

Comprehensive Program Plan

1. Procedures for Parent, Family, and Student Engagement

Procedures for Parent, Family, and Student Engagement 12.02(2)(a)(i)

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.

Please describe how the element is currently implemented in the AU.

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Families in the East Central BOCES (ECBOCES) districts are informed about access to identification procedures through each district's Gifted Education Handbook, posted in English and Spanish on district websites. 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. Families are encouraged to participate in the identification process and are asked to complete a SIGS form with comments.

Families are invited to participate in gifted education programs offered by ECBOCES. These include book studies and professional parent/family speakers. In the past few years we have found that parents are more likely to join virtual presentations than to travel to the ECBOCES office for live presentations. Family events include information on how to best support their gifted learners at home and at school. Professional speakers also present relevant information based on the needs and requests of families of ECBOCES gifted children. In addition, family newsletters are provided via email.

The ECBOCES website has a specific page with resources for families of gifted students. Families are encouraged to visit the site for access to lists of gifted organizations; general gifted information; specific information on social and emotional topics; lists of recommended books and websites for parents and students; and academic contests for gifted children. A link to the ECBOCES parent gifted education page is posted on each district's website.

The ECBOCES gifted coordinator has a list of families of gifted students and talent pool students who wish to be on an email list. They are notified of student and parent events and conferences happening in the region and around the state. Relevant articles, websites and books are also shared in newsletters.

District counselors reach out to families to provide information about concurrent enrollment options and college and career planning.

Currently, English and Spanish are the primary languages spoken. Most districts have a staff member who can translate during meetings and who can translate documents. ECBOCES uses a translator to provide all relevant documents in Spanish.

All ECBOCES districts are receiving Title I funds and they provide opportunities for family engagement. Many

of our districts receive the Perkins grant and have advisory councils with parent members. All districts have District Accountability Committees and parents are encouraged to participate.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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Procedures for Parent, Family, and Student Engagement 12.02(2)(a)(ii)

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.

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Districts encourage families of gifted children 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 join presentations offered by ECBOCES. 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.

During the identification process, families are notified when school personnel begin gathering data to determine identification. Families are encouraged to participate in the identification process and later, to provide input on the child's ALP goals. In addition, families are encouraged to attend parent teacher conferences to discuss progress of ALP goals. During ALP development, families are informed of the best programming options available to fit the child's needs. Programming options are described in the Gifted Education Handbook.

Many districts hold yearly family informational meetings to explain concurrent enrollment options. In the smaller districts, the counselor may have a meeting with a student and their 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.

One advantage of small, rural schools is that parents are encouraged and able to participate in many school activities throughout the year. In the smallest communities, the school is considered the center of the community. In many of the ECBOCES school districts, teachers and families know each other well. Parents feel welcome in the schools and it is common for them to be in the schools often. Informal discussion of progress happens during these times throughout the school year, in addition to the more formal discussions during conference time.

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2. Definition of “Gifted Student”

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.

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ECBOCES has adapted the 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.

"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.

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

General or Specific Intellectual Ability

Specific Academic Aptitude

Creative or Productive Thinking

Leadership Abilities

Visual Arts, Performing Arts, Musical or Psychomotor Abilities

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3. Identification Procedures

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:

Identification Procedures 12.02(2)(c)(i)

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;

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Each school district in the ECBOCES region has one or more trained gifted education coordinators who attend monthly gifted education network meetings. These coordinators, with guidance and support from the ECBOCES coordinator, are responsible for following the appropriate pathways using state criteria for identifying students as gifted. This process is outlined in the Gifted Education Handbook which is available on each district's website.

Most districts in the ECBOCES region have low percentages of identified students. Increasing identification rates is our priority, in order to ensure that we are meeting the needs of all gifted students.

District coordinators have shifted their practice as a result of the updated identification guidance and have placed more of an emphasis on qualitative data, understanding that this will help in the identification of underrepresented groups.

Every district screens 2nd and 6th graders (one district screens 7th graders) each year using the CogAT complete. Extra CogAT assessments are available for students from other grade levels who are referred for gifted identification.

In order to increase the identification of our underrepresented populations, we have added professional development opportunities with a focus on CLD + GT students, twice exceptional students, and multilingual learners. These courses and trainings have been offered to all educators in the ECBOCES districts. Some are live and many are virtual and self-paced, in order to meet the needs of participants.

District gifted coordinators have shared gifted characteristics documents that include CLD considerations with their classroom teachers in order to support them in understanding how characteristics may look different for different students. Professional development on how to use ACCESS data for identification purposes has also been offered to all educators.

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Over the past three years, the state has increased the percentage of identified PreK-12 students to 8% while EBOCES has remained at 2% as a whole, with both our traditional districts and our large online school factored into the calculation. When looking at 20 traditional schools in ECBOCES, the identification rate is currently 3.7%. We are committed to increasing the number of students we have identified as gifted in order to provide equal and equitable access to all students.

Data gathered from district GT coordinators and from Cognos reports from 2024-2025 October count indicate that we need to continue our focus of gifted identification in all strength areas and for all demographic groups.

If gifted students are properly identified, teachers will be able to provide advanced programming in their

strength area(s) in order to increase their academic growth and to support their affective needs.

Target:

By May 2026, the percentage of identified students in ECBOCES districts (including online school) will increase from 2.0% to 3.0%. The percentage will continue to increase one percentage each year thereafter.

Action Steps:

1. By October 31, 2025, district GT coordinators will discuss the 12 Gifted Characteristics document with their building educators and will ask for referrals. The ECBOCES GERC/GT coordinator will provide district GT coordinators the 12 Gifted Characteristics document. The ECBOCES GERC/GT coordinator will be accountable for making sure district GT coordinators are informed and follow through with sharing the document and asking for referrals. The ECBOCES GERC/GT coordinator will check in monthly at GT Network meetings to discuss the progress of district coordinators in sharing the 12 GT Characteristics document and in asking for referrals.
2. In December 2025, district GT coordinators will be offered professional development on the identification process, including the ECBOCES ID Process Document and working through identification scenarios. An identification refresher training will be offered in April. Both trainings will take place after universal screening data has been received. In addition, individual support will be available as needed throughout the school year. The ECBOCES GERC/GT coordinator will be responsible and accountable for informing, scheduling, and providing district GT coordinators professional development, documents, and support with the identification process. The ECBOCES GERC/GT coordinator will share reminders for the ID refresher trainings. Participants will be asked to complete an evaluation to determine if more/different support is needed.
3. Beginning in October 2025 and going through April 2026, district GT coordinators will share monthly GT topic emails with their building educators and will remind them to submit referrals. The ECBOCES GERC/GT coordinator will be responsible and accountable for informing and providing district GT coordinators with monthly GT topic emails to share with their building educators. The ECBOCES GERC/GT coordinator will check-in with district GT coordinators at monthly GT network meetings to discuss their progress in sharing monthly GT topic emails with their district educators.
4. In November 2025, district GT coordinators and district MLL coordinators will be provided professional development on the identification of Multilingual Learners. The ECBOCES GERC/GT coordinator will be responsible and accountable for scheduling and informing district GT coordinators and district MLL coordinators about the November 2025 professional development on the identification of Multilingual Learners. This training will be provided by Nisia Patalin, Spark Education. The ECBOCES GERC/GT coordinator will share reminders for the training on GT Identification of MLL's. Participants will be asked to complete an evaluation to determine if more/different support is needed. They will also be asked to report if any GT/MLL identifications or talent pool designations are made as a result of the training.
5. Universal full CogAT screenings will take place in the fall of 2025 and the spring of 2026 for every 2nd grader and every 6th grader in each district. Districts will be encouraged to administer the CogAT to other students who have been referred or who show potential. The ECBOCES GERC/GT coordinator will be responsible and accountable for managing and implementing the Universal CogAT screenings. District GT coordinators will be informed of and responsible for proctoring or asking for help to proctor assessments. The ECBOCES GERC/GT coordinator will check the usage report on Riverside Data Manager during each testing window to determine if any districts have not completed their 2nd grade or 6th grade CogAT universal screening.
6. A follow-up refresher training with content from the three Twice Exceptional trainings from the 2024-2025 school year will be offered to all district coordinators in the fall of 2025. The ECBOCES GER/GT coordinator will be responsible and accountable for scheduling, hosting, and informing district GT coordinators and ECOBES educators of the twice exceptional refresher professional development opportunity. The ECBOCES GERC/GT coordinator will share reminders for the refresher training on 2e Identification. Participants will be asked to complete an evaluation to determine if more/different support is needed. They will also be asked to report if any 2e identifications or talent pool designations are made as a result of the training.

7. An assessment matrix will be created by September 2025 in order for GT district coordinators to better understand the assessments available for different identification areas. The ECBOCES GERC/GT coordinator will be responsible and accountable for creating and informing district GT coordinators of the assessment matrix. The assessment matrix will be completed and shared with district GT coordinators in September 2025.

8. Two ALP/ID work days, one in September 2025 and one in May 2026, will be scheduled to give district GT coordinators time to work on identifications with support from the ECBOCES GERC/GT Coordinator. The ECBOCES GERC/GT coordinator will be responsible and accountable for scheduling, hosting, and informing district GT coordinators of the ALP/ID work days. The ECBOCES GERC/GT coordinator will share reminders to the district GT coordinators for the two work days. Participants will be asked to complete an evaluation to determine if more/different support is needed.

9. The ECBOCES GERC/Coordinator will share updates in identification rates with district superintendents at least twice per school year through the Gifted Education SAC reports.

Identification Procedures 12.02(2)(c)(ii)

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;

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Most districts ask the ECBOCES coordinator or their district coordinator to provide a general gifted characteristics training to help teachers identify students in their classrooms who may benefit from a data review. Coordinators are encouraged to use a list that includes traits common to culturally and linguistically diverse gifted students and to discuss some common negative traits that gifted students may exhibit.

Referrals are accepted from teachers and school staff, parents, community members, and the students themselves at any time of year.

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Identification Procedures 12.02(2)(c)(iii)

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;

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When a referral is received, the identification process begins within 30 days. District coordinators follow a flow chart to ensure decisions are made and all necessary collaborators are included in communication within the timeline.

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. 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 30 days and parents are invited to collaborate on the ALP.

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Identification Procedures 12.02(2)(c)(iv)

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;

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Each of the ECBOCES districts has one or more gifted education coordinators trained to use both quantitative and qualitative data in the identification process. The most common assessments and data used include cognitive assessments like CogAT; achievement assessments like ITBS; nationally normed state and local achievement data like SAT, PSAT, CMAS, NWEA MAPS, and i-Ready; normed referenced observation scales with parent scales like SIGS; and performance rubrics in the arts, creative or productive thinking and leadership. ECBOCES also uses the Torrance Test of Creativity and Profiles of Creative Ability. The ECBOCES coordinator has been trained in the administration and scoring of these assessments. Some districts use Renzulli Learning and have access to use the creativity assessment in that system.

The ECBOCES coordinator is available to provide training and support to all districts in administering the assessments and analyzing the data.

ECBOCES has created a list of teachers in 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 to 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 and the Talent ID Decks, created by a statewide group of BOCES GT coordinators.

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Identification Procedures 12.02(2)(c)(v)

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;

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In addition to qualitative data collected from assessments listed above, ECBOCES gifted coordinators are shifting to using more qualitative data including: comments from SIGS, teachers' anecdotal comments, comments from referral forms, and parents' comments. Academic achievement data is used to help determine a student's strength area(s).

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Identification Procedures 12.02(2)(c)(vi)

12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;

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All district coordinators are trained in the gifted identification process and are offered refresher trainings at least yearly. 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 does not prevent the review team from continuing the process and gathering additional evidence. The review team consists of the district coordinator(s), the ECBOCES gifted coordinator, and often a district administrator or special education teacher.

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Identification Procedures 12.02(2)(c)(vii)

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.

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The review team uses the ECBOCES gifted identification process document to follow state rules and procedures for determining gifted identification. If the student does not yet have the required criteria for identification in a specific area, the team considers whether or not they meet the requirements for identification in general intellectual ability. If a student does not yet meet the requirements, they are placed in the talent pool and their body of evidence is reviewed at least twice yearly.

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Identification Procedures 12.02(2)(c)(viii)

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;

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The review team follows steps on the ECBOCES gifted identification process document which has a sample determination letter to send to families and place in the student's file.

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Identification Procedures 12.02(2)(c)(ix)

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.

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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. If a child qualifies to be identified as

gifted, parents are notified in the letter that an ALP will be developed within 30 days and parents are invited to collaborate on the ALP.

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4. Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool

Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 12.02(2)(d)(i) 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.

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ECBOCES district coordinators use a score of 95th percentile or above for the main piece of qualifying evidence. Scores below that level are used as supporting evidence. In special cases, as in the identification of twice exceptional students or those from other underrepresented groups, students may be identified without a score at the 95th percentile. In these cases the supporting evidence and the student's need for appropriately challenging programming are taken into thoughtful consideration.

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Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)(ii)

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.

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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 does not prevent the review team from continuing the process and gathering additional evidence.

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Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)(iii)

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.

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ECBOCES district gifted coordinators screen data throughout the school year, typically looking for scores at the 80th percentile or above. Coordinators ask teachers to provide referrals for any students who are achieving above their peers in the classroom or who are displaying gifted characteristics.

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5. Identification Portability

Identification Portability 12.02(2)(e)

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:

Identification Portability 12.02(2)(e)(i)

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;

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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.

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Identification Portability 12.02(2)(e)(ii)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

When new students transfer into our member districts, the student's ALP is reviewed within 45 days and available programming options are chosen and ALP goals are written.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Identification Portability 12.02(2)(e)(iii)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

When there is a lack of data/evidence, former districts and parents are contacted and students may be reevaluated. Administration of assessments and other gathering of data may occur. Parents are invited to be included in the process.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Identification Portability 12.02(2)(e)(iv)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Parents are contacted within 60 days and are invited to collaborate in choosing available programming options and to provide feedback for the ALP goals.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

6. Advanced Learning Plan Content

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:

Advanced Learning Plan Content 12.02(2)(f)(i)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES member districts are dedicated to creating meaningful ALP goals that drive appropriate programming for gifted students. The ECBOCES gifted coordinator provides at least one training for ALP development and one ALP work day each school year. The majority of time that the ECBOCES gifted coordinator spends providing in-district support is spent supporting district coordinators in ALP goal development.

ECBOCES created an ALP template that includes all state requirements for ALPs. The CDE ALP Guidance Document was used as a sample in creating our template. It has been updated to meet accessibility requirements. Most member districts use the template for their ALPs and some use electronic platforms like Educlimber.

An ALP is developed or updated each year for every identified gifted student. The original body of evidence is recorded and includes all required criteria. 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 and to watch for additional areas to consider for identification.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Advanced Learning Plan Content 12.02(2)(f)(ii)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Academic SMART goals are written and aligned to standards to match the student's strength(s) and or interest area(s).

Affective SMART 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.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Advanced Learning Plan Content 12.02(2)(f)(iii)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Districts provide content options, as available, to match the students' goals. These include but are not limited to: differentiated instruction in the classroom, using supplemental curriculum, cluster grouping, curriculum compacting, grade or content acceleration, advanced classes, online courses, and concurrent enrollment. Please see Programming section 12.02(2)(h)(i)(B) for a detailed list of programming options.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take

- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Advanced Learning Plan Content 12.02(2)(f)(iv)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Classroom teachers provide progress reports or updates at least twice per year, usually at parent teacher conferences. This is noted on the ALP with parent signatures. The teacher and parent discuss progress and adjustments are made as needed. If parents do not attend conferences, progress reports are sent home and parents are contacted to confirm receipt of the report and to discuss the student's progress. This communication is noted on the ALP.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Advanced Learning Plan Content 12.02(2)(f)(v)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

In most cases, the district gifted coordinator and the classroom teacher work together to create some goal options. Then, the student and parent discuss the goals with them and a final goal is created. If additional teachers or a counselor are needed, they are asked to participate.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates

- Identify the measures used to assess the success of the proposed action

7. ALP Procedures and Responsibilities

ALP Procedures and Responsibilities 12.02(2)(g) & 12.02(2)(g)(i)

The AU shall have procedures for developing ALPs that include, but need not be limited to:

12.02(2)(g)(i) Notification of ALP development and times in the school year when parents, teachers and the student talk about student academic and affective goal progress;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Parents are notified when ALP development occurs and they are invited to collaborate with the student and teacher. Students are given a student interest survey to complete and are asked to participate in goal development.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

ALP Procedures and Responsibilities 12.02(2)(g)(ii)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

In most cases, the district gifted coordinator and the classroom teacher work together to create some possible goals. Then, the student and parent discuss the goals with them and a final goal is created. If additional teachers or a counselor are needed, they are asked to participate. Classroom teachers are typically the adults responsible for providing gifted programming and for monitoring progress of the goals.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

ALP Procedures and Responsibilities 12.02(2)(g)(iii)

12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Students are asked to complete an interest survey. The information gathered is used in creating ALP goals. Students are given the opportunity to help create their goals and are informed of their progress.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

ALP Procedures and Responsibilities 12.02(2)(g)(iv)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Districts that use online platforms are able to transfer ALPs electronically. Other districts include the ALP in the cumulative folder and it is transferred with other education documents.

ALP goals are written for the student's strength area(s) and are revised yearly. Emphasis is placed on the idea that goals should be reasonable and that classroom teachers should be able to support them.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

ALP Procedures and Responsibilities 12.02(2)(g)(v)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Classroom teachers provide progress reports or updates at least twice per year at parent teacher conferences.

This is noted on the ALP with parent signatures. The teacher and parent discuss progress and adjustments are made as needed. If parents do not attend conferences, progress reports are sent home and parents are contacted to confirm receipt of the report and to discuss the student's progress. This communication is noted on the ALP.

Some districts have secondary students lead their conference discussion.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

ALP Procedures and Responsibilities 12.02(2)(g)(vi)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES ALP template has specific places where parent signatures are required in order to show approval of the ALP goals, that they received progress monitoring data at midyear and end of year. If parents do not attend, coordinators follow their district guidelines for how to share goals and progress monitoring. They describe the communication method used on the ALP.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

CDE Comments

8. Programming

Programming 12.02(2)(h)(i)

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:

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

None of the ECBOCES districts employ a gifted education teacher. District coordinators have taken on this role as an extra responsibility. All of the coordinators are also full time classroom teachers, counselors, or administrators. They support their district's classroom teachers in providing appropriate programming for their gifted students depending on resources available.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(A)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

District coordinators ensure that available student programming and instruction align with the students' strength area(s) and interests. ECBOCES shares a programming document with ideas for different academic areas and grade levels. The ECBOCES gifted coordinator offers professional development in differentiation and programming.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(B)

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);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

ECBOCES districts focus on providing strength aligned programming for gifted students and students in the talent pool.

Subject acceleration, beginning in kindergarten, is a common form of gifted programming in ECBOCES districts. Although full grade acceleration is not as common as subject acceleration, district review teams, with the ECBOCES gifted coordinator, use the Iowa Acceleration Scales to determine when full grade acceleration is appropriate. This process has been used successfully.

The majority of gifted programming occurs in the regular classrooms. Some gifted coordinators use their lunch breaks or plan time to pull groups of gifted students together for academic and social emotional programming. Coordinators do not receive compensation outside of their regular stipend for this.

ECBOCES has implemented Impact Teams in 14 of the districts. A coach from ECBOCES works with district teams to ensure all students make growth. Teachers create rubrics for advanced students and use higher grade level standards and differentiated instruction.

Elementary Programming may include:

- Cluster grouping
- Flexible grouping within the classroom
- Depth & Complexity
- Tiered lessons
- Compacted curriculum
- Supplemental curriculum (Jacob's Ladder, Renzulli, etc.)
- Independent projects
- Social emotional lessons
- STEM clubs
- Lunch bunch groups
- Book clubs
- After school clubs
- Infusion courses
- Battle of the Books
- Knowledge Bowl
- Spelling Bee
- ECBOCES regional student events
- Differentiated academic guidance/intervention
- Science Fair or Science Olympiad
- Honor choir
- GT field trips

Middle School Programming may include:

- Cluster grouping
- Flexible grouping within the classroom
- Depth & Complexity
- Tiered lessons
- Compacted curriculum
- Independent projects
- Social emotional lessons
- STEM clubs
- Lunch bunch groups
- Book clubs
- After school clubs
- Infusion courses
- CDLS courses
- Advanced courses
- Battle of the Books
- Knowledge Bowl
- Spelling Bee
- ECBOCES regional student events
- Differentiated academic guidance/intervention
- Science Fair or Science Olympiad
- Honor choir, band, orchestra, and ensemble groups
- GT field trips

High School Programming may include:
Flexible grouping within the classroom
Depth & Complexity
Tiered lessons
Compacted curriculum
Independent projects
Social emotional lessons
STEM clubs
Lunch bunch groups
Book clubs
After school clubs
Infusion courses
CDLS courses
Advanced courses
Honors courses
AP courses
Concurrent enrollment
NHS
FBLA
FFA
Internships
Mentorships
CTE
Peer mentoring
Knowledge Bowl
Legislative Day
ECBOCES regional student events
Differentiated academic guidance/intervention
Science Fair or Science Olympiad
Honor choir, band, orchestra, and ensemble groups
GT field trips
Work study

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
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Programming 12.02(2)(h)(i)(C)

12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES gifted education coordinator offers professional development in differentiated instruction. Courses in Depth & Complexity are also offered.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(D)

12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

All of the ECBOCES districts use a form of social emotional programming like 7 Mindsets. Some districts use it school wide and some use it with smaller, targeted groups of students.

College and career planning is provided to secondary students by counselors in all districts.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(E)

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);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

ECBOCES districts focus on providing strength aligned programming for gifted students and students in the talent pool.

Subject acceleration, beginning in kindergarten, is a common form of gifted programming in ECBOCES districts. Although full grade acceleration is not as common as subject acceleration, district review teams, with the ECBOCES gifted coordinator, use the Iowa Acceleration Scales to determine when full grade acceleration is appropriate. This process has been used successfully.

The majority of gifted programming occurs in the regular classrooms. Some gifted coordinators use their lunch breaks or plan time to pull groups of gifted students together for academic and social emotional programming. Coordinators do not receive compensation outside of their regular stipend for this.

ECBOCES has implemented Impact Teams in 14 of the districts. A coach from ECBOCES works with district teams to ensure all students make growth. Teachers create rubrics for advanced students and use higher grade

level standards and differentiated instruction.

Elementary Programming may include

Cluster grouping

Flexible grouping within the classroom

Depth & Complexity

Tiered lessons

Compacted curriculum

Supplemental curriculum (Jacob's Ladder, Renzulli, etc.)

Independent projects

Social emotional lessons

STEM clubs

Lunch bunch groups

Book clubs

After school clubs

Infusion courses

Battle of the Books

Knowledge Bowl

Spelling Bee

ECBOCES regional student events

Differentiated academic guidance/intervention

Science Fair or Science Olympiad

Honor choir

GT field trips

Middle School Programming may include

Cluster grouping

Flexible grouping within the classroom

Depth & Complexity

Tiered lessons

Compacted curriculum

Independent projects

Social emotional lessons

STEM clubs

Lunch bunch groups

Book clubs

After school clubs

Infusion courses

CDLS courses

Advanced courses

Battle of the Books

Knowledge Bowl

Spelling Bee

ECBOCES regional student events

Differentiated academic guidance/intervention

Science Fair or Science Olympiad

Honor choir, band, orchestra, and ensemble groups

GT field trips

High School Programming may include

Flexible grouping within the classroom

Depth & Complexity

Tiered lessons

Compacted curriculum

Independent projects

Social emotional lessons
STEM clubs
Lunch bunch groups
Book clubs
After school clubs
Infusion courses
CDLS courses
Advanced courses
Honors courses
AP courses
Concurrent enrollment
NHS
FBLA
FFA
Internships
Mentorships
CTE
Peer mentoring
Knowledge Bowl
Legislative Day
ECBOCES regional student events
Differentiated academic guidance/intervention
Science Fair or Science Olympiad
Honor choir, band, orchestra, and ensemble groups
GT field trips
Work study

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(F)

12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

One advantage of small rural schools is that grades preschool through 12th are often housed in one building, allowing students to easily be accelerated between classrooms. In many of our districts, one teacher will have multiple grade levels in one class. For example one teacher may teach kindergarten and 1st grades. This is very common in secondary classes as well. Another advantage of small schools is that the schedule may be more flexible, allowing students to be accelerated in different content areas. These situations provide pathways for articulation. In our larger districts, administrators attempt to set up the daily schedule in a way that students can be accelerated for their academic strength areas.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(G)

12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Most districts offer advanced ELA and math courses at the secondary level. Some offer advanced science classes, Honors courses, and AP courses.

Some of the ECBOCES districts are small enough to have only one teacher who teaches all secondary classes in one content area. For example, one math teacher teaches all math courses to students in grades 6-12. Because of this lack of resources, districts may not be able to offer advanced level courses. In these cases, teachers differentiate instruction or students are given options to take online courses at higher levels. Many districts use Colorado Digital Learning Solutions (CDLS) for these courses.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(H)

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);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

In most cases, the district gifted coordinator and the classroom teacher work together to create some options for goals. Then, the student and parent discuss the goals with them and a final goal is created. If additional teachers or a counselor are needed, they are asked to participate. The ECBOCES gifted coordinator reviews all ALPs after they have been created or revised by the district teams.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps

- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(I)

12.02(2)(h)(i)(I) Post-secondary options available to gifted students.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Concurrent enrollment is offered in all of our districts. High school students, some starting in 9th grade, can take the Accuplacer to be accepted into college courses. Our districts use the University of Northern Colorado, Morgan Community College, Pikes Peak Community College, Colby Community College, and Lamar Community College. Districts use gifted funds to pay for concurrent enrollment courses for gifted students.

Some districts provide pathways for gifted students to graduate early.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Programming 12.02(2)(h)(i)(J)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Concurrent enrollment is offered in all of our districts. High school students, some starting in 9th grade, can take the Accuplacer to be accepted into college courses. Our districts use the University of Northern Colorado, Morgan Community College, Pikes Peak Community College, Colby Community College, and Lamar Community College. Districts use gifted funds to pay for concurrent enrollment courses for gifted students.

Some districts provide pathways for gifted students to graduate early.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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Programming 12.02(2)(h)(ii)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Districts use the RtI or MTSS process to problem solve and support gifted students experiencing challenges like underachievement. Parents are involved in this process. When possible, ALP goals are used to support students in overcoming these challenges. Often, the district counselor will offer programming to support the student.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
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- Identify the measures used to assess the success of the proposed action

9. Evaluation and Accountability Procedures

Evaluation and Accountability Procedures 12.02(2)(i)

12.02(2)(i) The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:

Evaluation and Accountability Procedures 12.02(2)(i)(i)

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;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Gifted education coordinators meet with the ECBOCES gifted 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 Annual Plan. Because CMAS data is not available from all districts, achievement goals are often measured by district achievement assessments like NWEA MAPs or i-Ready; and PSAT, SAT; or from ALP goals.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
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Evaluation and Accountability Procedures 12.02(2)(i)(ii)

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);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Affective growth of gifted students is progress monitored and measured at least twice per year on their ALP affective goals. Many students use journals, self-evaluations, and discussion with a teacher to monitor and measure their growth. Some districts use a social emotional curriculum that includes student surveys or other tools to measure affective growth.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Evaluation and Accountability Procedures 12.02(2)(i)(iii)

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);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Gifted education coordinators meet with the ECBOCES gifted coordinator to analyze and disaggregate gifted student data from across the region. This analysis serves to set priorities and to create BOCES-wide gifted education goals for the Annual Plan. Because CMAS data is not available from all districts, achievement goals are often measured by district achievement assessments like NWEA MAPs or i-Ready; and PSAT, SAT; or from ALP goals.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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Evaluation and Accountability Procedures 12.02(2)(i)(iv)

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);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

ECBOCES conducts a program collaborator survey at least every other year. Families, gifted students, classroom teachers, district coordinators, and administrators are invited and encouraged to complete the surveys. Survey data is analyzed by the ECBOCES gifted coordinator and district gifted coordinators. It is also shared with district administrators.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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Evaluation and Accountability Procedures 12.02(2)(i)(v)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES GT Comprehensive Program Plan, Annual Plan, and Gifted Education Monitoring (GEM) report are posted on the ECBOCES gifted education website page.

The ECBOCES gifted coordinator gives gifted updates to both the ECBOCES Board and Superintendent Advisory Committee (SAC).

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
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10. Personnel

Personnel 12.02(2)(j)(i)

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:

Personnel 12.02(2)(j)(i)(A)

12.02(2)(j)(i)(A) Management of the program plan;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

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, ALPs, and programming for students. Coordinators are also responsible for assembling a team for identification decisions and ALP development. The coordinators attend monthly GT network meetings each year and some attend state gifted education conferences. Paraprofessionals are not funded with gifted grants, nor are they the sole instructional providers for gifted students.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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Personnel 12.02(2)(j)(i)(B)

12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES gifted coordinator provides professional development opportunities for district gifted coordinators and other ECBOCES educators, both individually and for whole districts. Some of these opportunities include: Gifted Characteristics, How to Support Gifted Students in the Classroom, How to Support Gifted Students with ALP Goals, Programming Ideas for Gifted Students, and Characteristics of Twice Exceptional Students.

District gifted coordinators also provide professional development to their teachers and administrators periodically. This typically includes Gifted Characteristics and Programming Ideas. District coordinators share monthly gifted topics via email to their district educators. These one-pagers are provided by the ECBOCES gifted coordinator.

ECBOCES provides professional development from outside experts. Recently, some of these opportunities have included: Depth & Complexity Levels I, II and III, Manageable Differentiation for Gifted Learners, and Culturally & Linguistically Diverse + Gifted. ECBOCES educators are also invited to watch eight specific Conversations with CAGT and answer questions in order to earn certificates.

The ECBOCES gifted coordinator invites all district coordinators to attend the yearly CAGT conference. Beginning in 2024, several classroom teachers were also invited.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Personnel 12.02(2)(j)(i)(B)(I)

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

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES gifted coordinator provides professional development opportunities for district gifted coordinators and other ECBOCES educators, both individually and for whole districts. Some of these opportunities include: Gifted Characteristics, How to Support Gifted Students in the Classroom, How to Support Gifted Students with ALP Goals, Programming Ideas for Gifted Students, and Characteristics of Twice Exceptional Students.

District gifted coordinators also provide professional development to their teachers and administrators periodically. This typically includes Gifted Characteristics and Programming Ideas. District coordinators share monthly gifted topics via email to their district educators. These one-pagers are provided by the ECBOCES gifted coordinator.

ECBOCES provides professional development from outside experts. Recently, some of these opportunities have included: Depth & Complexity Levels I, II and III, Manageable Differentiation for Gifted Learners, and Culturally & Linguistically Diverse + Gifted. ECBOCES educators are also invited to watch eight specific Conversations with CAGT and answer questions in order to earn certificates.

The ECBOCES gifted coordinator invites all district coordinators to attend the yearly CAGT conference. Beginning in 2024, several classroom teachers were also invited.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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Personnel 12.02(2)(j)(i)(B)(II)

12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

As endorsement requirements have changed, fewer of the ECBOCES district coordinators have the time or resources to obtain their gifted education 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 simply grow in the area of gifted education. Educators are encouraged to participate in gifted education offerings and are provided stipends for successful completion of courses.

Currently, one district coordinator is working toward a master's degree with an endorsement in gifted education through UNC and another has a core endorsement and is working toward a doctorate degree with a specialization in gifted education through DU. Two coordinators earned an endorsement in gifted education before the requirements changed.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Personnel 12.02(2)(j)(ii)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

ECBOCES employs a full-time endorsed coordinator/GERC.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Personnel 12.02(2)(j)(iii)

12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Each district has one or more gifted coordinators who, with support from the ECBOCES GT coordinator, are responsible for 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 are invited and encouraged to attend monthly GT network meetings and some attend state gifted education conferences.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates

- Identify the measures used to assess the success of the proposed action

Personnel 12.02(2)(j)(iv)

12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

ECBOCES shares information from university gifted education programs and rural grants with districts.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
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Personnel 12.02(2)(j)(v)

12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the teacher qualification requirements under federal law.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

ECBOCES rural school districts strive to hire highly qualified personnel for every core academic area.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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Personnel 12.02(2)(j)(vi)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Paraprofessionals are not funded with gifted grants, nor are they the sole instructional providers for students.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take

- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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Personnel 12.02(2)(j)(vii)

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).

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES gifted coordinator provides professional development opportunities for district gifted coordinators and other ECBOCES educators, both individually and for whole districts. Some of these opportunities include: Gifted Characteristics, How to Support Gifted Students in the Classroom, How to Support Gifted Students with ALP Goals, Programming Ideas for Gifted Students, and Characteristics of Twice Exceptional Students.

District gifted coordinators also provide professional development to their teachers and administrators periodically. This typically includes Gifted Characteristics and Programming Ideas. District coordinators share monthly gifted topics via email to their district educators. These one-pagers are provided by the ECBOCES gifted coordinator.

ECBOCES provides professional development from outside experts. Recently, some of these opportunities have included: Depth & Complexity Levels I, II and III, Manageable Differentiation for Gifted Learners, and Culturally & Linguistically Diverse + Gifted. ECBOCES educators are also invited to watch eight specific Conversations with CAGT and answer questions in order to earn certificates.

The ECBOCES gifted coordinator invites all district coordinators to attend the yearly CAGT conference. Beginning in 2024, several classroom teachers were also invited.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
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- Identify the measures used to assess the success of the proposed action

11. Budget

Budget 12.02(2)(k) & 12.02(2)(k)(i)

Budget 12.02(2)(k) 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:

Budget 12.02(2)(k)(i)(A)

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);

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

ECBOCES uses a collaborative process including the gifted coordinator, executive director and finance director for developing the gifted budget and making decisions about how gifted funds are spent. Survey data from collaborators is also used to help guide budget decisions. The ECBOCES budgets are presented to the board in April and June. The ECBOCES superintendents also review the budgets twice per year.

ECBOCES distributes state funds using a flow-through formula with a base amount plus per pupil amount for each district. The ECBOCES gifted coordinator shares the CDE document with examples of allowable expenses with districts yearly. The majority of gifted funds are spent on personnel expenses such as coordinator stipends, and to support the instruction of gifted students such as student programming and gifted student activities. The ECBOCES 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 submission.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Budget 12.02(2)(k)(i)(B)

12.02(2)(k)(i)(B) Professional development and training relating to gifted education;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES gifted coordinator plans professional development based on the needs of the districts. Professional development opportunities are offered in person at the ECBOCES office, online after school, and as self-paced, virtual courses. The ECBOCES gifted coordinator administers a collaborator survey every one to two years. Teachers, gifted coordinators, and administrators are asked to give feedback on their professional development needs. This feedback is used to plan future professional development.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
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- Identify the measures used to assess the success of the proposed action

Budget 12.02(2)(k)(i)(C)

12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES gifted coordinator and the districts use gifted funds to support gifted student affective growth. Resources to support affective goals are purchased and professional speakers are hired to provide social emotional workshops to students at regional events.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
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- Identify the measures used to assess the success of the proposed action

Budget 12.02(2)(k)(i)(D)

12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education;

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

The ECBOCES gifted coordinator and the districts use gifted funds to purchase materials and resources for gifted student learning. Some of these materials include higher level texts, STEM kits, Jacob's Ladder curriculum, robotics materials, books for Battle of the Books, Noetic Math registrations, Wordmasters registrations, Renzulli registrations, and online courses.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
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Budget 12.02(2)(k)(i)(E)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

Most districts do not use their gifted funds for technology or equipment. In some cases, an iPad or Kindle have been purchased for gifted students to use. Districts limit these expenditures to ten percent or less of their gifted funds.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

Budget 12.02(2)(k)(ii)

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

District gifted coordinators collaborate with other district coordinators but do not have official contracts at this time. They support one another by combining students in order to form teams for certain events or competitions like Battle of the Books.

The ECBOCES gifted coordinator works closely with the NE BOCES coordinator to plan and provide student regional events and other opportunities. The two BOCES also combine resources to hire professional speakers for parent presentations and student events.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

12. Record Keeping

Record Keeping 12.05(1)

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 Financial Policies and Procedures Handbook.

Does the AU follow these procedures? 12.05(1)

You may simply check “yes” if you follow these procedures. If you do not, please explain.

Yes

12.05(1) Explanation

Record Keeping 12.05(2) Inventory

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.

Does the AU follow these procedures? 12.05(2)

You may simply check “yes” if you follow these procedures. If you do not, please explain.

Yes

12.05(2) Explanation

Districts maintain inventories of purchases made using 3150 funds.

Record Keeping 12.05(3) Student Education Records

12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.

Does the AU follow these procedures? 12.05(3)

You may simply check “yes” if you follow these procedures. If you do not, please explain.

Yes

12.05(3) Explanation

Record Keeping 12.05(4) Confidentiality of Student Education Records

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 and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.

Does the AU follow these procedures? 12.05(4)

You may simply check “yes” if you follow these procedures. If you do not, please explain.

Yes

12.05(4) Explanation

Record Keeping 12.05(5) Maintenance and Destruction of Student Education Records

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.

Does the AU follow these procedures? 12.05(5)

You may simply check “yes” if you follow these procedures. If you do not, please explain.

Yes

12.05(5) Explanation

13. Procedures for Disagreement

Procedures for Disagreement 12.06

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.

Please describe how the element is currently implemented in the AU.

Please describe how the element is currently implemented in the AU.

ECBOCES has a process available for member districts. Each district has adopted or adapted the process. The procedures for disagreements are explained in the Gifted Education handbooks which are posted on each district's website. The procedures are listed below:

- 1) Parents are notified of the identification or programming decision in writing by the local school district within 5 business days of the decision.
- 2) Parents have 7 days from receipt of the notice to file a written notice of dispute with the school district Gifted & Talented Coordinator.
- 3) District gifted and talented coordinator (and teachers as needed) meet with parents to discuss dispute.
- 4) At the end of the meeting, parents receive a summary of the meeting, including any decision adjustment if made.
- 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.
- 6) Parents receive a written summary of the meeting within five business days, including any decision adjustment if made.
- 7) If there is still no agreement, at the parent's or district's request, the Gifted and Talented Coordinator for East Central BOCES will review the case and may meet with parents and district representatives to assist with mediation.
- 8) Parents receive a summary of findings and of any decision made after review of district case by the East Central BOCES Coordinator within five business days.
- 9) If agreement can still not be reached, parents can address the local district school board who will be responsible for final decision.
- 10) Parents are notified of final decision in writing by the local school board within seven days.

Does the AU plan to shift practice(s) in this area?

If the AU plans to shift practices over the next four years, use the following to explain:

- Describe the specific action steps (activities, strategies) the AU will take
- Identify the data, policies and procedures, and/or research that supports the specific steps that were selected
- Identify who is responsible for implementing these actions steps
- Provide a timeline for implementation with specific benchmarks and dates
- Identify the measures used to assess the success of the proposed action

14. Early Access (OPTIONAL)

Early Access 12.02(2)(I)

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.

Does your AU offer early access? 12.02(2)(I)

You may check "no" if your AU does not offer early access.

If your AU does offer early access, please select the box below which applies.

No

12.02(2)(I) Explanation

EDAC Approved Collection

