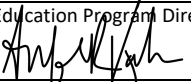
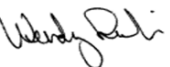


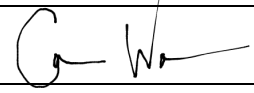


COLORADO
Department of Education

Gifted Education 5 Year
Comprehensive Program Plan (CPP)

AU Name Arapahoe 1, Englewood Schools		Fiscal Year 20-21	
AU Address 4101 South Bannock		City Englewood	State CO
Zip Code 80110		Phone 303-806-2040	Email Address amber_rundlekahn@engschools.net
Gifted Education Director Name Amber Rundle Kahn		Gifted Education Program Director Signature 	
Superintendent Name Wendy Rubin		Phone 303-761-7050	Email Address wendy_rubin@engschools.net
Superintendent Signature 			

Additional Signatures (if needed)

Printed Name Callan Ware	District Englewood Schools	Signature 
Printed Name	District	Signature
Printed Name	District	Signature
Printed Name	District	Signature
Printed Name	District	Signature
Printed Name	District	Signature



Comprehensive Program Plan | CPP

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

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

Directions:

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

<p style="text-align: center;">Exceptional Children’s Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p style="text-align: center;">If the AU plans to shift practices over the next four years, use the following to explain:</p> <ul style="list-style-type: none"> ● 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
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</p> <p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>Guidebook outlines identification procedures, information about progress reporting, and information about programming options and concurrent enrollment</p> <p>Quarterly newsletters and gifted education family forums are offered. Family forums serve as community building and offer a venue for communication about giftedness and gifted programming in Englewood Schools. A parent representative on the district advisory committee represents gifted education families</p> <p>The gifted education coordinator offers weekly office hours and offers flexible meeting times with families and students.</p>	<p>Updated guidebook with information on identification in the talent areas will be published and posted by November 2020 and posted on the new website.</p>

**Procedures for Parent, Family, and Student
Engagement** 12.02(2)(a)
(Extra Space – If Needed)

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.

Englewood uses the CDE published definition of a gifted learner; the definition aligns with ECEA rule.

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:

- 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;
- 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;
- 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;
- 12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptional ability 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;
- 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;
- 12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;
- 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.
- 12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and
- 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.

Referral and identification procedures are listed on the district gifted education webpage. Teachers, families, and community members may refer students to be considered for gifted education identification. Additionally, students may self-refer.

Englewood Schools administers Universal Screening of 6th and 2nd graders through the CogAT. The NNAT is also available for students from culturally diverse backgrounds and/or non-native speakers. Students who go through the referral process and do not have a recent CogAT or NNAT will be administered one of these assessments.

Each building has a gifted education liaison. The liaisons have access to a shared folder with one-page documents describing the gifted education referral and identification processes, including timelines. The gifted education coordinator and building liaisons work together with the classroom teachers as a collaborative review team to discuss and review student data for identification and programming.

The Body of Evidence for gifted identification includes quantitative and qualitative data. Descriptions for requirements of the body of evidence are included in the gifted education liaison folder.

Direct communication with parents of students who are in the referral process includes: emails from the building liaison and teacher to the parents. Parents of students who are in the identification process receive detailed letters about their students' body of evidence and the identification determination.

Written documents defining identification procedures and criteria for determining exceptional ability or talent pool have been created and are on a shared district drive.

Links to referral forms for gifted education will be posted on the new website in November 2020.

Guidelines for identifying students in the talent areas using state-approved criteria will be posted on the website in the 20-21 school year.

Gifted liaison staff trainings for identification procedures, including what requirements and assessments are needed will be offered in the 20-21 school year.

Englewood Schools' Gifted Education Coordinator will work with the CLDE coordinator to educate the CLDE families about gifted education referral processes.

Englewood Schools' Gifted Education Coordinator will begin analyzing data from the ACCESS test in the 20-21 school year to recognize and channel students who are English language learners to our formal referral and identification process.

Englewood Schools' Gifted Education Coordinator is collaborating with other local metro area coordinators to offer opportunities for juried performances in the talent areas to facilitate talent area identification.

**Identification Procedures
(Extra Space – If Needed)**

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

12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.

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.

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.

A description of the assessment process for identifying students and identifying the needs of gifted students is in our gifted education guidebook. Detailed one page documents on identification procedures are in the gifted liaisons shared folder. We offer universal screenings to identify gifted students as well as individualized assessments for students who are in the identification process. We identify students who fail to meet criteria on single assessments by collecting an on-going body of evidence to support their identification. Students who do not meet criteria for identification, but demonstrate characteristics of a gifted learner are placed in the talent pool. The talent pool list is reviewed and updated bi-annually with input from the gifted liaison, classroom teacher, and gifted education coordinator.

We are developing assessment methods for identifying students in the talent areas. Talent area content teachers and stakeholders from community are being recruited to develop these pathways. We will start recruiting and advertising for referrals for identification in the talent areas in December 2020.

**Criteria for Determining Exceptional Ability
(Giftedness) or Talent Pool
(Extra Space – If Needed)**

Identification Portability 12.02(2)(e)

Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:

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;

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;

12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.

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

Englewood follows the ECEA rules for gifted education identification procedures and adheres to the criteria for standards of portability. Englewood shares records with schools when students transfer, including the students' identification paperwork and ALPs. When students transfer to Englewood with an ALP, we review the ALP and make a determination of acceptance of that transferred ALP within 45 days. When transfer ALPs are accepted, a conference with the student, family, and teacher occur to identify how we will meet the needs of the student as outlined in the accepted ALP. If it is determined that a re-evaluation of the identification data is needed, parents of the student are provided with written communication documenting that the school gifted education review committee (teacher, liaison, and gifted education coordinator) will conference with the family and determine what additional artifacts are needed establish identification as a gifted student in Englewood Schools.

**Identification Portability
(Extra Space – If Needed)**

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:

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;

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;

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;

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;

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.

ALPS for students in grades k-8 are housed in Enrich. All ALPs contain standards-based based academic and affective goals. ALPs are updated annually to reflect student needs, strengths, and interests. ALPs contain information about supplemental curriculums, activities (such as extra curricular clubs or passion projects), and instructional differentiation techniques that the student needs. Parents are provided with updates on their student’s ALP goal progress at regular intervals/during the district report card periods.

The gifted education coordinator provides teachers with written directions, as well as opportunities for 1:1 and small group training, for ALP development. Within the first 3 weeks of school, classroom teachers review their students’ ALPs and make contact with their students’ parents to acknowledge the ALP. Within the first 5 weeks of school, teachers contact parents to establish a time to meet and update their students’ ALPs. Students are active participants in their ALP process: they help establish their annual goals and performance targets. Parents are considered partners in the ALP development and implementation. Parent attendance and feedback at the annual ALP review meeting is documented in the ALP document.

Guidelines for ALP content, including body of evidence requirements are in the shared district drive. Directions for developing strength-based standards aligned goals are provided to all teachers who are developing ALPs.

ALP content is monitored by the district gifted education coordinator. Progress monitoring reminders are provided to staff, along with tips and directions on progress in affective areas and ALP goal attainment. Gifted education coordinator office hours are offered weekly (and on an as-needed basis) to support teachers with progress monitoring.

Student lists are updated and building liaisons are notified when students transition from one building to another. Also, students have the opportunity to attend open houses at the buildings when they transition.

In the 20-21 school year, Englewood is moving all 9-12 grade ALPs into Naviance software to align the ALP with the students’ ICAPs/post secondary goals. Identification and body of evidence documentation will remain housed in Enrich and parent engagement will be documented through contact logs in Enrich or Infinite Campus.

Gifted education building liaisons will receive training and resources on the body of evidence requirements in the 20-21 school year.

**Advanced Learning Plan Content
(Extra Space – If Needed)**

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ALP Procedures and Responsibilities 12.02(2)(g)

12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s 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;

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

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;

12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and

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.

Classroom teachers (or content area teachers in secondary schools) review and facilitate reviews of the ALPs as well as progress monitoring for ALPs. Students, teachers, and families are involved in a collaborative goal writing and ALP review process. Students review their annual ALP goals with their teachers and work to design/update their ALPs with new goals. All ALPs are housed in the district software (Enrich). ALP goals are reviewed at periodic review periods according to the school's schedule for reporting. Parent and student signatures are obtained as evidence of ALP participation.

In the 20-21 school year, high school ALP goals and progress monitoring will be moved to Naviance/housed alongside students’ ICAPs.

ALP Procedures and Responsibilities
(Extra Space – If Needed)

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Programming 12.02(2)(h)

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:

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;

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);

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

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

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);

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

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

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);

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

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.

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.

Programming in Englewood Schools occurs through differentiation and unique/individualized opportunities for acceleration and exploration for students who have ALPs. Students and parents are active members of their ALP team. The types of differentiation and acceleration that each student needs are outlined in each individual ALP. All schools offer individualized opportunities for differentiation and acceleration, including course compaction when needed. Englewood offers a plethora of advanced coursework options: from an IB elementary school to a STEM focused, and an arts- focused elementary school. At the middle school level we offer a leadership academy; in high school, students can enroll in AP coursework and have many options for concurrent enrollment at the secondary levels. Several of our schools offer affective needs/social emotional groups.

In the 20-21 school year, the gifted education coordinator will offer affective needs small groups for students who do not have the opportunity to participate in an affective needs group with their building. Beginning in the 20-21 school year all ALPs will be reviewed to ensure that they have been updated. Select ALPs will be pulled to ensure that they meet ECEA criteria for ALPs. Also, in the 20-21 school year, the gifted education coordinator will review student data bi-annually to identify students who may be at risk for underachievement, or showing signs of motivational challenges.

Programming
(Extra Space – If Needed)

Evaluation and Accountability Procedures 12.02(2)(i)

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

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;

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);

12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and

12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and

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.

The Gifted Education Coordinator works with the Chief Academic Officer to report on gifted education in the district ' s Unified Improvement Plan. Gifted education student performance data is disaggregated and evaluated alongside data from the general population of students. Annual gifted student performance targets are set and reviewed bi-annually and reported on in the annual UIP/UIP timeline. Student affective growth targets are measured at routine reporting periods throughout the school year. Parents and students participate in bi-annual surveys to drive program evaluation and assess progress toward stakeholder goals. Parents are informed about updates to the UIP, district identification, evaluation, and programming options at Family Forums throughout the year. Gifted education family forum notes are posted on the district website for public viewing.

Beginning in the 20-21 school year, students will provide a written reflection on their progress toward their affective goals, as well as a reflection on the implementation of their ALP.

**Evaluation and Accountability Procedures
(Extra Space – If Needed)**

Personnel 12.02(2)(j)

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:

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

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

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

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

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.

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

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

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

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.

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).

Englewood Schools has a .5 Gifted Education Coordinator who provides training and programming guidelines to the gifted education liaisons (one at each building) in the district. The district applied for the Universal Screening and Qualified Personnel Grant and will continue to apply for this grant as long as it is available. The Gifted Education Coordinator is licensed as a special education administrator and takes classes on gifted education and attends professional learning conferences in gifted education. The gifted education coordinator manages the program plan and shares/facilitates professional development opportunities with educators and leaders in the district.

The district employs several teachers who hold gifted education endorsements. These teachers help provide guidance and feedback to the Gifted Education Coordinator.

Teachers who provide instruction to gifted education students meet the requirements for highly qualified teachers; schools that use paraprofessionals to support gifted education students do so with their own discretion and separate building budgets. Professional development opportunities in gifted education (offered by CDE, CAGT, and national gifted education organizations) are shared and highlighted with the liaisons as well as through district-wide communications. Job embedded training and coaching is provided to all teachers in alignment with our new curriculums and academic achievement initiative that includes explicit training on, and pathways for, differentiated instruction. New teachers receive an overview/introduction of gifted education in their induction program. Building level instructional coaches support teachers with providing targeted differentiation for individual students.

Personnel
(Extra Space – If Needed)

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:

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);

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

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

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

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.

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.

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

Yes

Budget
(Extra Space – If Needed)

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.

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.

12.05(3) Student Education Records

The ALP documents shall be part of the student's cumulative education record.

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.

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.

The Gifted Education Coordinator maintains an inventory of all purchased equipment. ALPs are housed in Enrich for students in grades k-8 and are included in the students' cumulative education record. Student records are protected in accordance with state law and FERPA regulations governing PII. Gifted education student records are maintained and destroyed in a manner consistent with general student records.

Beginning in the 20-21 school year, goals for gifted education students in grades 9-12 will be housed and reported on in Naviance. These students' identification and body of evidence will remain in Enrich with a flag that the goals and updates on body of evidence will be in Naviance.

**Record Keeping
(Extra Space – If Needed)**

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.

Procedures for disagreements will be posted on the new website in November, 2020.

Early Access 12.02(2)(f)

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.

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

No, our AU does not offer early access.

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

AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.

AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.