



Gifted Education Comprehensive Program Plan 2016-2020

Guidance Handbook for Administrative Unit Gifted Education Lead

This 2016-2020 Gifted Education Comprehensive Program Plan and Early Access Addendum Guidance Handbook was created by the Colorado Department of Education, Office of Gifted Education to support the gifted education lead in an administrative unit (AU) in preparing the 4-year comprehensive plan. The goal is to assist in the thinking behind the narratives that must be written so that they are concise yet comprehensive. Stakeholders reading the finished AU document should have a clear picture of the administrative unit’s gifted program.

The program plan demonstrates commitment to identify and serve gifted students and their families in ways that fit with local district resources, data analysis and priorities. The program plan shall be implemented by all constituent schools and districts of the AU. Plans are reviewed in terms of the Colorado Exceptional Children’s Educational Act (ECEA) and regulations. Plans shall be deemed complete if they **address all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of the Rules and outlined as bullets on the plan template**. This guidance document offers additional direction when composing the Comprehensive Program Plan narratives in each area.

General Overview and Tips

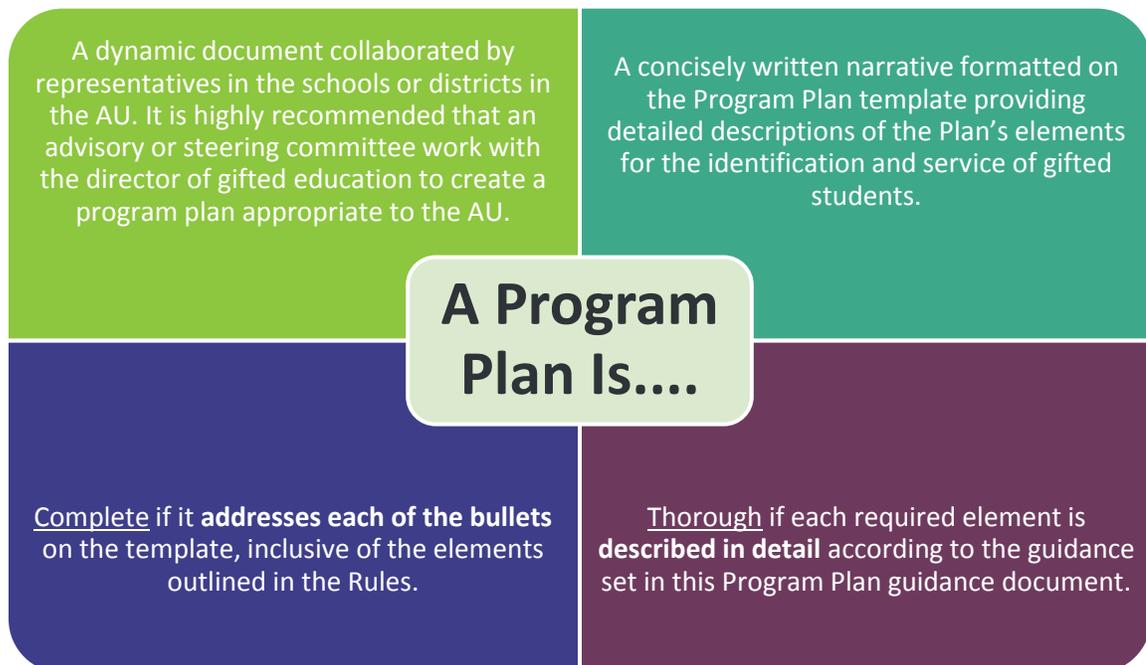
- Every administrative unit (AU) is required to file a comprehensive 4-year Program Plan for the identification of and programming for gifted students to the Colorado Department of Education. In subsequent years of the 4-year plan, the submission of the Unified Improvement Plan gifted education addendum and budget page is as the annual plan required by ECEA. The budget template describes how annual state and local funds will be used to support the Program Plan.
- All elements of the Program Plan must be addressed within limits of district and community resources. Districts may work together in providing programs or services to gifted students.
- The Comprehensive Program Plan template is located on the ESSU Data Management System to be completed by each administrative unit (AU) and submitted to the Colorado Department of Education by October 15, 2016.

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Note. For easy reference, the template contains reference bullets about provisions in regulations to address when writing the narrative. When printed, these bullets will not appear in the AU’s narrative.

- It is expected that local gifted needs assessments and student data inform Comprehensive Program Plans.
 - A needs assessment should consider the readily available tools and/or local reports in gifted education, such as:
 - Colorado’s Self-Evaluation
 - Colorado’s Rubric for Gifted Education Programming for self-evaluation of on-target or distinguished program elements
 - A Colorado Gifted Education Review (C-GER) report identifying priorities for improvement
 - National standards in gifted programming
 - Stakeholder surveys (questions can be found on DMS)
 - Individual directors are encouraged to work with local data personnel to determine student strengths and achievement or excellence gaps for programming purposes. *School View* is a CDE tool with a data lab for district, school and BOCES student performance and growth data. Profile and Performance data is also available through the ESSU Gifted Data Management System as an attachment under the profile tab. Individual data is best sought through the district and school.
- Multiple-district administrative units

The program plan represents the administrative unit’s procedures, methods, or tools in implementing the elements relevant to a gifted program. All constituent districts are obliged to the program plan. If individual districts express a need for varied improvement targets or shared responsibilities, merely note such in any relevant section of the program plan (e.g., UIP improvement targets, programming options) by writing the individual district’s target or appropriate description of practice.
- Administrative units have two primary standards documents to use as resources for program development: the Self-Evaluation and the Programming Rubric. The Self-Evaluation guides compliance for state statute and regulations. The Programming Rubric guides program development to the distinguished level of best practices.





Narrative Elements and Rules for the Administration of the Exceptional Children's Educational Act

Procedures for Parent, Family and Student Engagement and Communication:

12.02 (2) (a)(i) *The program plan shall describe how the administrative unit 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.*

Parent, Family and Student Engagement and Communication narrative

- In the narrative state clearly the procedures by which the AU effectively communicates with stakeholders about 1) Identification; 2) Programming including concurrent enrollment options and college and career planning; 3) ALPs; and 4) Student achievement (e.g., handbook, induction program, website, parent meetings, translated information, board meeting presentations, articles in local newspaper).
- Describe how the AU ENGAGES parents, family and student in the gifted education program and processes (e.g., parent invitations for participation, student input on goals and self-monitoring progress, advisory board, local CAGT affiliate, newsletters with local/state/national conference information).
- Discuss the future steps to improve procedures for parent, family and student engagement and communication. Include targets if this area was identified for improvement in most recent C-GER.

Definition:

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.*

Definition narrative

- Review the AU's definition. Is the AU written definition the same as or substantially similar to the definition of "gifted student" specified in section 12.01(16) of Rules? Definition should include all areas of giftedness (general or specific intellectual ability, specific academic aptitude, creative or productive thinking, leadership abilities, visual arts, performing arts, musical abilities, psychomotor abilities).
- Revise if needed to be similar or the same as the state definition.
- In the narrative, write a broad-based definition for gifted students that will guide the gifted program—identification and programming for gifted students in the administrative unit.
- Describe how the definition serves as the basis for the implementation of all other program plan elements.

Identification:

12.02 (2) (c) **Identification procedure.** *The program plan shall describe the assessment process used by the administrative unit 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 programming.*

Identification narrative

- In this section, it is important to show that the AU is attempting to find gifted potential in all student groups and students with disabilities.
- Describe the AU's pre-identification considerations or procedures. Are there activities or programs that assist with early identification?
- Specify the formal identification process used in the administrative unit that aligns with CDE's most current Identification Guidelines. The process and selected tools should reflect the definition of giftedness adopted by the administrative unit and identify educational needs of gifted students.
- Explain how procedures reflect efforts to identify students in traditionally under-served populations; and from all areas of giftedness (general or specific intellectual ability, specific academic aptitude [reading, writing, math, social studies, science, world languages], leadership abilities, creativity, visual arts, performing arts, musical and psychomotor abilities).
- Provide statement about how the administrative unit will ensure equal and equitable access to identification for all students (e.g., minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities) through the use of valid and reliable instruments.
- Review the key Rule requirements and make sure each bullet has a cohesive description on how it is implemented in the AU's identification procedure (e.g., include any timeline or visuals used to explain the process).
- Outline the practices for transferring student identification records and ALP to new districts along with transitions between grades/levels within district.
- Discuss the future steps to develop or improve the AU's identification procedures/practices.
- Include targets if this area was identified for improvement in most recent C-GER.

Advanced Learning Plan Content, Procedures and Responsibilities:

12.02(2)(f)-12.02(2)(g) **Advanced Learning Plan Content.** *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 content shall include, but not be limited to:*

- *A student profile described in a body of evidence which shall be subject to the AU's student records confidentiality guidelines; a working document section of the ALP which records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s), affective goals reflect development of personal, social, communication, leadership, and/or cultural competency; 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; progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress; 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.*

12.02(2)(g) **ALP Procedures and Responsibilities.** *The AU shall have procedures for developing ALPs that include, but need not be limited to:*

- *Notification of ALP development and times in the school year when parents, teachers and the student talk about student academic and affective goal progress; personnel assigned with the responsibility for development and monitoring; a method to develop student awareness and active participation in the ALP progress; A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts; ALPs should be written and reviewed for current relevancy to teachers and students at the beginning of the school year; An ALP progress reporting timeline; A system to show evidence of parent engagement and input in ALP development and in the review of progress.*

Advanced Learning Plan Content, Procedures and Responsibilities narrative

- For ease of understanding divide narrative into two sections to address 1) Content and 2) Procedures and Responsibilities.
- Describe the content and process of Advanced Learning Plans (ALPs).
- Specify who receives a plan, the timeline for writing and reviewing plans, stakeholder involvement in plan development and monitoring, and plan management system.
- Review to make sure that the Advanced Learning Plan reflects all components of the most current guidelines from CDE to ensure portability.
- The ALP has two sections including a “working section” with strength area(s), affective goals and progress monitoring that is updated continually.
- Describe how the AU provides diverse content options (e.g., mentorships, honors program, advanced math).
- How does the AU engage parents in the ALP process? How is that reflected on the ALP? Be specific.
- Discuss the future steps to develop or improve ALPs in the AU.
- Include targets if this area was identified for improvement in most recent C-GER.

Programming:

12.02 (2) (h) **Programming.** *The program plan shall describe the programming components, options, and strategies that will be implemented by the administrative unit 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:*

- *Alignment of gifted student’s assessment data and ALP goals to programming options in the areas of giftedness; 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); Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills); Affective and guidance support systems (e.g., social skills training, early college and career planning); Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses); The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented; Pre-collegiate and/or pre-advanced placement support; ALP development and reviews conducted through the collaborative efforts of teacher(s), other school personnel (as needed), parents and the student (as appropriate); Post-secondary options available to gifted students; Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP*
- *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.*

Programming narrative

- Use the template called, *Administrative Programming Details*, in the ESSU Gifted Data Management System, to describe the programming options available for the varied areas of giftedness at different school levels (elementary, middle, and high school). Please complete this template as a portion of the Comprehensive Program Plan. This information will be sufficient data and will be used for annual reports over the cycle of the 4 year plan. You may update programming options/information at any time, as you may need.

Note. This means that the AU Programming Details is submitted once for the 4-year plan and suffices for the annual programming report that will be generated via the ESSU Data Management System.

Example taken from AU Programming Details

	Elementary	Middle School	High School
Reading	From the drop down menu, mark programming options for this area at this level	From the drop down menu, mark programming options for this area at this level	From the drop down menu, mark programming options for this area at this level
Math			
Music			
Visual Arts			
Leadership			

- Include a description of options for acceleration, differentiated instruction, and career planning for post-secondary and workforce readiness.
- Outline the structure of the gifted program – how services are delivered at each level of schooling (elementary, middle school, high school). In what ways does the plan provide a continuum of services, K-12? Examples: cluster grouping for direct instruction, rigorous or accelerated adaptations to the regular curriculum, selected programs for critical thinking or creativity, continuous learning curriculum, flexible grouping, community mentors in the arts, an acceleration policy or use of proven, researched materials like College of William and Mary literature units, M3 math program, and/or U-STARS. Describe future steps to develop or improve programming. A chart may be useful for this portion of the narrative as well.
- Outline the AU’s approach to implementing programming components: 1) delivery of services; 2) options for curriculum and instruction; 3) social-emotional guidance and post-secondary and workforce readiness planning; and 4) differentiated instruction that includes acceleration and key instructional strategies from CDE guidelines.
- Articulate how programming matches the strengths, interests, and special needs of the gifted student.
- Where are gifted students served? (e.g., general classroom, classroom cluster groups, vertical cluster groupings, pull-out groupings, or school for gifted)
- Describe transition process procedures for gifted students grade-to-grade and between school levels.
- Is differentiated instructional philosophy and support evident for gifted student as exemplified in any of the following: Does the AU have a well-articulated process to consider and determine acceleration decisions? Is cluster grouping supported and implemented in the AU? Are critical and

Evaluation and Accountability:

12.02 (2) (i) The comprehensive program plan shall describe the administrative units procedures for evaluation and accountability including, but not limited to:

- *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, advanced learning plan 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.*
- *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);*
- *Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (e.g., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of growth);*
- *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);*
- *Methods by which parents, educators, and other required persons are informed about the above methods*

Evaluation and Accountability narrative

- In this section describe methods and tools used for assessment and evaluation of gifted students' academic performance and growth and affective growth as a result of programming. When and how often is gifted student data disaggregated to determine gaps in achievement, excellence or demographics? Name any AU formative, interim or summative assessments for monitoring achievement and specify how often they are used. If you have a monitoring timeline/calendar it could be included here. This is where you can describe any other data tools that you may use.
- What methods are used for reporting results to stakeholders? Outline the AU's process for gifted student achievement and growth data disaggregation to inform instruction and for reporting. (e.g., what is done? By whom? How often? How is it shared with ALL stakeholders?)
- What are the procedures/methods used to evaluate the gifted program? Include a description of gifted program self-evaluation (e.g., review of policy, goals, identification process, assessment programming components, personnel, budget, reporting practices, and the impact of gifted programming on student achievement), which includes periodic feedback and review from stakeholders and informs stakeholders of the methods for program evaluation. Is someone responsible to evaluate the program? Do you use questionnaires to gather program evaluation input from stakeholders? Include timeline and summary of recent results.
- Discuss the future steps to develop or improve in this area.
- Include targets if this area was identified for improvement in most recent C-GER.

Personnel:

*12.02 (2) (j) **Personnel.** 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.*

The program plan shall also indicate the content of and means by which the administrative unit 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.

Personnel narrative

- Describe certified and qualified personnel who will be involved in the indirect and direct delivery of services. Does the AU require personnel to have the gifted education specialist endorsement if working in leadership, resource or special programs for gifted students?
- Describe professional development in gifted education provided or sponsored by the administrative unit. Do induction programs include a component about serving gifted students? Are administrators and other educators provided professional development?
- How does the AU address teacher effectiveness for teachers of gifted students? Personnel will be knowledgeable about gifted students and programming – differentiated instructional methods and competencies in gifted education (e.g., induction classes, flyers/brochures/handbooks, website for staff, in-services, principal walkthroughs, CDE online module offerings, G.E.T. participation).
- Statement that the AU employs personnel responsible for the management of the program plan and professional development activities
- Discuss the future steps to develop or improve your personnel. This is an opportune time to consider long-term how to increase capacity of educators and development of cohorts seeking endorsements or degrees in gifted education.
- Include targets if this area was identified for improvement in most recent C-GER.

Budget:

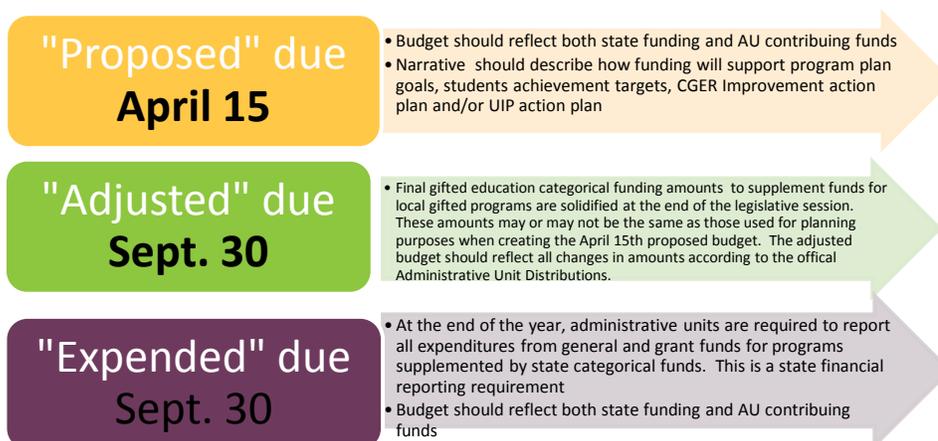
*12.02 (2) (k)(i) **Budget.** The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the administrative unit 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.*

Budget narrative

- Provide a brief narrative (in green column B) about how state funds and contributing funds from the administrative unit will be/were used to support the program plan. State funds are not expected to fully fund the program plan. **Budget template can be found on the ESSU Gifted Data Management System.**
- Detail how funds will be used to 1) sustain and align with ongoing gifted programming (e.g., Director, identification testing, extended learning options) and/or 2) support strategies for improving student performance or program elements.
- The budget should reflect AU Comprehensive Program Plan goals, student achievement targets and/or UIP action plan.
- Describe how collaborative process is used with stakeholders (e.g., schools, districts, parents, advisory board) for determining the gifted education budget and how decisions are made about AU contributions.
- Optional: Information if AU is contracting with other AUs to establish and maintain gifted programming
- Examples of Possible Gifted Education Fund Expenditures:
<http://www.cde.state.co.us/gt/director.htm>. Ineligible State expenses include paraprofessional salary, supplies other than for gifted education needs, food for meetings, and school-wide needs like public announcement systems or computers, gym equipment, furniture, library media supplements, and expenses largely related to non-identified students.
- What are the future steps to develop or improve in this area?
- Include targets if this area was identified for improvement in most recent CGER.

Note: The program code for gifted education expenditures is 3150. It is advised that the administrator of gifted programming in the AU remind constituent schools or districts to use the program code, 3150, when accounting for state and local funds for gifted programming costs. This will provide a more accurate description of funds used to support the gifted program. All acceptable expenditures for the Personnel and Universal Screener grant should be coded 3228.

Budget Timeline:



Reports:

12.03 Reports Administrative units shall submit to the Department an end of year report for the prior fiscal year, including:

- a detailed report of financial income and expenditures; the number of formally identified gifted students served through gifted student programming reported by each grade level, preschool (if applicable) through grade 12, gender and ethnicity, free and reduced lunch, area(s) of giftedness, twice exceptionality and gifted preschoolers served through early entrance per local policies and procedures if applicable; the percent of students in the AU who have been identified as gifted and talented through a formal identification procedure; qualified personnel by school level, district resource personnel and central administration; the types of programming strategies utilized most commonly at each school level to address the needs of gifted students reported by programming options for each area of giftedness as specified in 12.01(16) of the Rules, methods of articulation through the grades, and methods and tools used in accountability to monitor gifted student achievement and commensurate growth related to the implantation of the programming components; and administrative units and their member districts, if any, shall comply with the requirements of accreditation pursuant to Article 11 of Title 11, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting.

Reports narrative

- Include a statements confirming that: 1) the AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education; 2) the AU complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting; and 3) the AU has a budget proposal and actual budget expenditures on file at the Department of Education.
- Describe the internal process for having accurate records for the Data Pipeline annual reporting of gifted education enrollment including:
 - Number of identified student by: Grade level , Gender and ethnicity, Free and reduced lunch, Areas of giftedness, Twice exceptionality, Preschool served through early access if applicable, Percent of students in AU identified, Qualified personnel
- Discuss future steps to develop or improve in this area. This is a great opportunity to build capacity with data analysis and disaggregation.
- Include targets if this area was identified for improvement in most recent C-GER.

Record Keeping:

12.05 Record Keeping. Administrative units shall have the following record keeping and reporting responsibilities:

- Financial Records (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](#))
- 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.)
- Student Education Records (The ALP documents shall be part of the student's cumulative education record.)
- 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 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.)
- 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.)

Record Keeping narrative

- Describe the means by which the administrative unit records and sustains the Advanced Learning Plan as a part of the student record keeping system.
- Mention that financial records are kept in accordance with principles of governmental accounting
- Include assurances that 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. What specifically does the AU do to assure this compliance?
- Describe how 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 (e.g., for what length of time are they kept? How are they destroyed?).
- Discuss future steps to develop or improve in this area, if needed.
- Include targets if this area was identified for improvement in most recent C-GER.

Procedures for Disagreements:

12.06 Procedures for Disagreements. The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedure for resolving disagreements shall include, but 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; 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.*

Procedures for Disagreements narrative

- It is recommended to follow general district procedures and guidelines. The AU should have a written, well-articulated process easily available to all stakeholders.
- Include a description of procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs that includes:
 - Method to express issues and concerns
 - Means to discuss disagreements in a timely manner
 - Notice of the decision giving rise to the dispute
 - Opportunity to be heard before decision is implemented
 - Procedures are posted for access to all stakeholders
- Include any timelines or other visuals of the process.
- Describe where and how this information is easily to all stakeholders.
- Discuss future steps to develop or improve in this area. Are policies up-to-date?
- Include targets if this area was identified for improvement in most recent C-GER.

Monitoring:

12.07 Monitoring. *Each AU shall comply with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students. Each AU shall be subject to ongoing monitoring by the Department concerning implementation of the program plan. Monitoring procedures shall include:*

- *A determination of compliance with all applicable state and federal laws and regulations; an assessment of program quality based on the standards established by the Department of Education.*
- *Monitoring activities shall include: A review of the annual and comprehensive program plans; a review of the annual enrollment and student performance reports; a planned comprehensive on-site procedure integrated with the continuous improvement and gifted education review process in the Department of Education; and follow-up activities including the provision of technical assistance in areas of non-compliance and verification that areas of non-compliance have been corrected.*

If discrepancies are found in implementation of program elements the Department makes recommendations for improvement to occur within a reasonable time frame. Reasonable time frame is typically one year, unless agreed that an adjusted timeline for improvement is needed.

Monitoring narrative

- Describe how the AU complies with all applicable state and federal laws and regulations regarding monitoring of the program plan, identification and special educational services for gifted students through submission of appropriate documents, data submissions, participation in C-GER and any follow-up improvements required.
- Discuss any future steps to develop or improve in this area.
- Include targets if this area was identified for improvement in most recent C-GER.

Early Access: An option for AUs wishing to offer early entrance to kindergarten at age 4 or early entrance to first grade at age 5 for highly advanced gifted children who are placed in a grade level above other same aged peers after being formally identified as gifted and meeting requirements for accelerated placement. For AUs wishing to add an Early Access Addendum, complete all sections and submit along with Comprehensive Program Plan. This addendum will be posted online as a portion of the AU's Comprehensive Program Plan.

Note. *All* participating AUs will need to fill out and complete their Early Access Addendums in the ESSU Gifted Data Management System on the Profile tab. The Addendum may be updated at any time in the DMS.

12.02 (2) (1) 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 the Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.

12.08 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:

- *Timelines. Applications for early access are due by April 1 for the next school year. 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)(ii)(A) of the Rules. 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. A student shall e age 4 by October 1 for kindergarten and age 5 by Oct. 1 for first grade.*
- *Procedures for Disagreements. Procedures for disagreements for early access shall ben in accordance with Section 12.06 of the Rules.*

Specific guidance instructions are available on the CDE website for completing the Early Access Program Addendum.