

**Colorado Department of Education (CDE)
 Gifted Education Program Plan
 2008 – 2012**

Administrative Unit's Name: Englewood Schools		Region: Metro
Name of Gifted Education Director/ Coordinator	Valerie Davis	
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Name of Superintendent/BOCES Director	Jim McCabe	
Superintendent's Signature Date: _____		

The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.



Section I: State Performance Plan (SPP)

⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.

The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.

**STATE PERFORMANCE PLAN
 For Information, Guidance and Technical Assistance**

Goal Area I: Student Achievement - Targets

Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.

Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

Goal Area I: Student Achievement – Record Keeping

Gifted students will have advanced learning plans that guide instructional and affective programming.

Indicator 2: 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

Goal Area I: Student Achievement – Assessment Tools

For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.

Indicator 3: 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

Goal Area II: School Capacity – Training and Programming

Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.

Indicator 4: 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

Goal Area II: School Capacity – Personnel

Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.

12.02 (1)(f)(i)

Indicator 5: *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

12.02(1)(f)(i)

Indicator 6: *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.*

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students.

Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.

Goal Area II: School Capacity – Professional Development

Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.

Indicator 7: 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.

Indicator 8: 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.

Goal Area III: Representation in the Gifted Population – Categories

A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.

Indicator 9: CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.

Goal Area III: Representation in the Gifted Population – Cohort Identification

CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.

Indicator 10: The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

Goal Area IV: Partnerships – Parents

Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.

Indicator 11: 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

Goal Area IV: Partnerships – Higher Education

Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.

Indicator 12: 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.

Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.

Goal Area V: Unique Populations – Early Childhood

Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)

Indicator 13: 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

Goal Area V: Unique Populations – Support Structures

Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.

Indicator 14: 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training)

Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.

Goal Area VI: Supervision and Monitoring

Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).

Indicator 15: Selected administrative units from each of the 8 educational regions will participate in CIMP.

Evidence 15: Number of administrative units from each region participating in CIMP

Indicator 16: 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.

Directions: Goal Area VI: Colorado Improvement and Monitoring Program (CIMP) is completed only by administrative units defining improvement indicators as a result of the CIMP process. This section may be added as an addendum after the due date of the original 2008-2011 Program Plan.

Goal Area VI: Administrative Unit's CIMP Targets

Type in this space CIMP indicators. Label all indicators in sequence 17A, 17B....

Indicator 17A:

Indicator 17B:

Check here if not applicable

Directions - Optional: Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

Goal Area VI: Administrative Unit's Unique Goal/s and Indicator/s (optional)

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B....

Goal:

Indicator 18A:

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

Directions:

Write the administrative unit's description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Examples of Student Achievement Indicators

- * Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.
Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- * Indicator 1B: Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.
Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- * Indicator 1C: The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.
Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

Directions: Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by: #1 needs in literacy; #2 needs in math; #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, ... Write an evidence statement that is measurable (e.g., percent, number).

** BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1 A: Moffat School District -).

Indicator 1A: Students gifted in math will score above the mean for grade level on the NWEA test and will demonstrate a minimum of one year's growth.

Evidence 1A: Percent of students gifted in math who score above the mean for grade level on the NWEA

test and demonstrate gains of at least one year's growth.

Indicator 1B: Students gifted in language arts performing at the advanced level on CSAP writing will increase from 25.42% to 28.42%.

Evidence 1B: Percent of students gifted in language arts performing at the advanced level in CSAP writing test.

Community Outreach

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.
How will the stakeholders access the process for identification assessment and programming options? How are parental engagement opportunities fostered and implemented? How do parents provide input about their student's strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

The district web page contains a link to the GT program. Included are identification procedures, services provided, a calendar of events, and photos of GT programming in action.

The Director of Learning Services and GT coordinators hold Data Driven Dialogue meetings for parents and students to write goals for the ALP's and to monitor student progress. Parents sit with their child, assess the data, and then write meaningful goals to improve student achievement as well as a home goal to support the child. An interpreter is available at these meetings. The times of these meetings are varied to provide convenience for working parents and the location of the school where transportation issues impact participation.

At least one evening GT community event/program occurs each year for the purpose of community involvement and student performance.

Englewood Schools has an affiliate of CAGT. The purpose of this group is to provide education for parents and teachers in the field of gifted education and also to provide social networking for the parents.

At the beginning of each school year there is a community ice cream social sponsored by the CAGT group to promote GT programming and socialization for both students and parents.

Community members are solicited for volunteers in various capacities, including Destination Imagination coaches, appraisers, volunteers, volunteers for GT seminars and evening programs, and all CAGT events.

Definition

Directions: Write the administrative unit's definition for gifted students that aligns with the State's definition. If the definition is the same as the State's definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

Check the box if the administrative unit uses the State definition for gifted students.

Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.

What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?
What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

All second graders in the district are screened with the COGAT test. Students in other grade levels are given the COGAT after referral from either teacher or parent. The district target score for gifted services is 95% and above. This is not an exclusion score. We are looking for a body of evidence. In addition to determining the highest scoring students on COGAT, other test scores are reviewed, such as MAP and CSAP. Strength areas and student interests are identified using the data from these assessments as well as data from parent and teacher questionnaires. Students record their personal strength areas and interests on their ALP.

The identification process begins with referral forms, usually from the classroom teacher. There are two forms: one a Teacher Referral Form for Gifted Identification Process, the other entitled Inventory of Behaviors and Characteristics for Gifted Behavior.

The parents are sent a permission to test form along with a parental referral form. Students are also allowed to self nominate by filling out a referral form about themselves. When all the referral forms are in and the body of evidence is collected, the review team analyses the data to determine who will be placed in the GT program. This review team varies between schools, but always includes the GT coordinator, the principal, and classroom teacher.

In an effort to insure equitable access to underserved populations, ELL teachers are consulted; the body of evidence takes into consideration such factors as early language acquisition, classroom teacher observations, and communication with the art, music, and PE teachers.

When decisions are reached, all parents are sent a letter stating testing results and acceptance or denial into the program. Individual conferences are held if parents request one.

Our small district affords us frequent and on-going communication in the individual schools.

Programming

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.

What *structure* – continuum of delivery of services – will be available in the administrative unit?

What are key *differentiated instruction methods* used in the administrative unit?

Name affective *guidance and counseling support systems* for gifted students.

List *content extensions/strategies* available for each category of giftedness.

Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

Structure

Elementary students receive weekly pull out or push in services with the GT coordinator. Once a month, seminars are held to work on CSAP advanced proficiency levels and areas of student academic strength as well as socialization skills. The GT coordinators provide support for teachers.

At Englewood Middle School, the programming is implemented through the access period where students

obtain direct support from the GT coordinators. Academic core classes have a section or two of honors. The GT coordinators provide support for classroom teachers as well as staff development. Both middle schools are MYP (middle years program) candidate schools for International Baccalaureate.

At Englewood Leadership Academy, which is a school of 60 students that are accepted through application, all instruction is differentiated and rigorous. Classes are crossed grade level flexible grouped to meet the academic needs of the students.

At Englewood High School, programming for high-end learners occurs within honors and/or AP classes, and with academic competitions.

Differentiated Instruction

Differentiated Instruction techniques and strengths vary from classroom to classroom and school to school. Some strategies being used in the district are: cluster grouping, cross grade level grouping for specific academic subjects, and cross-school grouping (ex: elementary students attending middle school for math and middle school students attending high school for advanced classes). Several students across the district have been accelerated a grade using the Iowa Acceleration Scale.

Across the district, teachers are in the process of learning to use differentiated instructional strategies of differentiating lessons by the use of content, process, or product and readiness, learning style, and interest. Socratic seminars are being conducted in several classrooms.

Affective Guidance and Counseling

Social and emotional needs are addressed within the seminars for elementary students as well as through the pull out groups. In middle school, this is presently addressed during the access period. High school students receive affective guidance through counselors and the AVID program.

Content Extensions

Language Arts: Some schools are using Jr. Great Books during language arts instruction.

Math: Each year we have one or two middle school Mathcounts teams. Though only 8 students can be sent to competition, many more students participate in the "Mathcounts Club."

Science: The GT program offers the JASON Project as an extracurricular option for middle schools.

Creativity: The arts grants (PEAK and New Frontiers) promote creativity. In 2008, Englewood had 8 Destination Imagination Teams, which encourages and showcases creativity.

Leadership: Englewood Leadership Academy is a school of choice designed to foster leadership skills. Leadership classes are held. Leadership skills are fostered in student councils and National Jr. Honor Society.

Performing Arts/Music/Visual Arts: PEAK is an arts grant for some elementary schools designed to integrate literacy and the arts. New Frontiers is a grant for the middle schools to integrate math and the arts. Elementary students can participate in Strings Attached, which offers stringed instrument lessons.

General Cognition: Honors and AP classes are offered to any student who wishes to pursue rigorous academic achievement.

Programming: Acceleration Plan

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

The Iowa Acceleration Scale is used when deciding if a student will skip a grade. There is a cooperative

effort between the GT coordinator, the classroom teacher, and any other interested party (ex: principal, counselor, psychologist, etc.) After the data is collected, a meeting is called which includes the parents, classroom teacher, receiving classroom teacher, GT coordinator, and the principal. A decision is made at this time whether or not to accelerate.

Programming: Appropriate Match to Strengths

How will the administrative unit ensure that a gifted student's individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

Students throughout the district are cluster grouped or cross-grade grouped according to math and language arts abilities. This is based upon data from a variety of sources including CSAP, MAP, ALP, reading levels, and summative assessments.

Programming: Pre-collegiate and Post Secondary

Describe pre-collegiate or pre-advanced placement support systems available to gifted students. What post secondary options are available to gifted students?

Honors classes in all core areas. AVID: Advancing Via Individual Determination. EHS offers this program to identify students who are capable of college work, but are at risk. It takes disadvantaged children and gives them guidance.

9th grade: connect 4 interest inventories and counseling for college bound students. Especially good for first generation college.

9th graders are targeted for the top end kids and are monitored to take the correct courses to prepare them for college.

Post secondary options include off campus courses at community college.

AP classes.

Dual credit calculus class.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Students, parents, classroom teachers, and GT coordinators write ALP's. The parents are invited to Data Driven Dialogue meetings in the fall, to write goals to improve achievement. A review of these goals is done in the spring through the same process. Student reviews are completed in January and again in May. Students self-evaluate their ALP in May and write a reflection on the back.

Our district is in the process of developing an online ALP that can be accessed through Alpine Achievement. Testing of this will begin spring of 2008 with revisions made fall of 2008.

Programming: Articulation

How are the needs of gifted students and programming options articulated through the P-16 system?

We'd like to get an exemplar for this process.

Programming: Gifted Students New to the District

What process is used when gifted students move into an administrative unit's district?

If students enter the district with an ALP from another district they are automatically placed in the GT program. If there are questions, the GT coordinator will call the GT coordinator from the previous district to gather more information. If there were no services from the previous district, the classroom teacher will refer the student to the GT coordinators for evaluation through the district identification process. There is a box on the district entry form that parents can check if their child had been previously identified gifted and talented.

Evaluation and Accountability
<p>Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.</p> <p>What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?</p> <p>In what ways are advanced learning plan (ALP) goals monitored?</p> <p>What are progress monitoring methods? What state, district and school data monitor gifted student achievement?</p>
<p>The MAP test is given in the fall, winter, and spring to monitor achievement and growth. CSAP is given to 3rd grade and above. GT student's scores are disaggregated and monitored by GT coordinators, classrooms teachers, principals, and district leadership.</p> <p>Students monitor ALP goals twice a year. Parents monitor the date at Data Driven Dialogue meetings or at conferences with the classroom teacher and/or the GT coordinator. Parents, classroom teachers, and principals all have copies of the ALP's.</p>
Evaluation and Accountability: Social and Emotional
<p>Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data).</p>
<p>Our small district enables us to interact directly with students and their teachers. Informal observation and the ability to follow students as they progress through the grades in the district allows the GT coordinators to monitor social/emotional growth.</p>
Evaluation and Accountability: Program Evaluation
<p>In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.</p>
<p>Our district is in the process of developing a needs assessment survey for parents.</p>
Personnel
<p>Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.</p> <p>If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.</p>
<p>Both GT coordinators are endorsed in gifted education. Both are state DCIA trainers of trainers. Both attend director's meetings, CAGT and NAGC conventions, to keep current on trends and techniques related to gifted education. Both are state TOT trainers for the on-line curriculum written by CDE. Both present gifted best practices at the local level and are aspiring to present at the national level.</p>
<p>Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?</p> <p>Mark the box with the administrative unit's response:</p> <p>X Yes <input type="checkbox"/> In Progress</p>

Personnel: Professional Development

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

What content and/or skills will be the focus based upon the administrative unit’s gifted student data and related to the instruction, programming and counseling of gifted students?

The district goal is to train more classroom teachers in gifted techniques. This can be offered with the on-line classes offered by CDE.

The DCIA book study is offered to all teachers in the district on the topic of differentiated instruction, with emphasis placed on gifted students. The book study is run like a class and teachers have collegial discussions on the topic at hand to improve instructional techniques. The on-line courses on gifted education written by CDE are offered to teachers in the district.

The district is the process of building professional learning communities, implementing differentiated instruction techniques, and providing data driven dialogue information to parents and students. The GT coordinators are helping implement RtI in the district.

Personnel: Higher Education Support

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships? Or, in what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

The GT coordinators work with personnel from Metro State College Teacher Education Program to provide Metro students information on how to differentiate instruction with students. The coordinators teach a class on gifted education focusing on differentiation, then supervise the Metro students as they plan lessons, and then implement them during a district GT seminar. After the students complete their lessons, they participate in a reflection and debriefing session with the GT coordinators and the professor from the college.

Before this processes takes place, the GT coordinators and Metro professor plan together to meet the Metro student’s needs for learning about gifted education.

Every other year the GT coordinators and Metro professor plan and implement a field trip to Metro State College for the purpose of exposure and future life planning for underprivileged children to visit an actual college campus that many of these student’s could realistically attend in their futures.

Budget: Narrative

Directions: Describe the administrative unit’s collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit’s funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

Englewood Schools has a DAC (district accountability committee) group. Budget development process to define financial needs. Individual schools have GT on the SAC committee agenda.

Public forums are held in May for budget discussions. There is a second opportunity in October to review the budget. The public has an opportunity to challenge or have items explained. The budget has a public review before becoming finalized.

Budget: Form

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds.

State gifted funds may be used for:

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans;
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.

Record Keeping

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

The financial records are kept with the CFO of Englewood Schools. All ALP's are kept in the GT office, and copies of these are kept with the classroom teachers and the principals. Parents also have copies of the ALP. The GT coordinators maintain all ALP's and all COGAT test results.

Dispute Resolution

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

Due process of district policy.

Additional Administrative Unit Information

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

Parent letter of intent to test-English

Parent letter of intent to test-Spanish
Inventory of Student Behaviors and Characteristics –Teacher
Teacher referral form for Gifted Identification Process
Teacher referral form for Gifted Art Identification
Teacher referral form for Gifted Music Identification
Teacher Referral Form for Gifted Dramatic Arts Identification
Inventory of Student Behaviors and Characteristics-Parent English
Inventory of Student Behaviors and Characteristics-Parent Spanish
Middle School Gifted and Talented Self-Nomination Form
Areas of Strength parent/teacher information sheet
Who is a Gifted Learner? Parent/teacher information sheet
ALP form

The administrative unit's program plan is due April 30, 2008.

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, rose_d@cde.state.co.us. Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

File Name Examples: Douglas County_ProgramPlan_08-11
 Douglas County_Budget_08-09
 Douglas County_ALP_08-11
 Douglas County_PPAttachment_08-11

**E-mail the Program Plan to
DeLinda Rose, Program Assistant
rose_d@cde.state.co.us**

CDE Mailing Address:

Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799

CDE Contact Persons:

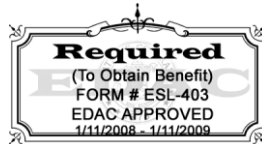
Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.



Gifted students' learning and growth ensured by needed provisions and advocacy



**Colorado Department of Education (CDE)
Gifted Education Program Plan
2008 – 2011**

BOCES Consolidated Signature Page

Administrative Unit's Name:		Region:
BOCES Executive Director Signature:		
Date: _____		
Number of Districts within Administrative Unit:		
List the name of each district within the administrative unit below:	List the name of each district's superintendent within the administrative unit below:	Signature of the district's superintendent reviewing the Program Plan:

