



Administrative Unit

Administrative Unit name: Ute Pass BOCES - 64205	Region: Pikes Peak	
Name of Executive Director: Marcy Palmer Name of Lead District Gifted Education Director: Marcy Palmer	Email: mpalmer@upboces.org	
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Number of Districts within Administrative Unit:	
Member District	Superintendent Name
Cripple Creek-Victor	Les Lindauer
Manitou Springs	Ed Longfield
Woodland Park	Jed Bowman

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

Parent relationships are crucial and a high priority in all 3 districts.

- Parents are first included in the identification process through our MTSS/RTI teams in each building at the referral level. Written procedures are posted on all 3 websites outlining the new identification criteria and process, with links for additional resources to the CDE website as well. Referral documents for parents, student, and teachers are available on the website with contact information for each teacher at each building is listed. If referrals originate within the school, parents are sent a letter sharing that their has been a referral and describing the process toward gathering a body of evidence for possible identification. T
- Program options, unique to each building/district, are explained through the ALP process and designed to match the student’s learning style/preferences and area(s) of giftedness. The ALP document itself guides the team in collecting a body of evidence that identifies students' strengths and needs in their areas of giftedness and affective needs. A wide variety of program options and



opportunities are available for all students, and communicated to parents through parent committees, flyers sent home and posted in the schools, course offerings, website, and parent meetings. These programs, as well as individualized supports, are selected and designed by the team (student, teachers, parents) in the ALP process to match the student's strengths, interests, and challenges

- Concurrent enrollment options are available in all three high schools, and this information is shared with parents through the District/School Accountability Committees, course offering publications, school websites, and the registration process.
- College and Career Planning occurs for all students during their high school years through College in Colorado and planning between school counselors, students, and parents. For gifted students, this information is brought into the annual ALP meetings with parents to ensure students are participating in the right activities and courses to prepare them for their future plans. This information will be used in the ICAP development. (We had planned to incorporate the ALP within the ICAP, but these were not developed systematically for all students. It will now become mandatory for the 2017 Freshman, but we plan to continue to keep the plan separate, while utilizing the information in the plan development.) Parents are invited to participate in the ICAP process each year through their counselors. In Woodland Park and Manitou Springs, students also participate in an advisory class at least weekly with the GT teacher. College and career planning and progress monitoring occur during these periods. This is written into the students' ALP's and shared with parents in that planning process.

Target:

During the initial referral/identification or annual ALP meetings, all parents will be offered a copy and explanation of the Gifted Process Manual.

Definition of "Gifted Student"

The Ute Pass Boces identifies and serves students between the ages of five and twenty-one, whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains, are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.

A student may be identified in one or more of these domains (areas):

General or Specific Intellectual Ability

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.

Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes)

Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills).

Creative or Productive Thinking

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent original thinking, and/or products).

Leadership Abilities

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills, and a sense of responsibility).



All teachers of the gifted programs as well as the administrators in all 3 member districts have been trained on this definition and identification categories.

Target:

We are developing a GT procedural manual for parents that will be given upon referral for identification and posted on all 4 websites.

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

The Ute Pass BOCES has identified 176 students as Gifted, which is 4.1% of the total population.

Identification of population groups are equitable except for Free and Reduced Lunch populations.

32% of our total population within our BOCES are identified as Free and Reduced Lunch. Only 10.8% of our gifted students are identified as Free and Reduced Lunch. We will address this discrepancy in the target below.

All new identifications utilize the newly adopted domains of giftedness and the criteria developed for each one, within the following process:

1. Universal screening with the CogAT 7 is given to all students in grades 2 and 6, so that all populations, specifically students with low socio-economic status and/or transient, are examined for their abilities. Students new to the district are also given the CogAT grades 3-8, if they do not have CogAT results in their files. Results are reviewed by the gifted teacher, and students scoring at or above the 90th percentile are referred to the school's intervention team to gather further information to determine possible gifted or talent pool identification and supports/services.
2. Referral documents are available and accepted from a variety of sources, through each gifted teacher and the websites, including teachers, parents and/or students. These documents include ratings on the 12 traits of giftedness and the process for submitting the referral.
3. A body of evidence of existing information (state/district assessments, grades, performance information in and outside of school) will be examined by the team, including the school's gifted teacher. Multiple measures will be analyzed so that no one measure either qualifies or disqualifies a student for further consideration for identification. Using the state eligibility criteria and the pathways for identification, the team will identify additional assessments needed that align with the suspected domains for that student to complete the body of evidence. Parents will be notified and consent gained to gather any additional assessment information needed to make the determination according to the new state criteria.
4. Within 30 days of the referral, additional information will be gathered by the gifted teacher in coordination with the general education teachers and parents. A meeting will be held with parents, gifted teacher and a general education teacher to review the complete body of evidence for scores at or above the 95th percentile and/or an exceptional/distinguished rating, to determine eligibility in the appropriate domain areas using the state criteria. During this meeting, the process for determination and ALP development is explained. Eligibility is documented within the districts forms and a copy is provided to parents. The ALP will be maintained electronically and a hard copy placed in their cumulative file, which will be sent to the new district, should the student move.
5. If the student qualifies according the gifted definition, an ALP will be developed by the same team. Students who do not meet the required criteria, may be designated as part of the "talent pool" and included in appropriate programming. This programming includes the same services/activities provided to identified students, as well as linkages to activities/courses/competitions/opportunities in the student's high performance and/or interest areas. At Manitou MS/HS, a special program to serve the top 25% has been developed and implemented beginning 20-16-17. (Exceptional Scholars Program) At Woodland Park's MS/HS they serve 10-15% through the "talent pool."



6. New students' registration forms will be reviewed for GT/ALP designation. The ALP and existing body of evidence will be reviewed for appropriate identification and services within 45 days. If the body of evidence is incomplete, the former district will be consulted and a new evaluation will be initiated following the above process with parents/student/teachers. Within 60 days, parents will be contacted by phone/email/ meeting to communicate the next steps for identification and/or service implementation of the existing ALP in the new school setting.

Target:

Students who have never been screened with the CogAT assessment in 2nd or 6th grade will be assessed with the appropriate grade level assessment, in order to identify students who may be more transient due to their socio-economic status. Assessments for the grades 3-5 and 7-8 have been purchased and will be given each year to new students.

Advanced Learning Plan Content, Procedures and Responsibilities

ALP's are developed and reviewed annually following appropriate identification. Required areas of the ALP are included in our documents including the student profile, goals, programming details, and parent/student input. Woodland Park and Manitou Springs utilize the Alpine Achievement ALP, and Cripple Creek-Victor uses forms based on the CDE recommended ALP. (They will utilize the state-provided ALP if and when it is approved)

1. Upon identification, the team (including parents, student, teachers and other appropriate staff) will be notified of a meeting to develop an appropriate ALP for each identified student, to include measurable, state-aligned achievement goals in the strength area(s) of giftedness. Affective goals are included for each student to develop personal, social, communication, leadership and/or cultural competency. The ALP also includes programming details that align with the domains and the student's strength areas, interests and instructional/affective needs.
2. ALP's will be reviewed and adjusted annually with parents, student, GT teacher, and general education teacher(s). Their participation is documented in the ALP. All team members are expected to actively participate in the ALP development. Students are particularly active in this process during their time with the gifted teachers.
3. Services provided in the ALP may include tiered, differentiated instruction within the classroom, and supplemental and/or intensive programming including acceleration, flexible grouping, targeted instruction/talent development, specialized activities/competitions, and advanced/honors courses.
4. ALP's will be reviewed by the Gifted teacher and counselor during development/review of ICAPs (post-secondary readiness) at the secondary level, and will continue according to the timeline adopted by each district. (Due to the variation in ICAP implementation, ALP's will be developed for each identified student separate from the ICAP, but used in it's development.
5. At each level change (5th and 8th grade), the process for our gifted teachers to communicate with the next teacher will be identified and documented in the ALP. This communication occurs at our monthly meetings each spring, to share ALP details and plan for the appropriate programming at the next school. The next gifted teacher will be invited to participate in the annual ALP development meeting with parents prior to the level change.
6. ALP's are maintained within the district's electronic system and the student's cumulative records, to be transferred with official records. As students change grade levels, gifted teachers provide a copy to the next teacher and offer consultation on the goals/programming.
7. Progress reports will be sent to parents on the same schedule as each school's report cards.
8. Each student's teacher will be notified of the student's ALP through a flag in the Student Information System and a copy is provided to them. All teachers are expected to review the ALP and differentiate their teaching according to the student's strength areas.

Targets:



Existing identification and the body of evidence will be examined for each identified student, and new appropriate domain(s) will be identified and reported by October 1, 2017.

Teachers will develop methods for evaluating progress on affective goals.

Our gifted teachers in each building ensure ALP components are provided as written, and will monitor the progress of students by reviewing their performance on class and district assessments and/or portfolios.

Targets:

Each semester, district GT teams will meet to share their students' progress and methods for evaluating their performance.

Programming

A wide variety of programming options are available to all students, and then individually designed for our gifted students. (A breakdown of these options in each district are listed below)

- As smaller districts, our teachers design appropriate programming, with students and parents, to meet the individual strength areas and interests of each student to grow their exceptionalism through the ALP process annually.
- The student's body of evidence, including performance on state and local assessments, grades, goal progress, and interest inventories are reviewed each year through the ALP process, to develop new goals and align programming with their strengths and needs.
- At all levels, identified students have assigned time with the Gifted teachers to not only provide direct instruction academically and affectively, but they also coach/mentor the students to apply their skills across contents and provide guidance for their affective/emotional needs. They also monitor student's overall performance and problem-solve with them if they begin to underachieve.

Type of delivery at each school level:

Elementary

- Flexible Grouping
- Cross-grade grouping
- Cluster grouping
- General Ed with Resource (WP and MSSD)
- Specialized instruction to extend learning in specific academic/aptitude areas
- On-line courses (WP)
- Curriculum Compacting
- Subject-based Acceleration
- Grade-based Acceleration
- Content Extensions across disciplines
- Targeted Critical Thinking Skills Development
- Differentiated Instructional Support to Gen Ed Teachers
- Pre-assessment for Appropriate Instructional Level
- Assessment Alternatives
- Acceleration and Monitoring
- Problem-Solving Skills Development
- Academic/Problem-solving Competitions (Destination Imagination, Knowledge Bowl)
- Specialized Curriculum
- Student Council Leadership
- Service Learning



- Large Variety of extra-curricular opportunities (choir, theatre, arts, instruments, robotics, legos, chess)

- Arts, Theatre Camps, Summer school
- Special Interest Classes
- Affective Needs Instruction (Second Step, Why Try,

Middle

- Flexible Grouping
- Cross-grade Grouping
- Cluster Grouping
- Online Learning (WP and CCV)
- Differentiated Instruction Supports through gifted/resource teachers and principals
- Curriculum Compacting
- Subject-based Acceleration
- Content Extensions
- Affective Needs Instruction (Why Try, Second Step)
- Career/College Planning through College in Colorado
- Pre-assessment for Appropriate Instructional Level with assignment to appropriate classes
- Acceleration planning available on an individual basis (based on student's data)
- Student Council Leadership
- Service Learning Opportunities
- Choir, Band, Orchestra(MSSD and Columbine Elem)
- Independent Study with Direct Supervision

High

- Flexible Grouping
- Cross-grade Grouping
- Online Courses
- Blended Learning (WP)
- General Education with Resource Room (Advisory time weekly)
- Differentiated Instruction Supports from gifted/resource teachers and administrators
- Subject-based Acceleration
- Grade-based Acceleration
- Content Extension
- Career and College Planning by counselors/gifted teachers through ICAP process and advisory
- College in Colorado activities to assess personal strengths/interests, decision-making, early college/career explorations, goal setting, time management, study skills)
- SAT Assessment Opportunities
- Assessment Alternatives
- Pre-Assessment for Appropriate Instructional Level
- Acceleration and Monitoring
- Advanced/Honors/AP Courses (English 1 and 2, Calculus, Statistics, Physics, Biology, Environmental/Physical Science, Chemistry, World/US History, Psychology) Only AP Environmental Science, US History, Calculus, Biology, and Literature are offered in CCV
- Concurrent Enrollment (College Algebra, Trigonometry, Pre-Calculus and Theatre Arts-MSSD only)
- Classes/Credits at Pikes Peak Community College
- Summer Enrichment/Mentoring Opportunities (MSSD only)
- Competitions (Forensics, Knowledge Bowl, Robotics, Chess Club, STUCO, Kiwanis)



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- Community Resources (Colorado College Gifted Summer Program; PP Leading Edge, Kiwanis, PCCC Summer Program, UNC Summer Leadership Program)
 - Direct Instruction in Leadership Skills (STUCO, Young Champions Ambassadors-MSSD)
 - Student Council
 - Coaching by Leaders
 - Leadership Camps
 - Service Learning
 - Direct Instruction in Domain Skill Development
 - Integrated Arts with Core academic standards
 - Coaching by skilled artist/performer
 - Arts, Music, Theatre, Dance Camps
 - Competitions in arts/performance
 - Independent Study in areas of interest/talent

Target:

Elementary teachers will design their pullout instruction more purposefully for the current students' academic and affective needs based on their performance data.

Each school district will provide professional development and coaching to improve differentiated instructional practices in the general education classrooms.

Evaluation and Accountability Procedures

- Each member district analyzes their students' performance on district/state assessments for disaggregated groups including Gifted. This information is included in each district's UIP, with plans for improving students' performance in their areas of giftedness.
- Affective growth is currently addressed and monitored through the ALP process by each Gifted Teacher. In our target below, we will now have our teachers share this data, along with achievement data, each semester during our meetings.
- Student achievement and growth is desegregated and provided to our BOCES by CDE. This information is shared with the teachers and principals, analyzed, and improvement practices developed
- Feedback from our stakeholders has been gathered informally to date. After our C-GER report, we began planning to use a survey to gain feedback from our stakeholders on our gifted programming. CDE began piloting a survey, which we would like to use beginning 2016-2017 school year.

Targets:

GT teachers will develop measurement procedures for each student's affective goals in their ALP's, and share this each semester at our team meetings.

Each district will begin using a self-evaluation survey each year, given to parents and general education teachers. Results will be analyzed by the teams annually, with plans for improvement based on results.

Personnel

- Our BOCES has one Director responsible for program oversight in all 3 member districts. Woodland Park and Manitou Springs also have directors who oversee the programming and coordinate district-level meetings as well. Our principals in each building are dedicated to ensuring



their gifted students receive high quality instruction as well by working with the dedicated GT teachers to provide targeted instruction for their students.

- Woodland Park employs 1.5 teachers for gifted programming for the 3 elementary schools. (1 GT endorsed) Stipends are given to 3 teachers at the middle and high school levels, who develop ALP's and work with students weekly during advisory period to address affective/learning goals as well as provide focused activities. One of these teachers is working on her endorsement in gifted education
- Manitou Springs employs one endorsed full time teacher for the larger elementary school, with a .5 teacher hired at the smaller school to provide programming and ALP management. A full time teacher is dedicated to gifted programming at the middle school, while a 6-12 GT Coordinator provides innovative programming to the high school and supervises the middle school teacher for continuity.
- Cripple Creek-Victor stipends a teacher to provide programming to the identified students at the Jr.-Sr. High School. The elementary school principal provides programming to the students. (Identified as gifted and received gifted programming)
- Our region collaborates with local colleges/universities around Gifted Education endorsements. The region also provides study sessions for PLACE exam for the added endorsement
- Our districts do not employ paraprofessionals to provide services to our gifted students. We employ licensed teachers to provided gifted educational supports
- The Director and Coordinator attend monthly regional and bi-annual state meetings that include professional development in best practices for gifted education. Monthly meetings are held in each district (Cripple Creek-Victor invited to Woodland Park meetings) to share this professional development. The region and state also provide professional development opportunities in a variety of best practices that are offered to our teachers each year. (Depth and Complexity, Identification, Standards-Based ALP's, etc...)

Target:

As new staff are hired in these positions, we will advertise for teachers endorsed in gifted education, and encourage existing teachers to gain the gifted endorsement.

Budget

- Each year, we submit the required budget and expenditure report detailing that state funds are used for salaries for licensed teachers, along with the amount of district funding used for gifted programming above and beyond state funds.
- GT funds are flowed through to each district, and utilized for the salary and benefits of licensed teachers, solely to provide programming to our identified and talent pool students. Each district continues to be dedicated to providing this level of service to our students by funding teachers above and beyond the state funding. Additional professional development and supplies/equipment are provided from general funds in each district.
- I meet with the Superintendents monthly, principals monthly, Directors weekly, and GT teachers monthly to gather input and collaborate around effective programming, including the appropriate use of these funds to further gifted education in each district.

Target:

We will continue to use our fund for licensed teachers to provide high quality programming to gifted students.

We will continue to apply for the Universal Screening grant to fund CogAT assessments/scoring.



Reports

Our BOCES and each member district complies with required plans, accreditation rules, budgeting and reporting.

Target:

At the BOCES and district level, we will continue to keep accurate records, upload them to the data pipeline system, and analyze our data provided by CDE.

Record Keeping

- Our BOCES and member districts maintain financial and student records according to the state rules and requirements.
- Our BOCES and its member districts do not use GT funds to purchase equipment, therefore we do not have equipment to inventory.
- ALP's are housed in Alpine Achievement's electronic system in Woodland Park and Manitou Springs, according to current state laws that comply with student privacy. In Cripple Creek-Victor, ALP's are housed in student files according to required privacy rules.
- They are maintained and destroyed in the same manner as other student documents in each district.

Target:

Cripple Creek-Victor will utilize a state-provided electronic ALP if and when it is provided.

Woodland Park and Cripple Creek will consider this option as well, when it becomes available.

Procedures for Disagreements

Our goal is to resolve any disagreements through the ALP process and open, honest communication between teachers, principals and parents. If a disagreement continues, parents may contact the gifted coordinator to resolve any disputes. If agreement cannot be reached, parents may contact the District's Superintendent and the BOCES Director to hear the dispute.

These processes are posted on each district's website.

Target:

We are developing a GT procedural manual for parents that will be given upon referral for identification and posted on all 4 websites.

Monitoring

- Our BOCES complies with the applicable state and federal laws/regulations for gifted education. We work with each member district's administration and teachers to ensure appropriate implementation and gather input for plan/report development.
- BOCES Director and District Coordinators meet monthly with GT Teachers to monitor implementation of the plans in place for gifted education, including identification practices, documentation, ALP development, programming, parent/staff communication, and evaluation of student outcomes.
- When student performance results are released and uploaded into the Data Management System, student performance and trends are shared and analyzed with GT staff and principals annually.



- Our BOCES was evaluated in the CGER process at the end of the 2014-15 school year.
- Our BOCES staff have complied with the Timeline submitted following are CO Gifted Education Review by training all of our GT staff in the new Identification procedures to align with the new categories. We have documented, shared and posted the new procedures for identification and portability on each district's website as well as our BOCES website. The teams have also developed referral practices and forms for teachers, students, and parents

Target:

We will continue to implement the improvement strategies we committed to in the submitted Timeline.