



Administrative Unit

Administrative Unit Name: Northeast Colorado BOCES - 64103	Region: Northeast	
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Number of Districts within Administrative Unit:	
Member District	Superintendent Name
Akron R-1	Brian Christensen
Buffalo RE-4J	Robert Sanders
Frenchman RE-3	Steve McCracken
Haxtun RE-2J	Darcy Garretson
Holyoke RE-1J	John McCleary
Julesburg RE-1	Shawn Ehnes
Lone Star #101	Susan Sonnenberg
Otis R-3	Kendra Anderson
Plateau RE-5	Mark Collard
Revere	Sharon Green
Wray RD-2	Levi Kramer
Yuma - 1	Dianne Chrisman

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



Northeast BOCES has a variety of platforms to educate parents about giftedness and parenting gifted students. This includes the Northeast BOCES gifted website and handbook. In the last two years, the AU has offered regional family parent nights in varying locations. These evenings have included talks on the identification process and gifted characteristics along with resource tables and student activities. In addition, there is an annual parent speaker at Ultimate Celebration, our regional event that targets 3rd-6th grade. Our parent speakers in the past few years have included Jenny Hecht, Lisa Van Gemert, Ian Byrd, and Miranda Harper covering topics such as 21st Century careers, overexcitabilities, existential depression, and keys for parenting gifted kids. Finally, information is available on the website or through the common parent handbook

Parents are notified by letter, email, face to face or phone call about students gifted identification. In some schools, parents are asked to help write the ALP. Discussions related to test scores, student progress, or student concerns may take place at Rtl meetings or parent/teacher conferences. Each school in the AU chooses different methods for communicating how to be involved and what progress is being made on the ALP.

The AU has trained teachers and provides support for a variety of programming options. Many of those are addressed in further detail in the programming section. However, these may include (but are not limited to): acceleration by grade level; ability grouping at both high school and elementary; acceleration by subject; special unit projects; concurrent enrollment in college classes; differentiation; contests and programs such as Knowledge Bowl, Robotics, or ALEKS; Depth & Complexity icons; and/or compacting curriculum. At the regional level, Northeast BOCES shares programming with Sterling known as Infusion Classes. These 8-week mini courses are provided to connect students to each other across geographic boundaries and provide programming within their strength areas.

Parents are informed of concurrent enrollment through pre-enrollment in the spring for fall classes, letter to parents and email. In most of the school districts in Northeast BOCES, guidance counselors meet with the students directly to provide information related to concurrent enrollment. Parents have access to ICAP portfolio that each student creates and may participate in ICAP meetings. Schools provide a college and career fair as well as visits local colleges.

GT School Coordinators are provided with samples of identification and engagement letters in a common google drive that includes versions in Spanish and English. In addition, the website is able to be changed to Spanish with the Google tool at the bottom of the page.

Rural schools have a great advantage in that the small size provides for regular communication that may be as simple as a conversation when dropping off a student but also flexible for parent schedules. Also, events planned for a variety of purposes bring teachers and families in contact, allowing for questions in a way that is sometimes unplanned, but works for all parties. Some options for communication opportunities include: Back to school night, parent/teacher conferences and family night, ESL night, Transition night (6th grade), Concerts and performances, Math and Literacy family night, Ultimate Celebration Parent speaker night at NJC, Back to school BBQ. In some schools, parents coach the spelling bee and brain bowl teams.

Targets:

1. Family Nights will continue to be offered on a school-by-school basis through Fall of 2022. These nights can be used to cover a variety of topics, including identification, ALP input and monitoring, programming ideas for parents, and resource sharing/networking. Schools can decide when to offer these, and the GT Coordinator will offer support as needed.
2. Districts within the AU will establish communication routines and timelines for gifted identification and programming that work for their District by Fall of 2019. These include, but are not limited to, GT team meetings, communication via letters/email to parents related to identification and/or the ALP for their student(s), and progress monitoring.



3. Establish a hybrid parent advisory group that includes online and live meetings beginning in the fall of 2019.

Definition of “Gifted Student”

The state definition for Gifted and Talented students is adopted and used by all districts within the Northeast BOCES.

"Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. 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 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 psychomotor abilities

The definition of a gifted student can be found in the Northeast BOCES gifted and talented handbook and on the Northeast BOCES Website. The definition of a gifted student leads to the creation and/or evaluation of an ALP to ensure programming needs are being met. Some programming happens at the regional level for gifted and talented students and information about these options are available at the Northeast BOCES website. Consistent efforts are made to ensure that the area a student is identified in relates directly to the programming provided. This also includes professional development for teachers on methods for differentiating inside the regular classroom, as this is often the method used to meet gifted student needs.

Targets:

1. The AU will provide training and development of specific pathways for talent aptitude identification by Spring of 2020. Materials will be based on the Joanne Haroutounian Arts Talent ID resources adopted by the Colorado Department of Education.
2. Training for teachers on the characteristics and identification for gifted and talented students will be offered at a regional level and at schools upon request through the Fall of 2022. GT 101 and online courses will build awareness for staff at all levels in all districts.

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

Northeast BOCES has provided identification training from CDE to all districts within the AU; along with GT School Coordinators, School Counselors and/or Administrators also took part in the training. Assessment for identification begins most commonly with an aptitude test. In Northeast BOCES, all schools use the CogAT (Cognitive Abilities Test) online. The CogAT assessment is used as a universal screener in 2nd grade and again at a chosen middle school grade (6th, 7th or 8th grade level). One advantage to using the online system is that it allows for Spanish-speaking students (the largest percentage of minorities within Northeast BOCES) to take the test in their primary language. The Profile of Creative Abilities is used as an aptitude test of creative abilities when school GT



Coordinators want to assess a student who may qualify in talent aptitudes or creative/productive thinking.

In the identification process, screening generally begins around the 80th percentile (though this is up to the individual school district), and the GT coordinator will continue to further gather evidence that may be used in the body of evidence. Qualifying evidence would include scores from aptitude or achievement tests at or above the 95th percentile. The assessment process is described in our handbook and posted on the Northeast BOCES website. It follows the guidelines outlined by the Colorado Department of Education.

State law requires identification of giftedness in students scoring 95th percentile or above in at least two different areas with three separate measures. Gifted identification looks at four different areas of measurement: aptitude, achievement, behavior and performance. We use CoGAT and the PCA as norm-referenced aptitude tests. In the achievement area, all schools within the BOCES use NWEA scores. Behavior scales used are dependent upon the school, but will be either the GES-3 or the SIGS. Qualifying scores from all instruments are set at the 95th percentile and above. Performance may include contests or juried performances that receive ratings in excellent or top categories. The AU follows the statewide identification procedures to ensure portability for transfer of gifted information and receiving of student files.

Students are not denied services or identified on the basis of performance on any single score or instrument. Coordinators look at trends over time. A low score with a high score are taken into consideration with the overall picture of the body of evidence. Students who do not meet the 95th criteria are placed in a talent pool and provided enrichment activities.

The talent pool designation varies by the school in Northeast BOCES. Some schools choose to set a score range that is below the 95th percentile but above 80-85th percentile. Others choose to look at the overall body of evidence to determine placement. The purpose of this talent pool is to program at a higher level and continue to collect data on the student to re-evaluate at a later date.

The school district populations within Northeast BOCES are small and create an environment where there is a lot of contact between parents and teachers. Rural schools have a distinct advantage in creating a sense of community; this type of communication assists in ensuring equal and equitable access for students of all populations.

Referrals can be made by:

- Teachers, counselors, students or parents who see gifted potential;
- Assessment data from NWEA, PARCC and CogAT that is reviewed to find students who are scoring in the gifted range;
- Students evaluated by regional or state level juried performances/competitions in academic areas, art, dance, music and band; and Behavior Observation Scales including the GES-3 and/or SIGS (this varies by school) filled out by teachers and/or parents.

Northeast BOCES districts make every attempt to identify students in all areas of giftedness and talent aptitudes. A variety of assessments/screeners are used to ensure that students from all socio-economic and ethnic groups are looked at from the school district level. Once a referral has been made, school districts have 30 days to gather documentation and evidence that will assist in identifying any potential areas of giftedness.

The School districts in NE BOCES use a team which may include the school GT Coordinator, classroom teacher and parents to evaluate the body of evidence. Some schools choose to use their Rtl team. The school districts have established procedures that use multiple criteria and assessments in the body of evidence. This means that many sources of information are reviewed over a period of time and decisions about giftedness are made based on that review. Evidence will include test scores from aptitude and achievement tests, but also results of behavior scales, input from parents and teachers, and anecdotal evidence provided at the school district level.



The determination letter is sent by the school GT Coordinator to inform a family whether their child is formally identified as gifted, placed in the talent pool, or it has been determined that the evidence does not suggest giftedness at this time. The determination letter is added to the student's file. The timeline of ALP review in 45 days of enrollment and communication with the parents within 60 days is (or will be) implemented.

Targets:

1. Time will be devoted at each Network meeting to identification simulations and questions. This collaboration will assist GT school coordinators in moving talent pool students toward gifted identification. It will also help increase GT identification rates overall.
2. In addition to GT101 offered at the District level, time will be allotted in the Alternative Licensure and/or New Teacher Induction programs to go over basic gifted characteristics and identification to meet the needs of this type of incoming teacher.
3. Training from Riverside Publishing on how to effectively use and interpret test results for the CogAT 7 when evaluating ELL students will be provided by Fall of 2020. GT School Coordinators will be responsible for disseminating this information at the local District level.

Advanced Learning Plan Content, Procedures and Responsibilities

All GT School Coordinators have been trained in ALP writing and development through CDE satellite training. In addition, some school districts have engaged GT101 training with AU gifted coordinator which includes a section on ALP development and writing. Upon request, the AU Coordinator also works one-on-one in school districts to assist with initial ALP writing and measurable goal development.

Most ALP development is facilitated by the GT Coordinator at the school district level. In some cases, classroom teachers are the initiators. Students are involved in a school-by-school basis, though parents are often not notified of ALP development. The AU recognizes the weakness of this area and has set targets for the next four years to bring more consistent involvement from students and parents to the ALP process and monitoring. Additionally, minimal progress reporting is happening, which is also evidenced by parent responses in the AU survey. This area is part of the improvement targeting.

The ALP goals are often aligned to classroom instruction, and sometimes to a specific supplemental programming option. Many of the supplemental strategies used include in-class support and differentiation including flexible grouping, subject acceleration, and depth and complexity. Some supplemental activities noted also include regional student programming with Ultimate events or Infusion Classes. Each ALP is unique to the student interests and abilities. A conference establishing interests and abilities happens in some schools, but students are not consistently part of the ALP development process.

ALPs are required to contain both an academic goal and an affective goal; both of these must be standards-aligned to comply with state regulations. Each ALP is evaluated for academic, standards-aligned achievement goals which align with the student's strength areas. Affective goals can be tied to NAGC affective standards (this has been shared with all GT School Coordinators), or to CTE Standards from the State of Colorado. Career goals are commonly looked at when a secondary student ALP is written. School counselors in Northeast BOCES have implemented the YouScience program for career exploration and interest identification. This information can be provided when the ALP is written to expand this section of an ALP.

Northeast BOCES is currently not blending the ICAP and ALP in any district on a regular basis. However, the CDE document providing guidance on this has been shared with all GT School Coordinators.



All identified gifted students have an ALP for the identified area, which includes a student profile. The body of evidence is housed either in the Student Information System (such as Alpine), or a cumulative file maintained by the GT School Coordinator. Some ALPs contain a brief description of this body of evidence for reference, and others contain all evidence. In the case of those that house the body of evidence separately, this is noted in the ALP for reference purposes.

Many of the school districts within Northeast BOCES are small enough that all grades are housed in one building. Transition looks different in a rural school, and may be as simple as a conversation between two teachers. However, in the districts with separate buildings, a transition process still needs to be addressed.

Each school district has a records management policy that houses the ALP for the student. This policy also governs how each school transfers information between buildings or grade levels. Options for parent engagement include document through phone calls or live meetings; some schools choose to use parent/teacher conferences to discuss ALPs. And, in other cases, email may serve as the primary mode of communication with parents.

Targets:

1. By the Fall of 2018 ALP staffings will be scheduled at the AU level and implemented at the school district level. The meeting will include GT school coordinators, classroom teacher, parents, student and other support staff as needed. The staffings will address parent concerns and increase involvement from students and parents on the ALP process.
2. Progress monitoring will be maintained through an optional second staffing each year. This can also be done through already planned school events including parent teacher conferences, back to school nights or requested meetings. Progress monitoring will begin Spring of 2019.
3. By the fall of 2022 the ALP process for high school students will shift from teacher- and parent-led to student- led decisions and goal setting. The AU will provide choice menus and sample goals for middle school age students to gradually transition into a true student led ALP in the high school years.

Northeast BOCES has provided training from CDE to all GT School Coordinators on standards-aligned academic and affective ALP goals. The AU Gifted Coordinator will continue to be a vital resource in assisting each district in the development of student ALPs and procedures to implement them with integrity.

Targets:

1. The ALP writing portion of GT101 offered to all schools will continue to be offered on a stand-alone basis to all schools through the Fall of 2022. When paired with an online class follow up and quiz, it is expected that participants will score at least an 80% to establish their understanding of what content ALPs should contain.
2. The AU will add to the existing identification survey additional questions to assist schools in tracking ALP goal development and progress monitoring. This identification survey is consistently done in the Fall of each school year.

Programming

The school district populations within Northeast BOCES are small and create an environment where there is a lot of contact between teachers in the school (many only have one teacher per subject or grade level). Rural schools have a distinct advantage in creating a sense of community; this type of communication assists in articulating what programming a student has received and/or is ready for next.



Each District within Northeast BOCES has unique opportunities for their gifted and talented students.

The challenge for the GT School Coordinators has been to match the student aptitude and attitude (preferences) to the options available to the District. Programming for our gifted students includes offering advanced level curriculum content, differentiation in the classroom, and enrichment for the students' area of strength. The schools in NEBOCES partner with either Northeastern Junior College or Morgan Community College for concurrent enrollment classes.

The largest area of identification in the AU is math; GT math students are taking accelerated classes/college courses from NJC, as well as robotics classes being developed in house at individual schools. The next largest area of identification falls in reading and writing; English students are taking accelerated classes/college courses through NJC as well. Some of these students participate in extra foreign language at advanced levels using the distance learning system, WAVES.

In addition, elementary, middle and junior high school students are served through the use of differentiation in the classroom as well as Infusion Courses, which are designed to be short, online courses taught in various subjects including Optical Illusion Art, Creative Writing, Poetry, and Robotics/Coding. These courses are available in 8-week blocks twice per year. There is an added benefit from these online courses in that students from different schools are able to connect with other rural gifted students, helping to create relationships that may not be as accessible within their own small school.

Students are primarily served by in-class differentiation and/or grouping with their classroom teacher. We also offer some additional independent and college WAVES classes as mentioned above.

Students participate in regional programming such as CU STEM, Ultimate Summit and Celebration, etc. Additionally, students have opportunities to participate in leadership clubs, Knowledge Bowl events and robotics competitions.

Student data is reviewed to make sure the programming is effective for achievement and growth.

Efforts are made to provide affective and guidance support, but this is usually done informally by the classroom teacher, who collaborates with the GT coordinator or parent. Affective goals are an area that needs improvement as evidenced by feedback from parent, staff, and student surveys. The body of evidence for gifted students is monitored and reviewed to identify areas for programming and next steps.

At the school level, the Guidance Counselor works with students to identify the classes best for their long term goals. In many cases, the conversation with students about their career pathway begins during 8th grade. While many schools do not combine the ALP with the ICAP system, all schools within Northeast BOCES use ICAP for college and career planning. The guidance counselor discusses options for taking college courses at that same time and throughout high school.

In many schools, the Guidance Counselor provides college information to the students. Some post-secondary institutions which were recently toured are: Northwest Technical, Aims, and NJC. Many schools offer guest speakers or past graduates who visit with the seniors about the importance of college or technical school options.

Targets:

1. By Spring of 2019, the AU will provide districts with a sample acceleration policy and each District will develop or use their own established acceleration policy to assist with programming options for their gifted and talented students. While grade-skipping is most commonly thought of when addressing acceleration, several other forms of acceleration, including content acceleration, compacting curriculum, or telescoping will be encouraged for programming of gifted students in their areas of strength.
2. Training in, and use of, Depth and Complexity icons and methods will continue to be taught and coached across NE BOCES through Fall of 2020. This methodology allows for the same content to be



taught to all students in the classroom, including gifted students, but at varying levels of depth and complexity to challenge each unique learner. Each District will decide at what level they would like to incorporate Depth and Complexity, and support will be provided by the GT Coordinator and GERC as needed.

3. Mentorship options will be explored through a partnership and communication between the NE BOCES GT Coordinator and Sedgwick County Economic Development as they pursue program options provided by a grant that will benefit all schools in the Northeast BOCES area. Business mentorships are part of the grant proposal, and though not specific to GT, the opportunity will be discussed as to appropriateness and need as the mentoring program is established. We plan to have mentorships established by the Fall of 2021.

4. The AU will develop a problem solving process to assist an underachieving gifted student. Resources to develop this will come from the CDE Twice-Exceptional Cadre and a book study facilitated by the AU using Jim Deliasle. This process will be made available to school districts by Fall of 2020.

Evaluation and Accountability Procedures

In the 2015-2016 school year, a UIP addendum was developed with a focus on increasing identification rates across the AU. At the time, the AU gifted identification rate was at 1.9%. Over the next two school years, the AU implemented regular training through GT101 (Characteristics, Identification, and ALP writing basics) offered by the AU Coordinator, Depth & Complexity trainings in local schools and an annual survey monitoring identification for growth. As we approach the 2017-2018 biannual UIP addendum, we are at 3.8% for identification and continue to show strong growth.

The new UIP to be filed in April will now reflect gifted student achievement and growth based on NWEA data, which is administered at all schools in the AU. This data has been collected regularly for all identified gifted students over the last two years.

Schools in the AU use a variety of measures to track and monitor affective growth with ALPs. These may include journals, organization projects, statistic tracking, and/or personal student meetings with the GT School Coordinator or School Counselor.

Stakeholder survey was administered to parents, teachers, administrators, and staff during the Spring of 2018. Results indicate a lack of awareness and communication particularly around ALP writing, both with staff and parents. Many parents also reported not understanding why their child was identified as gifted and what that would mean to his/her educational plan.

Targets:

1. Discussion with AU Principals has led to plans to initiate staffings for ALPs in each school similar to the time frame used to staff IEPs. The goal is to increase parent involvement and staff awareness of the ALP goals, while assisting with the progress monitoring process. This will begin in the Fall of 2018.

2. Each District within the AU will complete a stakeholder survey every other spring (once every two years) beginning in the Spring of 2018, to be completed by the GT School Coordinator, with the assistance of the Northeast BOCES GT Coordinator. As part of this process, surveys that are already developed within DMS can be used by the schools to get feedback from stakeholders, including teachers, parents and students.

3. Unified Improvement Plan (also known as the Annual Plan or UIP) will be based on student growth and achievement as measured by NWEA or CMAS scores. For schools with high enough numbers data can be dis-aggregated to reflect individual school patterns. The AU GT Coordinator will help collect data in the Fall and Spring of each school year.



Personnel

The AU employs a half-time individual (GT Coordinator) responsible for management of the program plan, as well as planning of professional development and regional student programming. This individual has an endorsement in Gifted and Talented.

Additionally, each District contracts with a staff member to act as the GT School Coordinator which is funded by state gifted funds. This person coordinates the gifted program at the district level, directs student Identification, ALP development and monitoring, and provides direction for gifted students. The coordinator attends network meetings and sometimes regional/state trainings.

The AU collaborates with Northeastern Junior College, Adams State University, and CDE for professional development classes and training in gifted education. Additionally, each district has the option of allowing teachers to advance educationally with other colleges and universities.

Professional development supports training that is related to the needs of gifted students at the school and Northeast BOCES level. Select staff members are currently or have been enrolled in the twice exceptional training, GT identification training, Challenge Math by Ed Zaccaro, Social-Emotional needs of GT taught by Terry Bradley, Depth and Complexity training and participated in CAGT fall conference.

Every effort is made by all AU districts to have core academic subjects taught by highly qualified teachers. Paraprofessionals are not the sole provider of instruction for gifted students in the AU.

Target:

1. By Fall of 2019, the GT Coordinator will develop 15-minute "GT-bites" that can be used by the GT School Coordinators at District staff meetings, GT Team meetings, and/or with GT Student Groups ("lunch bunch" or "nerd camp"). The intent of these short PD-bites is to expand awareness of and implementation for gifted and talented identification and programming. They may take the form of computer presentations (downloadable), task cards, or pre-recorded sound bites. Schools will begin using these through the GT School Coordinator by Spring of 2020.

Budget

Budget reports are distributed to all AU school districts who are asked to work with appropriate school personnel (usually a business manager) to determine categories for spending gifted funds.

School districts then send their reports back to the AU gifted coordinator who aggregates the information and reports it in the DMS system per state requirements. All funds are used in accordance with applicable state laws.

State funding is used for salaries and stipends for the GT School Coordinator, programming options for the students in school, and materials related to programming needs or equipment. A small amount is housed at Northeast BOCES and provides for additional professional development for the entire AU and assistance upon request.

Northeast BOCES works collaboratively with East Central BOCES to provide regional student programming and some professional development. This agreement is not financially based, but rather based in sharing the workload and promotion of the events.

Targets:

1. The AU Gifted Coordinator, GERC, and GT School Coordinators will collaborate to discuss needs each Spring and determine what programs or resources may be most valuable to purchase at the AU level for all Districts to use.



Reports

The AU writes a general gifted addendum that can be adapted for specific school needs or used as written. Unified Improvement Plans with a Gifted Addendum are on file at each school and available online.

Gifted student achievement and data are monitored by the individual GT School Coordinators. NWEA scores and identification data are reported to the AU Coordinator and/or GERC to aggregate data at the AU level. This is important for the smaller schools within the AU to have enough information to report on the UIP Addendum and/or other required state reports.

Required budget proposals are filed through the DMS system in a timely manner.

While the state reports the Data Pipeline data back to the AU, Northeast BOCES does monitor identification data using an online survey to each district. This survey asks individual schools to report grade level, gender, area of giftedness, and timeline of identification. This allows the AU to catch discrepancies in the reported data to the state and have results in a more timely manner that can be evaluated by the AU.

As of Spring of 2018 approximately 3.8% students in Northeast BOCES are identified as gifted. In addition, there is a part-time gifted coordinator at the AU with an endorsement in gifted and talented education.

Targets:

1. Districts will be encouraged to write their own Gifted Addendum for the UIP (i.e., Annual Plan) by Spring of 2020. The GT Coordinator at the AU level will provide guidance and suggestions based on the individual data from each District appropriate to specific needs.

Record Keeping

- Financial records are kept in accordance with the principals of governmental accounting, both in the Northeast BOCES office and at local school districts.
- A shared Northeast BOCES document is used for schools to log equipment purchased that is used for gifted students or programming.
- ALP Records are included as part of the students cumulative record at each school district.
- All documents relating to students are held as confidential and uploaded to the Student Information System. All unnecessary confidential documents are shredded after data is collected. All education and ALP records are maintained, retained and destroyed in accordance with current state law and FERPA regulations.

Procedures for Disagreements

The procedure for resolving disagreements can be found on the school district websites, Northeast BOCES Gifted and Talented handbook and the Northeast BOCES website. This procedure describes the methods and means for parents to express issues and concerns and discuss disagreements.



Monitoring

Northeast BOCES complies with all applicable state and federal laws and regulations. As mentioned previously, a UIP addendum is filed every other year (all districts are rural and qualify for biannual UIP), the Comprehensive Program Plan is up to date and all DMS reporting is complete and monitored.

All enrollment and performance reports uploaded by CDE to the DMS system are evaluated and shared with GT School Coordinators as needed.

The last CGER completed in the Spring of 2014 found that both Identification and Programming were the areas of highest need within the BOCES. The AU has provided in-school training on the characteristics, identification, and ALP writing (known as GT101) to several schools to increase awareness and understanding of giftedness. The overall percentage of identified gifted students fell from 2.9% at the last CGER to 1.9% a year later. However, it has steadily increased since that time and now is at 3.8%. The AU has instituted a BOCES-wide survey administered each Fall to track and monitor identification and will continue to do so in the future.

Programming was also an area of non-compliance at the last CGER. In addition to providing general giftedness training, Northeast BOCES has participated in Depth & Complexity trainings from JTaylor Education and in the CDE initiative on Depth and Complexity. This concept is specifically designed to provide a differentiation tool in the classroom for teachers to implement with any subject, grade, or unit. Other trainings have included Challenge Math and Student Affective Groups. In addition, the Northeast region has developed a programming tool called Infusion Classes, which allow any student in any of the Northeast region to participate in 8-week, online classes that provide extension and enrichment to multiple grade levels. These classes are targeted to serve the areas of highest identification (math, reading, and writing), but are also designed for expansion as identification continues to increase.

Targets:

All districts will be asked to complete a self-evaluation on areas of non-compliance beginning in the spring of 2018. This will help ensure readiness as well as awareness and timeliness of corrective actions as needed.