



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Rio Blanco BOCES		Fiscal Year: FY 2020-21
AU Address 402 W. Main St.		
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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 style="text-align: center;">Exceptional Children’s Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>In Rio Blanco BOCES, communication about gifted education is highly valued. Stakeholders have access to information on programming, identification, college/career planning, Advanced Learning Plans (ALPs) and student achievement through multiple sources.</p> <p>One source of information is the Rio Blanco BOCES Gifted and Talented Handbook. The Handbook details the mission and vision of gifted education and how the program elements work together to comprise a consistent and equitable system of supports for gifted learners. The Handbook provides in-depth information on the screening/ identification process, programming/service delivery options, early access/acceleration procedures, continuous program evaluation process, roles and responsibilities of stakeholders, and definitions of key vocabulary.</p> <p>Another source of information is the Rio Blanco BOCES Gifted and Talented Program Brochure. The brochure is a snapshot of the information available in the Handbook and it outlines options for programming, options for delivering instruction, procedures and criteria for identification, and a definition of gifted education.</p> <p>In addition to the Handbook and the Brochure, information is available on the Rio Blanco BOCES website. The site includes a link to the Brochure as well as links to additional resources for parents and staff such as the Center for Bright Kids, Hoagies Gifted, and Supporting Emotional Needs of the Gifted (SENG).</p> <p>Rio Blanco BOCES recognizes that gifted students are a unique population who frequently reach educational and emotional milestones well ahead of peers. In order to inform parents and students of the options available to meet these unique needs, Rio Blanco BOCES provides information to parents at Parent-Teacher conferences and ALP meetings such as:</p>	

	<ul style="list-style-type: none"> • Concurrent enrollment courses and Advanced Placement courses • SENG training opportunities • Parent guidance books such as A Parents’ Guide to Gifted Children • Conference opportunities such as The National Association of Gifted Children Conference • Student achievement and possible underachievement concerns <p>Parent involvement is highly valued and parents help students develop their academic and affective goals for their ALP. Progress on these goals is reported at conferences and/or at the end of the year using data collected from state and local assessments. When students are under-achieving, the root cause is addressed by a team which includes staff and parents in order to develop a plan to help students realize their potential.</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>In Rio Blanco BOCES students may be identified in one or more of these domains (areas), as required by ECEA:</p> <p>General or Specific Intellectual Ability Intellectual ability is exceptional capability or potential recognized through Cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find a solve problems, ability to manipulate abstract ideas and make connections).</p> <p>Specific Academic Aptitude Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.</p> <p>Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills).</p> <p>Creative or Productive Thinking Creative or productive thinking is exceptional capability or potential in mental processes (e.g. critical thinking, creative problem solving, humor, independence, original thinking, and/or products).</p> <p>Leadership Abilities Leadership is the exceptional capability or potential to influence and empower people (e.g., social</p>	

	<p>perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills, and a sense of responsibility.)</p> <p>Identification ensures that appropriate programming meets the academic and affective needs and the post-secondary outcomes of identified gifted students</p>	
<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>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 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>Rio Blanco BOCES strives to identify students in all areas of giftedness by using a variety of data to develop a body of evidence. The body of evidence includes information such as standardized test results, classroom assessment results, teacher observations, parent observations, performance evaluations, and cognitive assessment results.</p> <p>To help ensure equity, 2nd grade and 6th grade students are screened using a non-verbal assessment that helps level the playing field for students with disabilities, students with a first language other than English, and students with reading difficulties. Results from the screening are used as a source of referral and become a part of the body of evidence for students.</p> <p>Other assessments, such as state assessments and NWEA MAP assessments, are also used as a source of referral. In addition, referrals can be made by staff, parents, and students. Determinations on referrals are made by the Multi-Tiered Systems of Support (MTSS) team and are completed as soon as a body of evidence is sufficient to make an informed decision. Parents are informed of the decision either in writing or verbally and a determination letter is placed in the student’s cumulative file.</p>	

<p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>		
<p>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.</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>The MTSS team, which includes at least one member with training in gifted education, must consider the entire body of evidence when making a determination. Not meeting criteria on a single assessment does not prevent further consideration for identification. Each referral is unique but some of the items considered by MTSS might be:</p> <ul style="list-style-type: none"> • Scores on standardized assessments that are in the gifted range, i.e. at/above the 95th percentile or the exceptional/ distinguished range • Observation scales completed by teachers in the suspected areas of giftedness • Portfolios demonstrating performance in the gifted range <p>Students who do not yet meet the criteria for giftedness are provided with differentiation and monitored for future identification. Students who meet the criteria continue with the gifted education process by developing an Advanced Learning Plan as outlined in the following section.</p>	
<p>Identification Portability 12.02(2)(e) Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student’s identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student’s ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student’s ALP</p>	<p>Every effort is made to ensure that students identified as gifted meet the rules of portability as outlined in the Colorado Rules for the Colorado Rules for the Administration of Exceptional Children's Education Act (ECEA) so that students do not need to be retested in the event that they move to another administrative unit (AU) within Colorado.</p> <p>Rio Blanco BOCES transfers the qualifying evidence along with the ALP to the receiving district to help ensure seamless service for the student. When receiving a gifted student from another AU, Rio Blanco BOCES reviews the file and informs parents of the determination of eligibility within two months of enrollment.</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>An annual ALP is developed for every student who has been identified as gifted. ALPs are unique to each student, developed by the student along with input from parents, teachers, and gifted education personnel. Participation is documented, when possible, with signatures from parents and staff.</p> <p>The ALP documents the student’s interests, areas of giftedness, and qualifying data to ensure portability.</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>Students are encouraged to lead their ALP meeting and advocate for their program needs, such as for supplemental curriculum and/or extension opportunities. ALP records are articulated from one school level to the next so that the receiving school is prepared to continue gifted education services without delay.</p> <p>The academic and affective goals are standards-based, reflective of the student’s academic strengths and affective needs, and may contain planning for post-secondary aspirations. ALP goals align with classroom instruction and progress towards these goals is provided at parent-teacher conferences as well as at the end of the year.</p> <p>Progress is monitored using data that aligns with the student’s area of giftedness. Responsibility for monitoring progress is shared between gifted education personnel and the teacher(s) in the area(s) of giftedness.</p> <p>Affective needs may be monitored by a variety of people such as parents, teachers, coaches, administrators, counselors, gifted education personnel, and even by the students themselves.</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>An annual ALP is developed for every student who has been identified as gifted. ALPs are unique to each student, developed by the student along with input from parents, teachers, and gifted education personnel. Participation is documented, when possible, with signatures from parents and staff.</p> <p>The ALP documents the student’s interests, areas of giftedness, and qualifying data to ensure portability. Students are encouraged to lead their ALP meeting and advocate for their program needs, such as for supplemental curriculum and/or extension opportunities. ALP records are articulated from one school level to the next so that the receiving school is prepared to continue gifted education services without delay.</p> <p>The academic and affective goals are standards-based, reflective of the student’s academic strengths and affective needs, and may contain planning for post-secondary aspirations. ALP goals align with classroom instruction and progress towards these goals is provided at parent-teacher conferences as well as at the end of the year. Progress is monitored using data that aligns with the student’s area of giftedness.</p> <p>Responsibility for monitoring progress is shared between gifted education personnel and the</p>	

	<p>teacher(s) in the area(s) of giftedness. Affective needs may be monitored by a variety of people such as parents, teachers, coaches, administrators, counselors, gifted education personnel, and even by the students themselves.</p>	
<p>Programming 12.02(2)(h) 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>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>Each school in the Rio Blanco BOCES has a unique approach designed to meet the needs of individual students. The following options are available for buildings to consider when supporting gifted students:</p> <p>Elementary Programs</p> <ul style="list-style-type: none"> • School-wide Cluster Grouping Model • Flexible Grouping (Interest Based) • Flexible Grouping (School-wide flooding) Schools that practice flooding MUST have provisions in place for students whose abilities reach beyond their grade span • USTARS-Plus: Using Science Talents and Abilities to Recognize Students (K-2) <p>Secondary Programs</p> <ul style="list-style-type: none"> • Cluster Grouping Within Classrooms • Content Replacement Programs (Subject/ Course specific) • Enrichment “Specials” Replacement Program • Mentorships <p>Social and Emotional Programs</p> <ul style="list-style-type: none"> • Individual counseling • Friends” groups • “Lunch-Bunch” groups • Transition support (building change, college planning) • Targeted seminars (underachievement, perfectionism, goal-setting, metacognition) <p>Additionally, grade-level and subject-level acceleration are also programming options available in Rio Blanco BOCES. Acceleration appropriateness is determined by the MTSS team. Subject acceleration is based on a body of evidence that includes assessment data such as NWEA MAP assessments.</p> <p>Whole grade acceleration involves an in-depth analysis outlined in the Handbook and usually requires additional cognitive and academic assessments.</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</p>	<p>One of the most important considerations for Rio Blanco BOCES is to ensure that the gifted education program is effective for the students and families that it serves. Stakeholder feedback is valued and used to adjust practices in the gifted education process.</p> <p>Evaluation of student achievement is analyzed intermittently throughout the school year using data</p>	

<p>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>from assessments such as NWEA MAP assessments. This data is combined with annual data from the state assessments, CMAS/PARCC to determine if –</p> <ul style="list-style-type: none"> • academic growth is adequate for gifted students. • there are gaps in achievement among demographic groups within the gifted population. • academic achievement is at expected levels for gifted students. <p>The analysis of the data helps identify trends in gifted students’ achievement. Rio Blanco BOCES staff determines if troubling trends, if any, are convergent or divergent from the general population. An action plan is written for divergent trends and the plan is monitored throughout the year by the gifted education staff to ensure that improvements are being made.</p> <p>Rio Blanco BOCES also monitors affective growth and/or college-career readiness. Affective growth may be monitored by gifted education staff, general education staff, counselors, and/or parents. Periodic feedback on both academic and affective growth is shared with stakeholders through written reports, ALP meetings, SENG meetings, and/or Parent-Teacher conferences during the year. Annual reporting of achievement is contained in the Gifted Education UIP, as well.</p> <p>Overall program evaluation is conducted through personal interviews with parents and staff to help determine program effectiveness. Information gathered from the interviews is reviewed by the MTSS team to determine trends. The trend data helps improve elements of program options, program delivery, and communication processes.</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>As noted in the Programming section, Rio Blanco BOCES supports a variety of options for gifted students. Being a small BOCES allows teachers to be individually trained as needed to deliver the programming in an effective manner. New teachers are introduced to the gifted education process during the course of induction. All teachers receive an annual gifted education review during staff meetings and/or in-service opportunities.</p> <p>To help support teacher efficacy, Rio Blanco BOCES employs at least one person who is endorsed or becoming endorsed in gifted education. This person is primarily responsible for attending regional trainings and state meetings, then relaying information from these opportunities back to BOCES stakeholders. Participation by a person knowledgeable in gifted education enables Rio Blanco BOCES to remain in</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>compliance with changing regulations as well as to stay abreast of current best practices.</p> <p>The Executive Director of the BOCES is responsible for disseminating information regarding gifted education professional development opportunities, such as college degree opportunities, to the staff via the two gifted education coordinators. The coordinators encourage staff participation and offer assistance as needed.</p>	
<p>Budget 12.02(2)(k)</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 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>The Rio Blanco BOCES prepares an annual budget. 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, salaries for licensed gifted education personnel, professional development opportunities, materials to help with the education of gifted students, testing materials, some technology, and other items as appropriate.</p> <p>The Executive Director of the BOCES meets with the Superintendents of each member district to discuss local gifted education needs. The Executive Director meets with the local Coordinators to discuss parent, teachers, and students requests for materials/programming.</p> <p>The Executive Director and Finance Director review the feedback from the stakeholders to determine the administrative unit's needs. This information is then used to create the budget for the Gifted Education Application. The administrative unit uses a collaborative process to determine how to utilize gathered feedback from gifted education personnel, student and 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 <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>In the event that a parent or teacher feels that an error has been made in the identification process, appeals shall be made in the following order:</p> <ul style="list-style-type: none"> • District Coordinator • Principal/building GT committee or student support team • Executive Director of Rio Blanco BOCES • Superintendent • Board of Trustees <p>The process is posted on the BOCES website.</p>	
<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check “no” if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	