



## Administrative Unit

<b>Administrative Unit name:</b> Adams 1, Mapleton - 01010	<b>Region:</b> Metro	
<b>Name of Gifted Education Director/Coordinator:</b> Sue-Lin Toussaint	<b>Email:</b> toussaints@mapleton.us	
<b>Director's mailing address:</b> 591 E. 80th Avenue, Denver, CO 80229	<b>Phone number:</b> 303-853-1064	<b>Fax:</b> 303-853-1426

**Name of Superintendent:** Charlotte Cianco

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

Mapleton Public Schools will communicate with parents and families about Gifted and Talented services through:

- District website
- Parent letters in English and Spanish (2nd Grade screening, referral, BOE review results, gifted determination)
- Flyers for after school enrichment and summer programming opportunities
- Gifted Education Services Parent Handbook
- ALP Conferences
- ***Students and parents meet with PSOC at their high school to discuss career and/or college options.***
- End of Year survey for families of students receiving services

Mapleton Public Schools will communicate with educators about gifted education services through:

- Presentations to each school staff in the fall by teacher representatives of the gifted program
- Consultation with staff to complete referral checklists and evidence information
- District website
- End of Year survey for teacher representatives of the GATES program

Future steps include:

- Housing all district gifted policies, procedures and information on the district website.



- Teacher representatives will be trained to guide the MTSS process for gifted students at each school.

## Definition of “Gifted Student”

- Board Policy - IHBB Gifted and Talented Education

### **Gifted and Talented Education**

Mapleton Public Schools (the "District") is dedicated to providing comprehensive programming for educating students who are identified as gifted and talented, designed to cultivate their talents while challenging them to grow. Gifted and talented students are those students between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The District believes that a quality instructional program that differentiates curriculum and instruction is essential so that all students can learn and grow at their level of potential.

To the extent resources are available for this purpose, the Superintendent (or designee) shall develop and implement programming designed to meet the particular educational needs of gifted and talented students that:

- Encourages acceleration and enrichment beyond the basic curriculum;
- Offers a differentiated curriculum that includes higher cognitive concepts and processes;
- Uses instructional strategies that accommodate the learning styles of the gifted and talented;
- Fosters the individual growth of each student;
- Supports students in the attainment of state and District academic content standards
- Assists students with pre-collegiate and/or pre-advanced placement programs; and
- Provides guidance support systems, including identifying post-secondary options.

Gifted and talented programming shall include early identification of gifted and talented students who are at least 5 years of age and may include early identification of 4 and 5 year old highly advanced gifted students. The programming shall also include ongoing professional development of staff who administer, supervise, or teach in such programs. The programs will be regularly evaluated to ensure effectiveness.

The Superintendent (or designee) shall submit a program plan to identify and serve gifted and talented students to the Colorado Department of Education (CDE) no later than April 30 of each year. The program plan shall contain all of the elements specified by CDE so the District is eligible for state funding for these students.

Except as otherwise required by law, the Superintendent (or designee) shall have the final determination regarding placement of students in District programs for the gifted and

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talented.

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*Adopted October 22, 2013, by the Board of Education for Mapleton Public Schools.*

### **LEGAL REFERENCES:**

C.R.S. § 22-20-201 *et seq.* (education of gifted children)

C.R.S. § 22-54-103(10) (allows district to count and receive funding for four and five year old "highly advanced gifted children" enrolled in kindergarten and first grade)

1 CCR 301-8, 2220-R-12.00 (gifted and talented and highly advanced gifted children)



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

The identification/referral process begins in several ways:

- A referral is made by a teacher, parent or student.
- *A referral is made through Universal Screening tool, The Cognitive Ability Test, (CogAT) in grade 2.*
- *A referral is made through district and state testing results, PARCC, CMAS, NWEA (MAPS Tests)*
- *District-wide testing held on Saturday using the CogAT Form 7, grades 3-12, fall and spring semesters*
- *Grades K-1 testing by referral only; using CogAT Form 7*
- *Early Access*

Following a referral, the identification of a student as gifted follows these steps:

1. *A referral form is completed by teachers, representatives for gifted education, self and parents. A perception checklist is included in the referral form, but is not used as an indicator, it's used to support the BOE (not normed referenced).*

2. *A Body of Evidence (BOE) that includes academic performance (MAP, PARCC, TCAP), norm-referenced observational scales (GRS-P/S, GES-3, or SIGS) are completed to provide evidence of exceptionalism in academics, problem solving, leadership, or creativity.*

3. *The student is given the Cognitive Ability Test (CogAT).*

4. *The gifted education review team may comprised of; MTSS staff, gifted resource teacher(s), and the gifted coordinator to meet to review the Body of Evidence and make a determination within 30 days of referral, based on documentation of exceptionalism.*

*Exceptionality is based the pathways set by CDE to insure portability and students achieving in or above 95th percentile in each area of identification.*

5. *Parents are notified through a letter of the results of the gifted education review*

- *If student is identification as gifted, the parents and student, will work together with the classroom teacher to complete an Advanced Learning Plan.*

- *A student who has one or two indicators will be placed in the talent pool where additional data will be collected.*

- *If the student does not have any indicators at this time, they will not be identified or placed in the talent pool. If additional information is needed, the gifted resource teacher may contact the previous school, parents, and may look for reevaluation.*

- *A copy of the determination letter will be placed in the student's permanent file.*

1. *Classroom teachers are notified of the results through the gifted resource teacher at their school, if the student is identified gifted, the teacher and gifted resource teacher will work together to develop an Advanced Learning Plan (ALP).*

2. *A new student who comes with an ALP from another Colorado school, the ALP will be reviewed within 45 days and communicated with the parents about services that may be provided.*

3. *Mapleton's Early Access for 4 and 5 years is outlined below:*

*The following procedure will be used to grant early admission to educational services of a highly advanced gifted child. Under HB 1021, a "highly advanced gifted child" means a gifted child whose body of evidence demonstrates a profile of being academically gifted, in the top 3% of the gifted peer group, socially and emotionally mature, motivated to learn, ready for advanced placement, and has exhausted the existing resources of preschool or home schooling.*



**Children must meet these age requirements by October 1<sup>st</sup>: 4 years of age for Kindergarten or 5 years of age for First Grade.**

**Step 1**

**Parent and/or Early Childhood Educator makes a referral by completing an Early Access Entrance Application, Early Access Parent Survey, \$50 screening fee<sup>[1]</sup>, and a screening portfolio between the dates of January 1<sup>st</sup> and February 28<sup>th</sup> to Mapleton Public Schools, Gifted Education Program, 591 E. 80<sup>th</sup> Ave., Denver, CO 80229. Referrals received after February 28<sup>th</sup> are evaluated at the discretion of the district.**

**The screening portfolio may include:**

- Letter of recommendation from preschool/kindergarten teacher
- Supporting anecdotal information; such as a one-to-one interview
- Test data/observational data (examples: TS GOLD student reports, Student Profile of Strengths, Ages and Stages Questionnaire, math data, PALS, private test results)
- Student work samples (examples: writing, projects)
- Curriculum Assessments
- MAPS Scores for first grade, if enrolled in Mapleton Public Schools
- GRS/P
- SIGS - Parent
- Social/Emotional Observation

**Step 2**

**Personnel from the Gifted Education program, Early Childhood program, and Learning Services review the portfolio and decide within 20 school days of receipt of the application to continue with an evaluation or not. Parent will be notified of the decision with a phone call and a follow-up letter.**

**Step 3**

**If a decision is made to continue with the evaluation, an appointment is made for the testing of the child within 30 school days, which may include individual IQ testing with a district-licensed school psychologist, a CogAT 7, or parents may provide private testing results. Data may be gathered from classroom performance, district assessments, embedded curriculum assessments, interviews, parent and/or educator referrals, student survey, Iowa Acceleration Scale, SIGS Home Rating Scale, and GRS-P to aid in determination.**

**Step 4**

**A determination team (comprised of personnel from the Gifted Education program, Early Childhood program, and school administration) reviews and analyzes the data. The analysis focuses on the child's strengths and comprehensive readiness for early access. Collaboratively, the determination team decides if the child will benefit from early access to kindergarten or first grade. The decision is communicated to the parent by phone call and a follow-up letter.**

**Step 5**

**A determination letter describing the decision for early access is signed by the determination team, parent, receiving school director, and child's teacher. A copy of this letter is placed in the child's cumulative folder.**

**Step 6**

**An advanced learning plan (ALP) is developed for early access children by September 30<sup>th</sup> of the following academic year.**

**Step 7**

**Monitoring of the ALP will occur between parents and teachers at each parent/teacher conference scheduled during the school year.**

**<sup>[1]</sup> Fee may be waived by completing a Free/Reduced Lunch Program application and attached or one must be on file.**



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## Advanced Learning Plan Content, Procedures and Responsibilities

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- Mapleton develops an ALP for every gifted student according to the student's determination area(s) of giftedness, interests, and instructional strengths.
  - ***Affective goals are developed based on students personal needs.***
  - ***Student ALP goals are supported through standards based differentiated instruction within the regular classroom.***
  - ***High school students ALP goals are aligned with ICAP goals and supported through differentiated instruction and optional concurrent enrollment.***
  - ***Each identified gifted student and talent pool student in 2nd - 7th grades are invited to participate in a week long gifted camp at no cost to them, allowing them to participate in high-intrest,engaging, thought-provoking, and challenging activities.***
  - The ALP is considered an educational plan toward post-secondary readiness outcomes and decision making concerning subsequent programming for that student and be used in the articulation/transition process, preschool through grade 12.
  - At the high school ALPs may blend with the student's ICAP if all content of the ALP are inclusive with the ICAP.
  - ***Parents are notified through the classroom teacher in 3rd - 8th grade when ALPs are being developed and a time is scheduled to work together on the ALP. Students at the high school level work together with the gifted resource teacher, PSOC, and/or school advisor to develop ALP goals. In good faith, all ALPs are sent home to be signed by parents and returned to the school.***
  - ALPS are housed in Alpine Achievement online data base, allowing for easy transition between schools.
  - The Gifted Coordinator is responsible for providing schools with a list of students identified, students who have moved to another district, and those students that are in the school's talent pool.
  - ***Teachers are provided professional development by gifted resource teachers in each building on writing ALP SMART goals and supporting ALP goals.***
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- ALPs are developed for all identified gifted students for the current school year by September 30th, with new plans created within 30 days of identification.
  - ALPs are monitored minimially once a year for progress on goals.
- Improvement/Enhancement:
- Monitoring ALP goals at the end of each quarter/trimester to progress monitor goals and to write new goals or modify current goals.
  - Student taking more ownership of their ALPs; writing their own goals beginning in 8th grade with guidance from the Gifted Resource Teacher.

## Programming

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Curriculum and Instruction: In Mapleton Public Schools, students may select any school model that meets their needs. Choices include Expeditionary Learning, International Baccalaureate, Global Leadership, STEM, Coalition of Essential Schools, and Early College. All schools follow a Small by Design approach where students experience a personalized approach to learning. Services offered during the regular school day include the following:



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- Differentiated Instruction: Differentiated instruction is the core instructional strategy. Differentiation includes both cross age and flexible grouping, independent learning centers, content acceleration, choice menus, project learning and presentations of learning.
  - Social Emotional Guidance and Post Secondary Workforce Readiness Planning: All 7th grade students, including gifted students, begin post secondary workforce readiness planning by logging in to College in Colorado to begin their ICAP.
  - 8th Grade students continue to develop their ICAP as well as take the Explore Assessment. At the end of the 8th grade, students participate in a summer camp that runs in conjunction with summer programming for elementary gifted students. The purpose of the camp is to develop each student's understanding of post secondary college options and how to access them. 10th Grade students take the PLAN Assessment. At each juncture, students are supported by a variety of school and community personnel such as Post Secondary Options Coaches, mentors, advisory teachers, crew leaders and the Mapleton Education Foundation.
  - Concurrent Enrollment: All 11th and 12th grade students in GATES receive scholarship tuition for one class per year at Front Range Community College. Additional tuition supports are available at each school.
  - Transition procedures are included in each student's ALP. All ALPs and academic records are available electronically in Alpine Achievement. This ensures that student information is available to systematically plan instructional decisions for gifted students as well as annual reviews of ALPs. Extended day services include:
    - After school enrichment opportunities at all levels
    - Annual summer camp at the elementary
    - Mentoring and internships at the secondary level
    - Participation in performing arts programs and after school clubs
    - Science Fair, Spelling Bee, Art Show
    - ALP/ICAP: Currently, secondary gifted students have both plans. Future work includes working with post secondary coaches and secondary staff to explore the possibility of merging them.

## Evaluation and Accountability Procedures

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Unified Improvement plan and addendum methods:

- Mapleton's UIP and Gifted Education Addendum are divergent as well as convergent. The addendum addresses some particular needs for gifted education, while the District UIP includes gifted action steps for literacy, leadership, and mathematics.

Affective growth:

- We modified our ALP format which now includes a specific section for affective needs goals.
- We will create a study group that will look at the affective goals provided through the National Association of Gifted Children's website and determine how these goals can support our students ALP goals.
- We will develop a self-reflection tool for students to determine their success for meeting their own affective goals.

Growth data - disaggregated for reporting:

***Disaggregated data was used to develop the Gifted UIP Addendum goals for 2017; however, upon uploading cell size resulted in minimal data uploaded into the UIP website. We have attached the Gifted UIP Addendum.***

Self-evaluation:

- Survey's of Gifted resource teachers to evaluate programming in each school.
- Survey families on programming services.
- Survey district stakeholders





- Gifted programming perception survey
- Gifted program self-evaluation will inform through disaggregated district stakeholders; such as, DAAC, Leadership Teams, Learning Service Department, and Gifted Resource Teachers.

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## Personnel

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1. Each classroom teacher is responsible for providing differentiated instruction for the gifted students within their classroom.
2. Gifted resource teachers and the gifted coordinator are available to support gifted instruction and coordinating counseling supports for gifted students.
3. The gifted coordinator and director are responsible for the management of the program plan and gifted professional development.
4. Our gifted resource teachers are informed of University and College programming for master's degrees as well as the class offerings through the gifted department on CDE, in gifted education. One teacher is currently working on their masters in Gifted Education.
5. As per Accreditation guidelines, Mapleton meets this requirement.
6. No funds are used for paraprofessionals and paraprofessionals are not sole instructional providers.
7. Professional development is provided to gifted resource teachers and individual schools to support the improvement and acquisition of knowledge related to the needs of gifted students.

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## Budget

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Proposed Budget submitted on the DMS as of 10/10/2016, ***which will roll over for the 2017-18 school year, adjustments will be made at the beginning of the 2017 school year.***

State funds are used for:

- Stipends for gifted resource teachers, gifted family coordinator, summer camp coordinator, and summer camp teachers.
- Professional development; attend conferences, depth and complexity, CAGT, NAGC
- Programming options; enrichment materials, summer camp materials, concurrent enrollment
- Administrative costs: Alpine Achieve to house ALPs

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## Reports

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AU Program Plan 2017-18

1. ***AU Complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S. with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting.***
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  3. ***Budget is in compliance per the DMS.***
- Accurate records for the Data Pipeline. All students have been re-classified based on their area of strength from their original identification as "language arts" or "other".***

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## Record Keeping

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1. Mapleton is in compliance with the principles of governmental accounting
2. Inventory is maintained of all equipment which have been purchased through gifted funds.
3. Mapleton *has* a procedure for placing ALPs in student's CUM folders.
4. Students records are held in accordance to state law and FERPA regulations.
5. Gifted student educational records, including ALPs are maintained, retained, and destroyed per Mapleton's record keeping policy.

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## Procedures for Disagreements

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Mapleton Board Policy AC-R

### **Nondiscrimination/Equal Opportunity Regulation: Complaint and Compliance Process**

Mapleton Public Schools is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The District shall promptly respond to concerns and complaints of unlawful discrimination and/or harassment; take action in response when unlawful discrimination and/or harassment is discovered; impose appropriate sanctions on offenders in a case-by-case manner; and protect the privacy of all those involved in unlawful discrimination and/or harassment complaints as required by state and federal law. When appropriate, the complaint shall be referred to law enforcement for investigation.

The District has adopted the following procedures to promptly and fairly address concerns and complaints about unlawful discrimination and/or harassment. Complaints may be submitted orally or in writing.

*See File: KE-E in Mapleton Public Schools Board Policies*

*All complaints shall be brought to the attention of the Gifted Director/Coordinator within 30 days of date of determination letter.*

*All information will be posted to the district website.*

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## Monitoring

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The UIP addendum and plan is monitored via:

- UIP District Review Team
- Gifted Education Review Team
- Implementation of MTSS protocols
- Agenda's for gifted education meetings