



# COLORADO

## Department of Education

### Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name <b>Mt. Evans BOCES</b>		Fiscal Year: FY 2020-2025
AU Address 10595 Hwy. 119		
City Black Hawk	State CO	Zip Code 80422
Gifted Education Director Name <b>Terri Jones</b>	Telephone 1-720-441-8479	Email Address <b>Tjones@mtevansboces.com</b>
Gifted Education Program Director Signature		
Superintendent Name: <b>Mike Schmidt</b>	Telephone	Email Address <b>mschmidt@pcsd12.org</b>
Superintendent 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.

<b>Exceptional Children's Education Act Program Element</b>	<b>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</b>	
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<p><b>Procedures for Parent, Family, and Student Engagement</b>  <b>12.02(2)(a)</b>  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>The philosophy of Mount Evans BOCES is to provide an educational environment that recognizes the unique talent, intellectual, academic, and social/emotional needs of gifted students. Students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources to maximize their potential. Thus the BOCES is committed to consistent and effective communication with staff and families regarding identification, programming, Advanced Learning Plan (ALP) development, and student achievement.</p> <p>The Gifted Coordinators and Assistant Director/Director meet monthly to review data, identification processes, current and future programming, and a review of instructional materials. Minutes are shared with the district Superintendents and BOCES Executive Director, if meeting with the Assistant Director. Information is then disseminated to district stakeholders.</p> <p>One platform, Mt. Evans BOCES website, provides a variety of information on gifted education such as contact information for the district gifted coordinators and the BOCES Assistant Director/Executive Director, the definition of giftedness adopted by the BOCES, an explanation of all of the identification processes aligned with the state, and resources for parents. Furthermore, each district’s web site has a link to the information contained on the MT Evans BOCES website. The website is updated periodically to reflect additions</p>	

to the areas of identification, programming, and provides communication for students and families on upcoming events and/or topics of interest.

In order to provide information on the social/emotional needs of gifted learners, Padlets, an online virtual “bulletin” board, where coordinators can collaborate, reflect, share links and pictures, in a secure location are being sent. Padlets will also contain events and/or contests and competitions that may be of interest to gifted students and their families.

Newsletters will be disseminated to stakeholders. Content may include information on field trips, district level gifted programming, upcoming events/contests, parent resources, and survey results. District contact information is also included in each quarterly newsletter.

In order to create meaningful Advanced Learning Plans, student, parent, and teacher input is needed. Students will work collaboratively with the gifted coordinators to develop personalized ALP goals that are aligned to the Colorado Academic Standards (CAS), the Career Tech Ed Standards (CTE), and for affective goals, the National Association for Gifted Children (NAGC). Parent and teacher input will be obtained either through a pre ALP meeting, attendance at the ALP meeting, the completion of a checklist/online survey, or information gathered through a phone call. This involvement will be documented in the ALP. If a member is unable to attend, prior to the meeting, feedback will be obtained, documented, and incorporated into the development of the ALP.

The gifted education team will provide a copy of the ALP to families within two weeks after the first reporting period in each district. In order to maintain updated communication on ALP progress, the Mt. Evans BOCES will inform families on the progress of ALP goals for Quarters 2 and 4.

For secondary students, information about concurrent enrollment and how to be involved in college and career planning are discussed at the ALP meetings. Gifted Coordinators, in collaboration with the counselors and students, review each student’s four year plan, revise as needed, and provide assistance for college and career planning. Embedding Advanced Learning Plans into the Individual Career Plans (ICAPs) is a work in progress.

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

	<p>Mt. Evans BOCES maintains communication with the district superintendents through the quarterly Superintendent Advisory Council (SAC), email, and other face-to-face meetings as needed. Upon a Superintendent’s request, presentations on gifted services are available to district boards. The Unified Improvement Plan is a district led plan. Prior to the completion of the UIP, the gifted coordinators will review with their superintendent the data to provide feedback on the targets. The UIPs will be annually posted on the Department of Education’s website.</p> <p>Stakeholder surveys will be sent to obtain input on their perspectives of gifted education identification, programming, and services within their districts. This information will be utilized as part of the gifted education review process and will be used to revise the BOCES’s comprehensive gifted education plan.</p>	
<p><b>Definition of “Gifted Student” 12.02(2)(b)</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>The Mt. Evans BOCES uses the definition of “gifted student” specified in section 12.01(16) of Rules: "Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.</p> <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. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these <b>areas of giftedness</b>:</p> <ul style="list-style-type: none"> <li>● General or specific intellectual ability</li> <li>● Specific academic aptitude</li> <li>● Creative or productive thinking</li> <li>● Leadership abilities</li> <li>● Visual arts, performing arts, musical or psychomotor abilities</li> </ul> <p>This definition drives services and programs and sets the stage for the beliefs surrounding gifted education; who should be identified, how identification should occur, programming options, and resultant services. Thus, the definition serves as the basis for the implementation of the Mt. Evans BOCES gifted program plan elements. These elements include the valid and consistent identification procedures utilizing a body of evidence, development of ALPs with rigorous goals that align to each student’s strength area(s), programming options such as push in and push out support, early access, acceleration, and/or concurrent enrollment. All districts support this definition and the provisions for</p>	

<p><b>Identification Procedures 12.02(2)(c)</b>                  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>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 timeline 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 exceptionality 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>gifted services.</p> <p>Mt Evans BOCES is committed to identifying giftedness in all student groups, including students with disabilities. Identification procedures include a step-by-step process for identification of elementary through secondary students. The gifted coordinators have aligned identification practices for language arts, including the division into reading and writing, and math to ensure consistency.</p> <p>Though the BOCES definition includes all areas of giftedness, and the processes and procedures are valid, reliable, and consistent among the three districts, for the areas currently being identified, general or specific intellectual ability, specific academic aptitude and creativity. Criteria for leadership, and visual arts, performing arts, music, and psychomotor abilities has been developed. Gifted coordinators have presented to teachers information on all areas of giftedness. The online procedural guides reflect all areas of identification.</p> <p>Criteria for areas of giftedness in creativity, leadership, visual arts, performing arts, musical, and psychomotor abilities have been established. The BOCES will review, revise, and refine identification procedures and tools to ensure compliance with Statute 12.02(1)(0) and promote identification in all areas of giftedness, for all grade levels, as stated in the BOCES’ definition. Through professional development to teachers there has been an added emphasis on finding talents.</p> <p>The gifted education team has developed a list of talent pool programming options for Performing Arts, Visual Arts, Dance, Music, Creativity, Leadership, and Psychomotor through consultation with the specials teachers in each building in the three districts.</p> <p>Mt Evans BOCES utilizes a variety of screening procedures which are referenced in the graphic below. Each year, the three districts administer the CogAT to the second grade. The BOCES uses online administration of the CogAT. Teachers received training on the use of the online system and use of data reports.</p> <p>Another screening strategy is the use of the co-teaching model. As the gifted coordinators provide more co-teaching opportunities, upon observation of students in the classroom setting, they can provide ideas and strategies for students, especially those K-2, that may possess gifts and talents.</p> <p><i>Figure 1 Referral Sources</i></p>	
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12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;

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.

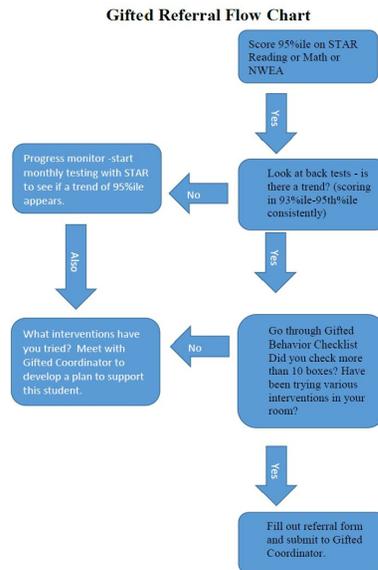
12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and

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.



Referrals are generated through a variety of sources as indicated in Figure 1. The gifted education team, which consists of the Mt. Evans BOCES Assistant Director/Director and the three Gifted Education Coordinators from the Clear Creek School District, the Gilpin County School District, and Platte Canyon School District, has revised the referral process to include a teacher checklist, a handout on Bright vs Gifted to be given to the person making the referral, and a request for documentation of interventions developed. As with the process for reviewing CogAT results, the referral will be reviewed by the gifted team in each building for a determination of next steps. This includes a thorough review of academic data, work samples, and behavioral characteristics observed by the teacher and parents. The Mt Evans BOCES will provide information on the referral process once a year at staff meetings and maintain updated referral information on the website.

Figure 2 Gifted Referral Flow Chart



The Mt. Evans BOCES is committed to working with educators to strengthen understanding of giftedness and how gifted characteristics may be similar yet different for various groups, the importance of unbiased identification, and flexible programming with a strong family component. Thus, the BOCES will work with educators to increase their understanding of the differences in the characteristics of the underrepresented population of gifted learners by providing meaningful professional development with follow-up. The Mt Evans BOCES will provide activities, resources, and information via presentations, newsletters, emails, and/or a book studies on the characteristics of under identified children and will develop and implement quality procedures and processes for identifying students receiving Free and Reduced Meals for gifted services.

**Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)**  
 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 exceptionality/distinguished compared to age mates.  
 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.  
 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.

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

*Table 1 Gifted Identification Assessment Matrix-Achievement Measures*

Data Sources	Gilpin	Platte	Clear Creek
Reading	STAR Reading(fall, winter, spring) Colorado State Assessment (CMAS)(Spring), Woodcock-Johnson-IV Reading subtests; NWEA (K-1-2 Spring of each year); PSAT 9th/10th Spring; TERA K-2nd; DIBELS K-3rd	NWEA, 1st-8th (Fall, Winter, and Spring), Colorado State Assessment (Spring) Woodcock-Johnson-IV Reading subtests; PSAT 9th and 10th Spring, TERA K-2nd; DIBELS k-3rd	NWEA 1st-8th(Fall, Winter, and Spring), Colorado State Assessment (Spring), Woodcock-Johnson-IV Reading subtests; PSAT 9th/10th Spring, TERA K-2nd; DIBELS K-3rd
Writing	District Writing Rubric (fall, winter, spring), Colorado State Assessment , WIAT-III writing subtests; Test of Written Language,	NWEA (Fall, Winter, and Spring), Colorado State Assessment (Spring) WIAT-III writing subtests, Test of	NWEA (Fall, Winter, and Spring), Colorado State Assessment (Spring) WIAT-III writing subtests, Test of Written Language, Writing

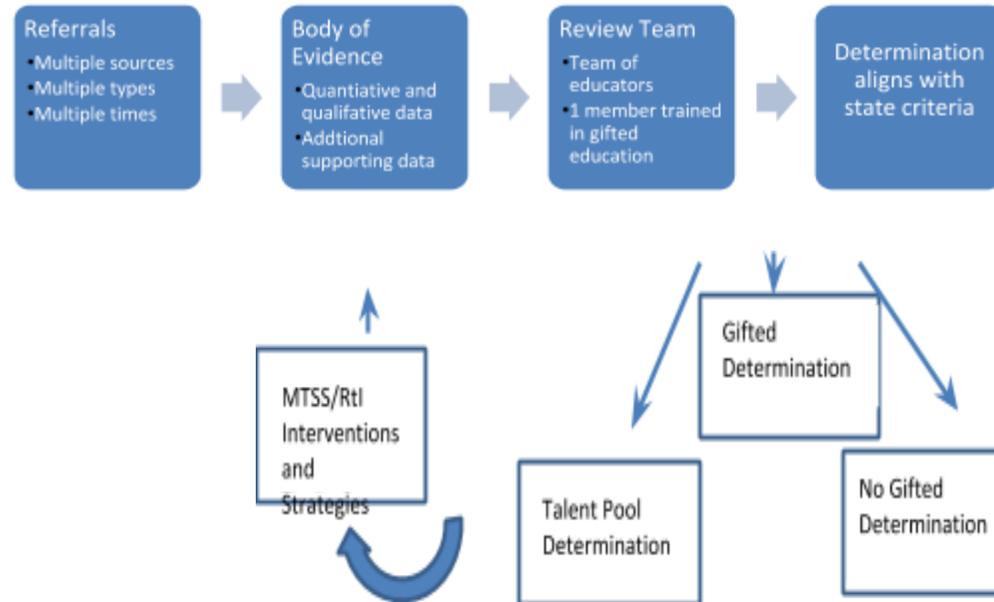
		Writing Portfolio, Woodcock-Johnson-IV	Written Language; Writing Portfolio, Woodcock-Johnson-IV	Portfolio, Woodcock-Johnson-IV		
	Math	STAR Math grades K-8 (fall, winter, spring), CMAS (spring), PSAT 9th/10th Spring; TEMA K-2nd, Woodcock-Johnson-IV math	NWEA grades 1st-8th (Fall, Winter, and Spring), Colorado State Assessment (Spring), PSAT 9th/10th Spring; TEMA K-2nd, Woodcock-Johnson-IV	NWEA grades 1st-8th(Fall, Winter, and Spring), Colorado State Assessment (Spring), PSAT 9th/10th Spring; TEMA K-2nd, Woodcock-Johnson-IV		
	Science	CMAS , grades 5 and 8 (Spring) Portfolio, Woodcock-Johnson-IV Science Subtest	CMAS , grades 5 and 8 (Spring) Portfolio, Woodcock-Johnson-IV Science Subtest	CMAS , grades 5 and 8 (Spring) Portfolio, Woodcock-Johnson-IV Science Subtest		
	Social Studies	CMAS grades 4 and 7 Portfolio	CMAS grades 4 and 7 Portfolio	CMAS grades 4 and 7 Portfolio		
	World Languages	AP Language Exam Portfolio	AP Language Exam, Portfolio	AP Language Exam, Portfolio		
	Behavior Ratings for General Intellectual Ability, Language Arts, Mathematics, Science, Social Studies, Creativity, and Leadership	SIGS-Home SIGS-School	SIGS-Home SIGS-School	SIGS-Home SIGS-School		
	Creativity	Torrance Test of Creativity Portfolio Student Reflection on each portfolio artifact SIGS Home and School	Torrance Test of Creativity Portfolio Student Reflection on each portfolio artifact SIGS Home and School	Torrance Test of Creativity Portfolio Student Reflection on each portfolio artifact SIGS Home and School		
	Other	Work Samples Performance Rubrics Interviews Classroom Observations Portfolios (SAGES-2) K-8th Math/Science Subtest; Language Arts/Social Studies subtest	Work Samples Performance Rubrics Interviews Classroom Observations Portfolios SAGES-2 K-8th Math/Science Subtest; Language Arts/Social Studies	Work Samples Performance Rubrics Interviews Classroom Observations Portfolios SAGES-2 K-8th Math/Science Subtest; Language Arts/Social Studies subtest		

*Table 2 Measurements of Cognitive Ability*

**Cognitive Assessments All Districts**

- Cognitive Abilities Test, K-12th
- Kaufman Brief Intelligence Test (KBIT)
- Wechsler Intelligence Scale for Children-administered by school psychologist
- SAGES-2, K-8th Reasoning Subtest
- Woodcock-Johnson-IV Test of Cognitive Abilities
- Test of Mathematical Abilities for Gifted Students

*Figure 3 Mt Evans BOCES Gifted Identification Process*



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

	<p>pool for interventions to develop talent. A variety of intervention tools have been obtained for use with talent pools, including an online intervention program aligned to state standards. All talent pool/intervention plans are regularly monitored by the gifted coordinator in consultation with the general education teacher. The identification processes and practices will be evaluated annually and revisions made as needed.</p>	
<p><b>Identification Portability 12.02(2)(e)</b>          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>All gifted students are flagged in the information systems for all three districts. This flag provides a reminder to school secretaries to include gifted records for a student that has transferred to another district upon request for records. When a gifted student transfers into one of the three districts, the gifted coordinator reviews the student’s records within 45 days of start date to determine programming options and services and within 60 days will communicate to parents about how the student’s needs, as outlined in the ALP, will be met. The Mt. Evans BOCES accepts the gifted identification from sending districts. If the review team determines specific identification criteria for an area(s) of giftedness was not followed for an incoming student, the decision may be made to reassess. For out of state students, if the BOE is deemed incomplete, the gifted coordinator will consult with the former district if possible, parents, and students and re-evaluate the identification determination.</p> <p>The student information system, Infinite Campus (IC) is used by two of the three districts to house the Advanced Learning Plan (ALP) and one district uses Alma. A copy of all gifted and talented records for each student are housed in student cumulative folders located in each building. Thus, when a student moves to a new building, the ALP record is available. Additionally, the gifted flag is also viewed by all of the student’s teachers as it is a permanent fixture on IC and in Alma.</p>	
<p><b>Advanced Learning Plan Content 12.02(2)(f)</b>          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>Mt. Evans BOCES is committed to developing an Advanced Learning Plan (ALP) for every gifted student that encompasses a student’s strength area(s), interests, instructional, and affective needs. All ALPs are developed during the fall of each school year unless a team determines an ALP needs to be developed in the Spring in preparation for a student’s transfer to a new building.</p> <p>Each district’s student information system (SIS) houses the ALP. Only team members, including parents through the SIS parent portal, linked through the system can view a student’s ALP. This supports student data privacy and maintains the confidentiality of the ALP plan. Furthermore, use of the SIS allows the ALP to travel with the student when they transfer to a new building within each district. When a student leaves a district, their file is</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>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>deactivated in the SIS system.</p> <p>Each district’s coordinator houses the hard copies of a student’s ALP and Body of Evidence (BOE) from the identification process, and quarterly progress reports in each student’s cumulative folder. Should a gifted coordinator maintain a separate student file, when a student leaves a district, the destruction of the ALP file follows the same process as the student’s cumulative file.</p>	
<p><b>ALP Procedures and Responsibilities</b> 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</p>	<p>A team practice that includes parents, students, counselors, general education teachers, and gifted personnel, is used for ALP development. The gifted coordinators schedule meetings at a time that is convenient to the team members via email or phone call. If a team member is unable to attend an ALP meeting, the coordinator consults with the team member and documents this on the ALP.</p> <p>Students are the center of the advanced learning plan process. Annually, gifted coordinators solicit information from the students on strengths, interests, activities in and outside of school, and future career options (as appropriate to age and grade level). This information is inputted into the ALPs.</p> <p>Additionally, parents are an important member of the ALP team. As with students, the gifted coordinators seek updated information from parents on an annual basis. This information is included in the ALP.</p>	

<p>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>A classroom teacher's involvement in the ALP process is significantly important to the development of an ALP. The process for ALP development has been the responsibility of each district's gifted personnel. Thus, the focus of the gifted coordinators is on developing consistent participation of teachers, both general and special education, for all three districts. The gifted coordinators consult with classroom teachers in person, through emails, via online surveys, or phone calls to ensure they are familiar with and support ALP goals and assist in writing and monitoring the goals.</p> <p>As the ALP is considered in planning for post-secondary readiness, school counselors are a key participant in secondary ALP meetings. Discussion on concurrent enrollment, honors and AP courses, and internship and/or volunteer options aid in the development of each student's four year plan and ALP goals. The counselors will continue to be a focus for ALP development and updates based on changes in a student's four year plan, career interests, or social/emotional needs. Gifted coordinators and counselors are working towards embedding the ALP into the individual Career and Academic Plan (ICAP).</p> <p>Along with teacher observations, student and family input on interests, community involvement, and other pertinent information such as state testing results and district benchmark assessments, classroom performance, anecdotal records, and/or classroom observations, recommendations are made on areas of ALP development. This development includes descriptions of supplemental curriculum, differentiation activities for content, process, product, and environment, and extended or expanded opportunities that support goals. An ALP template is utilized by all three districts that include the categories of delivery model, advanced curriculum based options, within class accommodations, grouping for instruction and activities, and accelerations/student placement.</p> <p>Goals on ALPs are written using the S.M.A.R.T. format: Specific, Measurable, Attainable, Realistic, and Time Bound. ALP goals are written for each student's strength area and for the social/emotional area. The Colorado Academic Standards and NAGC standards are included in the ALP goal section.</p> <p>Providing updates on progress with ALP goals is an important process. Quarterly progress reports are sent to families for Quarters 2 and 4 at the same time each district schedules report cards.</p> <p>ALPs will be implemented the fall of each school year. Gifted personnel have a target of 100% completion of ALPs at the end of the first quarter. Students receive gifted services at the start of each school year based on the previous year's ALP and until a new ALP is</p>	
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	<p>developed. Classroom teachers are consulted at the beginning of the school year through the development of the ALP.</p> <p>Mt. Evans BOCES will have 100% completion of ALPs by the end of Quarter 1 of each school year or for those transitioning to a new building, ALPs completed by the end of May.</p>	
<p><b>Programming 12.02(2)(h)</b>          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>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>Gifted services are provided to students, K-12 based on an identification process and a body of evidence. This evidence allows an ALP team to incorporate a student's strengths, interests, and needs in determining the type of delivery for services to create aligned ALP goals. The Mt. Evans BOCES provides a variety of K-12 gifted education programming options that match the strengths, interests, and special needs of the students. Furthermore, student data is reviewed three times a year and along with the progress reports, ALP goals are updated and or revised. This is to ensure that components, options, strategies and evidence and/or concerns on underachievement address the educational needs of gifted students and the use of a problem solving process.</p> <p>Currently, programming options are available for the areas of giftedness in reading, writing, creativity, science, and math. World Languages programming is available through online coursework at Red Rocks and through AP World Languages courses at the secondary level. Within the BOCES there are tools to identify students in the areas of social studies and world languages. As the BOCES's definition of gifted services included areas will be developed, i.e., leadership, Visual and Performing Arts, programming options will be expanded to include all areas of giftedness reflected in the definition, and resources and materials will be ordered for each district for use by students, general education teachers and the gifted coordinators.</p> <p>At the elementary level, students are served within the general education classroom using small, flexible grouping with pull out for affective needs, enrichment, and field trips. Acceleration, both whole grade and subject acceleration is utilized. The Iowa Acceleration Scale (IAS) is used to determine whether to whole grade accelerate a student. For subject acceleration, the gifted coordinator meets with parents and teachers to review data prior to making the decision to subject accelerate. Flexible and high ability grouping within the classroom, pre and post testing units of study, and curriculum compacting are the mainstays for delivery of services. Enrichment activities may also be provided which include in-class and out-of-class activities. To expand differentiation opportunities for gifted learners, there will be a focus on building co-teaching opportunities with elementary teachers using the Primary Education Thinking Skills Curriculum.</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>For middle school students, acceleration, both whole grade and subject acceleration is also utilized. Other available programming options are honor courses, genius hour, passion projects, flexible grouping within classrooms, pre/post testing, and compacting curriculum. Enrichment activities may also be provided which include in-class (co teaching opportunities with general and gifted educators) and out-of-class activities using varied enrichment resources, including community resources and the use of field trips. Middle School students also have social emotional pull out groups either semi-weekly or monthly.</p> <p>At the high school level, options for gifted programming include advanced placement (AP) before 11<sup>th</sup> grade and honors courses, post-secondary enrollment options, volunteering, internships, subject level acceleration, and affective education consultation and/or pull out groups. The gifted coordinators work closely with the middle and high school counselors to ensure that pre-collegiate and/or pre-advanced placement support is available. Enrichment activities may also be provided which include in-class and out-of-class activities, including field trips and community outings, using enrichment resources and materials. For the secondary students, there is an emphasis on workforce readiness planning discussions during ALP meetings. With counselor's input, options are discussed for coursework, especially those available through concurrent enrollment, and the development of a four year plan that is included and reviewed annually within the ALP. Students have the option to take face-to-face and/or online college classes, in addition to those provided by each district. Programming for affective needs may involve college and career planning. Students are consulted as to potential resources for affective needs and topics of interest.</p> <p>The district gifted coordinators are working to provide more co-teaching and push in support for classroom teachers and working to build differentiated instruction and methods within the general education classrooms. The gifted coordinators provide push in support with K, 1st, and 2nd grade elementary teachers on problem solving activities.</p> <p>Mt. Evans BOCES will provide resources, push in support, provide professional development mini courses either online or face-to-face and an online bank of resources, and print resources to support general education teachers' growth in differentiated methods and strategies for gifted learners, K-12. All three districts are implementing the use of depth and complexity at varying levels of capacity. Use of an online program to provide for adjustments to pacing and to differentiate ELA and math content is available for gifted learners and those learners on strength-based intervention plans.</p> <p>For the gifted areas of creativity, leadership, visual arts, performing arts, and music, programming options and resources need to be studied, adopted, and implemented.</p>	
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Thus, during years 2017-2020, Mt. Evans BOCES and the gifted education team will develop programming options for these areas. Once implemented, these options will be reviewed yearly.	
<b>Mt Evans BOCES Programming Options</b>	
Delivery Model	General Education Classroom with: Consult/Coaching Co Teaching (daily, weekly) Pull Out (weekly, semi-monthly, or monthly)
Advanced Curriculum Based Options	Advanced Class (es)in Area of Identification Advanced Elective Class Advanced Online Class Advanced Skill Development Class Honors Class Genius Hour Passion Projects
Within Class Accommodations	Accommodations for Strength Area(s) Accommodations for Need Area(s) Alternative instructional Strategies Compacting Pre Assess/Post Assess
Grouping for Instruction and Activities	Ability/Achievement Grouping Multi-age Grouping Flexible Grouping within the Classroom
Acceleration/Student Placement	Advanced Placement before 11 <sup>th</sup> Grade Content Acceleration Early Entrance to K/1st grade Early Graduation Post-Secondary Enrollment Options (PSEO) Whole Grade Acceleration Compacting
Affective Programming	Personal Competence Social Competence Leadership Dispositions

		Cultural Competence Communication Competence Post Secondary Planning	
<p><b>Evaluation and Accountability Procedures 12.02(2)(i)</b>                      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>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>Annually, each district will develop their district gifted Unified improvement Plan (UIP) addendum with stakeholder input. Within the UIP, gifted student achievement and growth data are disaggregated for reporting and are available for stakeholder review on the BOCES web site. Gifted student performance is monitored and measured through an annual review of state assessment data for performance, growth, participation rates, and annual graduation rates. These methods align with the state's accreditation process. In addition, quarter 2 and 4 progress reports on ALP goals, including the affective goal, and a review of district benchmark assessments three times a year provide information on gifted student performance and potential next steps. ALP data is provided to parents, teachers, and the students.</p> <p>The gifted program self-evaluation will include a thorough review of gifted services including periodic feedback and review from stakeholders. This self-evaluation will include a review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement. Stakeholders will be informed of the methods for program evaluation.</p>		
<p><b>Personnel 12.02(2)(j)</b>                      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</p>	<p>The Assistant Director/Director for the Mt Evans BOCES oversees gifted services within the three districts. The Assistant Director/Director, with collaboration from the district gifted personnel and feedback from the Superintendent's, develops the program plan. Furthermore the Assistant Director/Director monitors and administers the gifted program and management of the comprehensive plan. As each district supports gifted education, gifted coordinators, with the support of classroom teachers and parents, ensure that</p>		

<p>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>appropriate services are provided to each gifted student by the gifted coordinators and classroom teachers (paraprofessionals are not utilized for gifted programming).</p> <p>District coordinators conduct screenings, share information from professional development training, facilitate social-emotional and project-based activities, and are responsible for ALP creation and development.</p> <p>Mt. Evans BOCES is committed to having licensed and endorsed staff for gifted education within each district. The Gifted Coordinators from Clear Creek, Gilpin County, and Platte Canyon School Districts all hold a gifted endorsement. Should new coordinators be hired, each coordinator will have a plan, after consultation with the Assistant Director/Director and collaboration with universities and college support, for obtaining their endorsement in gifted education. This will be reviewed on an annual basis.</p> <p>Conferences and trainings, such as Depth &amp; Complexity and the Colorado Association for Gifted and Talented conferences, book studies, professional development offered by the BOCES and/or gifted coordinators, and the availability of the online modules through the Colorado Department of Education provide opportunities for professional development to improve skills of gifted personnel, teachers, and parents to address the needs of gifted learners, consistently occur in the BOCES.</p>	
<p><b>Budget</b> 12.02(2)(k)</p>	<p>Mt. Evans BOCES utilizes an informal collaborative process for budget development.</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>Meetings will be held in August with each district's superintendent, the BOCES Executive Director and Assistant Director of Gifted Education, and the district Gifted Coordinator to review progress on targets and align the budget with needs. At this time, Mt. Evans BOCES does not contract with Administrative Units (AUs) to establish and maintain gifted programming except that the BOCES uses the HB1345 grant money to fund the part time gifted coordinator positions within each district.</p> <p>Gifted budget development beginning 2020-21:</p> <ul style="list-style-type: none"> <li>● Moving forward, districts will budget for and pay for their own district-related gifted expenses (field trips, conference fees, materials, etc.) Districts still have carryover money to spend for these purposes.</li> <li>● Each year BOCES will pay for CogAt testing for each district</li> </ul> <p>When the BOCES has an Assistant Director, state gifted funds are used for the assistant director of gifted education salary and benefits. The role of the assistant director is to oversee gifted services within each member district. This includes a review of ALPs, the development and implementation of identification criteria and programming options, supporting all stakeholders, and ensuring services are supporting each student's growth. The Director will take over this responsibility if the assistant director position is cut for any reason.</p>	
<p><b>Record Keeping 12.05(1)</b> Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <a href="#">Financial Policies and Procedures Handbook</a>.</p> <p><b>12.05(2) Inventory</b> 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>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><b>12.05(3) Student Education Records</b> The ALP documents shall be part of the student’s cumulative education record.</p> <p><b>12.05(4) Confidentiality of Student Education Records</b> 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><b>12.05(5) Maintenance and Destruction of Student Education Records</b> 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><b>Procedures for Disagreement 12.06</b> 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 process is as follows for disagreements and is posted on the Mt. Evans BOCES’s website under the gifted tab.</p> <ul style="list-style-type: none"> <li>● To appeal the decision of the BOCES-wide Early Access Determination Team, or the BOCES Gifted Identification Team, a written letter of appeal must be submitted by the parents/guardians to the Mt. Evans BOCES Gifted Education office within 10 business days of the postmark date on the letter giving notification of the application being declined.             <ul style="list-style-type: none"> <li>○ Additional data that would provide information about the student that was not available during the initial portfolio review must be submitted with the aforementioned</li> <li>○ A BOCES/district-level team will review the file with its new information and the letter from parents/guardians.</li> <li>○ Parents/guardians will be notified, in writing, of the final outcome of the appeal process.</li> <li>○ The final decision to accept or not to accept an out-of-district student is at the discretion of the district</li> </ul> </li> </ul>	
<p><b>Early Access 12.02(2)(I)</b> 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 checked="" 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 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>	