



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Mountain BOCES		Fiscal Year: FY 2020-2021
AU Address 1713 Lincoln Drive West		
City Leadville	State Co	Zip Code 80461
Gifted Education Director Name Jane Toothaker	Telephone 970-846-3986	Email Address jtoothaker@mtnboces.org
Gifted Education Program Director Signature		
Executive Director Name Wendy Wyman	Telephone 719-486-2603	Email Address wwyman@mtnboces.org
Executive Director Signature		

The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website.

Directions:
Write the administrative unit's description of how it implements each element of the Comprehensive Program Plan and how the AU plans to improve or enhance each element as appropriate. Address all key requirements as they are described in the Rules in your response.



<p style="text-align: center;">Exceptional Children’s Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Mountain BOCES districts have implemented a variety of tools for communicating information about gifted services to their stakeholders (administrators, parents, teachers, community members). Formats such as web pages, brochures, booklets, blogs, newsletters, and meetings are available in many districts. Some districts have materials available in Spanish, and many of these materials are parent specific, providing resources for parenting gifted children. Resources for parenting gifted children are provided via school websites in some districts.</p> <p>It is also important to engage parents in their child's education, so when students are identified, parents are included in creating the ALP and progress reporting. During parent teacher conferences, parents are given progress reports and encouraged to give input. Gifted and talented services are provided to identified students depending on their individual needs, strengths and challenges. Information on concurrent enrollment is provided to all parents through information sent home at the beginning of each school year in high school, with the counselor making recommendation for scheduling, based on their area of strengths in their ALPs and their interests. In some districts college and career planning is already taking place through counseling services and career research within classes, and in other districts this will be a target over the next couple of years. Parents are invited to participate in the school community through volunteering, advisory committees, sporting events, etc. through information sent home to parents, website information, and all-calls home. Mountain BOCES maintains a website that contains current information related to programming, identification, and other gifted education processes and this website is linked to each of the member districts and their gifted information pages.</p>	

<p>Definition of “Gifted Student” 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>Those persons between the ages of four 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. Gifted children are hereafter referred to as gifted students. 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, ethnic, and 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:</p> <ul style="list-style-type: none"> ● General or specific intellectual ability ● Specific academic aptitude ● Creative or productive thinking ● Leadership abilities ● Visual arts, performing arts, musical or psychomotor abilities 12.01(16) <p>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.</p> <p>The Mountain BOCES districts use this definition as the foundation and guidance for all parts of the identification process and programming.</p>	
<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p>	<p>All Mountain BOCES districts are implementing the current gifted identification procedures in Colorado (http://www.cde.state.co.us/gt/giftedidentification), which will ensure portability throughout the state. All districts have a process in place for identification in the academic areas and talent areas. The process focuses on research-based assessment practices to ensure multiple pathways to identification. One assessment will not eliminate a child from being identified, as a quantitative and qualitative body of evidence of is used for ID purposes. Multiple assessments are used that measure diverse abilities, talents, and strengths that are based on current theories, models, and research, and the area of which the referring person is focusing. All districts are</p>	

<p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionalty in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>	<p>implementing universal screening in at least one grade K-2, and some are also screening in grade six. All districts are using the 95th percentile or above as the criteria on the quantitative data. If a performance evaluation is being used in the body of evidence for identification, it must be by a team of experts in the field. Qualitative data is also commonly used to build a learner profile for the purpose of developing appropriate programming options. The identification guidebook is posted on the Mountain BOCES website.</p> <p>Before assessing an individual student (not universal screening), parents are notified and must sign a Permission to Test document, giving the district permission to review/test. After the data is collected, the districts review the data with teams consisting of teachers, an administrator, and a person trained in gifted education. Parents are included in the procedure when appropriate, with the goal of completing the process in 30 days or less. A determination letter to parents and for the student file, is prepared describing the decision of the review team. When students are identified, ALPs are created and communicated to parents, with annual reviews. No single assessment will eliminate a student from being identified. When a body of evidence is not available, a student may be put on a watch list for further consideration, may be referred for special education assessment, or receive a talent pool designation.</p> <p>When students move between Colorado districts, appropriate transport of file, including body of evidence and ALP, will be followed to ensure credibility and confidentiality. If the body of evidence that shows how a student was identified is incomplete, the receiving district should consult with the former district and parents of student, to get the complete file. If the file is not complete, the receiving district may decide to reevaluate. The body of evidence must be provided to ensure portability. When a GT student transfers to a new Colorado district, review of the student's ALP will take place within 45 days of enrollment and parents will be contacted within 60 days.</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</p>	<p>See above</p>	

<p>12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptional/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>		
<p>Identification Portability 12.02(2)(e) Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student's ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP</p>	<p>Students are screened annually in each district and those that do not qualify are put on a monitor list for potential identification in the future.</p>	
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student's individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU's student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;</p>	<p>All districts in the Mountain BOCES AU develop ALPs for every gifted student, according to the student's strength area(s), interests, and instructional needs. Many districts are housing their ALPs on Alpine Achievement, which does include a student profile. Those districts using Alpine Achievement are investigating new systems to implement as of Fall 2021. Some districts are using School Runner to house their ALPs. Within the ALP, various components of the child's education are described such as supplemental curriculum, activities for enrichment, and specific differentiation strategies that would help a teacher extend or expand the learning in order to reach the learning goals. Affective needs are in place as part of the ALPs. The ALPs are reviewed annually with the goal of initiating a smooth transition to the next grade level. Student profiles are made a part of every identified student's cumulative file housed in each school.</p> <p>The initial development of the ALPs includes input from gifted resource personnel, classroom teachers,</p>	

<p>12.02(2)(f)(iv) Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<p>the student and the parents, with a good faith effort being made to include parents in the process. Students write their own goals, with the support of teachers and/or gifted personnel to make the goals measurable, and to ensure curriculum alignment in the classroom. After all coordination is complete in writing the ALPs, teachers work with students and give support to help them meet their learning goals. Parents are made aware of the ALPs in a variety of ways such as parent-teacher conferences, copies sent home, phone calls, etc. Currently, most high school ALPs include goals that align with post-secondary plans.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>See above</p>	
<p>Programming 12.02(2)(h)</p> <p>12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student's profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student's assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p>	<p>Mountain BOCES districts provide a variety of programming options for gifted students from grades K-12. Some districts have dedicated FTE for gifted students and other districts have FTE that have part of their day designated for gifted education. Structure for gifted programming include pullout and push-in (including co-teaching and coaching), enrichment opportunities with diverse content options, after-school programming, summer enrichment, subject acceleration in area of strength, contests and competitions, honors and AP courses, post-secondary courses, mentor programming, and concurrent enrollment. Within the regular classroom various</p>	

<p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP. To be considered in an ALP, the AU shall consider the student’s need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>differentiation strategies are used such as flexible grouping, curriculum compacting, cluster grouping, independent study, content acceleration, etc. Differentiation is based on a students’ area(s) of strength, ALP goals, and/or is data driven.</p> <p>At the elementary level, common teaching techniques are pull-out, push-in, enrichment within the classroom, flexible grouping, curriculum compacting, after-school programming and summer enrichment. In the middle school students are offered enrichment opportunities within the classroom, flexible grouping, cluster grouping, after-school programming, summer enrichment, and content acceleration. The most common form of service in the high school is flexible grouping, independent study, content acceleration, concurrent enrollment and AP level courses. All levels incorporate the student ALP goals into the learning experience.</p> <p>Underachievement is monitored through problem solving teams at the school level. Each year upon completion of a grade level, ALPs are reviewed and articulated to the next level of teaching staff, with the opportunity for collaboration from present staff, future staff, students, parents, counselors and gifted personnel. Affective guidance is provided by counselors, teachers, and gifted personnel. The goal of the ALP is to support the student to develop and achieve goals in their area(s) of strength, with interests and learning styles considered. ALPs will be standards based, data driven and meet all ECEA requirements. Content options for students will become more diverse as Depth & Complexity becomes integrated throughout the districts.</p>	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p>	<p>Mountain BOCES utilizes HB 16-1440 Flexibility in UIP Submission that is available to all schools, by submitting a UIP every other year when individual districts meet the required status. Each district in the AU currently prepares their own UIP based on their local district data. Each district disaggregates their achievement and growth data using various methods, such as the reporting features in Alpine Achievement, etc. Data is analyzed based on the whole group, and smaller groups of gender, ethnicity, ELL, special needs, and specific areas of gifted. When the numbers are below the “n”, districts look at individual students for evidence of growth, without reporting this to the public.</p>	

<p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>Gifted program self-evaluation is unique in each district and can include surveys to parents, staff, and students, and gifted education team discussions on improvement. Reporting to stakeholders also varies but can include information published on websites, newspapers, and reports to individual school boards. Affective growth is measured with interviews during the ALP updating process. Many districts are in the process of identifying strategies and instruments for progress monitoring of affective goals.</p>	
<p>Personnel 12.02(2)(j)</p> <p>12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>All of the districts provide at least one gifted education director, coordinator, and/or teacher to facilitate gifted programming. All of these positions are part time and include other responsibilities as well as gifted education programming and services. Many districts have committed personnel to provide leadership, staff development, and resources to the teachers of gifted education students in each building. In specific districts, professional development and coaching are provided. In some districts, administrators evaluate teachers on their use of specific differentiation techniques that address gifted learner needs. Paraprofessionals are not funded with gifted grant funds and are not the sole instruction providers for GT students, in any member district.</p> <p>Mountain BOCES provides a .06 (15 days per school year) Gifted Education Director who oversees the gifted education program and services including the AU Comprehensive Program Plan and the provision of support for district GT leaders and coordinators through regular meetings and communication. Other professional development is provided for districts through the NW PD network coordinated by the CDE GERC (gifted education resource consultant). All districts are regularly invited to participate in this professional development network. Some districts access professional development from CAGT (Colorado Association of Gifted and Talented) and CDE.</p>	
<p>Budget 12.02(2)(k)</p>	<p>An annual budget plan (proposed budget) is submitted to the state by the Mtn. BOCES which</p>	

<p>12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>	<p>reflects state funding and individual district contributions to gifted education. Mtn. BOCES "flows through" the funds to individual districts. The districts then decide how to best leverage the funds to meet the needs of identified students in their district. They provide documentation to Mtn. BOCES annually on how funds were used. The funds are utilized for allowable expenses such stipends or salaries for gifted education personnel, professional development opportunities, materials to support the education of gifted students, testing and screening materials, some technology, and other items as appropriate</p>	
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	

<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>The member districts have a procedure for disagreements specific to early access, which is posted on the Mountain BOCES website. It includes components such as how a parent applies for early access, timeline and requirement, and a method for dispute resolution. If a parent wishes, they may dispute a decision made on early access by filling out the Dispute Resolution Request form, which is available on the Mountain BOCES website. They are encouraged to review the Early Access Procedures, prior to submitting. Upon receipt of dispute requests, the Mountain BOCES GT Coordinator will review the complaints, and arrange a meeting with the parents and local school district personnel involved. The district has final authority in rendering a decision. Some districts have a dispute resolution for other gifted education disputes.</p>	
<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	