



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name Morgan County School District		Fiscal Year: FY 2020-2021
AU Address 715 West Platte Avenue		
City Fort Morgan	State CO	Zip Code 80701
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Superintendent Signature		

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

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

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



<p style="text-align: center;">Exceptional Children’s Education Act Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 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>ACCESS Each year, during the annual screening process, letters are sent to parents/guardians of all 2nd and 6th grade students informing them about the purpose of the screener and how the results are managed. Following assessment, parents also receive a letter and score reports indicating that students scoring above 85%ile are given talent pool designation and monitored by their teachers and enrichment instructor and students scoring above 95%ile are further evaluated for gifted identification.</p> <p>Parents can locate information about referrals and the identification process in the Gifted Services Handbook located on the Gifted and Talented page on the district website or by contact the Gifted Coordinator directly via email or telephone. Referral forms are also accessible on the Gifted Services web page.</p> <p>Documents offered in both English and Spanish:</p> <ul style="list-style-type: none"> ● Gifted Services Handbook ● Gifted Referral Form ● Parent surveys ● Gifted determination letters ● After school and summer program registrations ● All other home-school correspondence and emails <p>Translators available for all verbal communications as needed in Spanish and several other languages that are prevalent in our district.</p> <p>INFORMATION AND EDUCATION The Gifted Services Handbook includes information regarding:</p> <ul style="list-style-type: none"> ● gifted characteristics ● myths and facts about giftedness ● multiple pathways for identification ● asynchrononous development 	

	<ul style="list-style-type: none"> ● affective needs ● tips for supporting gifted children at home ● programming options, both academic and affective ● information about concurrent enrollment and support post-secondary career interests <p>At least once a year, the Gifted Services department hosts a gifted education or gifted parenting expert (either in-person, virtual, or a recorded session). The Gifted Coordinator has also presented on Dabrowski's overexcitabilities in the past.</p> <p>Information and celebrations regarding gifted student activities and achievements are shared via district email, local newspaper (Fort Morgan Times), local radio, district website, and social media.</p> <p>The Gifted Coordinator is available to parents regularly via email, office phone, personal cell phone, and in person at school and community events.</p> <p>ENGAGEMENT Parents are contacted each fall in an effort to provide input on students' strengths, needs, performance, and behaviors for development of the Advanced Learning Plan. As progress monitoring occurs, parents are informed of progress toward student goals at bi-annual parent-teacher conferences and as needed. Parents are encouraged to volunteer for building level parent-teacher organizations and to attend various family nights. The Gifted Services department regularly asks available parents to volunteer as sponsors for activities and events and encourages attendance at all academic and extra-curricular performances and competitions such as after school STEM programs, Spelling Bee, Geography Bee, Science Fair, National History Day, and more.</p>	
<p>Definition of "Gifted Student" 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of "gifted student" specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>DEFINITION "Gifted and talented children" means those persons between the ages of five 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. 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</p>	

	<p>learning behavior by virtue of any or a combination of these areas of giftedness:</p> <ul style="list-style-type: none"> • General or specific intellectual ability. • Specific academic aptitude. • Creative or productive thinking. • Leadership abilities. • Visual arts, performing arts, musical or psychomotor abilities. 	
<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</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> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality 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</p>	<p>SCREENING AND REFERRAL PROCESS Each year school personnel will conduct a search of all students K-12 for potential candidates for GT services. This search is a review of available information on all students to determine who may need further assessment. Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests. Additionally, a brief screener assessment will be administered in the fall of each year to all second grade students and new students in grades 3 and 4. Students are assessed using this screener process again in sixth grade to ensure that all students have had the opportunity to demonstrate potential. The comprehensive search will increase equity in identification, particularly for those students from diverse cultural, racial, and economic populations. Students who score between 80-94th percentile are given talent pool designation (Watch & Enrich) and are monitored to determine if further data collection is necessary.</p> <p>Any student may be recommended for gifted assessment by:</p> <ul style="list-style-type: none"> • Parents • Teachers • Counselors • Administrators • Peers • Self <p>Referrals are accepted at any time throughout the school year. A referral form can be found on the Gifted and Talented page of the district website. All referral forms should be submitted to the Gifted Coordinator. Referrals should be accompanied by evidence of above grade level performance and/or gifted characteristics/behaviors. Typically, an MTSS meeting is held to gather this evidence and confirm</p>	

<p>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>the need for further assessment. With each referral, a letter is sent to the student's legal guardians explaining the referral, the assessment process, and requesting formal permission to test the student.</p> <p>Morgan County School District has selected a variety of specific instruments and procedures that will be utilized for gifted identification. These assessment tools include, but are not limited to, Cognitive Abilities Test Form 7, Kaufman Test of Educational Achievement 3rd Ed., Kaufman Brief Intelligence Test 2nd Ed., Test of Mathematical Abilities 3rd Ed., Test of Written Language 4th Ed., Scales for Identifying Gifted Students. The body of evidence may contain cognitive data, academic data, and observation data. The body of evidence should include both qualitative and quantitative data which should guide programming and the development of the Advanced Learning Plan.</p> <p>Upon referral in a talent area, the student receives documentation regarding necessary steps in developing a portfolio for evaluation. Identification in the talent areas is addressed via portfolio reviews by local artists and/or musicians or other experts in the field with the use of a rubric to determine advanced or distinguished ability or talent. The Gifted Services department uses rubrics supplied by the Colorado Department of Education Gifted Education Department. The identification team will also take into account top ranking at state or national contests or a distinguished juried performance. Cognitive and creativity assessments are also administered as part of the body of evidence.</p> <p>After a sufficient body of evidence has been collected, the gifted identification team, which consists of at least one member who is trained in gifted identification procedures, will review all assessment and observation scale scores. The review team must consist of at least one member who is trained in gifted identification practices and procedures. Based on guidelines as outlined on pages 15-18 of the Gifted Services Handbook, the identification team will determine eligibility for gifted services. Within 30 days of the referral, parents/guardians will be notified in writing regarding a determination of their child's status or if further assessment is needed. This communication includes the team's determination for gifted services as well as data gathered throughout the process, procedures for disagreements, and, if the student is identified, a survey link for families to complete for inclusion in the development of the Advanced Learning Plan.</p>	
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<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)</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 exceptionality/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>ASSESSMENT AND DETERMINATION</p> <p>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. Students must qualify on three measures in at least two different areas of testing (Cognitive, Achievement, Behavior Characteristics, and Demonstrated Performance) to be identified as gifted and talented in a specific academic area. Students can be identified in the area of General Intellectual ability with a single cognitive score; however, efforts must be made to collect a complete body of evidence before making this determination. Scores at the 95th percentile or above are considered within the range of giftedness. Scores within the exceptional, distinguished, or exceeds expectations range are also considered within the range of giftedness. In traditionally underrepresented student groups and visual/performing arts student groups or talent pools, identification may require the collection of student information over time.</p> <p>Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>See above for talent pool criteria using universal screening process.</p>	
<p>Identification Portability 12.02(2)(e)</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>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>	<p>PORTABILITY</p> <p>The rule for gifted portability means districts shall develop identification processes that are aligned to identification procedures defined by the Colorado Department of Education. Common guidelines support a universal and consistent practice for recognizing students with exceptional ability and potential.</p> <p>Morgan County School District has selected a variety of specific instruments and procedures that will be utilized for gifted identification. These assessment tools include, but are not limited to, Cognitive Abilities Test Form 7, Kaufman Test of Educational Achievement 3rd Ed., Kaufman Brief Intelligence Test 2nd Ed., Test of Mathematical Abilities 3rd Ed., Test of Written Language 4th Ed., Scales for Identifying Gifted Students. When the district receives a new student, the gifted review team reviews that student's data and determines if the previous district identified the student using criteria aligned to state guidelines. If there is insufficient data, the Gifted</p>	

	<p>Coordinator consults with the former district, parents and students to re-evaluate the identification determination.</p> <p>Portability of identification is a part of the student’s permanent record and Advanced Learning Plan. Morgan County School District has a process and procedure with building clerical staff to ensure the appropriate and timely transfer of a student’s Advanced Learning Plan that includes the student’s gifted identification profile. The transfer process includes secure electronic file transfer or mailing of the student’s record to the new district/school. The Gifted Coordinator reviews all new student Advanced Learning Plans within 45 days of enrollment into the receiving district and communicates information about programming and resources to parents/guardians within 60 days.</p>	
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</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 area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</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>ELEMENTS OF THE ADVANCED LEARNING PLAN</p> <ul style="list-style-type: none"> ● Area of Identification: students area of gifted identification ● Body of Evidence: includes assessments scores, observation scale scores, performance evaluations, and other qualitative and quantitative data ● Student strengths and areas of interests ● Parent input and involvement ● Goals: standards aligned academic achievement goals aligned with area of giftedness; affective goals addressing development in personal, social, communication, and/or leadership development; college/career goals (grades 9-12) addressing post-secondary plans ● Instructional Strategies and Accommodations: identifies specific curriculum, activities, strategies and/or opportunities that support the students goals ● Progress Monitoring: goals are reviewed in the fall and spring parent teacher conferences or in individual meetings with gifted coordinator. 	
<p>ALP Procedures and Responsibilities 12.02(2)(g) 12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned</p>	<p>DEVELOPMENT OF THE ADVANCED LEARNING PLAN In the fall of each year and immediately after new identifications, students develop strength based goals with the support of their parents, teacher, and/or gifted coordinator. Parents also complete an initial</p>	

<p>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>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>and a yearly survey in which information is shared about their child's successes, struggles, areas of interest and hobbies, and any concerns the parents may have about their child's behavior, needs, or performance. This information is included in the ALP and updated annually. The student's teachers are consulted annually regarding standards alignment and appropriate classroom accommodations that they will be providing throughout the school year. Goals are written and aligned with differentiated classroom instruction and supplemental or intensive programming, including extra-curricular options and contests/competitions.</p> <p>ACCESS AND MAINTENANCE OF THE ALP</p> <p>Advanced Learning Plans are accessible by teachers via the schools electronic databases, while testing records and hard copies of ALPs are housed in the Gifted Services Department. A summary sheet is included in each child's cumulative file to inform receiving schools about the student's area of giftedness and date of identification as well as the gifted coordinators contact information. Gifted education records are maintained, retained, and destroyed in a manner consistent with that of the Special Services Department. Teachers are informed at the beginning of each school year via staff meeting regarding the gifted students they will be serving in their classroom. They are invited to review the past years ALP and discuss possible accommodations at this time. Progress monitoring occurs during the fall and spring parent teacher conferences or in individual meetings with gifted coordinator.</p> <p>Parents are contacted on an annual basis to contribute qualitative information to the ALP, particularly concerning their child's interests, strengths, and needs or concerns. Upon completion of the ALP, the document is available digitally on Infinite Campus Parent Portal for review and signature. Paper copies are available upon request.</p>	
<p>Programming 12.02(2)(h)</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>PROGRAMMING</p> <p>In order to provide the best possible educational opportunities to gifted children, Morgan County School District advocates a variety of gifted best practices. Each of the following instructional strategies/programs is designed to promote the District goals which are to distinguish between general enrichment and gifted activities, and increase the emphasis on individualizing instruction to meet the needs of gifted students within the regular classroom's instruction and through providing special programming options for gifted learners. Instructional strategies and enrichment options are chosen for or</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)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>self-selected by students based on their area(s) of identification and Advanced Learning Plan goals.</p> <p><u>Instructional Strategies</u> The following instructional strategies are those that are most frequently used in classrooms district-wide:</p> <ul style="list-style-type: none"> • <i>Acceleration:</i> Acceleration offers standard curricular experiences to students at a younger-than-usual age or lower-than usual grade level. Acceleration includes grade-level acceleration or subject-based acceleration, in which a student enters a higher grade level part of the day to receive advanced instruction in one more content areas. These determinations are made collaboratively with the student, parents, teachers, building administration, and the gifted coordinator. The Iowa Acceleration Scales are typically administered to determine if a student is a suitable candidate for grade or subject-based acceleration. • <i>Ability Grouping/Cluster Grouping:</i> Ability grouping is defined as using assessment and progress monitoring scores and school records to assign same-grade children to classes or instructional groups that differ markedly in characteristics affecting school learning. Cluster grouping is a form of ability grouping in which 3 to 6 students are clustered according to their identified strength areas in a mixed-ability classroom. • <i>Curriculum Compacting:</i> A systematic procedure for modifying or streamlining the regular curriculum to eliminate repetition of previously mastered material, upgrading the challenge level of the regular curriculum, and providing time for appropriate enrichment and/or acceleration activities. • <i>Differentiation:</i> A means of addressing the particular characteristics and promoting the continual growth of students in an environment that is respectful of individual differences through modification of pace, depth, and complexity of curriculum and instruction. • <i>Flexible Pacing:</i> A form of “acceleration” in which the pace at which material is presented and/or expected to be mastered has been sped up. 	
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- *Guided Independent Study*: A process through which student and teacher identify problems or topics of interest to the student, plan a method of investigation, and identify a product to be developed.

Programming Options at Various Grade Levels

Elementary

- In-class differentiated instruction
- Ability grouping
- Enrichment pull-out groups
- After school clubs and activities

Middle School

- In-class differentiated instruction
- Ability grouping
- Accelerated math courses
- Advanced language arts and literacy courses
- Electives in arts and technology
- Monthly meetings with gifted coordinator
- After school clubs and activities

High School

- Advanced Placement: (AP) Advanced and challenging courses designed to foster the critical skills of thinking, analyzing, and problem solving. AP prepares students for specific content area examination that may award credit to be applied toward college.
- Honors Program: School-site developed courses taught at an advanced level to promote critical thinking and depth of knowledge.
- Concurrent enrollment options: Classes available through Morgan Community College.
- Variety of elective courses in business, technology, art, music, industrial arts, agriculture, and more.
- Wide variety of after school clubs, sports, and other activities.

Enrichment Offerings and Opportunities

Offerings and opportunities include, but are not limited to:

- Spelling Bee
- Geography Bee
- Science Fair
- Student art shows
- Musical performances

	<ul style="list-style-type: none"> • Solo/ensemble contests • Brain Bowl • Knowledge Bowl • National History Day competition • CAGT Legislative Day • NJC Math and Science Competition • UNC Math Contest • Noetic Math Contest • Various local, state, and national writing competitions • Mentoring opportunities • Summer school opportunities such as Kids College • Guest speakers • Field trips • Independent study classes • After school enrichment <p>*opportunities may vary from year to year and can be unique to specific grade levels.</p> <p><u>Affective Guidance and Support</u> Morgan County School District provides affective support through personalized learning goals, targeted small group instruction, and individualized attention. Gifted children tend to develop asynchronously and therefore require different support structures at different times. Gifted children are also highly diverse in their interests and needs, including twice-exceptional students, English language learners, low income students, and profoundly gifted students. The following are a selection of most commonly used practices to address affective needs of gifted students.</p> <ul style="list-style-type: none"> • <i>Ability grouping/Cluster grouping:</i> Ability grouping or cluster grouping allows for accelerative learning experiences as well as time to learn with peers of similar ability. Students are able to connect daily with others who can relate and appreciate their gifts. • <i>Bibliotherapy:</i> A group of invited students read the same book and meeting over the course of several weeks with an adult facilitator to discuss the book. Books may include fictional accounts of gifted people, biographies of famous gifted people, or nonfiction books written for gifted students. 	
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	<ul style="list-style-type: none"> • <i>Small group affective supports and counseling:</i> Small groups are formed that in the efforts to address and meet a common need among students. Topics may include but are not limited to friendships, communication, tolerance, social skills, organization, underachievement, etc. • <i>Individual counseling:</i> Individual counseling services are available for gifted children. The therapeutic nature of school counseling is intended to help students become more aware of themselves and others, learn coping skills, establish goals and plans of action, and ultimately become more effective and efficient learners. <p><u>Addressing Underachievement</u> When it is observed that a child may be underachieving, these attitudes and behaviors are most often addressed via the MTSS (Multi-Tiered System of Supports) process in the students building. Multiple stakeholders including, but not limited to, teachers, counselors, gifted coordinator, school psychologist, families, and the student will meet and work together to determine possible strategies and accommodations that may be put in place to mitigate or eliminate underachievement.</p>	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p> <p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p>	<p>EVALUATION AND ACCOUNTABILITY The Gifted Services Unified Improvement Plan Addendum is submitted on same timeline as the District's.</p> <p>Affective goals are developed in the Advanced Learning Plan and are monitored by student reflection/self-evaluation during an interview conducted by the student’s teacher, the gifted coordinator, or the enrichment instructor. Teachers are also consulted on their observations of progress toward affective growth in the given area.</p> <p>Student achievement and growth data are monitored at the building level via progress monitoring and at the department level in the fall in order to review state assessment scores and progress and again as part of the UIP process. Data is disaggregated by grade, school, gender, ethnicity, and income.</p> <p>The Gifted Coordinator attempts to maintain close contact with parents of gifted students by being available through multiple means of contact. Parents provide regular input regarding programming options via email and telephone communication. As of 2017, a more formal procedure has been implemented to</p>	

<p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>survey all stakeholders. This procedure will be conducted annually during 4th quarter.</p>	
<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 halftime 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>12.02(2)(j)(iv) 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>PERSONNEL</p> <p><u>Gifted Coordinator: Qualifications, Role, and Responsibilities</u></p> <p><i>Qualifications:</i> The district’s Gifted Coordinator must hold a valid teaching licensure and an endorsement or Master’s degree in gifted education. Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers.</p> <p><i>Role:</i> The Gifted Coordinator shall be an advocate for gifted students in the school district as well as an instructional resource for educators.</p> <p><i>Responsibilities:</i> The Gifted Coordinator’s responsibilities include but are not limited to: managing the program plan, allocating financial resources to various programs and activities, providing gifted education professional development, and maintaining proper documentation in compliance with Colorado law. Many staff members are involved in providing appropriate instruction, counseling, and programming for gifted students. While it is the coordinator’s responsibility to coordinate these efforts with appropriate staff members (classroom teachers, school counselors, and enrichment instructors), delivery of these services is a collaborative effort.</p> <p><u>Professional Development</u></p> <p>Morgan County School District provides in-service, staff development opportunities, and other educational opportunities to assist staff in gaining strategies relative to curriculum compacting, differentiating classroom instruction, and meeting the needs of academically gifted and talented students. Morgan County School District complies with state law with regards to employment of highly-qualified personal in all core content areas.</p> <p>Professional development is regularly provided by the Gifted Services department and/or regional or state Gifted Education Services. The options include but are not limited to instruction and support during Professional Learning Communities (PLCs), during district professional development days, via online book studies and/or courses, induction meetings, and individual support. Parent nights, which primarily deal with social-emotional concerns and support are open to certified staff as well.</p> <p>Occasionally opportunities arise for certified teachers to earn graduate credit through Adams State by</p>	

	<p>participating in professional development addressing gifted students and services. Teachers are also informed annually regarding Master’s degree programs in gifted education provided by local state universities, namely the University of Northern Colorado and the University of Denver.</p>	
<p>Budget 12.02(2)(k) 12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</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>BUDGET The Gifted Services budget is maintained by the Gifted Coordinator, with input from the Director of Special Services. This budget includes components from the state, with additional funds from the district. Annually, the Gifted Coordinator submits an expended budget to the state which reflects state funds and local district contribution. State funds are used to support one or more of the following: salaries for licensed or endorsed staff that primarily serve gifted students; professional development for gifted education; program options to support ALPs; materials to support gifted programming; administrative costs, technology and equipment not exceeding 20% of state funds. State funds are used to support only those allowable expenditures as outlined by the Colorado Department of Education.</p> <p>The Gifted Coordinator determines expenditures based on input from parents, teachers, and administrators as well as evidence of successful student engagement in offered activities.</p> <p>Occasionally, the Gifted Services Department may contract with other districts or BOCES for services to supplement gifted programming.</p>	
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input checked="" type="checkbox"/> Yes</p>	

<p>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>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>PROCEDURES FOR DISAGREEMENTS The appeals process begins when a student and/or parent are not satisfied with the decision of the team in planning the student's educational programming and/or when determining need for gifted education services. This process involves the reconsideration of any of the assessment processes, body of evidence data, or programming for gifted and talented services.</p> <p>It is the intent of Morgan County School District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding gifted identification and services should be brought first to the Gifted Coordinator. Students are encouraged to talk with the Gifted Coordinator to address any questions, issues, or concerns. The Gifted Coordinator will work with parents and students to resolve any questions, issues, or concerns by students or parents/guardians. New information and/or data may be introduced by the parents/guardians.</p> <p>If the student and/or parents/guardians are not satisfied with the response by the Gifted Coordinator, they should then contact the building principal. Through collaboration with the student, parents/guardians, counselor, and Gifted Coordinator, the principal will resolve the questions, issues, or concerns.</p> <p>If the student or parents/guardians are not satisfied with the resolution at the building level, they may appeal in writing to the superintendent within 10 school days after receiving the building level response. The superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The superintendent's decision is final.</p> <p>This procedure is included in all determination letters, whether the student is identified for gifted services or talent pool (Watch & Enrich) designation.</p>	
<p>Early Access 12.02(2)(l) 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>EARLY ACCESS You may check "no" if your AU does not offer early access.</p> <p><input checked="" 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> <ul style="list-style-type: none"><input type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.<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.	
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