



Administrative Unit

Administrative Unit name:	Region: <i>East/ Southwestern</i>	
San Luis Valley BOCES – (South Conejos School Dist. Plan)	East/ Southwestern	
Name of Gifted Education Director/Coordinator:	Email:	
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Name of Superintendent:		
Emma Martinez		
Superintendent’s signature:	Date: March 24, 2016	

12.02(2) **Comprehensive Plan** “...The program plan shall be implemented by all constituent schools and districts of the AU.... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Note: Use the Comprehensive Program Plan Guidance Document for further elaboration of requirements for each section. [Comprehensive Program Plan Guidance 2016-2020](#)

Procedures for Parent, Family and Student Engagement and Communication

Parents and educators are informed about the gifted education identification process, planning and programming options through established written procedures developed by SLV BOCES and the South Conejos School District. South Conejos School District Plan for Family and Student Engagement and Communication:

- Gifted and Talented link in the South Conejos District website that includes the District GT plan.
- Develop Advance Learning Plan (ALP) in collaboration with identified students, parents, and teachers.
- Host transition ALP meetings between grade levels and buildings with teachers, students, and parents.
- Inform parents and students about library of resources at SLV BOCES/District website through South Conejos School District’s website and through our programming brochures.
- Utilize fliers, GT brochures, the district handbook, newspaper articles, email and ROBO calls to communicate with parents.
- Develop a district parent support group for GT parents and host a GT parent night once a semester.
- Provide GT related presenters for parents and educators.
- Host school level meetings as needed to plan for GT needs.



1. By June 1, 2016 the South Conejos School District will develop a Gifted and Talented Plan that has been approved by the district school board and administration.
 2. Between 2016-2020 identified gifted and talented students' information will be housed in the Alpine data base which will include the ALP, 3 bodies of evidence used for identification, the students' parent's/ names and contact information for consistent dissemination of information to faculty and parents. Students in the district's talent pool will have ILPs that are housed through Alpine.
 3. From 2016-2020 the South Conejos School District will conduct an annual survey with faculty, parents and students to monitor our effectiveness at communication and to utilize the results to modify communication methods as needed.
 4. By January 2017, the South Conejos School District website will include a GT link which will include the GT district plan, district GT education events and announcements, access to resources, differentiated instructional plans, resources for teachers and parents and local programming examples.
 5. From 2016-2020 the South Conejos School District will develop parent support groups who will meet at least quarterly.
 6. From 2016-2020 the South Conejos School District will include information about Gifted Education in the student handbook, faculty handbook and website.
 7. By Fall 2017 and continuing through 2020 the South Conejos School District will include a question on student registration forms regarding previous involvement or services through gifted education.
- Written definition that is the same as or substantially similar to the definition of "gifted student" specified in section 12.01(16) of Rules
 - Definition serves as the basis for the implementation of all other program plan elements

San Luis Valley Board of Cooperative Services (SLV BOCES) defines gifted students as persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Outstanding talents are present in students from all cultural groups, across all economic strata, and in diverse areas of human endeavor. Children under five who qualify may also be served. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- general intellectual ability
- specific academic aptitude
- creative, productive thinking
- leadership abilities
- visual arts, performing arts, musical or psychomotor abilities

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

12.02(2)(c)-12.02(2)(e) Key requirements:

- Assessment process for identifying students who meet definition
- Method(s) to ensure equal and equitable access for students of all populations
- Referrals from a variety of sources and screening procedures
- Timeline of no more than 30 days after a referral to make a determination
- Assessments that align with identification in all domains of giftedness and in underrepresented populations



- A body of evidence that includes qualitative and quantitative data from multiple sources and multiple types
 - A review team procedure with at least one member trained in gifted identification
 - A determination letter for parents and school files describing decision of review team
 - A communication procedure with parents to make them aware of and understand identification results, and development and review of ALP
 - For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionality
 - Not meeting criteria on a single assessment does not prevent further consideration for identification
 - Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation
 - Implementation of statewide identification procedures to ensure portability
 - Transfer of the body of evidence for identification and ALP to the new district
 - If body of evidence is incomplete, consultation with former district, parents and student for reevaluation
 - Review of new student's ALP within 45 days of enrollment into the district, and communication with parent within 60 days

Steps in the Gifted Determination Process

Universal Screening/Referrals

Students may be brought to the attention of the Gifted Education Coordinator through nomination by teachers, parents, self, peers, or others working closely with the student, previous school, or universal screening of all students.

San Luis Valley school districts conduct universal screening of all students in an early elementary grade level (K-3) determined by each district. The San Luis Valley BOCES recommends that each district administer another universal screening in grades 6-9, at the district's discretion.

The district selects the tool used for the universal screening. Both quantitative and qualitative tools are used by SLV districts for universal screening. These include but are not limited to the following valid and reliable tools/assessments:

- Kingore Observation Inventory (KOI)
- Cognitive Abilities Test Form 7 (CogAt 7)
- Naglieri Nonverbal Ability Test (NNAT 2)

It is recommended that students scoring at the 80th to 85th percentile on standardized tests be considered for further review in the gifted determination process.

Gathering Information

When evidence exists from the universal screening and/or classroom observations that more evaluation should be done, the Gifted Coordinator obtains parental permission for testing and coordinates the gathering of a complete Body of Evidence (BOE) for students. The BOE should consist of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification and to build a student profile of strengths and interests for the purpose of developing appropriate programming options for the student.

In the San Luis Valley the BOE for students with academic aptitudes should include:

(Examples of instruments in each category are listed. This list is not inclusive and may be extended to other valid and reliable instruments.)

- Behavior Observation Scale
 - Gifted Evaluation Scale (GES-3)
 - Gifted Rating Scale (GRS-P for preschool and kindergarten GRS-S for grades 1-8)
 - Scales for Identifying Gifted Students (SIGS)



- Cognitive Test
 - Cognitive Abilities Test (CogAT 7)
 - Naglieri Nonverbal Ability Test (NNAT 2)
 - Kaufman Brief Intelligence Test (K-BIT 2)
 - Standardized ability testing administered by a psychologist
- Achievement Test
 - Northwest Evaluation Association Testing (NWEA MAPS)
 - *Partnership for Assessment of Readiness for College and Careers (PARCC)*
 - *Colorado Measures of Academic Success (CMAS)*
 - Developmental Reading Assessment (DRA2)
 - Kaufman Test of Educational Achievement (KTEA)
- Parent and Student Input
 - Questionnaires
 - Interviews
- Performance Observation
 - Results from academic competitions at the state and national level
 - Information from targeted interventions

For students whose strengths are in the talent areas additional pieces of evidence for the BOE include:

- Performance Observation or Portfolio
 - Ohio Department of Education Rubrics in the Talent Areas
 - Results from juried competitions
 - Information from targeted interventions
- Talent Ability or Creativity Tests
 - Torrance Test of Creative Thinking (TTCT)
 - Profile of Creative Abilities (PCA)

Decision-Making

Each district uses identification assessment and review by a team to identify gifted children. The team uses a body of evidence upon which to base the determination of giftedness. A review team should include at least one person trained or endorsed in gifted identification and programming. The review team provides opportunity for input from all teachers working with the student and the student's parents.

The review team examines the body of evidence and may make one or more of the following determinations:

- move to formal gifted identification
- identify student for a talent pool with targeted interventions
- select new tools to collect additional data
- determine data does not support identification at this time
- determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice-exceptional students)

The 95th percentile ranking and above describes the rule for demonstration of exceptionality on a norm referenced standardized test or observation scale. Distinguished/advanced performance levels may describe exceptionality on qualitative tools, portfolios, performance assessments, and criterion-referenced tests.



The Gifted Identification Criteria established by the Colorado Department of Education (CDE) is used by the review team to formally determine giftedness. Using these processes ensures portability of gifted identification throughout the San Luis Valley and the state of Colorado. Students' specific areas of academic aptitude and/or talent is defined during the identification process.

See attached documents from CDE for areas of identification and specific criteria in each area.

Areas of Identification

Gifted Identification Criteria: Specific Academic Aptitude (with Cognitive)

Gifted Identification Criteria: Specific Academic Aptitude (without Cognitive)

Gifted Identification Criteria: Specific Talent Aptitude

Gifted Identification Criteria: General Intellectual Ability

Results of gifted determination are reported in writing to parents and recorded in the student's cumulative file. Teachers are also notified of the determination results.

Gifted identification should never be just a moment in time during the educational career path of a student. Identification is fluid and continuous throughout the school years as students may not have enough experience or talent development to meet identification criteria at the same point in time.

Writing an Advanced Learning Plan (ALP)

After formal gifted identification, an Advanced Learning Plan (ALP) is developed in partnership with parents, teachers, and students, when age appropriate for each student. The ALP includes:

- student demographic information
- date of identification and area(s) of gifted identification
- ALP contact person
- student interests and goals
- extracurricular activities
- parent involvement to support giftedness
- synthesis of Body of Evidence
- programming and goals in strength or need area(s) to include at least one goal in academic/talent area and one in the social emotional/career development area
 - standards-based learning goals
 - learning structure
 - strategies/ interventions to increase rate of learning, depth of understanding, understanding of novelty, higher order thinking and/or complexity to meet goals
 - end of year progress towards the goal(s)
 - standards-based goals to meet career and/or social-emotional needs of gifted student
- signatures of participating parties: student, parents, classroom teachers, coordinator of the plan and others as needed

In the ALP programming options are matched to student strength areas(s). The ALP is reviewed and updated at least once a year by participants in the plan. Student need for special programming is reviewed every three years or at transition points from elementary to middle school and middle to high school.

Use of Targeted Interventions for Strength Development



Students demonstrating strengths on screening instruments or through referrals may become part of a talent pool of students for strength development. A talent pool is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur. A student may meet the criteria for gifted identification or extension of the identification into additional areas at a later date. Districts may determine if a talent pool is used and the length a time in which a student participates.

Student profile information to help determine appropriate targeted interventions for these students is gathered by the Gifted Coordinator. This information includes: students' interests, educational background, and motivation. It is gathered from parents, students, and teachers using initial Response to Intervention (RtI) forms and/or through interviews.

Appropriate interventions may be determined using the RtI process or through a meeting of the Gifted Coordinator and the classroom teachers. Examples of targeted interventions appropriate for these students include:

- increase in depth (DOK), complexity, and/or novelty in curriculum and instructional tasks targeted to student's strength area(s)
- directed independent study, mentorship, or interest center in the student's area of passion
- use of advanced, supplemental curriculum targeted to students' strength area(s)
- participation in clubs or competitions in targeted area(s) of interest

Targeted interventions are provided to these students through differentiation in their classrooms or through other structures: e.g. pull out, push in, extracurricular programming. Students' responses to the targeted interventions are monitored and recorded using tools such as:

- observational checklists
- anecdotal records
- work samples
- results from competitions and/or performances

Portability of Identification for Transfer Students

When records of a transfer student contain a complete Body of Evidence (BOE) and indicate that the student has previously been formally identified as gifted in Colorado, the SLV BOCES districts honors the identification and rewrites the ALP to ensure programming matched to student strengths.

The rule for portability does not apply to students moving into Colorado from another state. The receiving school reviews the student's records for evidence of giftedness, and then determines whether additional assessment is necessary to confirm if the student meets Colorado criteria for gifted identification. When the BOE of a transfer is incomplete, the district contacts the previous school to obtain the required information. If the required information is not available, the SLV district completes the BOE and then determines whether or not the student should be formally identified as gifted according to the SLV BOCES Gifted Identification Process.

Districts should also be aware of the parameters within the Military Compact Agreement for identified gifted students moving to Colorado as a result of a military transfer.

Appeals Process



The appeals process begins when a student and/or parent are not satisfied with the decision of the team in planning the student's educational programming and/or when determining the need for gifted education services. This process involves the reconsideration of any of the assessment processes, body of evidence data, or programming for gifted services.

Before a formal appeal, an attempt should be made at the building level to resolve the disagreement. The student or parent shall request a conference with the building level Gifted Education Coordinator and/or building principal and the SLV BOCES Gifted Education Coordinator in order to review the student's body of evidence and to obtain a thorough explanation of the screening process and its purpose. This meeting should occur within 30 days of the request.

If the outcome of the conference at the building level is not to the satisfaction of the student and/or parent's satisfaction, then a written appeal must be submitted to the district superintendent. The written appeal must contain a statement of the complaint, any evidence in its support, the solution desired, the student and parent's signature, and the date the appeal is submitted. The superintendent, or his/her designee, must schedule and hold a conference with the submitting party and the SLV BOCES Gifted Education Coordinator within two weeks of receiving the written appeal. At the end of this meeting, the decision of the superintendent is final.

Advanced Learning Plan Content, Procedures and Responsibilities

12.02(2)(f)-12.02(2)(g) Key requirements:

- ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs
- ALP is considered in planning for post-secondary readiness
- If ALP is blended into ICAP, gifted achievement and affective goals are included
- ALP articulates a transition process when students move to next schooling level
- ALP includes a student profile
- Annual, standards-aligned achievement goals developed for student's strength area(s)
- Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency
- Description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals
- Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress
- ALP development includes teachers(s), student, parent and support staff as appropriate
- Parents, teachers and the student are notified about ALP development
- Classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals
- Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP
- Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming
- Students are active participants in the ALP process
- ALPs are managed within the school cumulative record system and are transferred between grades and school levels
- Evidence of parent engagement in the ALP

Writing an Advanced Learning Plan (ALP)

After formal gifted identification, an Advanced Learning Plan (ALP) is developed in partnership with parents, teachers, and students, when age appropriate for each student. The ALP includes:

- student demographic information
- date of identification and area(s) of gifted identification
- ALP contact person
- student interests and goals



- extracurricular activities
- parent involvement to support giftedness
- synthesis of Body of Evidence
- programming and goals in strength or need area(s) to include at least one goal in academic/talent area and one in the social emotional/career development area
 - standards-based learning goals
 - learning structure
 - strategies/ interventions to increase rate of learning, depth of understanding, understanding of novelty, higher order thinking and/or complexity to meet goals
 - end of year progress towards the goal(s)
 - standards-based goals to meet career and/or social-emotional needs of gifted student
- signatures of participating parties: student, parents, classroom teachers, coordinator of the plan and others as needed

In the ALP programming options are matched to student strength areas(s). The ALP is reviewed and updated at least once a year by participants in the plan. Student need for special programming is reviewed every three years or at transition points from elementary to middle school and middle to high school.

Programming

12.02(2)(h) Key requirements:

- Components, options and strategies address the educational needs of gifted students
- Matches the student's strength area(s) and interests
- Aligns to student's data and ALP goals
- Identifies the type of delivery by which students are served at the different school levels
- Support in differentiated instruction and methods
- Provides affective and guidance support
- Provides diverse content options in areas of strength
- Programming is articulated across grade levels
- Provides pre-collegiate and/or pre-advanced placement support
- Supports the collaborative development of the ALP
- Provides post-secondary options to students
- Provides concurrent enrollment options if indicated in ALP or ICAP
- Provides a problem solving process when a gifted student is underachieving

Programming for identified gifted learners and talent pool students will be an area continually evolving and developing within the South Conejos School District throughout the next four years, 2016-2020.

- The South Conejos School District will develop individual ALP's for Gifted & Talented students, ILP's for Talent Pool students with input from the student, teachers, and parents.
- Programming will be a mixture of direct instruction within the general education setting and pullout.
- The South Conejos School District will offer the options of project based learning, concurrent enrollment with both Adams State University and Trinidad State Junior College (Alamosa



Campus) for grades 9-12, community mentorships, flexible grouping, extension programming through enrichment Fridays, replacement curriculum using resources from William & Mary, Junior Great Books, Jacob's Ladder, curriculum compacting, and independent studies facilitated by the GT coordinator.

- South Conejos School District Gifted and Talent Pool students will attend activities provided by SLV BOCES AU such as “Creative Explorations” day for identified gifted learners and students in the talent pool in grades 3-8. Identified gifted learners will be encouraged to attend the Adams State University STEM weekend programming and the Adams State University summer STEM programming.
- The South Conejos School District will in conference with parents and faculty will encourage identified Gifted students to apply for the Western Academic Talent Search (WATS) Bright Kids. This will include payment of the fee for the ACT test. In addition, Identified students will be encouraged to apply for enrichment camps such as Regis University Porter Billups Leadership Academy for identified gifted students and the Anschutz Medical Campus summer medical programming for middle school students, middle school math summer camps at Western State, the summer robotics summer programming at UCCS and other programming for Gifted and Talent Pool students. The district will help students apply for scholarships and grants to help fund these camps for Talent Pool Students; the district will not pay for admission for Talent Pool Students. Students who have been identified and would like to attend these camps are eligible for funding from the district – however full costs may not be covered.
- The South Conejos School District will utilize the DSL unit provided by Trinidad State Junior College, Fall 2016, to deliver classes to supplement Gifted curriculum needs.
- The South Conejos School District in conjunction with SLV BOCES AU will provide professional development trainings for faculty - which will include differentiating instruction for Gifted Learners. South Conejos District will also participate in the Right 4 Rural grant and implement depth and complexity models into the classroom second through eighth grade. GT coordinator will also provide ongoing professional development trainings at district level PLC's. GT coordinator will also attend the Colorado Association for Gifted and Talented conference.
- Affective programming for gifted learners will be provided through a collaborative effort between gifted coordinators, school counselors, school psychologist, and SLV Behavioral Health. These groups will be specific to the building level of the students' peers.
- The South Conejos School District and the SLV BOCES AU school psychologists' team will provide a liaison with the GE Network. This allows for the dispersal of information from network meetings through the School Psychologist representative and the availability of services for students if needed by counselors and/or psychologists.

South Conejos School District Targets:

1. By Fall 2017 the South Conejos School District will meet with Trinidad State Junior College and Adams State University to determine what distance learning opportunities can be offered for gifted learners through the DSL unit provided to South Conejos by TSJC and ASU.



2. By December 2017 GT instructors in the South Conejos School District will be trained in the process for acceleration of gifted learners that will utilize the Iowa Acceleration guide.
3. From 2016-2020 the South Conejos School District will ensure that identified gifted learners and talent pool students attend advance learning activities and opportunities for affective interactions with like intellectual peers organized for gifted learners throughout the San Luis Valley.
4. From 2016-2020 the South Conejos School District will provide programming for identified gifted students at the tier 2 and tier 3 levels driven by student strengths and interests.
6. From 2016-2020 the South Conejos School District will support identified gifted students in academic and affective activities outside of the San Luis Valley and not sponsored by the SLV BOCES AU.

Evaluation and Accountability Procedures

12.02(2)(i) Key requirements:

- Unified improvement plan addendum methods by which gifted student performance is monitored and measured and how methods align with state accreditation process
- Affective growth is monitored and measured to ensure continual development
- Gifted student achievement and growth data are disaggregated for reporting
- Gifted program self-evaluation includes periodic feedback and review from stakeholders and informs stakeholders of the methods for program evaluation

South Conejos School District Goals:

1. From 2016-2020 the percentage of advanced students making a year or more growth in their strength area of reading will increase by 5% per as measured by the PARCC/CMAS proficiency levels reported by thirds. A year's growth will be measured by a student remaining in the same third of the proficiency level or advancing a third or more. I
2. From 2016-2020 the percentage of students making a year or more growth in their strength area of writing will increase by 5% per year as measured by PARCC/CMAS assessments reported by thirds. A year's growth will be measured by a student remaining in the same third of the proficiency level or advancing a third or more.
3. From 2016-2020 the percentage of students making a year or more` growth in their strength area of math will increase by 5% per year as measured by PARCC/CMAS levels reported by thirds. A year's growth will be measured by a student remaining in the same third of the proficiency level or advancing a third or more.
4. The South Conejos School District will use the following process to monitor GT student accountability and GT program development and implementation:
 - Each Spring, the South Conejos School District will submit data to SLV BOCES AU indicating that an identified GT student made a year or more of growth.
 - Progress monitoring methods utilized by the South Conejos School District for data reporting will include:
 - Disaggregating PARCC/CMAS data utilizing the SPF, School Performance Framework



- Utilizing NWEA data as a growth indicator as the NWEA assessments are administered three times a year.
- Monitoring ALP goals to measure affective growth.
- Utilize ACT, SAT and PSAT scores to help identify strengths & weaknesses and use for college prep.
- Utilize Alpine Achievement System to disaggregate gifted education data to inform instruction and appropriate programming for GT students.
- Annual surveys to evaluate the effectiveness of gifted education identification procedures and GT education will be administered to educators, parents and students. This information will be tabulated and sent to SLV BOCES AU as part of the progress monitoring and reporting.

South Conejos School District Targets:

1. By December 2017 the South Conejos School District in conjunction with the SLV BOCES will have disseminated information to the district students, faculty and parents on the measures for growth in students identified in other categories (art, music, etc.)
2. From 2016-2020 the South Conejos School District will collect data in core academic areas using PARCC/CMAS proficiency level reported by thirds and PARCC/CMAS median growth percentiles. A year’s growth will be measured by a student remaining in the same third of the proficiency level or advancing a third or more. Median growth percentile of fiftieth percentile or greater will define a year’s growth. Districts will continue to use other measures at the local level to progress monitor and determine programming needs e.g. NWEA, ACT, SAT, PSAT, STAR Reading and STAR Math.
3. From 2016-2020 the South Conejos School District will conduct formal and informal surveys with parents, students and educators to evaluate the gifted program.
4. From 2016-2020 data will be collected on how many social emotional goals were met by gifted students and the South Conejos School District will achieve a goal of 90% success within the 4 year period. This will be measured with the aid of the school counselor and Restorative Justice.
 - a. By the Spring of 2017 25% of students will have met their affective goals.
 - b. By the Spring of 2018 45% of students will have met their affective goals.
 - c. By the Spring of 2019 65% of students will have met their affective goals.
 - d. By the Spring of 2020 90% of students will have met their affective goals.

Personnel

12.02(2)(j) Key requirements:

- Describe personnel responsible to provide instruction, counseling and coordination of programming for gifted students
- A designated person within the AU is responsible for:
 - Management of program plan
 - Gifted education professional development
- A good faith effort by the AU is made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming
- Collaboration with universities and college support with development of qualified personnel



- Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers
- Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers
- Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students

South Conejos School District description of personnel who serve GT students:

- Faculty within the South Conejos School District that provide the primary support to gifted students are all highly qualified, licensed teachers.
- The South Conejos School District Coordinator oversees the identification of gifted students and the development of the talent pool of potential gifted students. In addition, they coordinate family engagement activities, coordinate communication between the AU and the GT team. They oversee and coordinate the ALP development, GT programming and program implementation. The GT Coordinator is also responsible for program management and works with the AU in coordinating Professional Development activities.
- The District Coordinator will organize all individual learning plans through collaboration of staff, parents, and students for all students who are referred and/or display a potential giftedness.
- The K-12 Licensed School Counselor and SLV BOCES Licensed School Psychologist will identify and provide services for affective needs, counseling and college planning.
- The South Conejos School District will allow time off and financial support for faculty to attend trainings in the area of programming and serving gifted learners. These areas include math, language arts, implementation of DI strategies and higher order thinking skills.

South Conejos School District targets:

1. During the 2016-2020 academic years the South Conejos Gifted Education Coordinator will participate in SLV BOCES Gifted programming AU meetings to advocate and ensure that professional development activities includes gifted needs .
2. From 2016-2020 the South Conejos School District will support faculty in training for Differentiated Instruction (DI) and support them in attending GT workshops, in-services and training in other GT instructional methods.
3. From 2016-2020 the South Conejos School District will support and provide training to educators and administrators in the use of assessment tools to identify and meet GT student needs.
4. From 2016-2020 the South Conejos School District will implement a GT plan, train faculty and provide for the needs of identified gift students.
5. 4. From 2016-2020 the South Conejos School District will actively participate in Professional Development activities for faculty provided the SLV BOCES AU which focus on providing improved programming for gifted students that lead to increased achievement.

Budget



12.02(2)(k) Key requirements:

- An annual budget plan is submitted to the state which reflects:
 - State funding
 - AU contributing funds
- State funds are used to support one or more of the following:
 - Salaries for licensed or endorsed staff that primarily serve gifted students
 - Professional development for gifted education
 - Program options to support ALPs
 - Materials to support gifted programming
 - Administrative costs, technology and equipment not to exceed collectively 20% of state funds
- AUs may contract with other AUs to establish and maintain gifted programming

The South Conejos School District's primary use of state funds dispersed by the SLV BOCES AU are utilized by the school district to pay for a GT Coordinator. The district creates a budget with line item detail and utilizes a request for reimbursement form to access SLV BOCES funding. Fund reimbursement for allowable expenses is done at least on a quarterly basis.

South Conejos School District Targets:

1. From 2016-2020 the South Conejos School District will manage and monitor appropriated funds and ensure that expenditures are allowable under the rules and regulations of Gifted Education.
2. From 2016-2020 the South Conejos School District participate in grant application activities with the SLV BOCES AU to ensure that additional GT funding resources (funding beyond that granted by CDE) districts are available for the South Conejos School District to provide for gifted education

12.03(1)-12.03(6) Key requirements:

- AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education
- AU complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting
- AU has a budget proposal on file at Department of Education
- Accurate records for the Data Pipeline annual reporting of gifted education include:
- Number of identified student by:
 - Grade level
 - Gender and ethnicity
 - Free and reduced lunch
 - Areas of giftedness
 - Twice exceptionality
 - Preschool served through early access if applicable
- Percent of students in AU identified
- Qualified personnel

Write the administrative unit's procedures for implementing this element of the Program Plan. Describe the target(s) set for improving or enhancing this element of the Program Plan.

Record Keeping



12.05(1)-12.05(5) Key requirements:

- Financial records are kept in accordance with principles of governmental accounting
- An inventory is maintained of all equipment for which funds were received
- ALP documents are part of the student’s cumulative record
- 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
- 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

Write the administrative unit’s description on how it implements this element of the program plan. Describe target(s) set for improving or enhancing this element of the Program Plan.

Procedures for Disagreements

12.06 Key requirements:

- Describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs to include:
 - Method to express issues and concerns
 - Means to discuss disagreements in a timely manner
 - Notice of the decision giving rise to the dispute
 - Opportunity to be heard before decision is implemented
 - Procedures are posted for access to all stakeholders

Write the administrative unit’s description on how it implements this element of the program plan. Describe target(s) set for improving or enhancing this element of the Program Plan.

Monitoring

12.07(1)-12.07(4)(d) Key requirements:

- AU complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students
- AU monitors annual and comprehensive plans
- AU monitors annual enrollment and performance reports
- AU is prepared to participate in the Colorado Gifted Education Review
- AU participates in follow-up activities to correct areas of non-compliance

Write the administrative unit’s description on how it implements this element of the program plan. Describe target(s) set for improving or enhancing this element of the Program Plan.

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THE FOLLOWING SECTION IS REQUIRED IF THE ADMINISTRATIVE UNIT PERMITS EARLY ACCESS TO KINDERGARTEN OR FIRST GRADE. Refer to ECEA rules 12.08 for describing all sections and provisions required for early access.

Early Access

12.08(1)-12.08(2)(e)(v) Key requirements:

- Criteria and the process for early access are explained and accessible to parents, educators and the public
- Professional development is provided to preschool, general and gifted education personnel, and principals
- Early access determinations are made through a collaborative process among parents, preschool, general and gifted educators and school administration
- If a fee is charged, there is evidence it is reasonable and there is no fee for students eligible for free and reduced lunch
- AU describes the methods and tools used to make early access determinations
- Criteria in a body of evidence include referral by a parent or educator, student profile of strengths, performance, readiness, needs and interests
- A cognitive score of 97th percentile or above is required along with an achievement score of 97th percentile or above in reading, writing and mathematics
- Performance tools indicated by work samples demonstrates ability above age peers
- Tools are used to measure readiness, social behavior and motivation appropriate for early access
- A support system to assist a child's success includes:
 - Letter of determination signed by parent, gifted staff, early childhood staff, receiving teacher and school administrator support early access
 - Transition goal in ALP for first year
 - Methods of communication between school and parents
 - How parents, teachers and school will contribute to a positive support system
- Applications for early access are due by April 1 for the next school year
- Determinations are made within 60 calendar days of the AU receiving the child's portfolio submitted by the child's parent
- Referrals received after April 1 are at discretion of AU, provided determination is made by September 1 or the start of the upcoming school year, whichever is earlier
- Students are age 4 by October 1 for kindergarten; and, age 5 by October 1 for first grade
- Personnel trained in gifted education are included in the early access determination team and qualified personnel administer required assessments
- Requirements for the screening portfolio are clearly stated for parents
- A screening tool is used for parent and teacher input
- Performance data include portfolio and qualitative and quantitative data
- Determinations are a collaborative consensus process
- Early access students have a completed ALP by September 30
- If a child is identified as gifted but does not qualify for early access, information is provide to school serving the student
- Progress monitoring is evident at least every 5 weeks during the first year of early access and recorded in the ALP
- There is a procedure for early access disagreements



Early Access: Rule Section 12.02(1)(H) and 12.08
Gifted children who qualify for grade level acceleration and are age 4 for kindergarten, or age 5 for first grade, by October 1

Directions:

Address each section and the provisions of the early access ECEA Rules 12.08.

<http://www.cde.state.co.us/gt/lawsregs>

In each section below, describe the methods and/or tools that the administrative unit will implement for early access communication, criteria and process. Type your response in the white boxes referencing the topics.

Communication

In what ways will the administrative unit:

- * Inform parents, educators, and community members about criteria, process, timelines, portfolio referral, tests, final determinations and ALP development.
- * Provide professional development for educators and administrators about early access and ALP development, especially staff involved in the process

Criteria

- * Describe the method, the standard (level of results) and tool/s that will be considered to determine early access for a highly advanced gifted student using the following categories for criteria: aptitude, achievement, readiness for school, social behavior and motivation.
- * Explain the support system that will assist the child during year one of transition into early access. How will parents, teachers, school administrators and the learning environment contribute to a positive support system? How will the transition goal be monitored? In what ways will parents, teachers, and the child communicate about progress?

Aptitude:

Achievement:

Performance:

Readiness, social behavior and motivation:

Support system:



Process

- * Briefly summarize how the administrative unit will address each component in the early access process. Include specifics prompted by the questions or bulleted points that satisfy conditions of the law. Note: The child’s ALP must be developed no later than September 30 for both kindergarten and first grade years of early access.

Timelines:

Personnel:

- * Identify personnel who will be involved in: collecting referrals and how that person is “qualified”; testing; collecting data for the body of evidence; the determination team; the support team; and any other personnel the AU deems helpful in the early access process.



Evaluation:

- * What are the AU's implementation steps or requirements for early access evaluation?
- * In the description, summarize each factor related to evaluation: responsibility for and content of the screening portfolio; the screening tool for a referral; performance information; referral procedures; testing for a body of evidence; consensus decision making; method to inform parents; the resolve if the determination team cannot come to consensus; the ALP development responsibility; and the process to provide ALP data to the home school if the child is gifted, but not deemed appropriate for early access.
- * Attach a copy of the determination letter that will be used in the process at the end of this addendum.

Monitoring:

- * Describe what standards the AU will set for teachers and parents when monitoring student performance and progress during the first year of early access.

Procedures for Disagreements: This requirement is the same as already stated in the AU's Program Plan.

- Mark the box if the AU will be using the same procedure for disagreements process as in the main Program Plan. If the procedure for disagreements process is different for early access type the policy here:

The administrative unit's program plan is due with the Comprehensive Program Plan or no later than January 1 prior to early access implementation.

