



# COLORADO





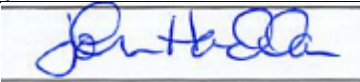

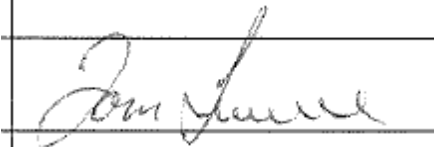


## Department of Education

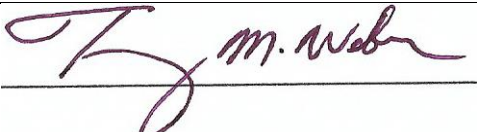
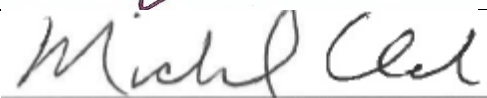
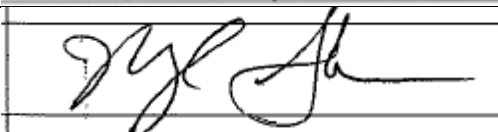

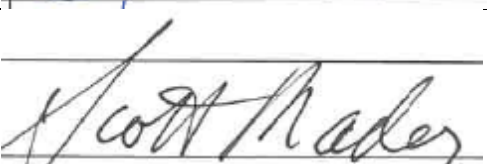
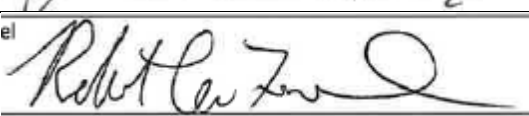
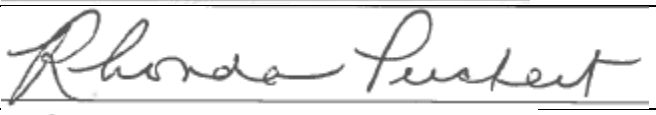
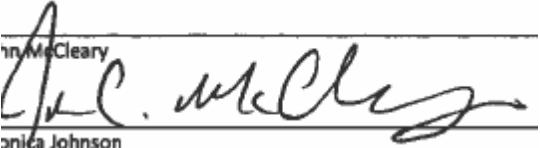

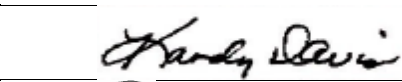

### Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name <b>East Central BOCES</b>		Fiscal Year: FY 2020-2021
AU Address 820 2 <sup>nd</sup> St (PO Box 910)		
City Limon	State CO	Zip Code 80828
Gifted Education Director Name Jodi Church	Telephone 719-740-0625	Email Address jodic@ecboces.org
Gifted Education Program Director Signature <i>Jodi Church</i>		
Superintendent Name Jason Westfall, Executive Director	Telephone 719-775-2342	Email Address jasonw@ecboces.org
Superintendent Signature <i>Jason Westfall</i>		



Additional Signatures

Superintendent's Printed Name	District	Signature
Hilary Jaynes	Agate	
Tonya Rodwell	Arickaree	
Valorie McCleary	Arriba/Flagler	
Robin Purdy	Bennett	
John Haddan	Bethune	
Tom Satterly	Burlington	
Tom Turrell	Byers	
Randy Holmen	Cheyenne Wells	
B.J. Buchmann	Deer Trail	

Terry Weber	Genoa/Hugo	
Mike Clark	Hi-Plains	
Myles Johnson	Idalia	
Sarah Nuss	Karval	
Scott Mader	Kiowa	
Robert Framel	Kit Carson	
Rhonda Puckett	Liberty	
John McCleary	Limon	 <small>John McCleary</small> <small>John McCleary</small>
Monica Johnson	Strasburg	 <small>Monica Johnson</small>
Kandy Davis	Stratton	
Chris Whetzel	Woodlin	 <small>Programs for gifted student application. The developers Educational for PISA, practice and online available</small>

The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website.

Directions:  
Write the administrative unit's description of how it implements each element of the Comprehensive Program Plan and how the AU plans to improve or enhance each element as appropriate. Address all key requirements as they are described in the Rules in your response.

<p style="text-align: center;"><b>Exceptional Children's Education Act Program Element</b></p>	<p style="text-align: center;"><b>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</b></p>	<p style="text-align: center;"><b>If the AU plans to shift practices over the next five years, use the following to explain:</b></p> <ul style="list-style-type: none"> <li>● Describe the specific action steps (activities, strategies) the AU will take</li> <li>● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected</li> <li>● Identify who is responsible for implementing these actions steps</li> <li>● Provide a timeline for implementation with specific benchmarks and dates</li> <li>● Identify the measures used to assess the success of the proposed action</li> </ul>
<p><b>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</b> 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Families in the East Central BOCES (ECBOCES) districts are informed about access to identification procedures through each district's Gifted Education Handbook, posted on each district's website. The handbook includes an overview of identification procedures including referral and screening procedures, collection and team review of the body of evidence, types of evidence collected, and state criteria for identification.</p> <p>Families are educated about giftedness and parenting gifted students by attending family sessions at twice yearly regional gifted education events. Professional speakers present relevant information based on the needs and requests of parents of ECBOCES gifted children. Families are also encouraged to visit the ECBOCES gifted education web page for access to lists of gifted organizations; general GT information; specific information on</p>	

	<p>social and emotional issues; lists of recommended books and websites for parents and students; and academic contests for gifted children.</p> <p>Families are notified when school personnel begin gathering data to determine identification. After identification, they are encouraged to provide input on the child’s goals. In addition, families are encouraged to attend a mid-year conference, usually in conjunction with parent teacher conferences, to discuss progress of Advanced Learning Plan (ALP) goals. During ALP development, families are informed of the best programming options that are available to fit the child’s needs. Programming options are described in the Gifted Education Handbook. Many districts hold a yearly family informational meeting to explain concurrent enrollment options. In the smaller districts, the counselor may have a meeting with a student and his/her family to discuss concurrent enrollment and other programming options. In most districts, the high school counselor holds a special college and career planning information night each fall.</p> <p>The ECBOCES Gifted Education Handbook is available in English and Spanish. At this time, Spanish is the only primary language other than English in the ECBOCES districts.</p> <p>Families of gifted children are encouraged to participate in their school communities in several ways. Most districts report high attendance at back to school nights and parent teacher conferences. Many families also attend the parent sessions twice a year at the ECBOCES regional gifted events. Several of the member districts host yearly math, reading/writing, or science nights. Districts report that these events are well attended by parents of gifted students.</p> <p>The ECBOCES Gifted Education Regional Consultant (GERC)/Coordinator has a list of families of GT students who wish to be on an email list. They are notified of GT student and parent events and conferences happening in the region and around the state. GT articles, useful websites, and books are also shared.</p>	
<p><b>Definition of “Gifted Student” 12.02(2)(b)</b>          12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>ECBOCES has adapted the most recent state definition of “gifted student”. This definition is stated in the Gifted Education Handbook which is posted on each district’s website. The definition is also posted on the ECBOCES gifted education website and is used as the basis for the implementation of the gifted education program plan elements.</p> <p>"Gifted and talented children" means those persons between the ages of four 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.</p> <p>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:</p> <p>General or Specific Intellectual Ability</p>	

	<p>Specific Academic Aptitude Creative or Productive Thinking Leadership Abilities Visual Arts, Performing Arts, Musical or Psychomotor Abilities</p>	
<p><b>Identification Procedures 12.02(2)(c)</b> The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>	<p>Each school district in the ECBOCES region has one or more trained gifted education coordinators who attend up to three gifted education network meetings each year. These coordinators, with guidance and support from the ECBOCES GERC/Coordinator, are responsible for following the appropriate process using state criteria for identifying students as gifted. This process is outlined in the Gifted Education Handbook which is available to stakeholders on each district’s website.</p> <p>The ECBOCES districts analyze state achievement data and local district assessments, looking for students who may meet the state criteria for identification. Using funds from the Universal Screening Grant, the ECBOCES districts screen all 2nd graders and all students in either 6th or 7th grades each year using the full Cognitive Abilities Test (CogAT). Many member districts also administer the full CogAT to students at other grade levels who transfer into their districts.</p> <p>Most districts have the ECBOCES GERC/Coordinator or their district coordinator provide a general GT Characteristics training to help teachers identify students in their classrooms who may benefit from a data review. Referrals are accepted from teachers and school staff, parents, and the students themselves at any time of year and the identification process begins within 30 days of that referral. ECBOCES has created a list of teachers from the region who are considered experts in the arts. These teachers have agreed to assist with identification procedures, evaluations, and decisions in the arts areas, and as needed provide professional development in arts identification at GT network meetings. All coordinators have access to the Specific Talent Aptitudes performance rubrics from the CDE website.</p> <p>Each of the twenty school districts in the ECBOCES region has one or more gifted education coordinators trained in identification procedures. A review team assists the gifted education coordinator in identification decisions based on analyzing a body of evidence including multiple types and sources of both quantitative and qualitative data, using 95th percentile as qualifying criteria. However, a score below the 95th percentile on the CogAT no longer prevents the review team from continuing the process and gathering additional evidence. Examples of data used include nationally normed state and local achievement data (for example SAT, PSAT, CMAS, NWEA MAPS, and i-Ready); normed referenced observation scales with home rating scales (SIGS); and performance rubrics in the arts, creativity and leadership. All districts have a Scales for Identifying Gifted Students (SIGS) kit and access to training and support from the ECBOCES GERC/Coordinator. ECBOCES has the Torrance Test of Creativity and the GERC/Coordinator has been trained in the administration and scoring of this assessment.</p> <p>Once the review team has made a decision, parents, teachers, and the student are notified of the results of the data analysis. A letter explaining the student’s scores and how those scores match up with the criteria for identification is placed in the child’s cumulative file and sent to parents. Students who have not yet met the minimum criteria for gifted identification are placed in the Talent Pool. Typically, cognitive and achievement scores in</p>	<p>ECBOCES will research and implement strategies and best practices in identifying under-represented populations, specifically English Learners and Free/Reduced Lunch students. The ECBOCES GERC/Coordinator will present the updated Colorado Department of Education (CDE) identification guidance to the district GT coordinators at a network meeting in the spring of 2021 and again in the fall of 2021.</p> <p>Beginning in the fall of 2021 the ECBOCES districts will use the updated identification guidance to analyze data to improve identification of underrepresented groups, specifically our EL students.</p> <p>ECBOCES districts with a population of at least 30% EL students will increase the percentage of identification of EL students as measured by the 2022 October Count.</p>

	<p>the 85th – 94th percentiles indicate that the student may be placed in the Talent Pool but each district sets their own criteria for Talent Pool. If the child qualifies for the Talent Pool, a letter explaining that decision and next steps is sent home and placed in the child’s folder. If a child qualifies to be identified as gifted, parents are notified in the letter that an ALP will be developed within 45 days and that parents are invited to collaborate on the ALP.</p> <p>To ensure portability, ECBOCES has created an updated ALP document that includes a body of evidence section, as well as other required sections. This ALP is kept with the student’s cumulative records, to be included in the transfer of records should the child move out of the district. When new students transfer into a member districts, the student’s ALP is reviewed within 45 days and parents are contacted within 60 days. When there is a lack of data/evidence, former districts and parents are contacted and students may be reevaluated.</p> <p>ECBOCES recognizes that the English Learners and Free/Reduced Lunch groups are underrepresented in gifted groups in our region. We are looking for solutions and welcome support and guidance from CDE in best practices in this area. Data over time indicates that our percentage of identified Twice Exceptional students usually meets or slightly exceeds the state percentage. ECBOCES, with the support and guidance of the CDE Twice Exceptional Team, assembled a team of gifted and special education personnel from member districts who participated in the CDE professional development and created a series of recorded trainings on Twice Exceptional topics to share with educators in their home districts.</p>	
<p><b>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</b>  12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>	<p>See Above</p>	
<p><b>Identification Portability 12.02(2)(e)</b>  Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student’s identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student’s ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p>	<p>See Above</p>	

<p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student’s ALP</p>		
<p><b>Advanced Learning Plan Content 12.02(2)(f)</b>                  The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<p>The ECBOCES member districts are dedicated to creating meaningful ALP goals that drive appropriate programming for gifted students. The ECBOCES GERC/Coordinators provides at least one training for ALP development each school year. The majority of time that the GERC/Coordinator spends providing in-district support is spent supporting district coordinators in ALP goal development.</p> <p>Content:                  The GERC/Coordinator created an ALP template that includes all legal requirements for ALPs. The CDE ALP Guidance Document was used as guidance in creating the sample. The member districts use the sample to create their own ALPs to be uploaded and housed in their district’s secure online platform (Alpine, etc.) or the district’s current cumulative file system. An ALP is developed each year for every identified gifted student. The original body of evidence is recorded and includes all required criteria but this was an element out of compliance in the most recent Colorado Gifted Education Review (CGER). A current student interest survey is administered annually and used to update information to the student’s profile, as well as current academic data to help monitor the student’s progress in his/her area(s) of giftedness. Families are also notified that the ALP is being developed or updated. Standard's aligned SMART academic goals are written to match the student’s strength(s) and or interest area(s). Districts provide content options to match the students’ goals. These may include: differentiated instruction in the classroom using supplemental curriculum, cluster grouping, curriculum compacting, grade or content acceleration, advanced classes, and concurrent enrollment.</p> <p>SMART affective goals are written to support the student’s strength(s) or need(s) in the areas of personal, social, communication, leadership, and/or cultural competency. The content, process, product, and environment for each goal are described in the ALP, and include how goals are aligned with tiered instruction or other supplemental or intensive instruction.</p> <p>Signatures are gathered in the form from each person involved in developing the ALP goals. Most member districts do not blend the goals with the ICAP, but do develop academic and affective goals that can be used in planning for post-secondary readiness.</p>	<p>ALPs in the ECBOCES member districts will have all required components.</p> <p>The ECBOCES GERC/Coordinator will present a refresher training on ALPs at the September 2020 GT network meeting for all district GT coordinators and an initial training in September 2020 for all new GT coordinators. Each year, the ECBOCES GERC/Coordinator will continue to offer in person or online support to all coordinators as they create and update ALPs.</p> <p>The ECBOCES GERC/Coordinator will record a short training for how to complete the ALP document. This and a recording of the ALP network meeting and the new coordinator training will be available to all district coordinators.</p> <p>By October of each year, each district will show the GERC one or more initial or updated ALPs complete with the original body of evidence, standard’s aligned SMART achievement goals and SMART affective goals, evidence of a plan in place for progress monitoring of each goal, and evidence of family involvement in the ALP. Before sharing an ALP with the GERC/Coordinator, the district coordinator will</p>



		<p>use a check list to self-evaluate the ALP.</p> <p>By October 2021 each district will share at least one complete ALP with all necessary components.</p>
<p><b>ALP Procedures and Responsibilities 12.02(2)(g)</b>                  12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student’s area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student’s growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>Procedures and Responsibilities:</p> <p>Districts finalize ALP goals at or before the fall parent teacher conferences. Most member districts progress monitor the goals mid-year but this was an area out of compliance in the 2018 CGER. GT coordinators and the student’s teacher typically share this information with parents at winter parent teacher conferences. Some districts use student-led conferences and students share their progress on goals. There is a space on the sample ALP to document the date of progress monitoring.</p> <p>The sample ALP document includes an area to write a transition plan for the next grade level and the ALP is transferred between building levels as the student moves up. In some districts, this transition meeting is a formal process and in some of the smaller districts it is more informal.</p> <p>The ECBOCES GERC/Coordinator will continue to provide ongoing on-site support and guidance with ALPs as needed. There is a recorded ALP goal training that is available to all GT coordinators as well as a separate recorded tutorial for completing the sections on the ALP form. An ALP goal refresher training will be offered each fall.</p>	
<p><b>Programming 12.02(2)(h)</b>                  12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student’s profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student’s assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p>	<p>The ECBOCES districts continue to work toward improvement in programming for GT students. The first step has been to ensure that student programming and instruction align with the students’ area(s) of identification and interest, as resources are available. Student survey responses continue to indicate that there is not enough rigor and challenge, other than in concurrent enrollment courses.</p> <p>Districts are using an updated ALP form and are using a collaborative process to develop ALP goals that align with standards, as well as the students’ strength areas.</p> <p>ECBOCES has provided Depth and Complexity training and support to member districts starting in June 2016. Training has included full day workshops at the BOCES training room as well as in-district trainings. The 2020-2021 training will consist of two levels, each offered virtually and at a self-pace. The ECBOCES GERC/Coordinator will provide the training materials and will offer follow-up support as needed. The ECBOCES Staff Developer has also been trained in Depth and Complexity and is able to offer support to districts’ Impact Teams. These teams focus on strategies to help all students grow.</p>	<p>In order to ensure that teachers have the tools they need to provide appropriate differentiation to gifted students, ECBOCES will continue to provide training and support in Depth &amp; Complexity. For the 2020-2021 school year, all educators will be offered virtual, self-paced Level I and Level II Depth and Complexity trainings. ECBOCES will provide the Depth and Complexity materials to participating educators.</p> <p>ECBOCES will continue to encourage and support</p>

<p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP. To be considered in an ALP, the AU shall consider the student’s need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>The ECBOCES GERC/Coordinator offers support and professional development in differentiated instruction on an individual basis or as a whole district training. Some teachers participate in the online modules for gifted learners.</p> <p>In the elementary schools, the most common types of programming include differentiation in the classroom using supplemental materials like Jacob’s Ladder, Jr. Great Books, Navigators, M2M3 Math, Khan Academy, and Math Menus. Some districts use individual online programs like ALEKS.</p> <p>The majority of our districts house Kdg-12th grades in one building. Therefore, content acceleration is the most common form of programming in the elementary and middle school grades. Cluster grouping and pretesting with curriculum compacting are also used at both levels. Several middle schools offer advanced math, science, and language arts classes and a small number of districts have pull-out or after school classes for GT students. Some upper elementary and middle school students are involved in book studies to address their social-emotional needs. Two commonly used books for this purpose are, From Worrier to Warrior, and Fighting Invisible Tigers.</p> <p>Career and college planning includes personal strengths and interests surveys, decision-making, goal setting, and time management. Study skills courses often start in middle school and continue through high school. Arts programming at the middle and high school levels includes direct instruction in domain skill development; select choir, band, orchestra, ensemble; competitions; and coaching by a skilled artist/performer. Leadership programming includes direct instruction in leadership skills, student council leadership, leadership camps/conferences, debate, specialized curriculum, FBLA, FFA, and community resources. In the high schools, the most common and effective methods of programming include advanced courses and concurrent enrollment.</p> <p>Many districts participate in Spelling Bees, Geography Bees, and Knowledge Bowl. Some have enrichment activities like, Chess, Computer and Foreign Language clubs.</p> <p>In addition, the secondary schools offer a variety of activities in which highly able students participate, including Legislative Day, Student Senate, National Honor Society, Athletics, Debate &amp; Forensics, and Journalism. Infusion courses are offered as enrichment and serve a variety of academic interests.</p> <p>Well attended regional GT events are held each year and provide programming that supports both the academic and social-emotional needs of GT students. There is an event in the fall for 3rd - 6th grade GT and Talent Pool students. The 7th - 12th graders are invited to attend a three day event in late May.</p> <p>ECBOCES has implemented Impact Teams in most of the ECBOCES districts. A coach from ECBOCES work once or twice per month with teams of teachers to create formative assessments and plan units based on the Common Core standards. Teams may look at student work to determine next steps for students who have already met the grade level standards. In most cases,</p>	<p>educators in completing CDE’s online modules b offering to facilitate the courses for districts and individuals and to offer a stipend to participants who successfully complete a course.</p> <p>By Spring 2022, 70% of gifted students will indicate on the survey that they feel their programming is appropriately challenging.</p>
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	<p>the students are accelerated to the next grade level’s standard or use more complex content with the same standard.</p> <p>The Iowa Acceleration Scale is used in conjunction with a fact finding document when whole grade acceleration decisions need to be made. This is a team decision.</p>	
<p><b>Evaluation and Accountability Procedures 12.02(2)(i)</b> The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(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); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>ECBOCES districts use different approved assessments to measure student progress. The majority of the districts use NWEA MAPS two to three times per year. Some use i-Ready two to three times per year. All districts participate in CMAS testing, but several districts have had high opt-out rates starting in 2015. One district has had 100% opt out since 2016.</p> <p>Gifted education coordinators meet yearly with the ECBOCES GERC/Coordinator to analyze and disaggregate gifted student data from across the region. This analysis serves to set priorities and to create BOCES-wide GT goals for the UIP. Because CMAS data is not available from all districts, UIP goals are measured by district achievement assessments (MAPS or i-Ready) and PSAT, SAT.</p> <p>The ECBOCES GERC/Coordinator provides a gifted education addendum for the UIP each year, with instructions for how to attach the addendum. ECBOCES was found out of compliance in this element during the 2018 CGER due to several districts not including gifted education in their district UIPs.</p> <p>ECBOCES conducts a stakeholder survey at least every other year. Results from parent, student, and teachers surveys, as well as focus group interviews, and CGER findings indicate that there is a lack of progress monitoring and measurement of affective ALP goals. All districts are working toward implementing a structure to measure and monitor affective and academic goals. Most districts will discuss progress toward ALP goals with parents at the winter parent teacher conferences.</p> <p>The program plan, C-GER report and timeline are posted on the ECBOCES gifted education website page.</p>	<p>All districts will put a structure in place to periodically measure student progress on affective and academic ALP goals. Gifted coordinators will support classroom teachers with this structure. Evidence on ALPs will indicate when and how this will occur.</p> <p>All districts will ensure that progress monitoring data of ALP goals will be shared with families at least once per school year. Gifted coordinators will support classroom teachers in this. Evidence on ALPs will indicate when and how this will occur.</p> <p>All districts will include gifted education in their UIPs, either by embedding gifted education in the plan or attaching an addendum. By January 2021, the ECBOCES GERC/Coordinator will provide a gifted addendum to be attached to districts’ UIP submissions.</p> <p>By April 2021 all ECBOCES districts who are required to submit a UIP will either attach the addendum or will embed gifted education in their UIP.</p>
<p><b>Personnel 12.02(2)(j)</b> 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p>	<p>ECBOCES employs an endorsed GERC/Coordinator to coordinate the AU gifted program and to provide support, guidance, and gifted education professional development to all member districts. The GERC/Coordinator position is supported by the superintendents. Each district has one or more gifted coordinators who assist with communication between students, teachers, parents, and administrators and with identification and programming for students. Coordinators are also responsible for assembling a team for identification decisions and ALP development. The coordinators</p>	

<p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>attend three GT network meetings per year and some attend state gifted education conferences. Paraprofessionals are not funded with gifted grants, nor are they the sole instructional providers for students.</p> <p>As endorsement requirements have changed, fewer of the ECBOCES district coordinators have the time or resources to obtain their GT endorsement. There will continue to be a focus on supporting teachers and administrators in furthering their gifted education knowledge, whether their goal is to obtain an endorsement or to grow in the area of gifted education. Educators are encouraged to participate in the CDE online Gifted Education modules and are provided a stipend for the successful completion of each course.</p> <p>The ECBOCES GT handbook was created in part, to increase the sustainability of the GT program in each district. Other documents that support sustainability include the Gifted Education Identification Handbook for coordinators, and the ECBOCES sample ALP document. The documents are easily accessed by coordinators on the ECBOCES GT web page. Various live and recorded webinars created by the ECBOCES GERC/Coordinator are available to all coordinators as needed.</p> <p>There is a moderate yearly turnover rate of gifted coordinators. Each year the ECBOCES GERC provides a training for new coordinators, along with differentiated support throughout the year. There is a professional development piece at each network meeting and a large training, like Depth and Complexity or Richard Cash, offered to all teachers and administrators each year.</p>	
<p><b>Budget</b> 12.02(2)(k)</p> <p>12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited</p>	<p>ECBOCES uses a collaborative process including the GERC/coordinator, executive director and the federal programs coordinator for developing the gifted budget and making decisions about how gifted funds are spent. The GERC/Coordinator meets with each district in the fall to determine their needs for the upcoming school year. There is a flow-through formula with a base amount plus per pupil amount for each district.</p> <p>The GERC shares the CDE document with examples of allowable expenses with each district yearly. The majority of the funds go to personnel expenses (coordinator stipends), student programming, and gifted student activities. Budget reports are reviewed monthly at superintendent accountability meetings and feedback is given. The GERC/Coordinator compiles the budgets from the member districts and submits them to CDE as one AU budget. State funds and district contributions are reflected on the budget.</p>	

<p>expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>		
<p><b>Record Keeping 12.05(1)</b> Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <a href="#">Financial Policies and Procedures Handbook</a>.</p> <p>12.05(2) <b>Inventory</b> An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) <b>Student Education Records</b> The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) <b>Confidentiality of Student Education Records</b> 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.</p> <p>12.05(5) <b>Maintenance and Destruction of Student Education Records</b> 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 or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain. <input checked="" type="checkbox"/> Yes</p>	
<p><b>Procedures for Disagreement 12.06</b> The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>ECBOCES has a process available for member districts. Each district has adopted or adapted the process. The procedures for disagreement are explained in the Gifted Education handbooks which are posted on each district’s website and printed for parents if requested. The procedures are listed below:</p> <ol style="list-style-type: none"> <li>1) Parents are notified of the identification or programming decision in writing by the local school district within 5 business days of the decision.</li> <li>2) Parents have 7 days from receipt of the notice to file a written notice of dispute with the school district Gifted &amp; Talented Coordinator.</li> <li>3) District gifted and talented coordinator (and teachers as needed) meet with parents to discuss dispute.</li> <li>4) At the end of the meeting, parents receive a summary of the meeting, including any decision adjustment if made.</li> <li>5) If parents still have disagreement with school decision, parents have seven days to request district administration (principal and/or superintendent) to review the decision.</li> <li>6) Parents receive a written summary of the meeting within five business days, including any decision adjustment if made.</li> <li>7) If there is still no agreement, at the parent’s or district’s request, the Gifted and Talented Coordinator for East Central BOCES and/or the Gifted</li> </ol>	

	<p>Education Regional Consultant will review the case and may meet with parents and district representatives to assist with mediation.</p> <p>8) Parents receive a summary of findings and of any decision made after review of district case by the East Central BOCES Coordinator and/or the Gifted Education Regional Consultant within five business days.</p> <p>9) If agreement can still not be reached, parents can address the local district school board who will be responsible for final decision.</p> <p>10) Parents are notified of final decision in writing by the local school board within seven days.</p>	
<p><b>Early Access 12.02(2)(l)</b>                  If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.</p> <p><input checked="" type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	