



Administrative Unit

Administrative Unit name: Moffat Re 1, Craig - 41010	Region: Northwest	
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12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

Families as Partners

Moffat County School District (MCSD) is committed to engaging parents and other stakeholders in the gifted education process. In December, 2015, we started a Gifted Education Parent Advisory Committee (GE-PAC) that meets monthly. One of the goal areas GE_PAC is working on is improving communication among stakeholders. One of the ways we help meet this goal is by providing education to parents regarding the unique characteristics of gifted children. GE-PAC is developing a Welcome Packet for parents of newly identified students that includes a brochure for their child’s school level that outlines the opportunities and practices parents can expect. GE-PAC is also vetting books to add to the Welcome Packet, such as Parenting Gifted Kids, that addresses the joys and tribulations of raising gifted students. GE-PAC also has a Community Page where the minutes from the GE-PAC meetings, upcoming events, discussions, gifted education criteria, parent trainings, and summer activities are posted.

Parents and other community members can access information about identification criteria and procedures by visiting MCSD’s website. Parents can also find information packets in the entryways of all of the schools. In addition, parents can ask staff members who will refer them to the principal and/or the Gifted Education Director/Coordinator for more information.

Parents are directly involved in the development of Advanced Learning Plans (ALPs). They help students develop appropriate academic and affective goals either in person or via electronic communication. MCSD makes every effort to hold these meetings at times that are convenient for



the parents and, when possible, to combine the ALP meetings with other meetings in order to honor parents' busy schedules.

At the elementary level, we have Jacob's Ladder, assorted math resources such as Ed Zaccaro's books, assorted logic books, and the Envisions program for individual projects. These resources are available at all schools although they are not utilized with consistency among the four elementary schools.

At the middle school level, we have an accelerated math path, a science program called River Watch that collects and analyzes data for the state, Model United Nations, Band, Choir, Art, and Junior National Honors Society. These options are available to all students - not just for those identified as gifted - so they serve to meet the needs of the gifted students while providing the rigor and depth needed to "bubble up" those students who may eventually meet the criteria of giftedness.

Gifted students meet daily during Focus class where their teacher instructs them in affective needs and helps them track their academic progress.

At the high school level, we offer several Advanced Placement courses: Computer Science, World History, American Government, Biology, Calculus, Language/Composition, Literacy/Composition, Physics, Statistics, and US History. Other courses and clubs that help to meet the needs of gifted students include Band, Choir, Art, Theatre, National Honor Society, and Speech/Debate. Concurrent enrollment options include Advanced Academic Achievement, Intro to Literature, Intro to Sociology, Art Special Topics, Intro to PC Applications, English Composition, Theatre Appreciation, Western Civilization, psychology, and Art History.

At the high school level, all students attend an Advisory class where they research college and career options. All students develop an ICAP but the gifted students create their ICAP using College in Colorado. Due to staff turnover and miscommunication on my part, the program has not been utilized to its fullest. In 16-17, the gifted freshmen, sophomores, and juniors should all be using CIC. This resource is linked on the GE-PAC Community page so that parents can get information regarding college and career options. During registration for the upcoming year's classes, parents help students develop goals around college and career readiness.

Communication is available in the primary languages of the district's area. For the most part, our families communicate in either English or Spanish. Much of our communication is done via Google so families are able to choose to translate the information into the language that they prefer. If we use another form of communication, we have an interpreter review the Spanish translation prior to sending it to parents. At all school levels, parents of gifted students are invited to participate in the Gifted Education Parent Advisory Committee. They can also join the GE-PAC Community Page. All parents are invited to participate in each school's Parent Advisory Committee. Our district has a District Advisory Committee, as well, where a representative from each school's PAC shares their school's PAC notes with the district committee.

Definition of "Gifted Student"

The district's definition is on the Gifted Education Identification Process page that is in each school's entryway.

Gifted Children means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. 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***

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

Assessment Process

Each year our district tests 3rd and 5th graders with the non-verbal section of the Cognitive Abilities Test, or CogAT. We use the non-verbal section in order to help level the playing field for those students who have difficulty reading and/or whose primary language is not English. In addition, the non-verbal portion of the CogAT is administered on a case-by-case basis to any other student in the 2nd-12th grade per our guidelines.

Students who are younger than 2nd grade are given an individual cognitive test by our school psychologist. In addition to cognitive tests, the district uses NWEA MAP data and state assessment data. If the area of suspected giftedness is in a non-academic area, such as creativity, we use additional assessments such as the Torrance Test of Creativity.

Referral and Determination Procedures

Our district uses a variety of data sources, such as CogAT, state assessments, and MAP assessments in addition to parent/teacher/student referrals to find students who may meet the state's criteria for giftedness. Not meeting criteria on a single assessment does not prevent further consideration for identification. Typically we are able process a request within a two weeks but a 30-day timeline is allowed in our process. A definite area of weakness for us is having a process for consistently gathering referrals for Specific Talent areas - see Target Areas below.

The district follows the state's criteria for gathering a body of evidence in all areas of giftedness. In all cases, the Gifted Ed Coordinator/Director is involved in the decision-making process for the identification of gifted students. In addition, we have MTSS teams in each school and a district Instructional Coach team that we can consult if the student's test scores do not automatically qualify him/her per the state's guidelines.

A list of students who were considered for identification are on the data sheets that we prepare when we are combing through the state and MAP data to look for possible giftedness. We use a form to help guide our thinking since Specific Academic Aptitude can be with or without a 95th percentile on a cognitive assessment. Every year following a data dig, those students who do not quite qualify are put on a watch list.

Some of our staff have been trained in Twice Exceptional identification through courses offered at the regional BOCES. In addition, our school psychologist contacts the gifted education department whenever giftedness is suspected when testing students with disabilities.

ALP Development

At the **elementary level**, we have individual ALP development meetings which include each student, their parents, and their teacher. Participants sign the document to indicate that they participated in the process.

At the **middle school level**, students develop their ALPs during Focus class. They put the information on a Google sheet, then share it with their teacher(s) (in area(s) of giftedness) and their parents for comment. After the draft is approved by parents, we paste the information into a formal ALP, add standards, then send a copy of the ALP home to parents.



At the **high school level**, students and their parents help develop their ALPs for the upcoming school year during registration in the spring. After the meetings, the information is copied into a formal ALP, add standards, then send a copy of the ALP home.

Students who qualified in 15-16 or later meet portability requirements - to the best of our knowledge - with the exception of a handful of students. This handful of students have been identified as gifted within our district because the body of evidence points to that conclusion. Their ALPs are marked as non-portable.

Generally speaking, qualifying information was recorded on the initial ALP and remains on the ALP from year to year. The current ALP is forwarded to the requesting school.

When an ALP is received from another district but with incomplete evidence, we accept the student as gifted and attempt to get the missing information and/or re-evaluate within 45 days. We do not want to "ungift" a student - changing to a new school is traumatic enough - so we generally accept them into the program as long as we are provided with some sort of evidence, such as a current ALP, that indicates they were previously identified.

Target Areas

Currently, MCSD has not identified students in all of the areas of giftedness. Also, the demographics of the students who have been identified as gifted do not match the demographics of the student body as a whole. In addition, the district does not have a consistent system for parent and teacher input on the identification process. The district will begin addressing improvement in these areas immediately.

Advanced Learning Plan Content, Procedures and Responsibilities

Advanced Learning Plans (ALPs) are developed for all identified students. The ALP includes annual standards-based goals that link to students' areas of giftedness and affective needs/strengths. They also include students' interests, extra-curricular activities, and career aspirations as well as academic data to indicate current levels of achievement. Along with gifted education personnel, students, parents, and teachers help develop the ALPs either in person or through electronic means.

Participants' names are documented on the plan and participants sign the plan either in person or electronically.

Academic goals are based on state standards. Affective goals are based on standards from the National Association for Gifted Children and/or the American School Counselors Association. Affective goals address personal, social, communication, leadership and/or cultural competencies.

Achievement of goals is supported with options such as the use of particular strategies, supplemental materials, advanced course options, and above-grade level materials that align with tiered classroom instruction. Goals are usually linked to classroom academic and behavioral expectations so progress towards these goals is embedded within parent-teacher conferences.

Students begin developing their Individual Career and Academic Plans (ICAPs) in middle school. In high school, they continue to be developed through College in Colorado. Information from the ICAP is used to inform the ALP where appropriate, such as interests and career options, but the two plans are independent.

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At the **high school level**, students and their parents help develop their ALPs for the upcoming school year during registration in the spring. After the meetings, the information is copied into a formal ALP, add standards, then send a copy of the ALP home.

ALPs are available to all appropriate school personnel via an electronic data management system which allows records to be easily transferred to different schools if a student moves. Original ALPs are secured at the district office.

Programming

Programming for gifted students aligns with their areas of giftedness and the goals that they have developed. Options differ by school level.

- At the elementary level, we have Jacob's Ladder, assorted math resources such as Ed Zaccaro's books, assorted logic books, and the Envisions program for individual projects. These resources are available at all schools although they are not utilized with consistency among the four elementary schools.
- At the middle school level, we have an accelerated math path, a science program called River Watch that collects and analyzes data for the state, Model United Nations, Band, Choir, Art, and Junior National Honors Society. These options are available to all students - not just for those identified as gifted - so they serve to meet the needs of the gifted students while providing the rigor and depth needed to "bubble up" those students who may eventually meet the criteria of giftedness.
- Also at the middle school, we are implementing Brainology, a program based on Carol Dweck's growth mindset research. This program will begin mid fall and it is only for the students who have been identified as gifted. Students will work on the program during their Focus class. Upon completion of the program, students can compete against each other on board games that will eventually culminate in a tournament. We borrowed this idea from another district that has used the combination of Brainology and the tournament with great success.
- At the high school level, we offer several Advanced Placement courses: Computer Science, World History, American Government, Biology, Calculus, Language/Composition, Literacy/Composition, Physics, Statistics, and US History. Other courses and clubs that help to meet the needs of gifted students include Band, Choir, Art, Theatre, National Honor Society, and Speech/Debate. Concurrent Enrollment courses are listed in the next section.

Target Areas: MCSD has many academic options for programming; however, improvements are needed. The district will begin to address these needs over the next year.

1. Accelerated options for language arts.
2. Consistent differentiation practices at the elementary level.

Evaluation and Accountability Procedures

MCSD prepares an Unified Improvement Plan (UIP) that includes a Gifted Education Addendum. The addendum includes areas of academic need for the gifted education students and whether the needs are convergent with or divergent from the needs of the general student body. Gifted student achievement and growth data are disaggregated to find trends within sub-populations. Progress towards academic and affective goals is reported and monitored as follows:

School
Level

Academic Goals

Affective Goals



Elementary	<u>Progress is reported on a progress-monitoring form by the classroom teacher at Parent-Teacher conferences and at the end of the year.</u> <u>Classroom averages are usually the tool used to monitor progress.</u>	<u>Progress is reported on a progress-monitoring form by the classroom teacher at Parent-Teacher conferences and at the end of the year.</u>
Middle School and High School	<u>Students check their progress in Infinite Campus and complete a progress-monitoring form that is mailed to parents midway between PT conferences and at the end of the year.</u>	<u>Self-reflection is usually the tool used to determine their progress towards affective goals. Students complete a progress-monitoring form that is mailed to parents midway between PT conferences and at the end of the year.</u>

In order to help guide the evolution of our gifted education program, the district collects information from stakeholders using surveys. Information from trends in the survey data helps strengthen the program by providing stakeholder perception of the strengths of the program as well as areas in need of improvement.

Target Areas

An area of need for our district is progress monitoring of both academic and affective goals. A system to effectively monitor students' progress toward their ALP goals is currently being developed. In addition, the district does not have a method in place for informing stakeholders of survey results.

Personnel

Our district employs a .5 FTE director/coordinator who is endorsed in gifted education to oversee the program and is primarily responsible for implementation of the program. In addition, specific teachers and advisors work with gifted students. The district also has several teachers who are qualified to teach Advanced Placement courses in core academic areas. There are no paraprofessionals funded by gifted funds nor acting as the sole instructional provider of gifted students.

Northwest BOCES provides professional development with credit available through Colorado Mesa University. Staff receive professional development within the district, too, that prepares them to support the needs of all students.

Budget

MCS D submits an annual budget that includes support for items such as:

- licensed staff who serve gifted students in Advanced Placement courses.
- professional development for gifted education.
- materials to support gifted students academic and affective needs.

Survey information from stakeholders, data trends, and input from key personnel help determine how to leverage funds to best support the needs of gifted students. As a general rule, gifted funds are rarely used for technology because MCS D supplies technology for students and staff.

Reports



MCSD updates the Comprehensive Program Plan yearly through the development of the UIP Gifted Addendum. The addendum contains an analysis of disaggregated gifted student achievement and growth to identify trends that may be convergent or divergent from the general school population.

These trends are monitored for improvement using formative and summative assessments.

The district also files all budget reports in a timely manner to ensure compliance with state rules and regulations. Student information in the Data Pipeline is as accurate as possible and includes disaggregated information regarding students who have been identified as gifted. When applicable, it also includes Preschool students who are being served through Early Access. We strive to employ a qualified person who is endorsed in gifted education to coordinate the gifted education program.

Record Keeping

Records regarding gifted students are kept in accordance with governmental guidelines. ALP information is shared on an as-needed basis to protect the privacy of the students and ALPs are stored in a secure location. Gifted student records are maintained/destroyed in accordance with the current district system for the general student population. Individually identifiable student information is masked when ALPs are used for training purposes.

Procedures for Disagreements

Gifted Education Dispute Resolution Process for Moffat County School District

While great care is taken to ensure that a proper decision is made on behalf of all interested parties in the education of a child, parents/guardians may make a written request for dispute resolution pertaining to a decision regarding their child's Gifted Education (GT) services and/or identification.

Prior to a written request, parents/guardians must demonstrate that there was discussion with appropriate building personnel. A recommended communication procedure would include discussion with the classroom teacher and the building principal prior to a written request to the district GT coordinator/director.

Such request shall be made in writing and addressed to the GT coordinator/director within fourteen (14) calendar days of receiving a decision from the school. The GT coordinator/director will collect the information used by the school to render their decision as well as information from the parents supporting their dispute.

After reviewing the submitted information, the GT coordinator/director will determine if the decision of the school is to be upheld or if further investigation is needed. If the decision is to be upheld, the GT coordinator/director will inform all parties in writing within seven (7) days of receiving the requested information from the parents/guardians.

If, on the other hand, further investigation is needed, the GT coordinator/director will arrange a meeting with the parents/guardians and the principal at a time and date agreed upon by the parents/guardians. If parents do not attend the meeting, the courtesy of rescheduling the meeting will be extended one time.

The purpose of this meeting is to allow the parents/guardians to share their perspective. At the discretion of the parents/guardians, the child may participate in all or part of the discussion.

The GT coordinator/director shall have the authority to alter the decision of the school based on a review of the information gathered at this meeting. The decision of the GT coordinator/director shall be rendered in writing to the parents/guardians and school within seven (7) days of the meeting. If no meeting is able to be scheduled, the GT coordinator/ director shall render a written decision within seven days after the proposed meeting date. The decision of the GT coordinator/director shall be final.



Monitoring

MCSO is in compliance with applicable state and federal laws/regulations regarding the Comprehensive Program Plan, the identification for gifted students, special education services for gifted students who also have a disability, and updating performance and enrollment information through UIP Gifted Education Addendum.

In the fall of 2016, MCSO's gifted education program was reviewed by the Colorado Gifted Education Review (CGER) team. The preliminary results of the review helped frame this Comprehensive Program Plan and inform our district of next steps to strengthen gifted education for our students. Areas of non-compliance, noted in this plan as Target Areas, will be addressed through an improvement timeline once the final CGER report is received.