



# COLORADO

## Department of Education

### Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Moffat County School District RE1	Fiscal Year: FY 2021
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City Craig	State CO
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The **Comprehensive Program Plan (CPP)** is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5). The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website.

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

<p>Exceptional Children's Education Act Program Element</p>	<p>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> <li>Describe the specific action steps (activities, strategies) the AU will take</li> <li>Identify the data, policies and procedures, and/or research that supports the specific steps that were selected</li> </ul>
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<ul style="list-style-type: none"> <li>Identify who is responsible for implementing these actions steps</li> <li>Provide a timeline for implementation with specific benchmarks and dates</li> <li>Identify the measures used to assess the success of the proposed action</li> </ul>		
<p>Parents are informed about access to identification procedures via our district website and postings at each school. The Gifted Education Handbook and related documents are posted on the website and updated as needed.</p> <p>Parents receive articles monthly that address the needs of gifted students and the unique parenting challenges of raising a gifted child/teen.</p> <p>Progress reporting is accomplished through student reporting, PT conferences, high school registration, and/or transition meetings. All parents, including those of gifted students, are encouraged to participate in school events when appropriate.</p> <p>Programming options are addressed during the annual plan meeting and/or during high school registration.</p> <p>High school parents attend registration each spring where they learn about programming options such as concurrent enrollment. The local junior college is also at registration to help answer questions.</p> <p>Students begin preparing an ICAP in the 6th grade and complete it in the 12th grade. Students are encouraged to attain parent input as they prepare their plans. In addition, gifted students at the high school are grouped together for Advisory where they work on their ICAP and social-emotional awareness. High school parents also have several opportunities to attend college-career information meetings provided by the school's counselors.</p> <p>The district's primary language is English but provides in-person interpreters/translators in Spanish. Interpreters/translators for other languages are provided through a contracted service that offers live phone call.</p> <p>All parents, including parents of gifted students, are invited to attend conferences, registrations, performances, awards ceremonies, graduations, etc. as appropriate.</p>	<p>Moffat County School District uses the Colorado Department of Education's (CDE) definition of a Gifted Student:</p>	<p><b>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</b>          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><b>Definition of "Gifted Student" 12.02(2)(b)</b>          12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of "gifted student" specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>

	<p>The Exceptional Children's Educational Act (ECEA) defines "gifted" children as:</p> <p><i>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, ethnic, and 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:</i></p> <ul style="list-style-type: none"> <li>• General or specific intellectual ability</li> <li>• Specific academic aptitude</li> <li>• Creative or productive thinking</li> <li>• Leadership abilities</li> <li>• Visual arts, performing arts, musical or psychomotor abilities 12.01(16)</li> </ul>	
	<p>All students are screened with a non-verbal cognitive abilities test. An algorithm is used to find students from traditionally underserved populations, such as minority students, who score at the 90th percentile and above when compared to their "like" peers. The CogAT allows us to obtain a verbal abilities score for Spanish-speaking students in grades K-2 if applicable.</p> <p>In addition to the grade-wide non-verbal cognitive screener, data from teachers (including SpEd), parents, district assessments, nationally-normed assessments (MAP), state assessments (CMAS, ACCESS, PSAT, SAT), foreign language tests (AAPPL) teacher/parent behavior observation forms (SIGS) competitions, student surveys, and assessments from outside entities (private practice, Children's Hospital) are used to find potentially gifted students in all grade levels including PK.</p> <p>Students who score at/above the 90th percentile on the non-verbal screener (including those found using the algorithm) or who have been referred by other means are considered for gifted identification. If upon further investigation they do not meet the state's definition of giftedness, they are considered to be in the Watch</p>	<p><b>Identification Procedures 12.02(2)(c)</b></p> <p>The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p>

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<p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionalality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student's ALP.</p>	<p>Group. This determination is made within 30 days unless the suspected area of identification is in the arts in which case identification requires a body of evidence collected over time.</p> <p>Although the district uses a variety of data for referral and to form a body of evidence, only specific data sources are used as qualifying data as noted on CDE's chart. These assessments are used to guide the Advanced Learning Plan (ALP).</p> <p>The Review Team members vary depending on the area of suspected giftedness as well as the school level of the student. A staff member endorsed in gifted education is always a member of the team. When only cognitive ability data meets the state's criteria for giftedness, the team usually determines that the student meets the definition for giftedness in general or specific intellectual ability.</p> <p>Parents are contacted regarding the outcome of an official referral in a variety of ways: phone call, email, letter, or in-person meeting. A determination worksheet is included in the student's file to communicate the assessments that were used and the "pathway" by which their student qualified. Students are also flagged in our Student Information System as gifted and their ALPs are attached. For elementary students, a meeting is arranged among the student, parents, teacher, and the GT Director to develop the ALP. Secondary students develop their own ALP with guidance from the GT Director. Then they share their draft plan with their parents and relevant teachers and adjust the draft per parent/teacher feedback.</p>	<p>Moffat County School District adheres to the state's criteria for determining gifted eligibility. When the evidence falls short of meeting the state's criteria, additional opportunities for gathering data are used such as</p> <ul style="list-style-type: none"> <li>• additional testing and</li> <li>• additional observation forms</li> <li>• additional time for performances</li> </ul> <p>Until the student meets the criteria, they are considered to be in the Watch Group.</p> <p>MCSD adheres to the state's criteria for giftedness so that our determinations are portable within the state. When a student transfers out of our district,</p> <ul style="list-style-type: none"> <li>• the student's identification criteria, initial ALP and most current ALP are sent to the receiving school</li> </ul> <p>When a student who was previously identified as gifted transfers into our district,</p>
<p><b>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</b></p> <p>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 exceptional/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p> <p><b>Identification Portability 12.02(2)(e)</b></p> <p>Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p>	<p>Parents are contacted regarding the outcome of an official referral in a variety of ways: phone call, email, letter, or in-person meeting. A determination worksheet is included in the student's file to communicate the assessments that were used and the "pathway" by which their student qualified. Students are also flagged in our Student Information System as gifted and their ALPs are attached. For elementary students, a meeting is arranged among the student, parents, teacher, and the GT Director to develop the ALP. Secondary students develop their own ALP with guidance from the GT Director. Then they share their draft plan with their parents and relevant teachers and adjust the draft per parent/teacher feedback.</p>	<p>Moffat County School District adheres to the state's criteria for determining gifted eligibility. When the evidence falls short of meeting the state's criteria, additional opportunities for gathering data are used such as</p> <ul style="list-style-type: none"> <li>• additional testing and</li> <li>• additional observation forms</li> <li>• additional time for performances</li> </ul> <p>Until the student meets the criteria, they are considered to be in the Watch Group.</p> <p>MCSD adheres to the state's criteria for giftedness so that our determinations are portable within the state. When a student transfers out of our district,</p> <ul style="list-style-type: none"> <li>• the student's identification criteria, initial ALP and most current ALP are sent to the receiving school</li> </ul> <p>When a student who was previously identified as gifted transfers into our district,</p>

<p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student's ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP</p>	<ul style="list-style-type: none"> <li>the data is reviewed within 45 days to ensure that the student meets the state's criteria for giftedness             <ul style="list-style-type: none"> <li>additional data is gathered if needed</li> <li>parents are notified within 60 days of eligibility determination</li> <li>an ALP is developed and programming is aligned as well as possible to match student areas of giftedness</li> </ul> </li> </ul>
<p><b>Advanced Learning Plan Content 12.02(2)(f)</b></p> <p>The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student's individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU's student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength areas(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p> <p><b>ALP Procedures and Responsibilities 12.02(2)(g)</b></p> <p>12.02(2)(g)(i) 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;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p>	<p>The initial ALP contains the student's profile and it is updated as needed to reflect new areas of identification..</p> <p>The "working" portion of the ALP is updated annually and is accessible/editable by students throughout the year. The working portion includes academic goals as well affective and/or college-career goals. For high school students, the ICAP may complement the ALP does not replace it.</p> <p>The working portion contains a list of activities, organizations, and clubs available from which students can choose.. At the high school level, students can choose from a variety of academic options and "pathways" that match their needs.</p> <p>Progress reporting aligns as closely as possible with each school's typical reporting schedule. Students are able to adjust goals as needed.</p> <p>For elementary students, an ALP meeting is arranged among the student, parents, teacher, and the GT Director to develop the ALP. Progress is updated at PT conferences. Secondary students develop their own ALP with guidance from the GT Director. Then they share their draft plan with their parents and relevant teachers and adjust the draft per parent/teacher feedback.</p> <p>Progress is updated prior to PT conferences and/or at registration each spring.</p> <p>For elementary students, a meeting is arranged among the student, parents, teacher, and the GT Director to develop the ALP.</p> <p>Secondary students develop their own ALP with guidance from the GT Director. Then they share their draft plan with their parents and relevant teachers and adjust the draft per parent/teacher feedback.</p>

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<p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year.</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p> <p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>At all school levels, students' working plans are accessible and editable through their gmail accounts. Students update their plans each fall and indicate progress towards their goals throughout the year in alignment with their school's schedule.</p> <p>Parents of elementary students attend ALP meetings in person to provide guidance and feedback. Secondary students share their working ALPs with their parents and GT staff also email an electronic copy of the plan to parents. In the email, parents are encouraged to provide feedback to their students so that students can immediately incorporate parent input into their plans.</p>
<p><b>Programming 12.02(2)(h)</b></p> <p>12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student's profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student's assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child's ALP or ICAP. To be considered in an ALP, the AU shall consider the student's need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(i)(K) 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</p>	<p>MCS D provides affective and academic programming for gifted students using differentiation in the general education setting. Usually, gifted students are grouped together by grade level at the secondary level for 30 minutes daily for affective needs and ICAP support.</p> <p>In addition to a rigorous math and English curriculum, elementary students participate in Project Lead the Way which helps build knowledge and passion for STEM. After school programs, such as Robotics, help extend the learning.</p> <p>At the middle school level, students can take electives, such as Engineering and Art, to match their areas of interest. They can also join after-school clubs such as NJHS, Robotics, and Model United Nations.</p> <p>At the high school level, students have a variety of options including AP and Concurrent Enrollment courses if they are appropriate for the student's needs and abilities. Students can join competitive academic teams, such as Knowledge Bowl or FBLA. They can also join talent area groups such as FFA, Jazz Band, and Women's Choir.</p> <p>Students who are underachieving or struggling are discussed during weekly grade-level and/or subject level team meetings. When necessary, some students are referred to the MTSS teams in their buildings. MTSS teams may consist of teachers, parents, counselors, principals, and GT staff as appropriate. Behavior plans may be implemented to get students back on track.</p> <p>ALP development and reviews are addressed in <b>ALP Procedures and Responsibilities 12.02(2)(g)</b>.</p>

<p>gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p> <p><b>Evaluation and Accountability Procedures 12.02(2)(j)</b></p> <p>The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(j)(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;</p> <p>12.02(2)(j)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(j)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(j)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(j)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(j)(i)-(v) above.</p>	<p>Each time the district submits a Unified Improvement Plan (UIP), the section for gifted education is updated to reflect the current academic data and the subsequent goals regarding that data that include:</p> <ul style="list-style-type: none"> <li>• performance targets</li> <li>• action plan</li> <li>• progress monitoring</li> </ul> <p>Affective growth is usually student-reported and may also be reflected in other ways, as well. For instance, if their goal was "Responsibility" because they have been forgetting to hand in assignments, then their homework grades will reflect their success.</p> <p>Gifted student performance is disaggregated and reported to the superintendent and Board of Education on an annual basis. It is reported to the public through the district's UIP.</p> <p>In MCSD, gifted education is embedded in general education instruction. The general education curriculum is periodically reviewed, updated, and replaced as needed including AP and concurrent enrollment courses.</p> <p>Additional information is available on the district's website, through BOE meetings, and through school PAC meetings.</p>	<p>The district employs a half-time GT Director who holds an endorsement in gifted education. The director</p> <ul style="list-style-type: none"> <li>• provides/coordinates professional development including induction training</li> <li>• encourages staff to become qualified in GT by completing coursework through available university programs</li> <li>• works with students and families to develop/update ALPs</li> <li>• ensures to the extent possible that core instruction is delivered by highly qualified teachers</li> <li>• ensures that paraprofessionals supplement but do not supplant programming and that their positions are not funded with GT funds</li> </ul>
<p>Personnel 12.02(2)(j)</p> <p>12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(i) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(ii) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a half-time basis one qualified person to administer and monitor the implementation of the AU's gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p>	<p>Additional information is available on the district's website, through BOE meetings, and through school PAC meetings.</p>	<p>The district employs a half-time GT Director who holds an endorsement in gifted education. The director</p> <ul style="list-style-type: none"> <li>• provides/coordinates professional development including induction training</li> <li>• encourages staff to become qualified in GT by completing coursework through available university programs</li> <li>• works with students and families to develop/update ALPs</li> <li>• ensures to the extent possible that core instruction is delivered by highly qualified teachers</li> <li>• ensures that paraprofessionals supplement but do not supplant programming and that their positions are not funded with GT funds</li> </ul>

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<p>12.02(2)(j)(w) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p> <p><b>Budget 12.02(2)(k)</b></p> <p>12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU's gifted student education program described in the AU's program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>		
<p><b>Record Keeping 12.05(1)</b></p> <p>Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory</p>	<p>The district submits an annual budget that meets the requirements of the state and includes information, if applicable, on the following components:</p> <ul style="list-style-type: none"> <li>• salaries for personnel directly serving gifted students, ie GT Director</li> <li>• professional development on site and/or through organizations</li> <li>• funding for programming, school counseling, and/or affective guidance</li> <li>• materials for gifted students</li> <li>• administrative costs, technology, and equipment not to exceed 20% of the total budget</li> <li>• contracted services</li> </ul>	<p>You may simply check "yes" if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> X Yes</p>



<p>An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p><b>12.05(3) Student Education Records</b> The ALP documents shall be part of the student's cumulative education record.</p> <p><b>12.05(4) Confidentiality of Student Education Records</b> 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.</p> <p><b>12.05(5) Maintenance and Destruction of Student Education Records</b> Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p> <p><b>Procedures for Disagreement 12.06</b> The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p><b>Gifted Education Dispute Resolution Process for Moffat County School District</b></p> <p><i>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.</i></p> <p><i>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 Director.</i></p> <p><i>Such request shall be made in writing and addressed to the GT Director within fourteen (14) calendar days of receiving a decision from the school. The GT Director will collect the information used by the school to render their decision as well as information from the parents supporting their dispute.</i></p>	
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<p><b>Early Access 12.02(2)(f)</b> If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.  <input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p>	

	<p><input checked="" type="checkbox"/> X AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	
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