



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Northeast Colorado BOCES		Fiscal Year: FY 2020-2021
AU Address 301 West Powell		
City Haxtun	State Colorado	Zip Code 80731
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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>Exceptional Children’s Education Act Program Element</p>	<p>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 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>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. 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 handbooks.</p> <p>Parents are notified by letter, email, face to face or phone call about student 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.</p> <p>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 NJC Math and Science Competition; 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.</p> <p>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</p>	

	<p>related to concurrent enrollment. Schools provide a college and career fair as well as visit local colleges.</p> <p>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.</p> <p>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.</p>	
<p>Definition of “Gifted Student” 12.02(2)(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>The state definition for Gifted and Talented students is adopted and used by all districts within the Northeast BOCES.</p> <p>"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.</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> <ul style="list-style-type: none"> • General or specific intellectual ability • Specific academic aptitude • Creative or productive thinking • Leadership abilities • Visual arts, performing arts, musical or psychomotor abilities <p>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</p>	

	<p>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.</p>	
<p>Identification Procedures 12.02(2)(c) 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</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

<p>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>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</p> <p>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.</p> <p>Referrals can be made by:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p> <p>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</p>	
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	<p>of enrollment and communication with the parents within 60 days is (or will be) implemented.</p>	
<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 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>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.</p> <p>State law requires identification of giftedness in students scoring 95th percentile or above on at least one nationally normed test measure. 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.</p>	
<p>Identification Portability 12.02(2)(e) 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>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>When documentation is received from transfer students who are identified as gifted by the school GT Coordinator, the AU determines appropriate programming in the receiving school district within 45 days. School districts review the body of evidence to ensure that state guidelines have been followed. If further testing is required, parents are notified within the 60 day timeline.</p> <p>State law requires identification of giftedness in students scoring 95th percentile or above on at least one nationally normed test measure. 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.</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>Advanced Learning Plan Content 12.02(2)(f) 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 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g) 12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s</p>	<p>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</p>	

<p>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>writing. Upon request, the AU Coordinator also works one-on-one in school districts to assist with initial ALP writing and measurable goal development.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Options for parent engagement include documenting 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.</p>	
<p>Programming 12.02(2)(h)</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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</p>	

<p>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>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>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, CDLS.</p> <p>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.</p> <p>Students are primarily served by in-class differentiation and/or grouping with their classroom teacher. We also offer some additional independent and college 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.</p> <p>Many schools are choosing to utilize online academic and affective small groups offered by the BOCES level Gifted and Talented Coordinator. These groups are targeted towards each student’s academic and/or affective goal. The BOCES level GT coordinator is implementing those goals in the online group and monitoring progress throughout the year, reporting back to the district GT coordinator on a regular basis.</p> <p>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 the same time and throughout high school.</p> <p>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.</p>	
<p>Evaluation and Accountability Procedures 12.02(2)(i) 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</p>	<p>The 2019-2020 UIP addendum was developed with a focus on secondary males in English/Language Arts. This subgroup of students is showing stagnant growth from the beginning of junior high through 10th grade. Current goals involve specific ELA teacher training, student surveys for secondary males identified in ELA, and progress monitoring using NWEA scores.</p>	

<p>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>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.</p> <p>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.</p>	
<p>Personnel 12.02(2)(j)</p> <p>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>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>The AU employs a full-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.</p> <p>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.</p> <p>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.</p> <p>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</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>by Ed Zaccaro, Social-Emotional needs of GT taught by Terry Bradley, Mark Hess, Depth and Complexity training and participated in CAGT fall conference.</p> <p>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.</p>	
<p>Budget 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.,</p>	<p>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.</p> <p>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.</p>	

<p>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 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>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.</p>	
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory 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) Student Education Records The ALP documents shall be part of the student's cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law</p>	<p>You may simply check "yes" if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	

<p>and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 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>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.</p>	
<p>Early Access 12.02(2)(l) 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. <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. <input type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education. <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>	