



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

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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 align="center">Exceptional Children’s Education Act Program Element</p>	<p 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>Family Partnership Communicating with families regarding the gifted education of their children is very important. Many of the districts use district or NW BOCES websites to provide helpful information about the identification process, programming options, Advanced Learning Plans (ALPs), student achievement, and how to be involved in post-secondary planning. Some districts have an electronic handbook attached to their site. Most districts have the capacity to translate gifted ed information into many languages to help meet the diverse needs of our area’s families. ALPs are translated into the primary language.</p> <p>In addition, district use a variety of methods of communication with families on a regular basis including:</p> <ul style="list-style-type: none"> ● Parent/Teacher conferences ● Back to School nights ● Parent meetings ● Direct communication through email and phone contacts ● Lending libraries of resource materials <p>Programming is determined using a tiered system of support in order to individually match the students needs to their instructional level. Districts have a range of programming options including:</p> <ul style="list-style-type: none"> ● Advanced Placement courses, ● Concurrent enrollment courses, ● Independent study opportunities, ● STEM and STEAM options, ● Online class opportunities, and ● Various contests. <p>ALP meetings are held annually and typically take place in person. At that time, students, parents, teachers, and gifted education personnel meet to develop annual goals, discuss programming options, and review</p>	

	<p>student achievement. Periodically, such as at Parent-Teacher Conferences or via report cards, parents are updated on their child's progress toward these ALP goals.</p> <p>Some of the districts have gifted education parent groups that are already in progress or are planning to start. Districts provide translators for the most common languages within their community so that all parents can participate in these activities. These meetings provide a conduit for parent education about giftedness, concurrent enrollment, and post-secondary opportunities.</p> <p>In addition to parent group meetings, most of the districts have College Fairs where families can speak with representatives from colleges, get information, and ask questions. College and career options are addressed with parents and students during each year's registration process, as well.</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>NW BOCES uses the state's definition of giftedness as the basis for the implementation of all program plan elements.</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 <i>approach</i>, 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 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 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</p>	<p>Properly identifying students from all demographic groups, including low socio-economic, twice-exceptional, and English Language Learners, in all areas of giftedness is a priority for NW BOCES.</p> <p>The first step in the identification process is the referral. We have several referral strategies in place to help uncover gifted potential as follows:</p> <ul style="list-style-type: none"> ● Universal cognitive screening process is in place. This screener is usually administered at one-two grade levels each year. Typically at 2nd grade and sometimes at 6th. ● Screeners include a non-verbal section that helps to identify underserved populations. ● Students who score at or near the 95th percentile are considered for further evaluation. ● In addition to a universal screener, districts monitor data on qualifying assessments in order to find students who are scoring at or near the gifted range: 95th percentile or above and/or an exceptional rating. These students are considered for further evaluation. ● Not meeting criteria on a single assessment does not prevent further consideration for identification. As with the cognitive screener, students who score in this range are then 	

<p>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>	<ul style="list-style-type: none"> ● Other referral methods include teacher, parent, and student referrals. ● A determination of eligibility is rendered within 30 days of a referral. ● Parents are contacted via email, mail, or phone call. <p>Qualification is based on the state's criteria in order to ensure portability and equity within Colorado. A body of evidence that includes qualitative and quantitative data is collected from teachers, parents, and the student before a determination is made. Districts use assessments, such as observation scales, academic tests, cognitive ability assessments and performance rubrics, that align with all areas of giftedness. Districts also administer non-verbal assessments that help reduce the factors that can negatively impact underrepresented populations.</p> <p>A team that includes gifted education personnel reviews the data and determines if the student qualifies in one or more areas. Notification of final determination is provided to stakeholders as quickly as possible and next steps are determined. Students who qualified begin the ALP process which includes a meeting to help parents understand how their child met the state's criteria, to develop the initial ALP, and to discuss how the ALP will be reviewed annually.</p> <p>When students who have been identified as gifted in other districts enroll in one of our districts, their plan and data are reviewed per the state guidelines regarding portability, i.e. reevaluation or acceptance of the former district's determination. If the body of evidence is incomplete, the receiving district consults with the sending district, parents, and the student regarding re-evaluation. Parents are notified of the determination within 60 days. Likewise, when a student leaves one of our districts, the qualifying evidence is transferred to the receiving district.</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</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 exceptionality/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>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>Identification Portability 12.02(2)(e)</p>	<p>See above</p>	

<p>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>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>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>ALPs are developed/updated annually in collaboration with teachers, students, and parents each year and include a current profile of student achievement, interests, activities, and involvement in the community. These meetings ensure that all stakeholders have a common understanding of available programming that will enhance students’ areas of strength, interests, academic needs, and affective needs. Goals are written to address both academic and affective needs. Goals align with tiered instruction and may include differentiation, supplemental or intensive programming depending on the needs of students. Teachers, students, and parents are given a hard copy of the ALP and/or they have access to the plan electronically and their signatures serve as documentation of participation.</p> <p>Most of the districts write standards-based goals for achievement and affective needs and other districts are moving in that direction. Academic goals are matched to students’ areas of strength and include strategies, supplemental curriculum, and activities to help achieve the goals. Affective goals address a strength or an area of concern that is a challenge to their potential, such as lack of leadership skills. Although the state does not have affective standards, districts use social-emotional standards from other sources such as the National Association for Gifted Children or American School Counselor Association.</p>	

	<p>Most districts report on progress toward goals during parent-teacher conferences either through the progress monitoring section of the ALP or through the classroom teacher on a regular basis.</p> <p>When applicable, transition information between school levels is either included in the ALP or provided by some other means, such as a letter or a special meeting. ALPs are managed within each school's electronic cumulative record/data management system and are automatically transferred along with other student data at the end of each school year. As students' progress from one grade level to the next or from one school level to the next, ALPs are transferred with them through this data management system.</p> <p>At the secondary level, students prepare Individual College and Academic Plans (ICAP) to help them transition to post-secondary opportunities. Although the districts do not blend the ALP with the ICAP, these two documents complement and inform each other to help students plan their futures.</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>ALPs are written by the district/school level gifted education coordinator in collaboration with families, teachers and the student.</p> <p>See above</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>Programming is determined as part of the ALP development process. Programming varies among districts, school levels, and grade levels. Every effort is made to support students' interests, goals, and their areas of giftedness with appropriate affective and educational options.</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>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>At the elementary level, the most common form of support is differentiation within the general education curriculum. In some districts cluster grouping advanced students is used. In addition to differentiation, all districts offer some type of extra-curricular activities such as Destination Imagination to better meet student needs.</p> <p>At the middle school level, some districts provide accelerated and/or compacting options in addition to differentiation. One district has an intervention time to work with gifted students daily in the areas of giftedness. During this intervention time, they also work on their affective needs. As at the elementary level, all districts offer extra-curricular activities, competitions, and enrichment opportunities such as clubs, competitions, and field trips. In addition to district competitions, NW BOCES hosts a Model United Nations competition for middle school students from the northwest region annually.</p> <p>While differentiation continues to take place, high school students can enroll in concurrent enrollment courses, Advanced Placement courses, and even an EMT program at one school. Students can participate in many competitions, such as the Knowledge Bowl, and can join clubs, such as the National Honor Society. Students receive guidance from counselors and/or advisors on which activities would best suit their immediate and post-secondary needs.</p> <p>At all districts, students receive affective needs instruction from qualified personnel in the general education setting. Some districts offer additional support for gifted students in "lunch bunch" groups or some other type of setting.</p> <p>Individual schools have problem-solving teams that address student achievement gaps through a MTSS process. For students who are gifted these teams address students whose scores fall below ability-based expectations. The teams contact the student, parents, and teachers in an effort to uncover the root cause of the underachievement and then put interventions in place to remedy the situation.</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>Districts embed gifted education goals into the Unified Improvement Plan (UIP). Dependent on their size they will do this annually or every other year. Student data is analyzed to determine trends in academic achievement. In larger districts trends among demographic groups are also analyzed. Identified trends among the gifted students are then compared to identified trends in the general student population to determine if the trend is divergent or convergent with the district's general population.</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>Once this determination is made, goals are written for the divergent trends and, possibly, the convergent trends that have not been addressed in the general UIP. These goals help guide curricular decisions and they are monitored for effectiveness using embedded progress tools such as MAP assessments or classroom formative assessments.</p> <p>Student affective needs are addressed during the annual ALP meetings but, on a whole, are not monitored for progress by the majority of the districts yet.</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</p>	<p>NW BOCES employs a part time (.3 FTE) gifted education administrator to oversee the gifted education program for NW BOCES. In addition, districts have designated gifted education personnel (some of whom are endorsed in gifted education) who work directly with students and/or oversee the gifted education program within their districts/schools. Paraprofessionals are not the sole instructional provider for gifted students although they may have a support role.</p> <p>Professional development in gifted education is provided by NW BOCES, CDE, and individual districts. At least one representative from NW BOCES attends each training and is responsible for bringing the information back to the other districts during our Gifted Education Committee meetings. The NW BOCES Gifted Education Committee meets monthly with the Director to work on goals established by the districts as a whole and also network and receive pertinent information. Many districts send personnel and/or parents to conferences such as Colorado Association of Gifted Children or Beyond Giftedness.</p> <p>The gifted education administrator shares information regarding GT endorsement opportunities and degree programs offered by Colorado universities and colleges with the GT Committee. The committee members forward the information to staff within their districts. In addition, NW BOCES procures college credit for many in-house workshops/trainings in gifted education.</p>	

<p>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>Budget 12.02(2)(k) 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 programing 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>Each district prepares an annual budget that is reported by NW BOCES. The budget includes the funds that are received through the state allocation as well as funds that are contributed by each district. The funds may be used on allowable expenses such as to pay stipends or salaries for gifted education personnel, professional development opportunities, materials to help with the education of gifted students, testing materials, some technology, and other items as appropriate. NW BOCES "flows through" the funds to individual districts. The districts then decide how to leverage the funds in a way that makes sense for their individual district. Most districts use a collaborative process to determine how to utilize the funding by gathering feedback from the district gifted education personnel and sometimes from parent groups.</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 Financial Policies and Procedures Handbook.</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</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain. <input type="checkbox"/> X Yes</p>	

<p>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>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>While great care is taken to ensure that a proper decision is made on behalf of all interested parties in the education of a child, parents/guardians may make a written request for dispute resolution pertaining to a decision regarding their child’s Gifted Education services and/or identification.</p> <p>Prior to a written request, parents/guardians must demonstrate that there was discussion with appropriate building personnel. A recommended communication procedure would include discussion with the classroom teacher and the building principal prior to a written request to the district Gifted Education coordinator/director.</p> <p>Such a request shall be made in writing and addressed to the Gifted Education coordinator/director within fourteen (14) calendar days of receiving a decision from the school.</p> <p>The Gifted Education coordinator/director will collect the information used by the school to render their decision as well as information from the parents supporting their dispute. After reviewing the submitted information, the Gifted Education coordinator/director will determine if the decision of the school is to be upheld or if further investigation is needed. If the decision is to be upheld, the Gifted education coordinator/director will inform all parties in writing within seven (7) days of receiving the requested information from the parents/guardians.</p> <p>If, on the other hand, further investigation is needed, the Gifted Education coordinator/director will arrange a meeting with the parents/guardians and the principal at a time and date agreed upon by the parents/guardians. If parents do not attend the meeting, the courtesy of rescheduling the meeting will be extended one time.</p> <p>The purpose of this meeting is to allow the parents/guardians to share their perspective. At the discretion of the parents/guardians, the child may participate in all or part of the discussion. The Gifted</p>	

	<p>education coordinator/director shall have the authority to alter the decision of the school based on a review of the information gathered at this meeting.</p> <p>The decision of the Gifted Education coordinator/director shall be rendered in writing to the parents/guardians and school within seven (7) days of the meeting. If no meeting is able to be scheduled, the Gifted Education coordinator/ director shall render a written decision within seven days after the proposed meeting date. The decision of the Gifted Education coordinator/director shall be final.</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>X <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>	