



Administrative Unit

Administrative Unit name: San Juan BOCES - 64143	Region: Southwest-West	
Name of Executive Director: Adrea Bogle Name of Lead District Gifted Education Director: Deborah Nielsen	Email: dnielsen@sjboces.org	
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Number of Districts within Administrative Unit:	
Member District	Superintendent Name
Archuleta 50-JT	Linda Reed
Dolores RE-4A	Scott Cooper
Dolores County RE-21	Bruce Hankins
Bayfield	Amy Lyons
Mancos RE-6	Brian Hanson
Ignacio 11-JT	Rocco Fuschetto
Montezuma-Cortez RE-1	Lori Haukness
Silverton 1	Kim White

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

Parents and families in San Juan BOCES are informed about identification and referral procedures on each district's website except one, one click away from the home page, where they can also find contact information for the gifted liaison, facilitator or coordinator. The San Juan BOCES website also has general information about referral and identification. Some districts have developed gifted education handbooks with this information included.

San Juan BOCES and the Southwest/West GERC work together to provide education for parents and families about giftedness and parenting gifted students by bringing speakers to the region with



presentations and discussion targeted to parents and families. In addition, some of the districts hold parent nights specifically for parents of gifted learners. Parent resources are listed on the SJBOCES website.

All districts have a process for involving parents in the development of ALPs, and this parent involvement is documented on the ALP form. Some parts of these processes include notifying parents/ families of ALP meetings, asking them for feedback and participation in goal development, and using parent-teacher conferences to check in with families about goal progress. Programming options vary widely between districts, and are outlined in ALP meetings as they pertain directly to student interests and strength areas. All districts in San Juan BOCES offer concurrent enrollment options, advanced placement or dual credit, and these are shared with families via district handbooks and websites as well as in ALP meetings.

Providing communication for families in Spanish is evolving in San Juan BOCES. There is a link on the SJBOCES website to *Recursos para los Padres* on the NAGC website. There is also a referral form in Spanish on the SJBOCES website. Some individual districts have forms available in Spanish as well as translators available for ALP meetings.

Parents and families are encouraged to participate in college and career planning as part of the ALP process, and some districts are using the ICAP process which also involves families. Parents/ families are involved in ALP transition meetings for students who are transitioning between elementary, middle and high school.

Participation in the school community includes options such as district parent advisory committees and school-based parent organizations and events. Opportunities and participation vary between districts.

Targets:

- 1) Remaining district will complete referral, definition and contact information on website, one click away from the home page.
- 2) San Juan BOCES, in cooperation with districts, will develop regional advocacy groups for parents of gifted learners. Since our districts are far apart geographically, having two groups may better serve the needs of our area.
- 3) Each district will develop a parent brochure about gifted characteristics, identification and programming options to be posted on its website and available in hard copy and in Spanish. This will also include the definition of "Gifted Student."

Definition of "Gifted Student"

SJBOCES uses the current Colorado State definition of gifted students, and it is posted on the SJBOCES website.

Gifted students (K-12) 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

Gifted students include students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socioeconomic and ethnic cultural populations.

This definition is used as the target for identification and programming in all SJBOCES districts.

Target: Add this information to websites and brochures, in English and Spanish.



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

Assessment and access process: As a result of the Universal Screening grant each district screens 2nd grade with CogAT or NNAT. Most districts also conduct Universal Screening at 6th grade.

Referrals: The process and forms are available on the SJBOCES website for parents and the community in English and Spanish and in English on most district websites or handbooks. Referrals are also sought from specials teachers, using observation scales and/or lists of characteristics.

Districts coordinators share lists of gifted characteristics as they may be observed in diverse populations with all staff members at least once a year.

Timeline: SJBOCES districts have agreed to the expected timelines for review of referrals and new student ALPs as outlined on the CDE website.

Profile: The SJBOCES Student Profile template has space to collect data in four areas: Characteristics & Behavior, Intellectual Ability, Demonstrated Performance, and Achievement. It also includes an area for "special considerations". *Some students may have unique needs such as English as a Second Language, Special Education, 504, Twice Exceptional, and those students who may have limited experiences due to culture or poverty.* Students must achieve at or above the ninety-fifth percentile (or advanced/exceptional) on a standardized test in their area(s) of exceptionality. Some students may have such strong evidence of superior abilities that further testing is unnecessary (such as the case in students with strengths in the performing and/or visual arts or psychomotor areas). These students require evidence of ability and growth on a rubric in their area of strength. Assessments used in the Body of Evidence for identification in SJBOCES may include: SIGS, GES, Performance evaluations, portfolio reviews, standardized achievement data (CMAS, Gallileo, STAR, NWEA), CogAt, Torrance, LSI, and NNAT. Results from TOPS, Depth and Complexity observation scales, the HOPE Scale, classroom performance, and the Kingore Observation Inventory may be used as referring data.

Review teams: All but one SJBOCES district has one or more gifted educator trained in statewide identification procedures to ensure portability. New gifted education personnel are trained each year by the GERC or the BOCES gifted education coordinator. In addition, review teams should also include general education staff, building administrators or counselors, Rtl coordinators, and as needed the GERC or Gifted Ed. Coordinator may participate or consult. The Review Team analyzes the Body Of Evidence, using the 95th percentile or distinguished/ advanced as qualifying criteria, while not excluding a student from identification due to the lack of one type of qualifying criteria.

Talent Pool: Cognitive and achievement scores in the 80-94th percentiles are used as referring indicators for Talent Pool. SJBOCES has created Talent Pool guidelines which have been shared with each district, and are posted on the SJBOCES website. These are reviewed and discussed at regional network meetings.

Communication: Districts communicate with parents so they are aware of and are offered an option to participate in the gifted identification process. Before any additional testing begins parents are notified and permission is obtained in writing. Parents are notified of the decision of the review team in a timely manner. Districts are strongly encouraged to include parents/ families at all meetings during the formal identification process.

Records: An ALP listing the identifying body of evidence for identification as well as the date, area of identification and contact person in the SJBOCES district is transferred via the student's cumulative records file. When new students transfer into our member districts, bodies of evidence are reviewed by district personnel, who consult with former districts and with parents when a body of evidence is incomplete.

The new student's ALP is reviewed within 45 days and parents are contacted within 60 days.

Targets:



- 1) Districts will seek referrals from community members and organizations in order to increase identification in the talent areas, creativity and leadership, especially among under represented populations.
- 2) Awareness and responsibility for identification and referral become shared among all staff and administrators - gifted identification becomes systematic and is not one moment and not one person.
 - * Districts -Continue to share positive and negative characteristics and behaviors associated with gifted potential with staff at least once a year, including lists of how these may be seen among under represented populations. Target new staff each year for discussion of the referral process.
 - * BOCES - Share the HOPE Teacher rating scale with each district, beginning with the Right 4 Rural districts.

Advanced Learning Plan Content, Procedures and Responsibilities

ALPs are created for each identified student and are required to be updated every year collaboratively with parents, students and teachers. Student learning goals reflect specific gifted educational needs that focus on the student's area(s) of identification, strengths and interests. All ALPs must include strength-based academic and social-emotional or post-secondary career awareness goals. Affective goals may align with health and wellness content standards, personal, social, communication, leadership, and/or cultural competencies. The ALP must list those strategies and structures designed to ensure that the student meets his or her goals. (Goals are not about remediation but growth and development). Some districts are beginning to use the I-CAP post-secondary goals in conjunction with the ALP. Progress on specific goals should be monitored on a regular basis throughout the school year to coincide with each district's timeline. The ALP includes a student profile with a description of the identification body of evidence as well as student interests. The SJBOCES member districts are dedicated to making the shift from goals that were written around a score or a grade to standards aligned ALPs that are student driven and developed by student, parent, teacher, and GT coordinator. The GERC and BOCES gifted coordinator are available to support individuals or districts with this process.

Targets:

- 1) All ALPs will include a description of the qualifying body of evidence to ensure portability.
- 2) Every identified student will have a current ALP with strength-area and affective goals by November of each school year. An increasing number of ALP goals will be standards-based.

Standards-based ALP training has been provided by CDE in our region. This is supported by work at our regional network meetings, where specific processes for parent, student and classroom teacher involvement have been developed and shared by district gifted education leaders.

All SJBOCES member districts use Alpine for ALPs, which makes them readily accessible to all staff members. Classroom teachers should be involved in goal development based on standards and be expected to work with students to periodically review and update goals. Some member districts are piloting a program where students choose mentor teachers for specific ALP goals.

Targets:

- 1) ALPs will show evidence of progress monitoring and student reflection on strength-based, affective and/or college and career readiness goals.
- 2) Classroom teachers and other staff will collaborate with students on implementing ALP goals in their daily instructional activities.



3) Systems to support transitions, such as student mentors, shadowing, discussion group pairing, and meetings with families, students and gifted staff will be in place for all gifted students moving from one school or building to another.

Programming

Programming components for gifted learners vary widely in our BOCES, based on district resources and the strengths, interests and needs of the students. The most common structures for grouping in our region are classrooms with flexible grouping at all levels, cross-grade grouping at all levels, cluster grouping at elementary and online courses at the high school level. Advanced placement courses and concurrent enrollment are offered in some districts. Some districts take advantage of advanced placement courses online or via remote attendance with other districts. Affective guidance methods used in SJBOCES districts include self-awareness and self-advocacy at every level, social competence at elementary and middle school, and relationships and social skills at the elementary level.

Instructional options related to career and college planning include exploration of personal strengths and interests at all levels, goal-setting at elementary and middle school, SAT assessment programs and talent search opportunities at high school. Plans for coursework to ensure completion of post-secondary workforce readiness are initiated at the high school level.

The most-used content options for students with exceptional ability are pre-assessment for appropriate instructional level at elementary school, acceleration and monitoring at all levels, advanced or honors courses at the high school level, supplemental curriculum at elementary and middle school levels, and AP and concurrent enrollment at high school. In addition, strategies include application of critical thinking in the content area at the elementary level, and exploration of interests at the middle level.

Districts report that creativity options most often include problem-solving skill development and specialized curriculum at the elementary level; competitions at the middle school level; and competitions and internships at the high school level.

Leadership options reported to be most commonly offered are student council at all levels, and service learning at the middle and high school levels. One district has Future Business Leaders of America as a partner for high school students.

Arts offerings vary widely. Most often seen in elementary schools are direct instruction in domain skill development and the use of community resources. Middle schools also use direct skills development, and commonly offer select music ensembles, theater classes and advanced performance opportunities. At the high school level along with direct instruction in skill development, select music ensembles, theater classes and competitions are most commonly offered across the region.

Targets:

- 1) Develop arts programming options to be available at all elementary schools.
- 2) Provide consistent social - emotional discussion groups for gifted learners at secondary schools.
- 3) Programming for Talent Pool students will be developed in each district, in order to nurture and develop student potential.

Evaluation and Accountability Procedures

The gifted UIP process has been complicated by the embedding of the gifted UIP addenda into the district UIP. Consequently, gifted UIP addenda are not always seen or reviewed by the BOCES gifted coordinator.



Some schools and districts facilitate informal student self-reflection on affective ALP goals through journaling, discussion groups and reflection forms.

Achievement data is disaggregated for gifted learners in each district by the SJBOCES.

SJBOCES conducts periodic surveys for stakeholder review. Some districts have district advisory committees which serve as study groups, making recommendations regarding the gifted program.

SJBOCES gifted network uses the AU self evaluation form to evaluate aspects of gifted services in our region, and the CPP targets and content are a collaborative process with the gifted network.

CGER recommendations and timeline for improvement are discussed and reviewed at regional network meetings and are available on SJBOCES website.

Targets:

1) Streamline the UIP gifted addenda process to provide access for gifted personnel to be involved in the UIP development.

2) Conduct regular student surveys regarding affective needs, support and growth in addition to the parent/family, teacher and administrator surveys.

Personnel

San Juan BOCES provides a half-time qualified person to monitor the gifted program. This person is responsible for managing the program plan, coordinating and providing professional development along with the GERC, and supporting districts and district personnel with administering their gifted programs.

Each district has a designated gifted education representative to work with the regional gifted network and to be responsible for coordination of the district's gifted program and services. Some districts have building-level personnel who work as a team to implement gifted services and programming in their districts.

SJBOCES coordinates and provides extensive professional learning opportunities to support improvement and acquisition of knowledge related to gifted characteristics, identification and referral, instructional strategies, social and emotional needs, differentiation, and compliance with CDE rules regarding gifted education.

Paraprofessionals are not funded by gifted grant funds and are never sole instructional providers for gifted learners.

SJBOCES personnel participate in statewide forums to advise colleges and universities regarding development of qualified personnel as well as sharing information about opportunities for local teachers and staff to access college level coursework to increase their capacity as gifted educators.

Target: Increase capacity of personnel to provide and administer appropriate gifted programming and services in all districts.

- * Gifted regional network meetings continue 3-4 times/year to support development of capacity and shared resources.

- * Gifted regional network makes recommendations for coaching and professional learning to be provided by district staff, SJBOCES and the GERC.

- * SJBOCES regularly communicates with the regional network about online course offerings on topics in gifted education. Network members share this information with all staff and encourage participation.

Budget

SJBOCES collaborates with its member districts to create and submit an annual budget plan for use of state and district funds for gifted education. State funds are used for professional development for



gifted education, licensed personnel that primarily serve gifted learners, and program options and materials for gifted learners. Administrative costs never exceed 20% of annual budget.

Target: Annual gifted budget is collaboratively developed and communicated in each district, and submitted to SJBOCES complete with detail and in the agreed-upon time frame.

Reports

SJBOCES member districts have current annual plans through the UIP Addenda on file at CDE. As part of the UIP process, districts comply with the requirements of accreditation with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting.

SJBOCES has a current budget proposal on file with CDE.

Member districts are struggling to maintain accurate records for the data pipeline to report number of identified students by grade level, gender and ethnicity, free and reduced lunch, areas of giftedness, and twice exceptionality. SJBOCES uses data submitted by districts to the data pipeline to report percent of students in the AU who are identified.

Qualified personnel for SJBOCES is reported annually through the Universal Screening and Qualified personnel grant.

Target: Districts will maintain accurate records for the data pipeline to report number of identified students by grade level, gender and ethnicity, free and reduced lunch, areas of giftedness, and twice exceptionality.

Record Keeping

SJBOCES keeps financial records in accordance with principles of governmental accounting. No state funds are used for purchasing equipment.

Individually identifiable student records are maintained in Alpine and stored electronically to comply with current state law and FERPA regulations to preserve privacy. This system ensures that ALPs are maintained and retained consistent with SJBOCES guidelines.

Target: ALP documents are included in students' cumulative records, and all records are transferred or destroyed after students leave the district.

Procedures for Disagreements

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

Each district has their own policy regarding disagreements. Should a district require resolution at the SJBOCES level, the process is as follows:

- Before a formal appeal, an attempt should be made at the building level to resolve the disagreement. The student or parent shall request a conference with the building level Gifted and Talented Representative in order to review the student profile and test scores, along with a thorough explanation of the screening process and its purpose. This conference should occur as soon as possible once the disagreement is voiced.
- If the conference with the building level Gifted and Talented Representative is not to the satisfaction of the student or parent's satisfaction, then a written appeal must be submitted to the building Principal. The Principal must schedule and hold a conference with the submitting party upon receiving the written appeal. The written appeal must contain a statement of the complaint, any



evidence in its support, the solution desired, the student or parent's signature and the date the appeal is submitted.

- If the outcome of the conference with the building level administrator is not to the student or parent's satisfaction, then the submitting party shall request a conference with the Director of Exceptional Student Services at the San Juan Board of Cooperative Educational Services. The Director will schedule and hold a conference with the disagreeing party within two weeks of receiving a request for a conference. A final decision will be made within thirty days of the conclusion of the conference. This decision will be in writing and is final.

Target: To increase communication efforts, districts are encouraged to include a dispute resolution process on all communications with parents regarding gifted student screening, identification and programming.

Monitoring

San Juan BOCES complies with all applicable state and federal laws and regulations regarding the program plan, identification and special education services for gifted students.

The SJBOCES Gifted Education Coordinator is responsible for creating the Gifted Education Comprehensive Program Plan in collaboration with gifted education representatives from each district. These plans are monitored through the gifted education regional network. This process, along with the AU Self-Evaluation, prepare us for the Colorado Gifted Education Review. A resulting Timeline for Improvement is created, monitored and accomplished under the direction of the SJBOCES Gifted Education Coordinator.

Enrollment and performance reports for the AU are monitored by SJBOCES, and at the district level they are monitored by the gifted education representative. Discussions are held yearly among the regional network representatives regarding this data.

Target: District gifted education representatives discuss and monitor UIP Gifted Addenda in collaboration with the regional network as well as with all district staff.