



Administrative Unit

Administrative Unit name: South Central BOCES - 64163	Region: South Central	
Name of Executive Director: Dr Henry C. Roman Name of Lead District Gifted Education Director: Archie Neil/Cynthia C Hunt	Email: hunt-c@sc-boces.org	
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Number of Districts within Administrative Unit:	
Member District	Superintendent Name
Aguilar	Stacy Houser
Branson	Brad Caldwell
Cotopaxi	Randy Bohlander
Crowley	Scott Cuckow
Custer	Mark Payler
Fowler	Steven Grasmick
Hoehne	Joe DeAngelis
Huerfano	Mike Moore
La Veta	Bree Lesser
Primero	Bill Naccarato
Trinidad	Scott Mader

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

Since our last C-GER, South Central BOCES has taken steps to strengthen methods of communication between superintendents, principals and AU Leadership to improve gifted education across our AU. Communication with stakeholders continue to take place via reports to Superintendent Advisory Committee, Principal meetings, monthly contact with each school, and



ongoing communication with our district GT representatives and gifted education teams. While we continue this communication our next focus must be to assure communication and engagement with families of students who qualify

Parents are informed about access to identification procedures through

- A website to provide our stakeholders, including parents, of our processes including identification, the ALP, programming and progress monitoring and achievement
- Basic information about the identification process and programming choices especially during the initial identification process, identification meeting and throughout the development of the advanced learning plan.

Examples of parent communication within our AU include;

In one of our districts, parents have access to informative brochures about how to access to identification procedures. Once identification is determined they are given a parent handbook that outlines what programming options are available to match student strengths and challenges; information about involvement and progress reporting; ways parents and families may participate in the school community. In another one of our districts families have access to a lending library on materials for parenting gifted students. Several have some form of yearly meetings and ongoing communication

Parents are informed about participation in the school community, involvement, and progress reporting by;

Parents of gifted students are informed of general school community activities in the same that all families are informed. This can be through newsletter, flyers and or announcements. Some school districts make a point of having a parent meeting at the beginning of the year to provide information specifically to their school and their gifted program. This give families an opportunity to meet each other and to learn way they can participate in the school and their child education.

Parents are informed of how to be involved in college and career planning by:

For those parents of high school and middle school students, parents are informed on how to be involved in college and career planning for their gifted student through the Individual Career and Academic Plan. The ICAP process works with students and their parents to help students begin the process of college and career planning. In many of our district the ALP and the ICAP are combined. In some they are separate. This is a local choice.

Parent are informed of concurrent enrollment programs by:

Parents who have students who may have concurrent enrollment listed as programming option in their ALP will be informed of the process during the development of their student's ALP. In some of our districts the ALP is Blended with the Individual Career and Academic Plan (ICAP) , parent and student helped to develop the ICAP plan. At any time a parent can contact the school administration and or school counselor for information about concurrent enrollment. In South Central BOCES the school counselor often acts as the high school or middle school gifted education representative.

Programing options are available to match student strengths and challenges by:

- Expanding the understanding of the nature and needs of gifted students to both parents and educational staff.
- Creating supportive learning environments that address the each gifted student unique strengths and challenges.
- Implementing research based strategies and practices that are effective in developing the gifts and talents of students from all backgrounds.

Future areas of focus - Targets for 2016-2020

Although some district have parent resources available and are working to keep them engaged, not all are doing so yet. It will be the target of this next four year plan to encourage teams to develop and implement materials, activities and processes that support parent in being an active



member of the team and an active participant in their child's learning and to help them support their child in reaching his or her fullest potential.

By the year 2020. South Central BOCES' will work with member districts to increase ways to educate parents and families about giftedness or parenting gifted students. In the AU, parent communication and engagement will increase through the completion of the following activities developed, implement, and interwoven over the next four years ;

- *Identify a variety of parenting resources and make them accessible on the Administrative website.*
- *An Administrative Unit Parent handbook that will provide general information for families of newly identified students. Handbook will allow each district to personalize a portion to reflect local information and programming options.*
- *Update the AU Brochure to reflect changes in process and procedures ; the identification process including the development of the advanced learning plan; ways parents can participate in the school community ; and when they can anticipate being informed of their student's progress.*
- *Having materials in the language that represent the local diversity and demographics from each region and district.*
- *Explore parenting groups for parents, ex; SENG model parenting group, or a Book Study on " A Parent's Guide to Gifted Children" -Webb.*

Definition of "Gifted Student"

The State definition is ;

"Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socioeconomic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:"

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psycho-motor abilities

South Central BOCES has and will continue to follow the state definition for gifted students.

We'll continue to explore the meaning of the statement and how it defines practice across the twelve districts in the SC-BOCES administrative unit.

The definition serves as the basis for the implementation of all other program plan elements by;

- Helping general education teachers be able to make valid referrals and to become knowledgeable members of our GT teams. It is felt that having knowledgeable general education teachers will help increase the identification rates in our AU and better support our gifted students.
- Helping each district's administration to stress the importance of thorough and effective identification practices; the development of standards align advanced learning plans; and programming that address the educational and affective needs of gifted students.
- Identifying which elements of our plan needs to be the focus and what the targets of our comprehensive plan should be.

For South Central BOCES, identification has been identified in our most recent C-GER and continues to be an issue. This area, needs to be our top priority over the next few years. SC-BOCES is currently reforming and re-developing our gifted program over the next two years. It is imperative that SC-BOCES targets efforts at AU and Districts levels to bring up our identification numbers to



closer meet the state averages. We also need to have solid understanding of current identification practices as outlined in CDE's most recent guidance document; understanding of rules and timelines for identification for gifted students as described in ECEA's rules section 2220-R-12.00. and programming for students that meet the state definition, particularly those in our under-represented populations (Those students from poverty, minorities, those that may have disabilities)

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

Based on 2015-16 demographics, South Central BOCES continues identify at a lower percentage than the State average. This had been identified in our most recent C-GER from 2014 and continues to be an issue. This area, needs to be our main priority over the next four years. It is imperative that SC-BOCES targets efforts at AU and Districts levels to bring up our identification numbers to closer meet the state averages. There needs to be a solid understanding of current identification practices as outlined in CDE's most recent guidance document; understanding of rules and timelines for identification for gifted students as described in ECEA's rules section 2220-R-12.00. and programming for students that meet the state definition, particularly those in our under-represented populations (Those students from poverty, minorities, those that may have disabilities).

Assessment process

In our South Central BOCES AU, we will develop a process for identifying students who meet the state definition of gifted. Our method(s) will ensure equal and equitable access for students of all populations. We will provide appropriate identification of gifted students across schools, levels, and demographics groups. Referrals from a variety of sources and screening procedures will be used. The identification process will require the collection of student information over time, using additional data points from a multiple systems of support. We shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. We will gather a complete body of evidence to aid in the identification process. A timeline of no more than 30 days after a referral to make a determination will be adhered to. Assessments that align with identification in all domains of giftedness and in underrepresented populations will be used. Districts have a choice as to what assessment tools are used in the student's body of evidence. A body of evidence will include qualitative and quantitative data from multiple sources and multiple types. Typically the following instruments are used in a body of evidence for identification; test of cognitive ability; standardized achievement tests; norm-referenced behavior rating scales; performance observation data; and anecdotal data collected teachers, parent and the student. For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionality. Students identified for a talent pool will require further differentiated instruction and experiences with monitoring of progress over time to determine when and if a formal referral and comprehensive body of evidence is required for identification. Each school and district will have a system for engaging and communicating with parents about the identification process. Parents need to be a part of the identification process and the development of the advanced learning plan.

Each school will develop a team to complete the identification process and to assist in appropriate application of the state criteria for giftedness. Teams will consist at minimum, someone with knowledge and background in Gifted Education, the parent, a teacher who represents the strength area. Teams will refine our process to identify from traditionally underrepresented student groups and visual/performing arts student groups or talent pools. Once determination has been



made, a determination letter will be provided for parents and a copy for school files describing decision of review team. There will be procedures to communicate with parents to make them aware of and understand identification results, and development and review of ALP.

The identification process will require the collection of student information over time, using additional data points from a multiple systems of support. Students identified for a talent pool will require further differentiated instruction and experiences with monitoring of progress over time to determine when and if a formal referral and comprehensive body of evidence is required for identification. Each school and district will have a system for engaging and communicating with parents about the identification process. Parents need to be a part of the identification process and the development of the advanced learning plan. On a yearly basis we will continue to compile and analyze demographic information related to students identified for Gifted Education and set targets and plans to increase representation of students consistent with district-wide demographics.

Universal Screening

Each district in South Central BOCES is highly encouraged to participate in the universal screening process as one of the many ways in which a student might be referred for gifted education identification determination. Data collected from the universal screening tool will be used to inform instruction planning for all students screened; which students would then be referred for further gifted identification assessment; and those students would might be better supported in a talent pool. Currently the majority of our districts are using the Naglieri Non-Verbal Abilities Test (NNAT 2). Some are making the transition to the NNAT 3. In keeping with findings from our last C-GER, we continue to use disaggregated data to promote a more consistent identification process. As we strengthen our identification process, care will be taken to explore the effectiveness of current screening tools and whether another tool may be a better measure of a students ability to learn and future potential.

Talent Pool

South Central BOCES will define criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation. We will also define the process of how and when a talent pool is used. Selection for a talent pool is not just being included on a list for future identification assessment. Rather, it is inclusion into appropriate differentiated programming options necessary to develop an academic or talent aptitude and promote achievement and growth. Not meeting criteria on a single assessment does not prevent further consideration for identification. Students identified for a talent pool will require further differentiated instruction and experiences with monitoring of progress over time to decide when and if a formal referral and comprehensive body of evidence is required for identification determinations. It will be important to develop a means to monitor progress and determine next steps for students with the talent pool designation.

Portability Considerations

South Central BOCES will continue with the implementation of statewide identification procedures to ensure portability. If a student comes into a district with the designation of gifted, a review of the student's ALP will be completed within 45 days of enrollment. If the body of evidence is incomplete, consultation with the former schools and parents will take place. If necessary, a reevaluation made be needed.

ALP documents are part of the student's cumulative record. For those students moving to another district, their records will be transferred to the receiving school district. If student is in the evaluation stage and or the talent pool, records should include the body of evidence. Parents will be informed of the process and steps needed within 60 days of enrollment in the students new district.

Targets for 2016-2020



Throughout the next four years, South Central BOCES will support member districts in refining and aligning their identification process to the state guidelines. Clear and concise information on what the qualifying percentiles are on the instruments used for identification will be stated. Based on state guidelines the percentile used is 95% or above. District representatives will be knowledgeable of current identification practices as outlined in state guidance documents. Links to state guidance documents will be accessible on the BOCES gifted education web page. BOCES' Gifted Education coordinator /Special Education Director will work closely each district to review and improve their process to bring identification rates closer to state average. Review of the effectiveness of current screening tools will take place and the exploration of other tools that may be a better measures of a students ability to learn and future potential will also take place. Our AU will also define the process for selection to a "talent pool" for those students who display potential but may not be performing at a level that meets the state's gifted criteria. In keeping with our goals of improved parent engagement and communication, steps will be taken to assure that families are vital members of teams and that they are kept informed of the identification process for their student. Timelines as outlined by the ECEA rules for gifted education be also be followed.

Advanced Learning Plan Content, Procedures and Responsibilities

ALP Content

South Central BOCES continues identify at a lower percentage than the State average. This had been identified in our most recent C-GER from 2014 and continues to be an issue. This area, needs to be our top priority over the next four years. It is imperative that SC-BOCES targets efforts at AU and Districts levels to bring up our identification numbers to closer meet state averages. Before districts can develop meaningful and purposeful Advanced Learning Plans, districts need to effectively identify students. Intense focus on identification will take precedence in the first year of this plan. The identification process will include multi pathways and reflect the ECEA rules for which specific areas are selected. A student can be identified in more than one area.

As students are identified it will then be the responsibility of the GT team to meet and developed an advanced learning plan. The ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs. Every ALP will include a student profile. The ALP is considered in planning for post secondary readiness and articulates a transition process when students move to the next schooling level. (from elementary to middle school; from middle school to high school.) Students are encouraged to be active participants in the ALP process. In one of our member school districts there is an entire unit developed to promote goal setting.

Each ALP will also have standards aligned achievement goals developed for the student's strength area(s). The affective goals will reflect development of personal, social, communication, leadership and /or cultural competency. There will also be a description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goal if needed. The ALP is reviewed annually and standards-aligned achievement goals are developed for student's strength area(s). Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming Progress reports will be aligned with each district's schedule for parent-reporting and/ or parent-teacher conferences. ALP goals will be reviewed annually.

For those students in 6th grade and on, the ALP can be blended into ICAP (Individual Career and Academic Plan). This could potentially save duplication of efforts and time. If the ALP and the ICAP are blended they must include a gifted achievement and an affective goal. ALP's need to describe a



transition process when students move from one level to the next level. Personnel who support gifted students in developing the combined ALP/ICAP should have:

- training in the understanding of gifted students and their academic/affective needs, and
- information for appropriate programming in the strength area(s) with appropriate course selection, rigor, acceleration methods or concurrent enrollment. This may require training for counselors or other school personnel who work with gifted students on their ALP/ICAP.

NOTE: Districts may choose to retain separate ALP and ICAP systems for students and parent/guardian, and their teachers. This is considered a choice and is up to local control of how this process is handled.

In addition to support for general education teachers, the leadership at SC-BOCES has also identified

the need to work closely with each district's administration to understand proper development of standards align advanced learning plans. District leadership, Gifted Ed. representatives, and teachers who participate in teams are encouraged to access additional ALP resources and webinars available on CDE's Gifted Education website.

Targets for 2016-2020 -

By 2020, South Central BOCES will develop a system to assure advanced learning plans are standards based and in alignment with state requirements. Random and periodic reviews will monitor the quality of advanced learning plans and serve as training tool to support GT teams in improving their skills. ALPs reviewed will have the following necessary components within it content*;

- ***Student information***
- ***Who the team members are***
- ***Date of parent notification of ALP development***
- ***A method to show evidence of parent engagement and input in ALP development and review of progress***
- ***Body of evidence for identification***
- ***Area of giftedness***
- ***Current performance data***
- ***Student Interests and participation***
- ***Annual performance and affective goals***
- ***Progress reporting***
- ***Programming***
- ***Goal attainment***

Procedures and responsibilities

The ALP is a collaborative effort between parent(s)/guardian(s), the student and school personnel. Parent and student participation in the ALP process is specified in the ECEA Regulations [12.02(2)(f)(v)]. Parents, teachers and the student are notified about ALP development. ALP development will include teachers(s), student, parent and support staff as appropriate. There will be evidence of parent engagement in each ALP. GT representatives can assist in the development but are not the sole custodian of the ALP. Classroom teachers who are familiar with and support ALP goals, and /or write ALP measurable goals will also be involved. In the past, SC- BOCES paid for all districts to use Alpine Achievement. In the 2012-2016 comprehensive plan it was stipulated that all districts would use Alpine for their advanced learning plans. Over the last few years this has shifted some, many still use Alpine for ALP development while others are not using Alpine at all. SC-BOCES will continue to have a platform that houses a gifted student's Advanced Learning Plans and the development of information contained with the plan. Currently other platforms other than



Alpine are being considered. Having consistency across the districts will help with portability within our AU. ALPs will be managed within the school cumulative record system and are transferred between grades and school levels.

Target 2016-2020

Once again some of our district have their ALP procedures, roles and responsibilities well established and have smooth processes. Other districts are in need of more individualized support to develop their identification process thoroughly from referral, evaluation, the collection of a body of evidence, determination (whether GT identification or a talent pool designation), ALP development and then appropriate programming.

By 2020, all districts will be in compliance with state guidelines for ALP content and process and as specified in the ECEA Regulations [12.02(2)(f)(v)]. AU support for district staff will be provided through site based consultation and technical assistance as needed.

Programming

Based on findings from our last C-GER (2014) programming was and continues to be an area in need of support. This too will become a targeted area over the next four years. We want to assure that programming components, options and strategies address the educational needs of gifted students. Programming options need to matches the area of identification strength(s) and interests of the student. Programming must also align to student's data and ALP goals. ALP should stipulate the type of delivery by which students are served at the different school levels. There needs to be an articulated system for transition process when students move to the next schooling level.

Currently, gifted education programming varies across the South Central BOCES AU districts. It is based on size, personnel availability and local district policy. As we move forward in our next four plan we will provide clear and concise descriptions of what programming options are available

Programming in our AU will include, but are not limited to;

- Support in differentiated instruction and methods recommended for gifted students (e.g. depth and complexity, higher order thinking skills)
- Support the collaborative development of the ALP
- Affective and guidance support
- Diverse content options in areas of strength
- Is articulated across grade levels
- Concurrent enrollment options if indicated in ALP or ICAP
- Post-secondary options to students
- Pre-collegiate and/or pre-advanced placement support
- A problem solving process when a gifted student is underachieving

Programming options are available to match student strengths and challenges by;

- Expanding the understanding of the nature and needs of gifted students to both parents and educational staff.
- Creating supportive learning environments that address the each gifted student unique strengths and challenges.
- Implementing research based strategies and practices that are effective in developing the gifts and talents of students from all backgrounds.

Support of quality programming

Also included in our last review was reference to a project based on the *Practical Strategies series* from Prufrock Press. This was a project started by one of our former executive directors who administered the gifted education programming at the time. Changes in leadership; the relocation of our instructional media materials; and several remodels have impacted the retention of the



materials designated for this project. When our most recent coordinator came on board and reviewed the last C-GER she attempted to salvage what materials were left and discovered while there were books remaining, specific materials developed by the then working group turned up missing. This project has been put on hold until the coordinator is able to meet with our new working group and determine how we want to proceed with this project. Remaining books and materials have been incorporated in our gifted education inventory.

Our last review also targeted the need for consistent implementation of affective and guidance support systems. Some districts are utilizing positive behavior support curriculum to address some of the affective needs targeted in individual ALP's . This is specific to gifted children and in addition to what is available for all students. Consistent support at all level and all region in not yet reached. This remains an area to be monitored and targeted in this next four year plan.

The structure of Gifted Programming in our AU

	Delivery of Services	Options for Curriculum and Instruction	Affective guidance and post - secondary and workforce readiness planning;	Differentiated Instruction
Elementary	Flexible grouping General Education with resource room Cluster grouping	Pre-assessment Assessment Alternatives Acceleration and monitoring	Social competence Personal competence Cultural competence Personal strengths	Subject based Acceleration Curriculum Compacting Grade based acceleration
Middle School	Cluster grouping Flexible grouping Online courses	Acceleration and monitoring Supplemental curriculum Replacement curriculum	Leadership Understanding Giftedness Respect for individual strengths and needs of peers Early career and college exploration	Subject Based Acceleration Content extension Targeted critical thinking skill development
High School	Cluster grouping Online course Concurrent enrollment	Advanced/ Honors courses Advanced placement Concurrent enrollment options	Multi-potentiality Perfectionism Emotional Intensity goal setting	Curriculum Compacting Grade based Acceleration Content extension



Future activities to support differentiation and programming

The AU Coordinator did attend the Depth and Complexity Training of Trainers held in the Summer of 2016, with the intent of taking the additional trainings as they become available. As described in other sections of this plan, our primary focus is on increasing identification rates. Some districts are further along than others, the coordinator will work closely with district representatives and administrators to determine their readiness for this next step.

Targets for 2016-2020

By 2020, South Central BOCES will support all member districts in refining and aligning their identification process to the state guidelines. South Central BOCES will also continue to assure the quality and consistency of ALP's by including the parents, teachers and students in their creation and review and by using Smart goals for both academic and affective needs. We will also assure consistent implementation of affective supports throughout the AU. ALP's will align programming options to student's data and goals. Programming options will match the area of identification strength(s) and interests of the student. Support in differentiated instruction and methods including depth and complexity and higher order thinking skills will be provided through professional development opportunities.

Evaluation and Accountability Procedures

South Central BOCES continues to monitor identified student achievement through the development and implementation of our Unified Improvement Plan addendum. The Unified improvement plan addendum will describe methods by which gifted student performance is monitored and measured and how methods align with state accreditation process. The BOCES will continue to disaggregate gifted student performance annually and reviews longitudinal achievement data. Affective growth will also be monitored and measured to ensure continual development. This process is then used to set targets and guide improvement strategies. Member districts are given copies of the addendum to attach to their own plans on a yearly basis.

South Central BOCES has also begun to gather stakeholder input via end of the year surveys. The self-evaluation process includes a method for informing stakeholders of program evaluation and student accountability. In recent years district representatives and administrators have been given opportunities to express what is working in their district programs and what areas are in need of improvement. This information has been utilized to address need and adapt policies and procedures to better meet needs at the AU and district levels. We have targeted the inclusion of surveys to gather parent, teacher and student input as well. By doing so, we will have established means of gathering input from stakeholders at all levels. Methods to report back findings to stakeholders will be refined over the next four year period as well.

BOCES will continue to support districts in their local efforts to gather individual student achievement data for their own self evaluation purposes. We will continue to ask representatives to complete end of the year data reports. This process helps collect current demographics and achievement data that is reflective of each district and region. This also allows the AU to monitor data that may not otherwise be accessible due to small "n" counts. Districts will be encouraged to use data to set local targets and goals on a yearly basis. This also allows us to monitor and reflect on the identification and progress of those students from under-served populations.

Advanced learning plans will continue to be reviewed annually to assure continued progress in both academic and affective areas. BOCES' program coordinator will conduct random periodic review of ALP's to assure compliance and alignment with state requirements. Teacher(s) and other school personnel directly responsible for instruction or program delivery develop ALP goals in collaboration



with gifted personnel at an end-of-year review or within the first month of the beginning of a school year. AU support for district staff will be provided through site based consultation and technical assistance as needed.

Targets

By 2020, South Central BOCES will have a system(s) in place to gather input from all stakeholders, including students, parent, district staff and administrators. Findings will be use to self evaluate and set yearly goals. A mechanism to communicate results will also be established.

By 2020, South Central BOCES will develop a system to assure advanced learning plans are standards based and in alignment with state requirements. Methods to monitor both affective as well as academic will be established. Random and periodic reviews will monitor the quality of advanced learning plans and serve as training tool to support GT teams in improving their skills.

Personnel

In keeping with the 2014 C-GER recommendations, SC-BOCES did take steps to employ a part time coordinator to oversee the management of the program plan, support gifted programming across our districts and assist in accessing and/ or providing professional development opportunities in our AU. In 2015, BOCES hired a part time coordinator. This person has made good faith effort to gain professional development through the completion of the on-line Javits modules and other avenues that fit within the new licensure requirements from CDE. She also attended the 2015 National Conference for Gifted Children in Phoenix AZ.

The South Central BOCES is in a transition period for our GT coordinator position for the 2017-2018 school year and on. The Special Education Director will assume the role of GT coordinator. He will establish 4 regional coordinators to help support local GT leaders within the local schools. 3 of the 4 regional coordinators are highly qualified or have been involved in GT for numerous years. SC BOCES is also involved with CDE to work together to get GERC support for the southern Colorado region.

South Central BOCES continues to encourage each district to identify school personnel who may be responsible to provide direct instruction; counseling; and/ or coordinate programming for gifted students in their district. Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teacher. Paraprofessionals are not funded with gifted grant funds and are not sole instructional provider in our member districts. Each designated person then becomes a member of our working group. Currently within our working group we have two member who have graduate degrees in gifted education and one other who has completed an endorsement in gifted education. Recent surveys indicate that many of our members have taken advantage of online modules offered by CDE. Topics include Differentiating for Gifted Learners; Raising thinking skills for gifted learners; The Gifted Learner; and the Gifted Reader. In addition to the modules our representatives have also had access to Identification and Standards aligned Advanced Learning Plan regional trainings. In December 2014, BOCES was able to bring Jacob's Ladder training to support identified reading targets. We were also able to offer Level one (online) and Level two of the Twice Exceptional series. Based on need, we were also able to offer Reading and Writing Strategies and Strength Based Programming for the Twice Exceptional learner in the Spring of 2016. All professional development supports the improvement and acquisition of knowledge related to the needs of gifted students

Efforts to utilize working groups contacts to promote best practice have been ongoing since the hire of our AU's program coordinator. In fall of 2015, one session lead representatives to do a self-evaluation using the National Association of Gifted Children Programming Standards K-12. This



enable our district representatives to reflect on and improve their teaching practices and gifted education programs to support student outcomes. Other sessions encouraged review of program plan and next steps as outlined by the 2014 C-GER report. The formation of subcommittees gave members an opportunity to understand, compare, and analyze practices in regards to parent communication and engagement; multi-tier systems of support, particularly as it relates to the formation of talent pools for those students who display potential but may not be identified as gifted at this time; and the promotion of strength based programming.

Through the work of our gifted education representatives we were able to identify that having materials that could be presented to teachers as a part of ongoing school professional development opportunities would be beneficial to all. Having a power point that could be used to inform staff had been something that had been mention in the last C-GER report. In 2016, ***"An Introduction to Gifted Education" - Prufrock Press*** has been purchased for each school to have a consistent message across the BOCES' in order to share the characteristics of giftedness; to inform general educators about the identification process (from referral to the development of the ALP); to define potential ways program for individual needs and ways to differentiate the curriculum for those students who are identified for gifted education services. Copies above mentioned curricula were purchased during the 2015-16 school year for all 23 of the schools in our AU. Our district gifted education representatives attended a training for trainers which exposed them to the curriculum (Spring 2016) and helped prepare them to present the material to their districts and staff members.

The CDE Office of Gifted Education has designated the Depth & Complexity Framework as a focus for statewide professional learning to support the next cycle of program plans. *Empowering Students to Think and Learn Using the depth & Complexity Framework* is a suite of workshops designed to build capacity across the state in best practices for gifted education. Workshops model structured and guided inquiry in an effort to promote a gradual release of responsibility in the classroom that results in students who are self-directed in their learning. The Depth & Complexity Framework aligns with:

- Colorado Academic Standards
- 21st Century Skills
- Teacher Quality Standards from the Colorado Teacher Model Evaluation System
- Concept and Problem based

The AU Coordinator did attend the Depth and Complexity Training of Trainers held in the Summer of 2016, with the intent of taking the additional trainings as they become available. As described in other sections of this plan, our primary focus is on increasing identification rates. Some districts are further along than others, the coordinator will work closely with district representatives and administrators to determine their readiness for this next step.

Targets for 2016-2020

Throughout the next four years, South Central BOCES will support and encourage ongoing professional development that will strengthen the knowledge base of our gifted education representatives and those educators who work directly with gifted students. Professional development will support the improvement and acquisition of knowledge related to the needs of gifted students. Steps will be taken to communicate these opportunities as they come up. Support and collaboration with universities and college support with development of qualified personnel will also take place.

Budget

SC-BOCES submits an annual budget plan to the state which reflects state funding as well as the AU and district 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 limiting expenditures for equipment, administrative (accounting) costs, and technology not to exceed collectively 20% of annual budget. Currently we are not contracting with other AUs to establish and maintain programming. However this may be something we consider in the future.

Based on our last C-GER our next step was to initiate a collaborative and transparent process for budget development and communicate it to all stakeholders. Since then leadership has taken steps to develop system to communicate the process and what funding formula is being used. We communicate regularly to superintendents, other district administrators and district GT representatives. We also work with district business managers to communicate allotments and suggested acceptable expenditures. Other interested parties would have access to information upon request and as needed.

Targets for 2016-2020

During this next four year plan, we will continue to devise a transparent process for communicating yearly disbursements and budget formulas used. We will also establish a system to determine unused funds and how to re-distribute them so there will not be any carry overs from year to year. Particular care will be given to identify correct billings codes for funds used. (General Gifted Ed. Funds and those from Universal Screening grant)

Reports

In keeping with our most recent C-GER, South Central BOCES continues to monitor identified student achievement through the development and implementation of our Unified Improvement Plan addendum. The Unified improvement plan addendum will describe methods by which gifted student performance is monitored and measured and how methods align with state accreditation process, The 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. The BOCES will continue to disaggregate gifted student performance annually and reviews longitudinal achievement data. Affective growth will also be monitored and measured to ensure continual development. This process is then used to set targets and guide improvement strategies. Member districts are given copies of the addendum to attach to their own UIP plans on a yearly basis. We do submit a yearly budget proposal and it is on file at the Department of education.

We will continue to access and analyze demographic for each district through the Gifted Education data management system. This will allows us to monitor and reflect on the identification and progress of those students from under-served populations. Data will include; Number of identified student by: Grade level; Gender and ethnicity; Free and reduced lunch; Areas of giftedness; Twice exceptionality, percent of students in AU identified and qualified personnel. We will continue to ask our representatives to complete end of the year data reports. This process helps collect current demographics and achievement data that is reflective of each district and region. Districts will be encouraged to use data to set local targets and goals on a yearly basis. Our Special Education Director who is also the Gifted Education Director will assure the accuracy of district records for the Data Pipeline annual reporting of gifted education as it relates to student count and reporting.

Record Keeping



South Central continues to comply with the following record keeping and reporting responsibilities:

Financial Records - Financial Records are kept in accordance with principles of governmental accounting. This AU maintains financial records related to disbursement of state gifted education funds on reimbursement of documented, appropriate expenditures and matching local funds for gifted education.

Inventory - An inventory is maintained of all equipment for which funds were received. South Central continues to house Gifted Education our Instructional Media Center (Lending Library) housed in our Pueblo West office. Our Gifted Education Coordinator has made this inventory accessible our website to inform district representatives and other district leadership. Materials intended to be used within districts such professional development, instructional and testing materials are labeled in such a way to show which year the funds were targeted and then distributed out district gifted ed. representatives.

Student Educational Records - ALP documents are part of the student's cumulative record. Student records are maintained at the district, consistent with state record retention rules and district policies. Confidentiality of Student Education Records (Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.)

- Maintenance and Destruction of Student Education Records (Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record-keeping established in the AU, including its member districts for student records, Kindergarten through grade 12.

Procedures for Disagreements

The established process for dispute resolution in the South Central BOCES AU is as follows:

- Disagreements regarding the decisions of the GT team may be referred by verbal or written request for review by the school principal and district gifted education representative.
- If not resolved at the district level, disagreements may be referred to the AU by submitting a written request for review to the South Central BOCES Special Education Director.
- The Special Education Director will appoint a review team composed of himself and the Gifted Education Coordinator and a district gifted education representatives from other AU members to meet with the parent, review documentation (e.g. Body of Evidence, ALP etc.).
- The review team will make a determination related to the disagreement, including recommendations to meet the student's needs and report back **within 10 days** from the day the written request was submitted to the South Central BOCES director.
- A written letter of determination and recommendations will be mailed to the parent, principal and district gifted education representative

Procedures for disagreement are included on our website and within our informative brochures. Both of these formats are available to all of our stakeholders.

Monitoring

South Central BOCES is prepared to participate in the Colorado Gifted Education Review process. We continue to comply with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students. Through the development of



our annual UIP addendum and data submitted by our representatives, we able to review enrollment and performance reports annually. We also continuously review the elements of our comprehensive plan as well. This self-evaluation process and program review is an essential component for continuous growth and improvement. It has been designed as tool to guide the appraisal of gifted program implementation based upon minimum provisions of Colorado's Exceptional Children Education Act (ECEA);

- *12.02 (1) (e) (iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress).*

This process will rely on using meaningful data, such as parent/staff survey data, the performance of identified gifted students on state and local assessments, enrollment data and indicators outlined in state regulations and reflected in this comprehensive program plan. If we are found out of compliance in any of the thirteen program elements, as a follow up activity we will complete an Improvement Timeline in DMS within six weeks of receiving the finalized C-GER report.