

Gifted Education

Monitoring & Compliance Report (MCR)

Administrative Unit Name		Monitoring Visit Date:
Administrative Unit Address		
City	State	Zip Code
Gifted Education Director or Program Contact Name	Telephone	Email Address
Executive Director/Superintendent(s) Name(s)	Telephone(s)	Email Address(es)

Gifted Education Monitoring (GEM)

In accordance with the Exceptional Children's Education Act, the Office of Gifted Education at the Colorado Department of Education is responsible for monitoring administrative units. 12.07(3) Monitoring procedures shall include:

- 12.07(3)(a) A determination of compliance with all applicable state and federal laws and regulations, and
- 12.07(3)(b) An assessment of program quality based on the standards established by the Department of Education.

GEM Process

The Office of Gifted Education at the Colorado Department of Education (CDE) will monitor program compliance on a regular basis through reviewing comprehensive program plans, Unified Improvement Plans, annual and expended budgets, and conducting onsite visits and interviews. CDE will conduct at least one onsite visit to every AU during a five- year period. The purpose of the onsite visit is to document compliance with state rules and to gather more detailed information on implementation efforts and program quality.

GEM Documents

All monitoring documents for the GEM process can be found at <https://www.cde.state.co.us/gt/monitoring>. This specific document, called the Monitoring and Compliance Template (MCT), will be used onsite by the monitoring team to assess compliance. A corresponding checklist of items to be discussed during the onsite compliance portion of the monitoring visit has been created to help AUs prepare and is available at the link above. Prior to an onsite visit, AUs are required to submit additional relevant information that will allow CDE to conduct an efficient and effective visit. The items that are required to be submitted for the onsite monitoring visit are listed below as follows: 1. Comprehensive Program Plan draft

- 2. Gifted Education Quality Program Assessment Rubric (Single AU or BOCES specific documents available)

**CDE already has on file the following documents which will be used during the monitoring process: UIP, Annual Budgets, Early Access Plans (if applicable), and state submitted data*

12.02(2) Comprehensive Plan: Administrative units shall submit to the Department a comprehensive gifted education program plan on a multiple-year cycle as declared by the Department, such cycle to be no longer than 5 years. The program plan shall be implemented by all constituent schools and districts of the AU. The filing of the program plan shall include a proposed program plan budget. Plans shall be filed by April 15 of the fiscal year prior to the funding year. The Department will 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. A program plan for the education of gifted students submitted to the Department for funding purposes and program description shall contain the following elements:

Area of Compliance #1: Procedures for Parent, Family, and Student Engagement 12.02(2)(a)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence if needed (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
<p>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>✓ Comprehensive Program Plan</p>					
Area of Compliance #2: Definition of “Gifted Student” 12.02(2)(b)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	

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.	✓ Comprehensive Program Plan				
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CEW, Monitoring and Compliance Report

Area of Compliance #3: Identification Procedures 12.02(2)(c)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>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:</i>						
			Yes	Partial	No	
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;	✓ Comprehensive Program Plan					
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;	✓ Comprehensive Program Plan					
12.02(2)(c)(iii) A timeline 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;	✓ Comprehensive Program Plan					

12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionalism 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;	✓ Comprehensive Program Plan				
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;	✓ Comprehensive Program Plan				

12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;	✓ Comprehensive Program Plan				
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;	✓ Comprehensive Program Plan				
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;	✓ Comprehensive Program Plan				

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.	✓ Comprehensive Program Plan				
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Area of Compliance #4: Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
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.	✓ Comprehensive Program Plan					
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.	✓ Comprehensive Program Plan					
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.	✓ Comprehensive Program Plan					

Area of Compliance #5: Identification Portability 12.02(2)(e)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status	Comments
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:				

			Yes	Partial	No	
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;	✓ Comprehensive Program Plan					
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;	✓ Comprehensive Program Plan					
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;	✓ Comprehensive Program Plan					
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	✓ Comprehensive Program Plan					

Area of Compliance #6: Advanced Learning Plan Content 12.02(2)(f)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>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:</i>						
			Yes	Partial	No	
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;	✓ Comprehensive Program Plan					
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	✓ Comprehensive Program Plan					

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;						
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;	✓ Comprehensive Program Plan					
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;	✓ Comprehensive Program Plan					
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.	✓ Comprehensive Program Plan					

Area of Compliance #7: ALP Procedures and Responsibilities 12.02(2)(g)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>The AU shall have procedures for developing ALPs that include, but need not be limited to:</i>						
			Yes	Partial	No	
12.02(2)(g)(i) Notification of ALP development and times in the school year when parents, teachers and the student talk about student academic and affective goal progress;	✓ Comprehensive Program Plan					
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 with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;	✓ Comprehensive Program Plan					

12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;	✓ Comprehensive Program Plan					
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	✓ Comprehensive Program Plan					

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;						
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;	✓ Comprehensive Program Plan					
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.	✓ Comprehensive Program Plan					

Area of Compliance #8: Programming 12.02(2)(h)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	

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:	✓ Comprehensive Program Plan					
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;	✓ Comprehensive Program Plan					
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);	✓ Comprehensive Program Plan					
12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);	✓ Comprehensive Program Plan					
12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);	✓ Comprehensive Program Plan					

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);	✓ Comprehensive Program Plan					
12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;	✓ Comprehensive Program Plan					
12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;	✓ Comprehensive Program Plan					
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);	✓ Comprehensive Program Plan					
12.02(2)(h)(i)(I) Post-secondary options available to gifted students.	✓ Comprehensive Program Plan					

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.	✓ Comprehensive Program Plan					
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.	✓ Comprehensive Program Plan					

Area of Compliance #9: Evaluation and Accountability Procedures 12.02(2)(i)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:						
			Yes	Partial	No	
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;	✓ Comprehensive Program Plan ✓Unified Improvement Plan or SCAP (SCAP AUs only)					
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);	✓ Comprehensive Program Plan or					

	✓ Unified Improvement Plan or SCAP (SCAP AUs only)					
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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);	✓ Comprehensive Program Plan ✓Unified Improvement Plan or SCAP (SCAP AUs only)					
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);	✓ Comprehensive Program Plan					
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.	✓ Comprehensive Program Plan					

Area of Compliance #10: Personnel 12.02(2)(j)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	
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: 12.02(2)(j)(i)(A) Management of the program plan; 12.02(2)(j)(i)(B) Professional development activities, the purposes of which are: 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 12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students	✓ Comprehensive Program Plan					

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.	✓ Comprehensive Program Plan					
12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.	✓ Comprehensive Program Plan					
12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.	✓ Comprehensive Program Plan					
12.02(2)(j)(v)) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the teacher qualification requirements under federal law.	✓ Comprehensive Program Plan					
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.	✓ Comprehensive Program Plan					
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).	✓ Comprehensive Program Plan					

Area of Compliance #11: Budget 12.02(2)(k)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
			Yes	Partial	No	

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:	<ul style="list-style-type: none"> ✓ Comprehensive Program Plan ✓ Annual Budget 					
12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education	<ul style="list-style-type: none"> ✓ Comprehensive Program Plan ✓ Annual Budget 					

directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);						
12.02(2)(k)(i)(B) Professional development and training relating to gifted education;	<ul style="list-style-type: none"> ✓ Comprehensive Program Plan ✓ Annual Budget 					
12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs;	<ul style="list-style-type: none"> ✓ Comprehensive Program Plan ✓ Annual Budget 					
12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education;	<ul style="list-style-type: none"> ✓ Comprehensive Program Plan ✓ Annual Budget 					
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.	<ul style="list-style-type: none"> ✓ Comprehensive Program Plan ✓ Annual Budget 					
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.	<ul style="list-style-type: none"> ✓ Comprehensive Program Plan ✓ Annual Budget 					

Area of Compliance #12: Early Access 12.02(2)(I)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>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.</i>						
If AU does not permit Early Access at this time, indicate here and skip to area of compliance # 13, Record Keeping. □						
			Yes	Partial	No	
General Provisions 12.08 (1) 12.08(1)(a) Early access shall be provided by the AU to identify and serve highly advanced gifted children who are:	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

12.08(1)(a)(i) Four years of age and for whom early access to kindergarten is deemed appropriate by the AU; and 12.08(1)(a)(ii) Five years of age and for whom early access to first grade is deemed appropriate by the AU.						
12.08(1)(b) If the AU permits early access, early access provisions shall be included in its early childhood and gifted instructional programs, and the AU shall expand access to kindergarten through grade one for students deemed appropriate for early access.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(1)(c) Early access shall not be an acceleration pattern recommended for the majority of age 4 or age 5 gifted children who will benefit from preschool gifted programming that responds to the strength area. The purpose of early access is to identify and serve the few highly advanced gifted children who require comprehensive academic acceleration.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

12.08(1)(d) When an AU permits early access, its program plan shall describe the elements of an early access process and how those elements, criteria and components will be implemented. Determinations made by the AU shall be made after consideration of criteria required by Section 12.08(2)(d) of these Rules.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(1)(e) In 2008, an AU may submit an early access addendum to its program plan by September 10, 2008. Thereafter, AUs shall submit an addendum for early access by January 1 preceding the initial school year in which early access will be permitted, thus early access assessment may occur after the addendum is approved by the Department.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2) Elements of an Early Access Process An early access process shall include the following elements:						
12.08(2)(a) Communication The AU shall communicate with parents, educators and community members as specified in Section 12.02(1)(a) of these Rules. Early access communication is:	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(a)(i) Information about the criteria and process for identifying a highly advanced gifted child for whom early access is deemed appropriate, time frames, portfolio referral, deadlines, specific tests and threshold scores used to make final determinations concerning such a student;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(a)(ii) Professional development of educators, or other means to increase the understanding of a highly advanced gifted child and the educational needs of such a student;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(a)(iii) A method for collaborative efforts among preschool, general and gifted education personnel and parents;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

12.08(2)(a)(iv) An advanced learning plan for the highly advanced gifted child determined appropriate for early access.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to					
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	Early Access Plan					
12.08(2)(b) Optional Fee Condition 12.08(2)(b)(i) The AU may charge parents a reasonable fee for assessment and other procedures performed for the purpose of identifying a highly advanced gifted child and making determinations for early access. The AU shall describe the fee related to the implementation of the referral, testing and/or decision making processes.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(b)(ii) No charge shall be assessed if the child who is the subject of such assessments is eligible for a reduced-cost meal or free meal pursuant to the federal "National School Lunch Act", 42 U.S.C. §1751, et seq.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(b)(iii) When evaluating the need for fees, the AU will: 12.08(2)(b)(iii)(A) Integrate the costs of assessment and decision making into the ongoing general instructional and assessment practices conducted by early childhood and gifted education personnel to the maximum extent possible;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(b)(iii)(B) Take into account the economic circumstances of the community and applicant's family;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(b)(iii)(C) Consider test results within three months of application from outside licensed professionals paid by the parent.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(c) Funding and Reporting Administrative units that permit early access shall receive funding from the state education fund created in Article IX, Section 17(4) of the Colorado Constitution. To receive funding the AU shall abide by the Rules in this Section 12.08,	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(c)(i) Support integration of early access in early childhood and gifted programming;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

12.08(2)(c)(ii) Report age four gifted children provided early access using date of birth, grade level placement and gifted student designations on the October Enrollment Count and the End-of-Year Report;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
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12.08(2)(c)(iii) Report age five gifted children provided early access using date of birth, grade level placement and gifted student designations on the October Enrollment Count and the End-of-Year Report.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d) Criteria for Early Access The AU shall evaluate a child referred by the parent for early access using the following criteria. The evaluation will lead to a student profile of strengths, performance, readiness, needs and interests, and a determination of appropriate placement. All criteria must be considered in making the determination – test scores alone do not meet the standards of a determination.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(i) Aptitude 12.08(2)(d)(i)(A) Aptitude supporting early access is indicated by a highly advanced level of performance compared to age-peers on cognitive abilities rating scales or 97th percentile and above on standardized cognitive ability tests. Every child with a score above 97th percentile may not benefit from early access to kindergarten or first grade.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(i)(B) The AU shall describe the method(s) and the developmentally appropriate tools for assessment that will be used to determine potential in general cognitive abilities and school success (e.g., individualized ability test, such as the Wechsler Preschool and Primary Scale of Intelligence or Woodcock Johnson Cognitive Ability Scale, or Kaufman Brief Intelligence Test).	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(ii) Achievement 12.08(2)(d)(ii)(A) Achievement supporting early access is indicated by a highly advanced level of performance compared to age-peers on achievement rating scales, performance assessment, or 97th percentile and above on standardized achievement tests. Typically, early access children function two or more years above their age peers.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

12.08(2)(d)(ii)(B) The AU shall describe the method(s) and tools for assessment that will be used to determine knowledge and skills in reading, writing and mathematics (e.g., curriculum-based assessment, above-level testing, and individualized achievement tests, such as the test of early math ability/reading ability, Woodcock Johnson III Tests of achievement, or Iowa Tests of basic skills).	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(iii) Performance 12.08(2)(d)(iii)(A) Performance supporting early access is indicated by work samples and informal teacher and/or parent data indicating demonstrated ability above age peers.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(iii)(B) The AU shall describe the method(s) and tools for assessment that will be used to determine actual demonstration of the student's work (e.g., work samples, independent reading, advanced vocabulary, observational data).	✓ Early Access Plan ✓ Comprehensive Program Plan if					

	changes made to Early Access Plan					
12.08(2)(d)(iv) Readiness, Social Behavior and Motivation 12.08(2)(d)(iv)(A) Readiness, social behavior and motivation for early access are determined by the child's ability to demonstrate the indicators deemed necessary for kindergarten or first grade by the district's standards or national standards (e.g., district readiness checklist, normed-checklists and rating scales, such as the California Preschool Competency Scale or the Preschool/Kindergarten Behavioral and Social Scale or Bracken School Readiness).	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(iv)(B) The AU shall describe the method(s) and tools for evaluation that will be used to determine a child's readiness for kindergarten or first grade, social maturity, and eagerness to learn.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(v) Support Systems 12.08(2)(d)(v)(A) The AU shall define and implement a support system to assist in a child's success in and transition through early access by evidence of:	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

12.08(2)(d)(v)(A)(I) A letter of determination of the early access decision signed by the parent, gifted education staff, early childhood staff, the receiving teacher and building administrator indicating recognition and support of the child's placement (determination letters will be placed in the child's cumulative file);	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(v)(A)(II) A transition goal in the child's advanced learning plan for the first year of early access;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(v)(A)(III) Methods of communication with the student about school success; and 12.08(2)(d)(v)(A)(IV) Methods for parent-teacher communication.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(d)(v)(B) The AU will describe how parents, teachers, school administrators and the learning environment will contribute to a positive support system.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e) Process for Early Access The AU shall establish a collaborative process among parents, preschool, general and gifted educators and school administration for evaluating early access referrals. The process implemented shall include the following components:	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(i) Timelines 12.08(2)(e)(i)(A) Applications for early access are due by April 1 for the next school year. Each AU shall declare when it will begin accepting applications.	✓ Early Access Plan ✓ Comprehensive Program Plan if					

	changes made to Early Access Plan					
12.08(2)(e)(i)(B) Determinations shall be made within 60 calendar days of the AU receiving the child's portfolio submitted by the child's parent in accordance with Section 12.08(2)(e)(iii)(A) of these Rules.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

12.08(2)(e)(i)(C) For referrals received after April 1, the AU may, at its discretion, consider the child's information, provided the determination is made by September 1 or by the start of the upcoming school year, whichever is earlier.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(i)(D) A student shall be age 4 by October 1 for kindergarten; and, age 5 by October 1 for first grade.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(ii) Personnel The AU shall identify personnel at the AU, district, and/or school level who will be involved in the early access process based on the following list. Designated personnel may serve in multiple capacities during the early access process.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(ii)(A) A person designated to collect portfolio referrals;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(ii)(B) Educators designated to collect data used in a body of evidence including the test examiner(s), early childhood teacher(s), a gifted education resource person, and others as identified by the AU (e.g., a performance assessment team, principal);	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(ii)(C) A determination team consisting of an AU level or school level gifted education resource person, a teacher in early childhood, and others as identified by the AU (e.g., principal, psychologist, counselor, parent);	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(ii)(D) A support team during transition including the receiving teacher and school administrator, parents, and gifted education/early childhood personnel;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(ii)(E) Other persons helpful in collecting data or making determinations, including the person who assisted in developing the screening portfolio.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

12.08(2)(e)(iii) Evaluation The AU shall describe the implementation steps for early access evaluation. The steps shall include, but not be limited to:	✓ Early Access Plan ✓ Comprehensive Program Plan if					
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12.08(2)(e)(iii)(A) Screening Portfolio Parents are responsible for collecting the information required for an early access portfolio application, and for submitting the portfolio to the appropriate AU personnel. The AU must describe the requirements for an application portfolio that shall include:	changes made to Early Access Plan					
12.08(2)(e)(iii)(A)(I) Applicant contact information;	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(iii)(A)(II) A screening tool completed, individually, by the parent and the child's current teacher; or, if the child is not in school, by the parent and another adult who knows the child from other early childhood experiences (developmentally appropriate screening tools are district-developed tools and/or standardized tools, like the Gifted Rating Scales for Preschool and Kindergarten or the Kingore Observation Scale);	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(iii)(A)(III) Information about the performance of the child that provides evidence of a need for early access evaluation (e.g., work samples, data from the child's current teacher or an adult from early childhood experiences, or indicators of early access readiness factors).	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(iii)(B) Referral The AU shall designate the gifted education director/coordinator, principal, or other qualified person, to accept the referral portfolio provided by the parent, and make an initial decision as to whether early access assessment should continue.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					
12.08(2)(e)(iii)(C) Testing and a Body of Evidence The AU shall conduct the necessary tests and collect student information, including test results accepted pursuant to Section 12.08(2)(b)(iii)(C) of these Rules, regarding the criteria and factors for early access outlined in Section 12.08(2)(d) of these Rules. The body of evidence is complete if data regarding all criteria, and other considerations deemed necessary by the AU, are compiled for data analysis and decision making.	✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan					

<p>12.08(2)(e)(iii)(D) Decision Making</p> <p>12.08(2)(e)(iii)(D)(I) Early access decisions will be a consensus process within the determination team that analyzes multiple criteria from a body of evidence resulting in a student profile of strengths, needs and interests of the child. Test scores alone will not determine early access. If the team cannot reach consensus, the building principal or the gifted education director/coordinator shall make the final decision in accordance with the AU's early access program plan.</p>	<p>✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>					
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<p>12.08(2)(e)(iii)(D)(II) A determination letter will be signed by members of the determination team and the parent; and, forwarded for signature of the receiving teacher and principal if they are not on the determination team. Parents may accept or decline the offer of early access. When a child is deemed appropriate for early access, an advanced learning plan (ALP) shall be developed according to the AU's procedures, but no later than the end of the first month after the start of school. The ALP shall include academic and transition goals.</p>	<p>✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>					
<p>12.08(2)(e)(iii)(D)(III) If the determination team finds the child gifted, but does not find that the child meets the criteria for early access, the team will provide the child's school with the child's assessment portfolio for serving the area of exceptionality in the child's public preschool or public kindergarten program.</p>	<p>✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>					
<p>12.08(2)(e)(iii)(D)(IV) If the student transfers during the first year of an early access placement the new AU shall maintain the placement.</p>	<p>✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>					
<p>12.08(2)(e)(iv) Monitoring of Student Performance</p> <p>The student's teacher shall monitor student performance at least every five weeks during the student's first year of early access. The monitoring process shall be based on the advanced learning plan and performance reports shared with the parents and child.</p>	<p>✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>					
<p>12.08(2)(e)(v) Procedures for Disagreements</p> <p>Procedures for disagreements for early access shall be in accordance with Section 12.06 of these Rules.</p>	<p>✓ Early Access Plan ✓ Comprehensive Program Plan if changes made to Early Access Plan</p>					

Area of Compliance #13: Record Keeping 12.05(1)	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
<i>Financial records shall be kept in accordance with generally accepted principles of governmental accounting.</i>						
			Yes	Partial	No	
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.	✓ Comprehensive Program Plan					
12.05(3) Student Education Records The ALP documents shall be part of the student's cumulative education record.	✓ Comprehensive Program Plan					
12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and	✓ Comprehensive Program Plan					

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.						
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.	✓ Comprehensive Program Plan					

Area of Compliance #14: Procedures for Disagreement 12.06	Supporting documentation on file at CDE (AUs do not need to resubmit)	Additional Supporting Evidence (Documented during on-site visit)	Compliance Status			Comments
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			Yes	Partial	No	
<i>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.</i>	✓ Comprehensive Program Plan					

Exit Interview with AU	
AU feedback for CDE's Gifted Education Monitoring Process:	
Timely topics for AU trainings:	

Other AU feedback and comments:	
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Compliance Findings and Action Plan Steps

Date:

AU Name		
AU Address		
City	State	Zip Code
Gifted Education Program Director/Contact	Telephone	Email Address
Executive Director/Superintendent(s)	Telephone	Email Address

AU Compliance	Previous Monitoring	Current Monitoring
Percent of areas in compliance		
Percent of areas in partial compliance		
Percent of areas needing attention		

Indicator	Summary of Finding	Supporting Evidence Needed to Meet the Conditions of Rule	Timeline	Date Received and initials	Evidence Received	CDE Analysis	Date Resolved
Indicator	Summary of Finding	Supporting Evidence Needed to Meet the Conditions of Rule	Timeline	Date Received and initials	Evidence Received	CDE Analysis	Date Resolved
Indicator	Summary of Finding	Supporting Evidence Needed to Meet the Conditions of Rule	Timeline	Date Received and initials	Evidence Received	CDE Analysis	Date Resolved

By signing below, the AU Acknowledges Receipt of the Monitoring Results Document, including the Gifted Education Action Steps, if applicable.

CDE Gifted Education Director: Printed Name:

Signature and Date:

AU Gifted Education Director/Coordinator: Printed Name:

Signature and Date:

AU Superintendent: Printed Name:

Signature and Date:

BOCES Executive Director/Superintendent(s):

Printed Name/District:

Signature and Date:

Printed Name/District:

Signature and Date:

Printed Name/District:

Signature and Date:

Printed Name/District:

Signature and Date:

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