitive	CogAT(2 nd grade screening and other grade levels upon acceptance of referral) KBIT (as needed)	CogAT (2 nd grade screening and other grade levels upon acceptance of referral) KBIT (as needed)	CogAT(2 nd grade screening and other grade levels upon acceptance of referral) KBIT (as needed)



	WISC (as needed) TOMAGS (as needed)	WISC (as needed) TOMAGS (as needed)	WISC (as needed) TOMAGS (as needed)
Behavior Ratings for General Intellectual Ability, Language Arts, Mathematics, Science, Social Studies, Creativity, and Leadership	Scales for Identifying Gifted Children (SIGS)-Home SIGS-School Gifted Evaluation Scale (GES) School	SIGS-Home SIGS-School GES School	SIGS-Home SIGS-School GES School
Creativity	Torrance Test of Creative Thinking (TTCT) Portfolio of at least 5 artifacts and student response for each artifact	Torrance Test of Creativity Portfolio of at least 5 artifacts and student response for each artifact	Torrance Test of Creativity Portfolio of at least 5 artifacts and student response for each artifact
Other	Work Samples Performance Assessments with Scoring Rubrics Interviews Classroom Observations	Work Samples Performance Assessments with Scoring Rubrics Interviews Classroom Observations	Work Samples Performance Assessments with Scoring Rubrics Interviews Classroom Observations

During year 1, an achievement test will be added to the assessment matrix that provides subtests for science, writing, and social studies grades K-8 to ensure that students K-8 have a comprehensive body of evidence for identification in those three areas. During year 2, assessments used in the identification for world languages, leadership, visual arts, performing arts, musical, and psychomotor abilities will be added to the assessment matrix.

Figure 1.3 Mt Evans BOCES Gifted Identification Process





Parents are informed as a student moves through the identification process via phone calls, emails, or conferences. Once a determination has been made, a letter is sent to the parent and a copy is placed in the student's file and uploaded to IC. The district gifted coordinator also informs all teachers as to the gifted determination. When a student is identified as gifted, the next step in the process is the development of the ALP. If the student is not identified as gifted but the review team, through the data, determines there is potential, the student is referred to the MTSS/Rtl team or added to the gifted talent pool for interventions to develop talent.

During years 2016-2020, the identification processes and practices will be evaluated annually and revisions made as needed.

Portability

All gifted students are flagged in the information systems for all three districts. This flag provides a reminder to school secretaries to include gifted records for a student that has transferred to another district upon request for records. When a gifted student transfers into one of the three districts, the gifted coordinator reviews the student's records within 45 days of start date to determine programming options and services and within 60 days will communicate to parents about how the student's needs, as outlined in the ALP, will be met. The Mt. Evans BOCES accepts the gifted identification from sending districts. If the review team determines specific identification criteria for an area(s) of giftedness was not followed for an incoming student, the decision may be made to reassess.. For out of state students, if the BOE is deemed incomplete, the gifted coordinator will consult with the former district if possible, parents, and students and re-evaluate the identification determination.

The student information system, Infinite Campus (IC) is used by the three districts to house the Advanced Learning Plan (ALP). Thus, when a student moves to a new building, the ALP record is available after the coordinator connects the child's new teachers to the current ALP. Additionally, the gifted flag is also viewed by all of the student's teachers as it is a permanent fixture on IC.

Advanced Learning Plan Content, Procedures and Responsibilities

ALPs

Mt Evans BOCES is committed to developing an Advanced Learning Plan (ALP) for every gifted student that encompasses a student's strength area(s), interests, instructional and affective needs. Beginning 2016-2017, all ALPs are developed during the fall of each school year unless a team determines an ALP needs to be developed in the Spring in preparation for a student's transfer to a new building. Each district's student information system (SIS) houses the ALP. Only team members, including parents through the SIS parent portal, linked through the system can view a student's ALP. This supports student data privacy and maintains the confidentiality of the ALP plan. When a student



leaves a district, their file is deactivated in the SIS system. Furthermore, use of the SIS allows the ALP to travel with the student when they transfer to a new building within each district. Each district's coordinator houses the hard copies of a student's ALP and Body of Evidence (BOE) from the identification process, and quarterly progress reports in each student's cumulative folder. When a student leaves a district, the destruction of the ALP file follows the same process as the student's cumulative file.

A team practice that includes parents, students, counselors, general education teachers, and gifted personnel, is used for ALP development. The gifted coordinators schedule meetings at a time that is convenient to the team members via email or phone call. If a team member is unable to attend an ALP meeting, the coordinator consults with the team member and documents this on the ALP.

A classroom teacher's involvement in the ALP process is significantly important to the development of an ALP. The process for ALP development have been the responsibility of district's gifted personnel. Thus, the focus of the gifted coordinators is now on developing consistent participation of teachers for all three districts. For years 2016-2020, the gifted coordinators will consult with classroom teachers in person, through emails, or phone calls to ensure they are familiar with and support ALP goals and assist in writing and monitoring the goals.

As the ALP is considered in planning for post-secondary readiness, school counselors are a key participant in secondary ALP meetings. Discussion on concurrent enrollment, honors and AP courses, and internship and/or volunteer options aide in the development of each student's four year plan and ALP goals. The counselors will continue to be a focus for ALP development and updates based on changes in a student's four year plan, career interests, or social/emotional needs. At this time, the districts do not incorporate the ALP into the Individual Career and Academic Plan (ICAP).

Along with teacher observations, student and family input on interests, community involvement, and other pertinent information such as state testing results and district benchmark assessments, classroom performance, anecdotal records, and/or classroom observations, recommendations are made on areas of ALP development. This development includes descriptions of supplemental curriculum, differentiation activities for content, process, product, and environment, and extended or expanded opportunities that support goals. For years 2016-2020, an ALP template will be utilized by all three districts that include the categories of delivery model, advanced curriculum based options, within class accommodations, grouping for instruction and activities, and accelerations/student placement.

Goals on ALPs are written using the S.M.A.R.T. format: Specific, Measurable, Attainable, Realistic, and Time Bound. ALP goals are written for each student's strength area and for the social/emotional area. For years 2016-2018, annual, the CAS, CTE, and NAGC standards will be included in the ALP goal section. Gifted coordinators will begin training on writing standard-aligned ALPs and by 2018-2019, there will be a full transition to the standards-aligned process.

Providing updates on progress with ALP goals is an important process. Quarterly progress reports are sent to families at the same time each district schedules report cards. For years 2016-2020, ALP progress reports at the same time report cards are sent out.

ALPs will be implemented the fall of each school year. For year 2016-2027, gifted personnel have a target of 100% completion of ALPs prior to the end of first quarter. Students receive gifted services at the start of each school year based on the previous year's ALP and revisions as needed if a new building. Classroom teachers are consulted at the beginning of the school year through the development of the ALP. Thus, students are receiving services in honors and AP classes along with push in support from the gifted coordinator at the elementary and middle school grades. For years 2017-2020, MT. Evans BOCES will have 100% completion of ALPs by the end of September of each school year.



Programming

A team practice that includes parents, students, counselors, general education teachers, and gifted personnel, is used for ALP development. The gifted coordinators schedule meetings at a time that is convenient to the team members via email or phone call. If a team member is unable to attend an ALP meeting, the coordinator consults with the team member and documents this on the ALP.

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Mt Evans BOCES Programming Options	
Delivery Model	General Education Classroom with Consult/Coaching Co Teaching (daily, weekly) Pull Out (weekly, semi-monthly, or monthly)
Advanced Curriculum Based Options	Advanced Class (es)in Area of Identification Advanced Elective Class



	<p>Advanced Online Class</p> <p>Advanced Skill Development Class</p> <p>Honors Class</p> <p>Genius Hour</p> <p>Passion Projects</p>
<p>Within Class Accommodations</p>	<p>Accommodations for Strength Area(s)</p> <p>Accommodations for Need Area(s)</p> <p>Alternative instructional Strategies</p> <p>Compacting</p> <p>Pre Assess/Post Assess</p>
<p>Grouping for Instruction and Activities</p>	<p>Ability/Achievement Grouping</p> <p>Multi-age Grouping</p> <p>Flexible Grouping within the Classroom</p>
<p>Acceleration/Student Placement</p>	<p>Advanced Placement before 11th Grade</p> <p>Content Acceleration</p> <p>Early Entrance to K/1st grade</p> <p>Early Graduation</p> <p>Post-Secondary Enrollment Options (PSEO)</p> <p>Whole Grade Acceleration</p> <p>Compacting</p>
<p>Affective Programming</p>	<p>Personal Competence</p>



	Social Competence
	Leadership Dispositions
	Cultural Competence
	Communication Competence

Evaluation and Accountability Procedures

Evaluation and Accountability Procedures

Annually, the Mt Evans BOCES develops the Unified improvement Plan (UIP) addendum with stakeholder input. Within the UIP, gifted student achievement and growth data are disaggregated for reporting and are available for stakeholder review on the BOCES web site. Gifted student performance is monitored and measured through an annual review of state assessment data for performance, growth, participation rates, and annual graduation rates. These methods align with the state’s accreditation process. In addition, a quarterly progress report on ALP goals, including the affective goal, and a review of district benchmark assessments three times a year provide information on gifted student performance and potential next steps. ALP data is provided to parents, teachers, and the students

For 2016-2020, the gifted program self-evaluation will include a thorough review of gifted services including periodic feedback and review from stakeholders. This self-evaluation will include a review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement. Stakeholders will be informed of the methods for program evaluation.

Personnel

Personnel

The Assistant Director of Gifted Education, a .5 FTE position, for the Mt Evans BOCES, oversees gifted services within the three districts. The Assistant Director, with collaboration from the district gifted personnel and feedback from the Superintendent's, develops the program plan. Furthermore the Assistant Director monitors and administers the gifted program and management of the comprehensive plan. As each district supports gifted education, gifted coordinators, with the support of classroom teachers and parents, ensure that appropriate services are provided to each gifted student by the gifted coordinators and classroom teachers (paraprofessionals are not utilized for gifted programming).

District coordinators conduct screenings, share information from professional development training, facilitate social-emotional and project-based lunch activities, and are responsible for ALP coordination and development.

Mt Evans BOCES is committed to having licensed and endorsed staff for gifted education within each district. The assistant director is endorsed in gifted education. During 2016-2017, the Gifted Coordinators from Clear Creek, Gilpin County, and Platte Canyon School Districts obtained their gifted endorsement. For years 2016-2020, should new coordinators be hired, each coordinator will have a plan, after consultation with the assistant director and collaboration with universities and college support, for obtaining their endorsement in gifted education. This will be reviewed on an annual basis.

Conferences and training, such as the Torrance Test of Creativity and the Colorado Association for Gifted and Talented conferences, Gifted Education Tuesdays (G.E.T), book studies, and the



availability of the online modules through the Colorado Department of Education provide opportunities for professional development to improve skills of gifted personnel, teachers, and parents to address the needs of gifted learners consistently occur in the BOCES.

Budget

Budget

Mt. BOCES utilizes an informal collaborative process for budget development. For years 2017-2020, meetings will be held in August with each district's superintendent, the BOCES Executive Director and Assistant Director of Gifted Education, and the district Gifted Coordinator to review progress on targets and align the budget with needs. At this time, Mt. Evans BOCES does not contract with Administrative Units (AUs) to establish and maintain gifted programming.

State gifted funds are used for the assistant director of gifted education's salary and benefits. The role of the director is to oversee gifted services within each member district. This includes a review of ALPs, the development and implementation of identification criteria and programming options, supporting all stakeholders, and ensuring services are supporting each student's growth.

Funds will be utilized for the professional development for gifted personnel. Attendance at training such as the Torrance Test of Creativity training, discussion groups for middle/high school students and parents of gifted children, writing ALPs, The Beyond Giftedness conference for general education teachers and gifted coordinators, the Colorado Association of Gifted Teachers (CAGT) conference, and other professional development opportunities such as coursework from an accredited institution further develop skills for gifted education services. Additionally, funds will be utilized to pay for substitute teachers to allow general education teachers attend workshops and other training that extend learning options for gifted students. Furthermore, the gifted coordinators will provide professional development to teachers either in a face-to-face or online format.

Funds will be used on printing for extended programming for students and print resources for educators to serve gifted students. Funds will be used for field trips for all grade levels aligned to their interests, strengths, and post-secondary considerations. Field trips will be organized by the assistant director and district coordinators. All coordinators will participate in the field trips.

Furthermore, funds will be used to reimburse district transportation for the costs of transporting students on the field trips.

Gifted education funds will be used for improving programming options for students such as the development of genius hour in the three districts, a games competition, or purchasing programming materials and supplies. Another use of gifted funds is for purchasing books for teacher and parent book studies which are conducted annually for the three districts and books and resources for the gifted library. A third use of state gifted funds will be for purchasing non biased assessment materials normed for gifted learners and aligned to the identification areas for giftedness. Assessment materials will also be purchased for assessments that provide for achievement testing in the areas of writing, social studies, and science. Other testing materials to be purchased with gifted funds are the scoring guides and student record sheets for assessments for the KBIT and CogAT (materials and postage and scoring costs for the 2nd grade CogAT screenings and the costs associated to the online administration of the CogAT for years 2017-2020 and the potential CogAT 5th grade screening in the Spring. To support student learning and growth, funds will be used to purchase enrichment materials and resources for student use such as robotics and other maker kits.

Reports



The MT Evans BOCES maintains a current annual plan on file as part of the UIP Gifted Education Addendum. Within the addendum, the data identifies student achievement and disparities in the data, instructional goals, growth, and reporting. A budget proposal is on file at the Colorado Department of Education (CDE). All required reports are submitted to CDE.

The BOCES provides accurate records for the Data Management System (DMS) Data Pipeline annual reporting of gifted education. The process for gathering these records involves pulling data from each district's student information system in order to compile the BOCES' wide data. Data is also supplied from the Colorado Department of Education (CDE) and each district has data available for review on the district dashboard available through CDE.

For years 2016-2017, MT Evans BOCES will review the data and analyze for next steps. Annual data will be shared with the Superintendents and posted on the Mt. Evans BOCES web site for stakeholder review.

Record Keeping

The gifted financial records for Mt Evans BOCE are kept in accordance with principles of governmental accounting. ALP documents are stored in each district's SIS and a hard copy is maintained in each district coordinator's office. Once a student leaves the district, SIS records are inactivated and only available for viewing by limited district personnel. As ALPs are part of a student's cumulative record, they are maintained and destroyed according to each district's procedure. All ALPs are protected in accordance with applicable federal and state laws and regulations.

All financial records are maintained in accordance with principles of governmental accounting and posted on the BOCES's web site. As no equipment has been purchased with gifted funds, an inventory is not maintained.

Procedures for Disagreements

Dispute Resolution Process

The process is as follows for disagreements and is posted on the Mt. Evans BOCES's website under the gifted tab.

- To appeal the decision of the BOCES-wide Early Access Determination Team, or the BOCES Gifted Identification Team, a written letter of appeal must be submitted by the parents/guardians to the Mt. Evans BOCES Gifted Education office within 10 business days of the postmark date on the letter giving notification of the application being declined.
 - Additional data that would provide information about the student that was not available during the initial portfolio review must be submitted with the aforementioned
 - A BOCES/district-level team will review the file with its new information and the letter from parents/guardians.
 - Parents/guardians will be notified, in writing, of the final outcome of the appeal process.
 - The final decision to accept or not to accept an out-of-district student is at the discretion of the district

Monitoring



Mount Evans BOCES complies with state laws and regulations regarding completing a program plan and providing services for gifted students. The AU monitors annual enrollment and student performance reports and utilizes the data as one part of the annual program evaluation. The BOCES, for areas addressed for improvement, uses a continuous improvement model where goals are monitored on a cycle to ensure that actions meet success. For year 2016-2017, MT Evans BOCES will align identification procedures with all areas of giftedness contained in the adopted definition. The Mt. Evans BOCES' expectation is that the student will show at least one year of commensurate growth from the beginning of the school year. School measurements will include site-based district/school formative assessments being used to assess the growth of the general population. Social and emotional needs will be monitored through observations and conversations with parents, child and teacher. Due to the unique nature of each child, the monitoring process may be individualized. The ultimate goal is to ensure the child has a productive, appropriately challenging and successful year of school.

Progress monitoring of the ALP goals will be ongoing and will be formally documented in a written report at least once each semester to be shared with parents/guardians. ALP goals are monitored and revised as the early access student shows growth and meets those goals. Gifted Coordinators will review district interim benchmark results for each student along with a review of grades at least every 3 weeks to ensure students are on track. Should a student demonstrate underachievement, a problem solving process will be utilized to develop a plan with student, parent, teacher, and gifted coordinator input.