



Administrative Unit

Administrative Unit name: Southeastern BOCES - 64193	Region: Southeast	
Name of Executive Director: Loraine Saffer Name of Lead District Gifted Education Director: Becky Roesch	Email: becky.roesch@mcclaveschool.org	
Director's mailing address: PO Box 1, McClave, CO 81057	Phone number: (719) 829-4517	Fax:

Number of Districts within Administrative Unit:

Member District	Superintendent Name	District Superintendent Signature
Campo School District	Nikki Johnson	
Eads School District	Glen Smith	
Granada School District	Ty Kemp	
Holly School District	Corey Doss	
Kim School District	Blake Byall	
Lamar School District	Dave Tecklenburg	
McClave School District RE-2	Terry Weber	
Plainview School District	Melissa Parks	
Pritchett School District	Terry Bishop	
Springfield School District	Richard Hargrove	
Vilas School District	Samantha Yocam	
Walsh School District	Kyle Hebbard	

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

Narrative for Enhancing Parent, Family, and Student Engagement and Communication:

The twelve member districts of South Eastern (SE) BOCES AU continue to communicate with stakeholders regarding the AU's gifted education program. Information and resources are currently



available through a handbook, a parent resource brochure, and the SE BOCES website page for gifted education. These resources contain information about identification guidelines and procedures; programming available for gifted students at each level of education, including classroom differentiation, special programs, incorporation of the ICAP at the secondary level, and concurrent enrollment opportunities; the Advanced Learning Plan (ALP) process; and progress monitoring of each gifted student's achievement. Communication about gifted education in SE BOCES and the local schools/districts is expressed through presentations for the SE BOCES Superintendents Advisory Committee; local school board presentations; articles on school websites, newsletters, and in local newspapers. The SE BOCES Gifted Education Director conducts quarterly meetings/professional development for the local schools' gifted education coordinators, as well as a monthly email update of news, PD opportunities, and articles from NAGC and other gifted education resources. A Livebinder.com resource has also been created for use by the local gifted education coordinators and teachers. An effort has been made to provide gifted education sessions at the annual SE BOCES Education Conference held each November at Lamar Community College, which is attended by all teachers from the BOCES.

Engagement is encouraged for stakeholders throughout the gifted program process at each school in the SE BOCES. Parents are invited to participate in identification, ALP creation, progress monitoring, and through the ICAP process. Teachers and administrators are engaged in the gifted education program through presentations at the Superintendents Advisory Committee, local school board meetings, local advisory groups, and the RtI process. The SE BOCES is committed to base gifted programming for each student on student-driven ALPs that reflect each student's strengths and goals.

Targets for Enhancing Parent, Family, and Student Engagement and Communication:

Year 1:

1. Update AU website to include the revised ID and the standards-based ALP process
2. Revise and update the AU handbook and parent resource brochure
3. Create a Spanish-language version of the handbook and brochure, distribute to local schools/parents
4. Post calendar of gifted education events to AU website
5. Provide training for local coordinators and/or teachers on student-driven, standards-based ALPs to ensure student involvement in the ALP process

Year 2:

1. Complete a survey of parents and families, based on the sample Family Engagement and Communication AU Questionnaires provided by CDE
2. Begin process of establishing Parent Advisory Committees for each local school/district, or for the AU as a whole, based on results of the parent survey
3. Complete student surveys/interest inventories to determine additional coursework, competitions, and/or enrichment activities
4. Report to stakeholders on the results of the parent surveys and students interest inventories; determine changes to be made based on needs

Year 3:

1. Begin Parent Advisory Committee(s) meetings on a regular basis (at least once each semester)
2. Communicate with secondary students and parents about choices for college and career planning that have been revised within the districts and/or BOCES
3. Report on changes for programming options available to students, parents and families through counselors, local coordinators, teachers, and through other AU resources

Year 4:

1. Look at trends in the districts and the AU for parent, family, and student engagement for the past 3 years



2. Report on parent and family engagement for the last 3 years to the Parent Advisory Committee(s), to local school boards, and the Superintendents Advisory Committee

Definition of “Gifted Student”

SE BOCES AU follows the Colorado Exceptional Children’s Education Act (ECEA) definition of "gifted student" in order to maintain consistency in identification and to ensure that identified students receive the appropriate programming to best help them achieve their highest potential. The ECEA rules state "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.

(section 12.01(16) ECEA Rules)

Targets for Definition: to be completed during the 2016-2020 program plan time-frame

1. Update AU website to reflect definition of "gifted student" as stated above
2. Update parent handbook to reflect the definition
3. Provide professional development for understanding the inclusion of twice-exceptional students and/or students gifted in areas other than traditional academics

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

Narrative for Identification:

The SE BOCES AU is made of 12 rural school districts in southeast Colorado and covers an area of over 8,000 square miles. The total student population is around 3,300 students, 57% of whom identify as white, while 41% identify as Hispanic/Latino. The other 2% identify as Native American, Asian, black, Hawaiian, or multi-racial. In addition, 61% of students in the AU receive the Free/Reduced Lunch program benefits. Nearly 9% of the AU’s students are English Language Learners.

During the 2015-2016 school year, all schools/districts within the AU had at least one person participate in training regarding the new guidelines for identification (Colorado Dept. of Education Chapter 3 Revised: Identification January 2016 Update). Special attention was focused on the requirements for portability of student identification and the need to increase correct identification of students in typically underserved populations (i.e. minority and free/reduced lunch students). All AU schools/districts are currently following the state identification guidelines. Through the Universal Screening Grant awards in 2015 and 2016, the AU has established universal screening at both the 2nd and 8th grade levels for all schools/districts. This screening includes a non-verbal abilities assessment, which should help to improve identification of students from underserved populations and in areas beyond the typical academic strengths. All identifications are based on a body of evidence as outlined in the guidelines; this includes abilities profiles, achievement data,



behavior/exhibited traits, and referrals from parents and/or teachers. Improving identification of our gifted students is an on-going effort throughout the AU. In addition to training on the universal screening, school/district coordinators also received professional development in implementing other identification tools, such as the Gifted Evaluation Scale 3rd Edition (GES-3) and the Gifted Education Planner, which includes a Parent Inventory and Student Profile components. Additionally, a media center of identification resources was established at the SE BOCES offices for use by all AU personnel. Resources include books, kits (Profiles of Creative Abilities, etc.), videos, DVDs, and on-line resources (the SE BOCES GT Livebinder, links to nationally recognized sources, Youtube videos, etc.).

Targets for Identification:

Year 1:

1. All schools/districts within the AU will implement the revised Identification Guidelines and have access to refresher professional development regarding the guidelines.
2. Each school/district will establish a review team, with at least one member trained in the guidelines, to determine gifted identification; this meeting will be followed within 30 days by reporting gifted determination to parents, followed by ALP development
3. All schools/districts within the AU will participate in the universal screening of students at the 2nd and 8th grade levels using the Cognitive Abilities Test as provided for through the Universal Screening Grant for 2016.
4. Complete an AU data analysis to determine number of students identified from underserved populations
5. Record gifted student data in the Alpine Achievement data management system consistently throughout the AU to facilitate transfer of student data
6. Create a timeline/visual aid that explains the identification process for all stakeholders

Year 2:

1. provide professional development in the use of additional identification tools to identify students in all areas of giftedness (beyond typical academic areas)
2. implement additional identification tools/strategies beyond the universal screening, i.e. Gifted Education Survey 3rd Edition, Gifted Education Planner, Test of Mathematical Ability in Gifted Students, Profiles of Creative Abilities, Naglieri Non-verbal Assessment, etc.

Year 3:

1. provide training for school/district coordinators on the identification of students from underserved populations: twice-exceptional students, English Language Learners, and students from poverty
2. conduct a data analysis to identify further needs in identifying students from underserved populations

Year 4:

1. conduct a data analysis to determine achievement toward Comprehensive Program Plan Identification targets to further direct efforts in this area.
2. Report to all stakeholders on achievement of these targets.
3. Continue all successful efforts in identification; revise others as indicated

Advanced Learning Plan Content, Procedures and Responsibilities

Narrative for Advanced Learning Plans:

Part I: Content of the ALP: Alpine Achievement, the data management system used throughout the SE BOCES AU, has an Advanced Learning Plan (ALP) template that is currently being used for data management and ALP development for gifted students. The Alpine ALP template allows for a student profile, data record/body of evidence in identification, plus input into numerous areas of giftedness,



including the academic areas, leadership, creativity, the performing arts, and more. The template also supplies an area for affective goals. Each area has numerous examples to aid in the writing of goals, and while this is helpful, it is not specifically tailored for each individual student as presented. As an AU, we are looking forward to participating in the student-driven, standards-based ALP training so that we can develop more customized ALPs for our gifted students that will match each student's particular strengths and goals, as well as reflect parent input. We are also strongly committed to incorporating affective goals into each student's ALP.

Targets for Advanced Learning Plans:

Year 1:

1. All school/district coordinators will receive training on developing student-driven, standards-based ALPs, currently scheduled for October 14, 2016
2. Parents of identified gifted students will be invited to engage in the ALP process for their child within 30 days of initial identification.
3. Parents of previously identified gifted students will be invited to engage in the ALP process for their child, either through email or hardcopy, within 45 days of the ALP training to be presented (a.)
4. Resources will continue to be added to the media center for teacher and school personnel to assist in the development of ALP goals, programming options, progress monitoring; includes affective needs resources

Year 2:

1. Create/adapt a timeline/visual aid for ALP development to be used throughout the AU
2. Provide training on the utilization of MTSS/RtI process to address non-achievement or under-achievement of ALP goals
3. Conduct a review of ALPs from various grade levels and from throughout the AU to check for completeness and quality

Year 3:

1. Conduct a survey of students, both current and recently graduated, on the effectiveness of blending the ICAP and ALP to prepare students for post-secondary education
2. Continue to provide opportunities for training for all school staff on Tiered Instruction, Differentiation, and other programming options, including affective needs
3. Conduct a review of ALPs from various grade levels and from throughout the AU to check for completeness and quality

Year 4:

1. Conduct a data analysis to determine successful implementation and achievement of the ALP targets for the Comprehensive Program Plan. Determine strengths and weakness (to be addressed) and communicate these to stakeholders.
2. Conduct a review of ALPs from various grade levels and from throughout the AU to check for completeness and quality
3. Create a resource bank of high-quality ALPs from AU examples

Part 2: Procedures and Responsibilities: While developing the ALP is primarily the responsibility of the school/district gifted education coordinator, he or she depends on the input of a number of stakeholders in the process: the student, parents, the student's teachers and other support staff as appropriate. In person meetings with parents are highly encouraged; however, if that is not possible, the ALP is available to be printed or emailed to parents for their participation in the ALP development process through the Alpine system.

When completed, each ALP should reflect 1) the programming, whether Tier 1 or Tier 2, to be put in place for that student, 2) how, when, and where the programming will be delivered, and 3) means of progress monitoring throughout the school year as appropriate. At the end of each school



year, a review of the ALP is conducted for overall achievement of goals for that student. At that time, a new ALP is developed. Special consideration is placed on ALPs for students at transition points in their school careers, such as from elementary to middle school, and middle school to high school. During this last transition, some schools have chosen to blend the ALP with the ICAP to ensure readiness for the opportunities for concurrent enrollment and later college and/or careers.

Utilizing the Alpine system for our ALPs ensures their accessibility throughout SE BOCES and also places the student's identification and ALP within his/her cumulative record.

Programming

Narrative for Programming:

The schools/districts in the AU provide a wide variety of programming options available for supporting the education of our gifted students. The structure of delivery of services within the twelve districts ranges from in-class differentiation of content to pull-out programs for special classes, on-line courses, and concurrent enrollment of college classes through Lamar Community College. Each school/district has a gifted education coordinator who facilitates the opportunities available for gifted students as appropriate for their individual ALP and as resources are available.

Targets for Programming:

Year 1:

1. Provide professional development on addressing affective needs (workshop current scheduled for September 2016); utilize CDE's on-line module on Social/Emotional Needs of Gifted Students
2. Provide on-going access to CDE's on-line modules for Differentiated Instruction, Reading, Math, etc.
3. Utilize CAEGT's e-tips for differentiation and other programming ideas
4. Continue presentations on gifted education for the Alternative Licensure cohort and the Induction Program teachers
5. Participate in and utilize the Depth and Complexity workshops from CDE

Year 2:

1. Conduct survey of current differentiated instruction and other programming options being used throughout the AU; provide PD based on results; communicate to stakeholders
2. Conduct a survey of local resources (South East Colorado Art Guild, Ark Valley Wind and Percussion Ensemble, professionals willing to serve as mentors, etc.) available and/or currently in use throughout the AU, communicate results to school/district coordinators for programming options
3. Disseminate CAEGT's e-tips to new teachers; encourage on-going utilization
4. Encourage utilization of PD available through CDE's on-line modules
5. Conduct a PD based on CDE's G.E.T. webinar on Acceleration

Year 3:

1. Communicate with stakeholders concerning the creation of honors/advanced classes/courses for gifted students at the middle school/junior high level to facilitate the transition to honors/advanced coursework in high school
2. Utilize MTSS/RtI process, including the gifted student, to address achievement issues (PD to be provided in ALPs Year 2: b)
3. Create a resource bank of community, on-line, and local post-secondary resources available for programming options that can be utilized throughout the AU (music, drama, art, leadership, etc., as mentioned above in Year 2: b.)
4. Communicate with stakeholders about early entrance, early access, and acceleration policies; determine need and proceed as directed by the Superintendents Advisory Committee

Year 4:



1. Conduct a data analysis and/or survey of gifted student achievement through the ALP and progress monitoring processes to determine successes and further needs for Programming targets; include student responses to programming options provided
2. Communicate results of data analysis and student surveys to stakeholders for further planning

Evaluation and Accountability Procedures

Narrative for Evaluation and Accountability Procedures:

The state assessments (CMAS and PARCC), ACT and/or SAT, NWEA, and Alpine Achievement data system are tools used throughout the SE BOCES AU. Each districts submits an annual report with required information to the AU to facilitate annual reporting and monitoring. This past year, schools began submitting a yearly report specific to identification of gifted student, including number of students identified, grade level, gender, ethnicity, free/reduced lunch eligibility, and area(s) of identification.

Advanced Learning Plans (ALPs) are monitored each reporting period or as appropriate according to each gifted student's learning goals through progress reports and at parent/teacher conferences, and are updated at least annually through a review team meeting with parents and the student.

The UIP Gifted Addendum is used as a guide for progress monitoring, evaluation, and accountability throughout the AU. For 2016-2017, some of the UIP goals for the SE BOCES AU include increased gifted student achievement in reading; increased access to professional development to facilitate this achievement in reading; increased identification of gifted students from underserved populations through universal screening; and utilization of student-driven, standards-based ALPs throughout the AU. The goals and timeline for these goals will facilitate evaluation and accountability for gifted education in the AU. The CGER process has also been utilized for evaluation and accountability in the AU. The CGER completed in the AU during the 2014-2015 school year and its results communicated through the CGER Next Steps Improvement Chart and the CGER AU Timeline are essential tools that guide the AU's evaluation and accountability as an on-going process.

It is a goal of this Comprehensive Program Plan to utilize the MTSS/RtI process to further facilitate progress monitoring for both student achievement and affective needs. Another goal to facilitate evaluation and accountability is to fully utilize the NWEA assessments and Alpine Achievement data system, both of which are already in place throughout the AU, for more complete data collection and analysis.

Targets for Evaluation and Accountability Procedures:

Year 1:

1. Provide professional development on creating student-driven, standards-based ALPs (also a target for ALPs Year 1:a)
2. Provided professional development/training on using the Alpine Achievement data system to collect data, record and submit ALPs, create gifted student groups, etc., for student progress monitoring, and over-all program evaluation and accountability
3. Continue to communicate program goals to stakeholders at the local level
4. Follow UIP goals/targets and timeline for 2016-2017; continue to utilize the UIP GT Addendum process to facilitate evaluation and accountability on a year-to-year basis
5. Submit required data and reports at all levels (local, AU, and state), utilize Alpine Achievement and DMS to collect and analyze data for evaluation and accountability purposes; continue on a year-to-year basis

Year 2:

1. Provide professional development on utilizing NWEA assessments and reporting for student progress monitoring, and program evaluation and accountability



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2. Provide professional development on using the MTSS/RtI process for student progress monitoring, to address underachievement, and to address affective goals
 3. Review CGER Next Steps Improvement Chart and the CGER Improvement Timeline for progress monitoring and to maximize achievement of AU program goals
- Year 3:
1. Utilize parent and student feedback from surveys (Parent, Family, and Student Engagement and Communication goals for Year 2:a,b,c,d) to inform evaluation and accountability
 2. Utilize the AU Gifted Program Self-evaluation for Southeastern BOCES for evaluation and preparation for next CGER (date not yet scheduled)
 3. Communicate with stakeholders about progress toward goals, needs for future progress
- Year 4:
1. Utilize Parent Advisory Group(s), Superintendents Advisory Committee, and other stakeholders, including AU self-evaluation tools to direct the evaluation and accountability process
 2. Continue with all year-to-year efforts in evaluation and accountability

Personnel

Narrative for Personnel:

SE BOCES currently employs a state-certified and qualified Gifted Education Director to provide leadership and support for gifted programs throughout the AU on a .5 FTE basis. The Director is responsible for a) communication to and among stakeholders in the GT program; b) filing written and electronic plans and reports to CDE; c) providing professional development to local coordinators and/or teachers working with gifted students; d) working as an advocate for gifted education throughout the AU; e) and monitoring for program effectiveness and accountability. The Gifted Education Director also attends the State Directors' Meetings and Regional Networking meetings, and coordinates with the Gifted Education Regional Consultant (GERC) to improve the quality of gifted programs throughout the AU. This position is currently supported by the Qualified Personnel Grant from CDE.

Additionally, each school and/or district has at least one certified teacher who acts as the local gifted education coordinator. These personnel participate in professional development provided, both locally and on-line, to facilitate gifted education in their schools/districts. Responsibilities at the local level include identification of gifted students, development of ALPs, communication with stakeholders, reporting information for progress monitoring and program evaluation, and reporting information to be aggregated with other districts for AU and/or state level evaluation and reporting. Paraprofessionals are not currently employed to support only GT students.

As an on-going effort to improved gifted education programs and programming throughout the AU, the Director promotes and disseminates information about professional development opportunities for all school staff members. Professional development for coordinators is provided at least quarterly through GT meetings at the AU level, while participation in the on-line modules and G.E.T. webinars is highly encouraged. Each year, SE BOCES conducts a professional development conference in conjunction with Lamar Community College, and several of the break-out sessions are centered around gifted education topics: (including but not limited to) identification, ALP development, Differentiated Instruction techniques, progress monitoring, evaluation, etc.

Targets for Personnel:

Year 1:

1. Provide professional development in student-driven, standards-based ALP development for local coordinators and/or teachers of gifted students (also ALP and Programming target)



2. Build on the strengths and vision of the gifted education leadership (GERC, Director, coordinators) to implement all elements of the AU Program Plan, UIP Gifted Education Addendum, and CGER recommendations. This is an on-going target.
 3. Continue to promote the CDE on-line modules, G.E.T. webinars, and other on-line professional development opportunities for local coordinators and/or teachers working with gifted students; provided re-certification credits for participation. This is an on-going target.
 4. Distribute CAEGT e-tips throughout the AU; provide re-certification credits for participation
- Year 2:
1. Utilize the SE BOCES Gifted Education resource library to facilitate professional development through book studies; provide re-certification credit for participation
 2. Conduct a survey of differentiation practices in place in classrooms throughout the AU; create a resource bank of best practices
 3. Provide professional development on utilizing the MTSS/RtI process in progress monitoring and interventions for gifted students
 4. Encourage local coordinators and/or teachers to attend CAGT and other state or regional gifted education meetings
- Year 3:
1. Utilize communication with stakeholders to inform decisions regarding needs for professional development: parent and student surveys, self-evaluation tools at both the local and AU levels, input from state-level directors and GERC.
 2. Encourage membership in NAGC, CAGT, and other gifted education groups for each local coordinator for access to professional development opportunities and on-going support
- Year 4:
1. continue all on-going efforts to provide relevant and timely professional development opportunities to enhance the building of a cohort of "highly qualified" teachers working with gifted students throughout the AU

Budget

Narrative for Budget:

Each SE BOCES Superintendent is given the opportunity to discuss and provide input on the method for allocating State funding for gifted education programs to each of our twelve districts. A formula was devised allocating an equal base amount per district and a per student excess amount based on the previous October 1 student count. The BOCES Board approved the funding formula. Those funds allocated to the districts will be matched by the districts in providing salaries/stipends for gifted education coordinators, professional development expenses at the local level, contracted services, gifted programming expenses for students, gifted education instructional and assessment materials, and gifted education instructional equipment. A small amount is budgeted each year for the SE BOCES to use in providing professional development and evaluation materials at the AU level. The Au's Gifted Education Director and Executive Director work collaboratively to submit the annual budget plan to the state which reflects State funding and AU contributing funds. An annual report is also submitted recording expenditures and reflecting accountability for the budget. State funds are used to support salaries for licensed and/or endorsed staff that serve gifted students (currently, the AU's Gifted Education Director's .5 FTE position is supported through the Qualified Personnel Grant).

Targets for Budget:

Year 1:

1. communicate with stakeholders about allowable expenditures
2. create/revise a spreadsheet for streamlined reporting gifted education expenditures at the local level



3. Communicate with stakeholders regarding need for on-going funding support of gifted education efforts
 4. continue efforts in seeking grants and/or scholarships to facilitate gifted education efforts
- Year 2:
1. conduct a survey of cost-effectiveness for various gifted education program expenditures to determine best practices
 2. facilitate a network of shared programming as appropriate to reduce costs and increase programming options; i.e. group/bundled purchasing of resources and/or services, shared transportation, distance-learning, etc.
- Year 3:
1. establish a database of best practices, local/community resources that are available at little or no cost to enhance gifted education throughout the AU

Reports

Narrative for Reports:

SE BOCES AU filed a UIP Gifted Education Addendum in April of 2016 for the 2016-2017 school year. SE BOCES also complies with the requirement 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. This is attained through use of the centralized student data system used throughout the AU, Alpine Achievement. Each school/district is responsible for accurate data entry for student data, including gifted student ALPs, through this system. SE BOCES also has a current budget proposal and actual budget expenditures on file at CDE, which was uploaded into the CDE Data Management System in accordance with state guidelines and due dates.

The use of Alpine Achievement facilitates accurate records for each gifted student, including grade level, ethnicity, gender, free/reduced lunch eligibility, area(s) of giftedness, and twice-exceptionality. Alpine Achievement is also utilized for the ALP process for each student, including identification data, SMART goals, progress monitoring, growth and achievement. The coordinator at each school/district also supplies a report to the AU's Gifted Education Director with additional data: total number of students identified, grade levels, and qualified personnel working with gifted students.

SE BOCES does not have an Early Access Policy in place at this time.

Targets for Reports:

On-going:

1. Utilization of the Alpine Achievement system for management and analysis of gifted student data
2. Utilization of the Data Management System (DMS) for analysis and reporting
3. Communication with stakeholders on the importance of accurate and timely data reporting to inform decisions and direct efforts
4. Data analysis, both aggregate and disaggregate, in order to focus efforts for maximum effectiveness

Record Keeping

Narrative for Record Keeping:

In the SE BOCES AU, records for gifted students are maintained through the Alpine Achievement system, which is password and user-access protected. ALPs on the Alpine Achievement system become part of the individual student's cumulative record, which are held to be confidential



and protected in accordance with applicable federal and state laws and regulations. Each school/district maintains the records of its students, and these records fall under those individual district's policies.

Financial records and inventories of equipment purchased with state funds are also maintained by the individual districts according to their unique bookkeeping methods, and then reported annually to the BOCES for the compilation of year-end reports.

Targets for Record Keeping:

On-going:

1. Continue to utilize Alpine Achievement to develop ALPs that include academic and affective SMART goals to ensure gifted student achievement and growth.
2. Utilize the DMS to communicate all applicable reports and documentation to CDE

Procedures for Disagreements

Narrative for Procedures for Disagreements:

Dispute resolution around identification and programming for gifted students is presently handled at the school/district level according to individual district policy. It typically involves a hearing with the principal and/or superintendent, and a subsequent hearing by the Board if not resolved. Development of these processes are "in progress" for most of the SE BOCES districts as they pertain specifically to gifted students (most districts currently follow procedures already in place for general population students). At the present time, the principal is the decision maker at the first level of the process, with the superintendent and school board at consecutive levels.

Targets for Procedures for Disagreements:

On-going:

1. Revise parent handbook to include a Procedures for Disagreements section which can easily be revised by each individual school/district to follow district policies
2. Provide links to individual district's policies from the SE BOCES Gifted Education webpage

Monitoring

Narrative for Monitoring:

The SE BOCES AU makes every good-faith effort to comply with all applicable state and federal laws and regulations regarding the program plan, identification, and special educational services for gifted students. The most recent CGER (2014-2015) AU Timeline and Next Steps Improvement Chart are essential documents in guiding the program development in the SE BOCES AU. The yearly UIP Gifted Education Addendum defines and schedules the goals for gifted student achievement as well as overall gifted program improvement. Careful progress monitoring of these goals direct the program from year to year.

Targets for Monitoring:

On-going:

1. Progress monitoring of achievement of UIP Addendum and CGER goals
2. Yearly revision to goals to maximize program effectiveness
3. Timely submission of required plans, documents, and data for gifted education through the state's Data Management System
4. Communication to stakeholders concerning yearly goals and achievements to garner on-going program support throughout the AU