



## Administrative Unit

<b>Administrative Unit name:</b> Pikes Peak BOCES - 64133	<b>Region:</b> Pikes Peak	
<b>Name of Executive Director:</b> Christine Barela <b>Name of Lead District Gifted Education Director:</b> Trish Reitinger	<b>Email:</b> treitinger@ppboces.org	
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Number of Districts within Administrative Unit:	
Member District	Superintendent Name
Big Sandy	Steve Wilson
Calhan	Dave Slothower
Edison#54JT	Par Bershinsky
Elbert	Kelli Thompson
Ellicott	Chris Smith
Hanover	Dr. Grant Schmidt
Fremont Re-2	Rhonda Roberts
Miami-Yoder	Dwight Barnes
Peyton	Tim Kistler

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.

## Procedures for Parent, Family and Student Engagement and Communication

**AU Description:**

The PPBOCES acts as the Administrative Unit of nine member district's; Big Sandy, Calhan, Edison, Elbert, Ellicott, Fremont RE-2, Hanover, Miami-Yoder, and Peyton. Communication is essential within our Pikes Peak BOCES to ensure equitable, comprehensive and transparent professional practices across districts as it relates to the screening, identification, ALP development and educational programming for gifted students.



We encourage our families and schools in our Pikes Peak BOCES member districts to collaborate as active partners in improving learner, classroom, district, and state outcomes. Information about gifted and talented education is provided in a variety of print and electronic formats. Pikes Peak BOCES has a website which includes a detailed handbook for teachers, administrators and parents.

This handbook includes the Colorado Department of Education definition of gifted and talented and specific areas of giftedness, which include identification procedures and programming options that our districts follow. It also includes contact information for the Pikes Peak BOCES Gifted and Talented Coordinator and our member districts GT personnel contact. Parents may request a printed version of the handbook in each member district's school.

A calendar is placed on the Pikes Peak BOCES website that informs parents, teachers, and students of upcoming events, professional development opportunities, regional meetings, and G/T conferences.

Information about resources for parents, teachers, and students are all posted and revised throughout the year on the newly developed and user friendly website: [www.ppboces.org](http://www.ppboces.org)

The Pikes Peak BOCES Gifted and Talented Coordinator meets regularly with all the Pikes Peak BOCES member District Coordinators to provide current and updated information pertaining to gifted and talented and communicates with the Pikes Peak BOCES member districts Superintendents to provide information and all current information from our BOCES and CDE that is pertinent to gifted education.

#### Parent Partnerships

Pikes Peak BOCES provides parents and students with information and support to advocate, communicate, and collaborate in regards to the needs of gifted children. Each district includes parent involvement in the procedure of identification, writing of the ALP (Advanced Learning Plan), and programming options for their child. Parents are encouraged to attend parent workshops and join Pikes Peak Association for Gifted Students (PPAGS) an affiliate of CAGT, and become a parent-school partner within their school and region. Parents are invited and encouraged to attend school events as well as PPBOCES hosted events such as the Pikes Peak BOCES Art Showcase or regional Robotics.

The individual districts will continue to encourage opportunities for parents to participate and be involved through their local school community as well as local and state opportunities on presentations and training components. Parents are invited to school to discuss their student's progress and student enrichment opportunities. Parents are encouraged to attend Matchwits competitions, and participate in Destination Imagination and Robotics. Mentorships, STEM night, Cool Science activities are some opportunities for parents to be involved and participate within their local school community.

Each of our nine member districts have a district website that includes a link to the gifted and talented resources in their particular district as well as a link to the PBOCES gifted page. A GT parent packets will be provided to each member district starting in fall 2017 which will include general information about areas of giftedness as well as the screening, identification, ALP development and educational opportunities for gifted students. This packet will also include community resources, the process of transitioning ALP's both within and outside the district, due process rights and the role of the GT district contact in the provision of GT educational services. Parents and students will have the opportunity to annually complete a GT parent survey to provide stakeholder feedback about GT services. This feedback will be utilized to continue to improve and align member district and AU professional practices around the support provided to GT students.

Pikes Peak BOCES member districts inform parents and families about giftedness or parenting gifted students through resources (i.e. upcoming events, parent advocacy groups and conferences) in their own district as well as those found on the website ([www.ppboces.org](http://www.ppboces.org)).

The Pikes Peak BOCES districts have individual methods of progress reporting, including Parent-Teacher conferences, ALP meetings, emails, and phone calls.



The Pikes Peak BOCES member districts have the flexibility to provide appropriate programming to meet the individual needs of their gifted students. For example, individual districts will continue to offer targeted differentiated education, gifted and talented student classes, ability-appropriate curriculum, concurrent enrollment options, and individualized college and career planning. All programming options in each district are available upon request for parents to discuss. An example of one district's process for parent involvement, concurrent enrollment, advanced placement opportunities and ICAP integration is shown below:

- For both Concurrent and AP courses, the student's grades and test scores are reviewed to determine potential candidates.
- Staff meet with each student regarding ICAP goals and alignment with courses and interests. Once confirmed, parents are contacted and informed and a meeting scheduled. Expectations and program requirements are reviewed and the student and parent sign a contract regarding expectations and performance in each course.
- For College and Career planning; every student from 6<sup>th</sup> through 12<sup>th</sup> grade completes ICAP through College in Colorado accounts. Our counselor provides training sessions for our teachers and students complete the assigned ICAP requirements during our 'Advisory' window which is approximately 30 minutes per day. We also have student complete goals and dreams during this window - analyze and compare with individual student ICAP's.
- At least one college night/fair in which students 8<sup>th</sup> through 12<sup>th</sup> grade attend on site.
- College visits are encouraged and college field trips arranged for 10<sup>th</sup> through 12<sup>th</sup> grade.
- Military personnel set up stations during our lunches throughout the year and
- We organize several presentations ie: FAFSA, 'Life after College', Transitioning from HS, etc. Our counselor works with every student on credit checks and college/career goals.
- Follow up with all GT students as well as their Advisory teacher is provided.

In order to ensure that communication occurs in the primary language of the students and parents, member districts will continue to provide a teacher/translator and use Google Translate when appropriate. Some districts have access to Alpine Achievement's Translate for translation of the ALPs (Advanced Learning Plans ).

**All member districts will have a Gifted Education page on their website that will include resources, a link to the Pikes Peak BOCES Gifted website and an electronic copy of the GT Parent Packet**

## Definition of "Gifted Student"

Pikes Peak BOCES uses the Colorado Department of Education definition of Gifted and Talented. *The Colorado definition for Gifted and Talented Students references the Rules for the Administration of the Exceptional Children's Educational Act (I CCR 301-8, ECEA Rules July 2012 Section 2220-R-12.01 (12)*

*12.01 (16) "Gifted Children" means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be*



*provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e., twice-exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:*

- *General or specific intellectual ability.*
- *Specific academic aptitude.*
- *Creative or productive thinking.*
- *Leadership abilities.*
- *Visual arts, performing arts, musical or psychomotor abilities.*

*Pikes Peak BOCES supports each of the nine member districts in planning for identification in each of the areas of giftedness.*

#### **Areas of Gifted Determination**

##### **12.01 (16) (a)(i) General or Specific Intellectual Ability**

###### **12.01 (16) (a) (i) Definition**

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.).

###### **12.01 (16) (a) (ii) Criteria**

Intellectual ability is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized cognitive tests.

##### **12.01 (16) (b) Specific Academic Aptitude**

###### **12.01 (16) (b) (i) Definition**

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, etc.).

###### **12.01 (16) (b) (ii) Criteria**

Specific academic aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests.

##### **12.01 (16) (c) Creative or Productive Thinking**

###### **12.01 (16) (c) (i) Definition**

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).

###### **12.01 (16) (c) (ii) Criteria**

Creative or productive thinking is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking.

##### **12.01 (16) (d) Leadership Abilities**

###### **12.01 (16) (d) (i) Definition**

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter- and intra-personal skills, and a sense of responsibility, etc.).

###### **12.01 (16) (d) (ii) Criteria**

Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests.



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## **12.01 (16) (e) Visual Arts, Performing Arts, Musical or Psychomotor Abilities**

### 12.01 (16) (e) (i) Definition

Visual arts, performing arts, musical, or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills, etc.).

### 12.01 (16) (e) (ii) Criteria

Visual arts, performing arts, musical, or psychomotor abilities are demonstrated by advanced level on performance talent assessments or ninety-fifth percentile and above on standardized talent tests.

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

*Pikes Peak BOCES follows the State Defined Areas of Gifted Identification as defined in the previous section.*

***General Intellectual Ability-Specific Academic Aptitude -these students may qualify in the area of general intellectual ability with a qualifying score of 95th percentile or above on one or more batteries of a cognitive test.on batteries of a cognitive assessment and one or more..***

***.Specific Academic Measures on two in these areas:***

- ***Reading***
- ***Writing***
- ***Mathematics***
- ***Science***
- ***Social Studies***
- ***World Language***

***Specific Talent Aptitude in these areas:***

- ***Visual Arts***
- ***Performing Arts***
- ***Musical Abilities***
- ***Dance***
- ***Psychomotor***
- ***Creative or Productive Thinking***
- ***Leadership Abilities***

### **Improvement Plans**

Over the course of the next four years, our Pikes Peak BOCES member districts with the support of the Pikes Peak Gifted Coordinator shall; develop identification resources and procedures for Specific Talent Aptitude.

- 2015-16 Visual Arts
- 2016-17 Musical Ability and Leadership
- 2017-18 Creative and Productive Thinking

### ***Pikes Peak BOCES Guide to Identifying Gifted Students***

Efforts to refer and identify students for gifted identification will be made at each grade level. Pikes Peak BOCES member districts use a variety of sources and multiple criteria for identification purposes. Colorado Department of Education rules state, "Any program that involves the participation of gifted children must use comprehensive and multiple methods for identifying and assessing the needs of those children. No child shall be denied participation in a program on the basis of a single criterion." Pikes Peak BOCES believes that every student considered for gifted programming will have a Body of Evidence (BOE) that will support gifted education programming.



Pikes Peak BOCES member districts understand that outstanding abilities are present in students from all cultural groups and across all economic strata. Students shall receive gifted programming congruent with their identified needs.

Pikes Peak BOCES member districts will continue to monitor the identification process of all students from all cultural groups and across all economic strata in all areas of giftedness with focus on Specific Talent Aptitude. The emphasis in 2015-16 was identification in the area of Visual Arts. Identification in the areas of Musical Abilities and Leadership will be addressed starting in 2016-17.

#### **GT Review Team**

Each district in the Pikes Peak BOCES will establish a team to gather and analyze data; these teams may consist of the gifted coordinator, building administrator, gifted building facilitator, classroom teacher(s) and others. The make-up of this group may change depending on the student(s) who are being considered.

#### **Partnership with Parents**

Parents provide valuable insight into their child's strengths, abilities and interests. Parent involvement is essential during the referral process by sharing important information to the body of evidence. This will include; participating in an interview, completing an observation inventory, and collaborating in the development of the student's Advanced Learning Plan. Each of the Pikes Peak BOCES member districts will have a parent and family communication process in place to notify parents of the identification procedures.

**Each district will send a notification to parents whether a child does or does not meet criteria for gifted identification or receive talent pool designation within a 30 school day period after a referral is initiated.**

#### **Referral Process**

A student referral may be initiated by a parent/guardian, staff member, counselor, school psychologist, or self-nomination.

A student may be referred for consideration using multiple points of data based on any of the following:

1. Student products of high quality
2. Evidence of outstanding performance
3. Evidence of high ability, as determined by use of differentiated characteristics checklist
4. Standardized group achievement test scores in the 95<sup>th</sup> percentile
5. Standardized aptitude test scores in the 95<sup>th</sup> percentile
6. Behavior/Characteristics



Pikes Peak BOCES member districts use a variety of types and sources when seeking referrals for conducting identification assessment because our member districts understand that not all gifted students demonstrate the same profile of potential and/or ability.

### Universal Screening

12.01(31)"Universal Screening" is the systematic assessment of all students within a grade level of the AU for identifying students with exceptional ability or potential, especially students from traditionally underrepresented populations, and/or screening in conjunction with creation of each student's individual career and academic plan (ICAP). (Revised ECEA rules)

**All Pikes Peak Member Districts administer the CogAT Screener in grades Second and Sixth during the first quarter of each school year. Any new students that have not been universally screened in the districts will also be screened at that time. Those students scoring in the 90%tile on the CogAT screeners may then be referred for further Cognitive testing.**

### Identification Process

**Multiple pathways are used to formally identify students for gifted identification and programming**

A student that has been referred and meets one or more of the requirements listed above will be placed into the Gifted Screening Pool of the district and the formal identification procedure begins.

### Review Teams and BOE

Each district in the Pikes Pike BOCES will establish a Review Team to gather a Body of Evidence (BOE). The Pikes Peak BOCES member district's review team provides opportunity for input from all teachers working with the students and the students' 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**
- 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)

### Body of Evidence

The review team will collect a Body of Evidence (BOE) that will include, but not limited to, assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative

data about cognitive and achievement ability, performance, parent and teacher input, motivation and observations of gifted characteristics and behaviors).

The BOE contains the data to identify the strength area(s) according to the definition of gifted children, and also determines appropriate programming services.



**Criteria to meet formal identification**

- Aptitude - (Examples; CogAT, NNAT) 95%tile and above
- Achievement - (Examples; PARCC, NWEA) Exceeded level and/or 95%tile and above
- Demonstrated Performance-Student performance with supporting data, grades, performance in class
- Normed Behavioral/Characteristics- (Examples; SIGs) evidence of ability as indicated on the characteristics checklist

**Assessments**

Assessment is the process of gathering information using appropriate tests, instruments and techniques. The purpose of assessment is to gather information to guide the decision making process for gifted identification and focuses on research-based assessment practices to ensure multiple pathways to identification are available.

Assessment means methods, tools and data collected as a body of evidence (BOE) for use in identification and programming. [C.R.S.22-20-202(5)

**Cognitive Tests or Ability Tests**

**Cognitive Ability Tests**





Assessment data from cognitive ability tests are designed to measure a student's general intellectual ability.

- Pikes Peak BOCES member districts use the full battery CogAT to gather the data necessary for identification. The CogAT measures a student's general intellectual ability. The CogAT is divided into three batteries: Verbal, Quantitative, and Nonverbal.
- Criteria for the body of evidence is the student scoring 95<sup>th</sup> percentile or higher.

#### **Creativity Test**

Assessment data from standardized, normed-referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity.

- Pikes Peak BOCES member districts use the Torrance Tests of Creative Thinking or Profile of Creative Abilities (PCA), norm-referenced creativity tests.
- Criteria for the body of evidence is the student scoring 95<sup>th</sup> percentile or above.

#### **Achievement Tests**

Assessment data from standardized, criterion-and- normed referenced tests are utilized to determine if a student demonstrates gifted ability in a specific academic area. Specific academic areas include reading, writing, math, science, social studies, and world language. Specific talent aptitude areas include visual arts, performing arts, music and dance.

- Pikes Peak BOCES districts may use NWEA, or alternative achievement tests to determine advanced academic competence.
- Specific academic and talent aptitude is demonstrated by a student scoring at the advanced/distinguished level on criterion-referenced achievement tests and/or above 95<sup>th</sup> percentile and/or above the 95th percentile on norm-referenced achievement tests.

#### **Behavioral Observation Scales**

Pikes Peak BOCES member districts may use quantitative (norm-referenced) or qualitative (rubric, observation, performance, checklist, interview) measures to collect behavioral data. At present, the Pikes Peak BOCES member districts use the **SIGS (Scales for Identifying Gifted Students)** as a norm-referenced rating scale that is designed to assist school districts in the identification of students as gifted.

Pikes Peak BOCES member districts may also choose to use observation scales that have been quite successful in recognizing students with potential from under-represented populations. **The Kingore Observation Inventory** is one such example, however, **the data collected from the KOI may provide valuable information for the student profile but is not used as qualifying data for identification.**

#### **Performance Evaluation**

Gifted ability is often not measured on a specific assessment, but rather demonstrated through some type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:

- **Juried Performance:** Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. An example of such a performance would be a student selected for a statewide choral group or debate team.
- **Contest/Competition:** Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.
- **Portfolio:** Over time some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advance/distinguished rating of a portfolio may be considered as



qualifying evidence for gifted identification. An available and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student's art work throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.

- **Classroom Performance:** Classroom teachers are often critical in providing qualitative data about a student's performance within the classroom. As the curriculum experts, teachers can identify those students working above their same-age peers. Evidence of above grade-level performance builds a student's profile. An example of this might be a fourth-grade student who has already demonstrated mastery of fourth and fifth grade math standards and has successfully completed all the pre-algebra modules from an online math program. Advanced classroom performance must be measured through examples of above grade-level work. Earning an "A" in a class does not necessarily indicate exceptional performance. Grades lack standardization and are influenced significantly by students' motivation, classroom behavior, personal appearance and study habits. Further, teachers' knowledge of students' IQ scores, income, SES, area of residence, and family structure contribute to stereotypes by teachers that are frequently characterized by low and negative expectations (Ford, 2013).

#### **Gifted Determination/Placement**

When the school review team has completed collecting the information for the referred student and that student has met the **AU/state requirements** for identification, the parents are informed and the student will then receive specific programming strategies for his/her area of strength that are based upon the area of identification through an Advanced Learning Plan (ALP)

#### **Communicating determination**

After the Review Team has made a determination that aligns with the AU/State criteria;

- A letter is sent to the parents to inform them of the review team's determination.
- The determination record is placed in the student file
- The teachers are informed of the determination
- If the student qualifies for gifted identification an Advanced Learning Plan is developed

#### **Facilitating School Experiences for Students with High Ability and Low Achievement**

Students who have abilities that would qualify them for the gifted program and achieve at a low level will be referred to the data-gathering team who, working with the parents/guardians, will determine the school experiences that best meet the student's needs. This referral will result in identifying the student for the gifted program and placing the student in gifted program services unless parents/guardians and staff determine that such identification and/or placement will not meet student needs. Student progress will be reviewed annually by the data-gathering team.

#### **Talent Pool**

The body of evidence for some students may not lead to formal identification, but data may demonstrate the student should be included in a "talent pool."

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.

Some students identified gifted in one domain may be part of a talent pool for a different domain. Data is continually reevaluated to determine if this student meets the criteria for specific academic aptitude in the talent pool area.

Students within the talent pool should receive appropriate programming options and/or interventions to address strength or potential areas. A review team may consider if additional assessments need to be administered to collect additional data and/or continue to review the student's data over time to determine if gifted identification is appropriate at a later date.



Criteria for talent pool designation will include training with appropriate district level staff which will be provided at the beginning of the 17/18 school year regarding the process of screening and identification of students in these areas of giftedness.

Gifted identification is not just a moment in time, it is fluid and continuous throughout the school years.

Each district in the Pikes Peak BOCES will determine the length of time in which a student participates in the talent pool.

#### **Portability**

The Exceptional Children's Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. This concept is referred to as "portability."

Portability means that a student's identification in one or more categories of giftedness transfer to any district in the state. When a student moves, the district must transfer the body of evidence for identification and the ALP with student records. A review of the transferred student's ALP must take place within 45 school days of the start date to determine programming options. If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with the former district, parent, and student and re-evaluate the identification. Gifted programming must continue according to the receiving district's programming options.

- Pikes Peak BOCES member districts will have a process to notify the appropriate gifted educator in a district of a newly enrolled gifted student.
- All Pikes Peak BOCES member districts shall have identification processes that are aligned to the identification procedures defined by the Colorado Department of Education.

#### **Military Compact**

The compact states:

*The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like program in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs, and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluation to ensure appropriate placement of the student.*

The steps for portability are:

- AU alignment with statewide identification procedures
- Transfer Body of Evidence and Advanced Learning Plan (ALP)
- Review of ALP within 45 days
- Request of additional BOE if needed
- Communication with parents within 60 days

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## Advanced Learning Plan Content, Procedures and Responsibilities

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### **Advanced Learning Plans**

12.02(20F) 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. ALP's for 9 member districts are housed in a district supported data base using Alpine. Student profile information will be included in all ALP's. For the 17/18 school year all initial ALP's will include an affective needs goal which will be addressed/monitored by the district GT contact. Annual reviews of



existing ALP's will include a discussion about the benefits of an affective goal and the team will add a goal in the process of updating the ALP as they deem appropriate.

Outcomes shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for students. Outcomes will also 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 Individual Career and Academic Plan (ICAP) which includes achievement and affective goals. **A record of gifted and talented education programming services, options, and strategies utilized with individual students shall be made part of the student's record and shall be considered in educational planning and decision-making concerning subsequent programming for that student.**

**Pikes Peak BOCES member districts will write standards and/or career-interest based ALPs as outlined by the CDE Office of Gifted Education's ALP guidelines. AP's will be STUDENT DRIVEN with balanced stakeholder involvement to include parent and teacher input. ALP's will be written in the area of strength. In addition to being involved in the development of the ALP, all stakeholders will sign the ALP to verify engagement.**

The ALP will be a collaborative document developed and housed in each member districts Alpine System. The ALP is based on the identified student's educational needs. It will be used as a planning guide for making instructional decisions about materials, programming options, and assessments. The ALP is based upon strengths, interests, learning characteristics, and social-emotional needs for the identified student. The student and parent will be part of the developmental process of this document. The ALP will be used as a tool for monitoring students with outstanding potential in their area of strength. Data for the ALP is collected from regular classroom, district, and state assessments, and/or identified gifted programming options.

The ALP will be reviewed on an ongoing basis with the GT district contact and student.

The ALP will be reviewed with parents and the gifted student at least once a year.

The ALP is critical in the transition of gifted students from one level of schooling to the next, and from school to school. Districts will create and utilize a within district transition process to ensure students moving from one level to the next are handed off appropriately and identified needs continue to be addressed at the new level. This process will be detailed in the Parent GT Packet and verbally articulated at every annual ALP review.

#### TARGETS FOR IMPROVING -

Standards Aligned ALP training has been offered last Spring and will be reviewed in the fall. All districts will be provided with direct and indirect support of the Pikes Peak BOCES GT Coordinator and District GT contacts. Pikes Peak BOCES member district ALP development will be implemented under the guidance of the Gifted Coordinator, Counselors, Teachers, Administrators, Parents and Student. The ALPs will be student driven and coordinated with student ICAP goals and targets. Every ALP will include a team determined affective goal to ensure appropriate programming for students in non academic areas. These goals will be developed, implemented and monitored by the GT district contact with oversight and guidance from the GT coordinator. Stakeholder feedback will be requested after every annual ALP so that the BOCES processes can continue to improve and be strengthened.

Within the confines of their district capability, Pikes Peak BOCES member district ALPS will be implemented under the guidance of the GT Coordinator, counselors, teachers, and administrators at each building. They will continue to be monitored and updated on a regular basis by the GT



Coordinator, Teachers, and Students, and coordinated with student ICAP goals and targets. The ALP will be used as a tool for monitoring students with outstanding potential in their area of strength. Data for the ALP is collected from regular classroom, district, and state assessments, and/or identified gifted programming options.

The ALP will be reviewed on an ongoing basis with the GT district contact and student. Each member district will be responsible by fall 2017 to develop a process for ALP's transferring from one level to the next which will ensure identified need areas continue to be addressed and educational options at the new level explored. The process will, at a minimum, include annual transition meetings for students moving from one building/level to the next with appropriate team members in attendance.

Pikes Peak BOCES Gifted Coordinator will provide direct and/or indirect resources as requested by each district to insure that the Student's ALPs are meaningful, manageable, monitored, and student driven. Each ALP will be developed using a collaborative process to include all stakeholders and will include an affective goal which will be measurable and monitored by the GT district contact.

## Programming

The Pikes Peak BOCES GT unit provides direct support to member districts in the following programming areas:

- Development of ALPs through regional wide training, workshops and individual consultation and review as requested.
- Differentiated instruction, Depth and Complexity and other methods specifically for gifted and talented students through workshops and training.
- Recognizing and developing Affective and Guidance services for GT students through regional and district support by developing district teams of counselor and teacher driven support groups. Developing these teams to support the affective needs of our gifted students is paramount. Each district will be guided in the development of these teams with resources and professional development as an instrumental part of this support.
- All initial ALP's starting in 2017/2018 will include at least one affective goal which will be created and addressed through the ALP. BOCES GT coordinator will build capacity in district GT contacts to better understand the affective needs of highly gifted students and incorporate appropriate interventions and strategies into GT educational programming which will be reflected in ALP's. Annual reviews of ALP will include a team discussion about the need to add an affective goal to the document and updates will be completed as deemed appropriate.

The PPBOCES will provide indirect support and advice in all other areas as requested by member districts.

The general programming details of the PPBOCES district members are summarized below:  
Structure, Differentiated Instruction, Affective Guidance, Career and College Planning, Content Options, Leadership, General Cognition

Programming Area	Elementary School	Middle School	High School
Structure	Flexible grouping	Flexible grouping	Cross-grade grouping
	Cross-grade grouping		On-line course
	Resource room	Cross-grade grouping	AP/CP Course
Differentiated Instruction	Curriculum Compacting	Curriculum compacting	Targeted critical thinking skill



	Content Extension Targeted critical thinking skill development Subject-based Acceleration	Subject-based Acceleration Targeted critical thinking skill development Content Extension	development Subject Acceleration Curriculum Compacting Advanced technology
Affective Guidance	Respect for individual strengths and needs of peers Cultural competence (Regard for diversity, language) Relationships/social skills	Personal competence (self-awareness, efficacy advocacy) Leadership (decision making, flexibility, commitment, working with others) Cultural competence (Regard for diversity, language)	Emotional intensity Leadership (decision making, flexibility, commitment, working with others) Cultural competence (Regard for diversity, language)
Career and College Planning	Decision-making Goal Setting Time Management	Personal strengths/interests Decision making Talent search opportunities Advocating with experts	Early career and college exploration Advocating with experts SAT assessment programs Goal setting
Content Options	Pre-assessment for appropriate instructional level Replacement curriculum Acceleration and monitoring	Pre-assessment for appropriate instructional level Advanced/Honors courses Acceleration and monitoring	Concurrent enrollment options Advanced Placement (AP) Community resources Mentorships/Internships
Leadership	Direct instruction in leadership Career day for elementary Student Council leadership Community resources	Direct instruction in leadership Leadership camps/conferences Student Council leadership	Coaching by a recognized leader Leadership camps/conferences Service Learning Executive internship
General Cognition	Develop understanding of strengths of executive functioning and ways to express strengths in academic	Develop understanding of strengths of executive functioning and ways to express strengths in academic	Application of critical thinking applied to academic content tasks and assignments Reasoning tasks that strengthen



	<p>areas</p> <p>Varied choices for product demonstration or evidence of learning</p> <p>Content extensions that apply academic standards within and across disciplines</p> <p>Extended learning opportunities</p>	<p>areas</p> <p>Reasoning tasks that strengthen logic and novelty, the ability to make decisions, evaluate and solve dilemmas</p> <p>Varied choices for product demonstration or evidence of learning</p> <p>Extended learning opportunities</p>	<p>logic and novelty, the ability to make decisions, evaluate and solve dilemmas</p> <p>Varied choices for product demonstration or evidence of learning</p> <p>Extended learning</p>
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Out of class extension opportunities for GT students at the Pikes Peak BOCES member districts' level include:

- Middle School Robotics
- High School Robotics Challenge
- K-12 Art Show

Individual Districts provide the following opportunities for GT students - several are open to students from all districts:

- STEM/Technology nights
- K-3 LEGO Club
- Sea Perch - underwater robotics
- Match Wits
- Science Clubs
- Project Based Learning
- Leadership programs/workshops - Boys and Girl State, ACE, Peer Mediation, Mentoring, etc
- College Prep
- Mentorship with Colorado School for Deaf and Blind

Specific programming details are different for each district and may be obtained from the GT Coordinator, Administrators or Superintendents of each district.

## Evaluation and Accountability Procedures

Pikes Peak BOCES member districts within their Unified Improvement Plans have gifted student evaluation and accountability procedures embedded in their UIPs. Each district will continue to monitor and reflect on student data and progress in his/her area of giftedness and evaluate the effectiveness of the targets and goals set for each student. Student plans and programming will be adjusted according to the needs of the student.

Pikes Peak BOCES Gifted Coordinator will provide support in the writing and review of member districts' UIP Addendums.

Pikes Peak BOCES will provide a survey to all school administrators, teachers, GT personnel, parents and students regarding satisfaction with the gifted and talented programming . Results of the surveys will be used to influence gifted programming for our gifted students.



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## Personnel

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The goal of the **Pikes Peak BOCES member districts will be to** increase the capacity of educators and parents in the knowledge and understanding of gifted programming strategies that will facilitate the development of identified gifted students' area of strength (s), interest (s), affective goals, and special needs.

Pikes Peak BOCES fully support professional development for gifted education in the Pikes Peak BOCES member districts. As the AU for the Pikes Peak BOCES member districts we are the financial agent; the funding for gifted programming and identification is administered by the Pikes Peak BOCES. A qualified GT PPBOCES Coordinator provides support in the development of gifted identification and programming in the nine member districts. The Pikes Peak BOCES coordinator assists and supports all member districts in developing identification procedures and programming options for gifted students, supporting professional development for all personnel in the districts, providing parent opportunities, and conducting program evaluation.

The Pikes Peak BOCES will continue to support the opportunity and resources for all member districts' personnel working with gifted students to become a licensed gifted specialist. In the last four years, seven of our facilitators have become endorsed gifted specialists. We will continue to support all other facilitators in their pursuit to complete a licensure opportunity.

There are no para-professionals funded with gifted grant monies or supporting the educational programming of students. The PPBOCES does not currently have a system in place to collaborate with regional higher education programs however we encourage and support GT district contacts to pursue and complete endorsement.

Pikes Peak BOCES member districts are responsible for ensuring all personnel working directly with gifted students are highly qualified professionals in core academic areas.

Classroom teachers, counselors, and Gifted Coordinators are responsible for providing instruction, counseling, and coordination of programming, respectively, for gifted students.

The three (3) goals of the Pikes Peak BOCES will be to help district personnel improve in the areas of:

- Identification in all gifted areas with emphasis on Specific Talent Aptitudes
- Writing Standards-based ALPs
- Supporting the social/emotional needs of Gifted students

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## Budget

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Pikes Peak BOCES is an AU of nine member districts and the fiscal agent for state gifted education funds for the districts. State disbursed monies are deposited in the Pikes Peak BOCES finance office and used for the salary and benefits of a Gifted and Talented Coordinator, professional development for educators in gifted education, program options to support ALPs, instructional materials, and assessments tools. The annual budget plan for the Pikes Peak BOCES Gifted and Talented program is submitted annually and reflects the collaborative efforts of our Pikes Peak BOCES member districts and the cost of implementing the program elements and student goals stated in our comprehensive plan. Pikes Peak BOCES details the funding commitment and the appropriate use of these funds for salaries of licensed and endorsed personnel, professional development and training relating to gifted students and their ALPs, programming options and school counseling or affective guidance specific to gifted students and to their ALPs. Materials used in instructional programming for gifted educators and Administrative costs, and technology necessary for the education of gifted students. The PPBOCES does not use any state funds for para-professional support in the educational programming of GT students or the support of the district level GT program.

Pikes Peak BOCES has applied and will continue to apply for the Supplemental Grant 3228 to support Identification Screening for all of our Second and Sixth graders and /or a licensed GT coordinator.





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Pikes Peak BOCES applied and received a STEM grant from The Association for Communications, Electronics, Intelligence and Information Systems Professional (AFCEA Rocky Mountain Chapter) to provide the means for purchasing Robotics Kits for our High School students to participate in our Robotics Rumble.

## Reports

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Pikes Peak BOCES annually submits an end-of-year report for the prior fiscal year including: a detailed report of financial income and expenditures; the number of identified gifted students served through gifted student programming reported by grade level through grade 12, gender and ethnicity, Free and reduced lunch, areas of giftedness, Twice exceptionality and gifted preschoolers served through early entrance per local policies.

Pikes Peak BOCES has a current annual plan through the UIP Gifted Addendum on file at Department of Education

- Pikes Peak BOCES 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
- Pikes Peak BOCES has a budget proposal on file at Department of Education
- Pikes Peak BOCES has accurate records for the Data Pipeline annual reporting of gifted education that 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

## Record Keeping

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Pikes Peak BOCES financial records are kept in accordance with accepted principles of governmental accounting.

An inventory is maintained by the Pikes Peak BOCES IT Director of all equipment for which funds were received

Student Education Records are kept at the district level -

Pikes Peak BOCES member districts keep all ALP documents as part of the students' cumulative files.

Electronic versions of ALPs are also stored in the Alpine Achievement system for all member districts. These records are held to current state law and FERPA regulations protecting the privacy interest of students.

Confidentiality of Student Education Records are maintained by member districts

Portability of student records are also handled at the member district level

## Procedures for Disagreements

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### Procedures for Disagreements

#### Right of Appeal - Identification

If a student does not meet the specified criteria for identification and gifted programming services seem warranted, then staff members, the student and/or parents/guardian may submit additional data to the school GT Identification team to be reviewed. The team will consider the following information on which to base decisions for provided gifted programming services:



- Demonstrated accomplishments
- Expert testimony or reports
- Outstanding scores on objective tests
- Other evidence

**IF DIFFERENCES BETWEEN AN INDIVIDUAL SCHOOL AND PARENTS/GUARDIANS/STUDENTS CONCERNING IDENTIFICATION, PROGRAMMING AND/OR ALPS CANNOT BE RESOLVED AT THE DISTRICT LEVEL IT MAY BE BROUGHT TO THE AU LEVEL.**

**Grievance Procedure - Identification, Programming, ALPs**

The purpose of this regulation is to establish an orderly process for resolving parent grievances, to promote good relationships, and to provide parents with an opportunity to present their grievances before the administration.

The Pikes Peak BOCES believes that every effort should be made to settle grievances as promptly and equitably as possible. Parents are encouraged to take any complaint to the Gifted and Talented Coordinator as experience has shown that problems can frequently be settled through discussion and common understanding.

Students and families are encouraged to submit grievances directly to the AU GT Coordinator. We encourage students and/or families to submit any grievances in writing, but you may also file a verbal grievance by calling the Coordinator of Gifted and Talented at 719-622-2099.

All grievances received by Pikes Peak BOCES will be acknowledged and responded to within 2 business days. Every effort will be made to resolve the grievance.

All grievances will be investigated by the Coordinator (or designee), with the involvement of any individual associated with the complaint.

Every effort will be made to quickly resolve grievances to the satisfaction of both student/families and staff members. A written response will be sent to the individual filing the grievance within 15 business days.

If the student or family member is dissatisfied with the results of the investigation by the Coordinator, the student/family member may make a written request that his/her grievance be reviewed by the Pikes Peak BOCES Director of Exceptional Students. The Director of Exceptional Students will provide to the parents a written disposition of the grievance within 7 business days. If the student and/or family member continues to be dissatisfied with the results of the report by the Director of Exceptional Students, he/she may register a written grievance with the Executive Director. The Executive director will provide parents with a disposition of the grievance within 7 business days. The decision of the Executive Director shall be final.

A GT Parent Packet will be provided to each parent at the annual review of the ALP which will include clarification of the process of procedural safeguards and dispute measures available to the family. This information is posted on the PPBOCES website, each member district website and available for electronic download.

## Monitoring

PPBOCES complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students. Identification guidelines found in the PPBOCES GT Handbook are used by all member districts. Specific/special educational services for GT students are determined by and implemented at the district level with assistance from the PPBOCES

- Pikes Peak BOCES monitors annual and comprehensive plans through a collaborative process with all member districts. Member districts meet four times per school year to monitor progress toward annual goals and identify specific needs.



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- Pikes Peak BOCES reviews annual enrollment and identification of GT students in each district and provides BOCES level performance trends and assists member districts with evaluation of individual performance data.
  - Pikes Peak BOCES will be 100% prepared to participate in the Colorado Gifted Education Review
  - Pikes Peak BOCES participates in follow-up activities to correct areas of non-compliance according to the improvement timeline developed during the C-GER review.