





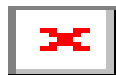
## Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name <b>Colorado Charter School Institute</b>		Fiscal Year: <b>2020-2021</b>
AU Address <b>1600 North Broadway, Suite 1250</b>		
City <b>Denver</b>	State <b>CO</b>	Zip Code <b>80202</b>
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Gifted Education Program Director Signature  11 / 02 / 2020		
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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><b>Exceptional Children’s Education Act Program Element</b></p>	<p><b>Please describe how the element is currently implemented in the AU. Address every article of law in each element.</b></p>	<p><b>If the AU plans to shift practices over the next five years, use the following to explain:</b></p> <ul style="list-style-type: none"> <li>• Describe the specific action steps (activities, strategies) the AU will take</li> <li>• Identify the data, policies and procedures, and/or research that supports the specific steps that were selected</li> <li>• Identify who is responsible for implementing these actions steps</li> <li>• Provide a timeline for implementation with specific benchmarks and dates</li> <li>• Identify the measures used to assess the success of the proposed action</li> </ul>
<p><b>Procedures for Parent, Family, and Student Engagement 12.02(2)(a)</b>                  12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p><b>CSI Communication with Schools:</b> The Charter School Institute (CSI) is the State's only non-district charter school authorizer, currently authorizing 42 individual charter schools located across the State. Each CSI charter school has autonomy in developing policies and procedures for Gifted Education in line with State policy. CSI requires each school to develop a gifted education program plan outlining how they implement ECEA rules in their school.</p> <p>CSI does not have direct contact with families, so communicating ECEA rules to our School Leaders and building-level Gifted Education Leads is foundational to ensuring parents, families and students are engaged at the school level. CSI employs numerous methods to provide ongoing communication and support to our schools:</p> <ul style="list-style-type: none"> <li>• <b>Website:</b> Our main page has a parent tab with frequently asked questions and links to school program plans and emails for Gifted Lead at each school. The website can be viewed in the primary languages of the AU. Additional resources including guidance documentation and sample forms and communication pieces can be found on the <a href="#">CSI Resource Website</a>. Topics covered on the resource site include the definition of giftedness, traits of gifted students, ECEA requirements, procedures and recommended assessments for identification and early access, ALP development and tiered programming options. The website also serves as a repository for recorded trainings for technical assistance and professional development.</li> <li>• <b>CSI Guidebook:</b> The Guidebook is updated annually and provided to School Leaders. It provides references to ECEA rules and describes school responsibilities for program planning, funding opportunities, and an overview of the CSI compliance and monitoring cycle for gifted education.</li> <li>• <b>New School Leader Orientation:</b> CSI’s Gifted Education Manager provides a professional development session on ECEA rules and strategies for successfully implementing the school’s gifted education program plan.</li> <li>• <b>New Gifted Lead Orientation:</b> CSI’s Gifted Education Manager provides a full day professional development in the Fall of each year for school Gifted Leads.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Biweekly Gifted Education Office Hours:</b> Gifted Leads join CSI’s Gifted Education Manager to address various issues in gifted education, share best practices, and discuss upcoming activities.</li> <li>• <b>School Visits &amp; Individual Conferencing:</b> Technical support is provided through individual school phone or web conferencing and site visits as needed.</li> <li>• <b>CSI Annual Review of Schools (CARS):</b> CSI’s annual report incorporates Colorado’s performance review process for schools and provides information to each school on gifted student demographics and performance. Schools also have the option to share interim assessment data with CSI for disaggregation as part of the CARS process.</li> <li>• <b>Student Services Screener:</b> Annual report provides schools disaggregated data on gifted enrollment, stability, academic growth, discipline and completion.</li> </ul> <p><b>School Internal Communication:</b> Each CSI school develops a gifted program plan upon opening. This document is designed to be an internal reference guide and an on-boarding and training tool for school staff, as well as a point of reference for CSI. Each school designates a Gifted Lead to manage the program plan and communicate expectations and responsibilities to the staff. Gifted Leads share information with teachers, administrators and support staff during back to school trainings and at various times in staff meetings during the school year. The School Gifted Program Plan is a living document that is reviewed and revised in an ongoing manner. Updates are communicated to CSI and school staff.</p> <p><b>Family &amp; Student Communication:</b> Each school outlines a detailed description of communication procedures in its Program Plan that includes ways to inform families about understanding giftedness, how to refer a student for a gifted identification, identification procedures, including early access, gifted programming options, and ALP development, AP and/or concurrent enrollment options, and college and career planning. Schools strive to provide communication in a language that parents understand. Methods vary from school to school:</p> <ul style="list-style-type: none"> <li>• Parent/Student Handbook</li> <li>• School Website</li> <li>• Gifted Program Brochures</li> <li>• Back to School Night presentation by Gifted Lead</li> <li>• Parent Night for Gifted Students</li> <li>• Newsletters with updates on gifted programming activities</li> </ul> <p><b>Universal Screening:</b> In addition to general information about methods for referral and the identification process described above schools that conduct universal screening provide information to parents at the grade level through letter, email and school newsletter, explaining the process and purpose for the assessment. Parents are informed of results of Universal Screening in writing. Parents of students moving forward in the identification process are also informed of next steps, which may include obtaining Permission to Test further, request for parent completion of a behavior inventory, or a parent meeting, depending on the school.</p> <p><b>Notice of Determination:</b> All schools provide written notice of determination to parents within 30 days of referral.</p> <p><b>ALP Development:</b> Parents and students are included as part of the ALP team. They are invited to team meetings and asked for input on student strengths and interests; and participate in developing goals that align to the student’s areas of strength and need. The gifted lead and general education teacher discuss programming options to support goal attainment with the family. Many schools also offer avenues for parents and students to share this information via webform, survey, or email at various times throughout the year. Schools report progress toward ALP goals during the school’s report card/conference cycle and conduct a review of ALP goal attainment with the student and family annually.</p> <p><b>Board Communication:</b> CSI provides the annual CARS reports to School Leaders who share results with their School Boards and SACs. Gifted student data is disaggregated when possible.</p>	
<p><b>Definition of “Gifted Student” 12.02(2)(b)</b>          12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>CSI utilizes the definition specified section 12.01(16) of ECEA Rules:</p> <p>“Gifted Children” means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</p>	

	<ul style="list-style-type: none"> <li>• general or specific intellectual ability</li> <li>• specific academic aptitude</li> <li>• creative or productive thinking</li> <li>• leadership abilities</li> <li>• visual arts, performing arts, musical or psychomotor abilities</li> </ul> <p>CSI's definition of Gifted Student is posted on the CSI's Gifted Education Resource Site. CSI requires each school to develop and maintain a Gifted Education Program Plan that utilizes the State definition as the basis for all program plan components. Additionally, CSI school leaders and gifted leads receive annual training on identifying gifted students according to this definition.</p>	
<p><b>Identification Procedures 12.02(2)(c)</b> 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 <a href="#">approach</a>, 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><b>Identification Philosophy:</b> CSI follows the CDE guidelines for identifying students eligible for gifted education services. The guidelines support utilizing a body of evidence that consists of both qualitative and quantitative data to make a determination of giftedness. By following CDE guidance CSI schools ensure that the gifted identification may transfer to any school in the state. Few CSI charter schools are comprehensive K-12 programs, so implementing gifted identification procedures that ensure portability is crucial to setting up gifted students for success. CSI believes giftedness exists in all culturally, linguistically, and economically diverse groups, as well as students with disabilities. A conscious effort has been made by CSI schools to adopt procedures that have been shown to increase identification in these underrepresented groups: universal screening, selecting valid and reliable assessments or assessments in the student's home language, including observational data and performance data in the required body of evidence, and development of talent pools. CSI schools will ensure equal and equitable access to identification for all students. As an authorizer, CSI values school autonomy. Elements of the CDE Identification Guidelines that allow for flexibility and AU choice in method of implementation are decided at the CSI school level. Each CSI school has developed and documented the school's identification procedures in a Gifted Program Plan. CSI reviews and approves school identification procedures that adhere to ECEA statute and rule.</p> <p><b>Referrals:</b> CSI schools utilize a variety of techniques to refer students to the gifted identification process, thus providing multiple opportunities throughout the year.</p> <ul style="list-style-type: none"> <li>• File screen for possible prior identification</li> <li>• Universal Screening using a cognitive assessment at grades 2 and 6</li> <li>• Referral from Data Team after review of state/interim assessment achievement data</li> <li>• Referral from MTSS/RtI Team based on data collected from academic or behavioral interventions</li> <li>• Parent, Teacher, and/or Student referral (including one of the following: checklists/ questionnaires/ interviews)</li> </ul> <p>All referrals are made to the school's Gifted Lead who documents the date of referral and ensures that a school-based team is convened to make a determination within 30 school days of referral. A referral made for possible gifted identification does not necessarily lead to the automatic administration of specific assessments. The identification team will carefully consider the referral, examine current student assessment data, and determine appropriate next steps. This may or may not include administering additional tests.</p> <p><b>Determination Team:</b> Composition of teams varies among CSI schools, but shall include:</p> <ul style="list-style-type: none"> <li>• Gifted Lead trained in gifted identification and programming for gifted students</li> <li>• Teacher of student being referred</li> <li>• Staff member skilled in interpreting assessment data</li> </ul> <p>Additional team members may include administrator, school psychologist, special education teacher, English language development teacher, student's prior teacher.</p> <p><b>Body of Evidence:</b> A body of evidence will be collected for review by the determination team. It will include both qualitative and quantitative data from a variety of sources, including student, parent, teachers, and subject area experts. Some components will be utilized as qualifying data, while others will providing supporting evidence and be used to develop the student profile for programming.</p> <ul style="list-style-type: none"> <li>• Qualifying Data may include: norm-referenced tests, criterion-referenced tests, norm-referenced observation scales, performance evaluations</li> </ul>	

<p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student's ALP.</p>	<ul style="list-style-type: none"> <li>Supporting Data may include: anecdotal records, interviews, observations, checklists</li> </ul> <p>CSI schools have selected assessments for qualifying data from the CDE Matrix of Commonly Used Assessments. The following assessments are most commonly used by CSI schools for identification purposes:</p> <ul style="list-style-type: none"> <li>Aptitude tests: Cognitive Abilities Test and Naglieri Nonverbal Ability Test</li> <li>Achievement tests: CMAS, NWEA MAP, Galileo, iReady, STAR, PSAT, SAT, Woodcock-Johnson</li> <li>Observation Scales: SIGS, GES</li> <li>Performance Assessments: CDE Performance Assessments, Haroutounian scales for Arts Talent ID</li> </ul> <p><b>Determination Team Process:</b> Once a referral is received, members of the team collect current data for the body of evidence, as described above. The Determination Team convenes to examine the body of evidence, come to consensus, and make one of the following determinations:</p> <ul style="list-style-type: none"> <li>Student qualifies in one or more areas of giftedness.</li> <li>Student is placed in the talent pool for a given strength area (each CSI sets criteria for talent pool at &lt;95th percentile) and additional data is collected. Additional testing may be conducted with parental permission.</li> <li>The body of evidence does not support gifted identification.</li> </ul> <p>Parents are provided written notice of determination within 30 school days of referral. If a student is identified with an area of giftedness, the letter clearly states the area(s) in which the student is identified, and additional communication is provided to invite the parent to participate in the ALP development process. The determination letter becomes part of the cumulative record.</p>	
<p><b>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool</b> 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 exceptional/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>	<p>CSI schools have adopted the CDE pathways for identifying students in all areas of giftedness. The following are considered qualifying data points:</p> <ul style="list-style-type: none"> <li>95<sup>th</sup> percentile and above on one or more batteries of a norm-referenced cognitive assessment or IQ test</li> <li>95<sup>th</sup> percentile and above on a norm-referenced achievement test, talent or creativity test</li> <li>95<sup>th</sup> percentile and above on a norm-referenced observation scale</li> <li>Exceeds Expectations on CMAS; Advanced/Distinguished performance on criterion-referenced tests</li> <li>State or national academic contest – top ranking</li> <li>Advanced/Distinguished performance on an expert juried performance</li> <li>Advanced/Distinguished/Above Grade Level performance on a teacher/expert assessed portfolio review</li> </ul> <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><b>Identification Portability 12.02(2)(e)</b>                  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>CSI schools adhere to the rules of portability of gifted identification. The ALP with qualifying body of evidence and area of identification is maintained as part of the cumulative record and provided to the new school upon transfer. CSI schools have outlined the processes in place to ensure that the electronic ALP becomes part of the cumulative file.</p> <p>CSI schools will accept the identification of a student enrolling from any state school provided that the criteria used for determination at the prior school aligns to statewide criteria for gifted identification. CSI schools will adhere to the Military Compact Agreement for identified gifted students moving to Colorado.</p> <p>Transfer ALPs will be reviewed within 45 school days and communication to families regarding ALP development will occur within 60 school days. If a student's identification is found to be out of compliance with state guidance, the CSI school will consult with the prior school/district to obtain the complete qualifying body of evidence, determine whether or not to provide services through a talent pool or collect further data to make a determination. Communication to parents in this situation will follow the same timeline.</p>	
<p><b>Advanced Learning Plan Content 12.02(2)(f)</b>                  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>CSI schools create an Advanced Learning Plan (ALP) for each student who is identified in one or more areas of giftedness annually. ALPs are maintained in the school’s plan management system. Typical systems used by CSI schools are Alpine, Infinite Campus, and Enrich.</p> <p><b>Student Demographic Information:</b> This section provides general demographic information that can be verified against the enrollment data in the student information system and includes participation in special programs: IEP, 504, ELL, READ, Early Access.</p> <p><b>ALP Development Team Roster:</b> This section lists the collaborative team that contributed to ALP development: student, parent, Gifted Lead, classroom teacher and other members as needed.</p> <p><b>Parental Engagement and Participation:</b> This section provides evidence of communication and collaboration with the parent.</p> <p><b>Qualifying Body of Evidence/Student Profile:</b> This section documents the qualifying criteria that resulted in gifted identification, student interests, and the timeline from referral to determination. The original qualifying body of evidence is maintained on each subsequent annual ALP. If a student qualifies for an additional area of giftedness later, the qualifying criteria will be added to this section.</p> <p><b>Area of Giftedness:</b> Each area of giftedness identified will be documented and supported by the body of evidence.</p> <p><b>Working Document Section:</b> Annually the ALP Development Team will update this section to include current performance data, successes and challenges as described by the classroom teacher and parents and student interests as shared by the student. This section does not apply to an initial ALP</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><b>Goals Section:</b> Each ALP will have at least one standards aligned SMART achievement goal in the area of giftedness AND one standards aligned SMART affective goal. High school students may have achievement goals that reflect current interests, rather than their area of identification.</p> <p><b>Programming:</b> For each goal, the ALP will outline the content, process, product and environment strategies that will be implemented by classroom teachers and gifted education personnel to assist the student in reaching the goal.</p> <p><b>Progress:</b> This section outlines the schedule for reporting progress toward goals and includes data, updates and/or adjustments to programming options.</p> <p><b>Goal Attainment:</b> Annually the ALP team will meet to determine whether or not goals were achieved. This section documents goal attainment and recommendations for transitioning to the next grade.</p>	
<p><b>ALP Procedures and Responsibilities</b> 12.02(2)(g)</p> <p>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;</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>CSI schools have outlined the procedures for ALP development in their Gifted Program Plan. Procedures may vary from school to school, but all procedures include collaborative processes that include the following:</p> <p>For an Initial ALP, the Determination Team sends a written letter of determination to the family that indicates that their student has been identified with an area of giftedness and requests that the parent and student be part of the ALP development team. The Gifted Lead schedules an ALP Team meeting with the student, parent, classroom teacher/teachers, and other school staff as appropriate. At the high school level, CSI schools involve advisors/counselors in the ALP development process in an effort to develop meaningful aligned ALP and ICAP goals. Meetings may be held face-to-face, via phone conference or webinar, or if parents or students cannot attend, schools may request their input via survey. The ALP Team convenes to develop ALP. Qualifying data is reviewed and summarized in the student profile section of the ALP along with student interests. The Gifted Lead and classroom teacher guide the development of SMART goals in the strength area(s) and in an affective area. They discuss with the family options for programming that may include modifications to content, process, product, and environment. ALP programming may include tiered classroom instruction and supplemental or intensive programming. A plan for monitoring and communicating progress toward goals is documented on the ALP and describes the school staff responsible for providing progress updates to the family. A date for the next ALP Team meeting is set. CSI schools align ALP reporting to the school's ongoing progress/report card cycle. A copy of the ALP is provided to the parent/student and the classroom teacher if the teacher does not have direct access to the plan management system. In the Spring or in the beginning of the following school year, the ALP Team meets to determine goal attainment, and develops a new annual ALP.</p> <p>Annual ALP development commences at the beginning of the new school year. Procedures are like those of Initial ALP development. The Gifted Lead invites the family, student, and classroom teachers to participate in ALP development. The ALP Team reviews goal attainment from prior year and discusses current student interests, strengths and needs, and achievement, growth, and performance data from the prior year. The current levels of performance and student interests are updated in the working document section of the ALP. The Team retains the original qualifying body of evidence and may update it to include new areas of identification based on the current body of evidence. Achievement and affective goals are developed and the plan for programming and progress monitoring and annual goal attainment review is documented.</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>CSI schools vary in grade configurations. Each school outlines procedures for articulation between grade levels. Typical methods for ensuring that the ALP moves with the student from grade to grade and level to level include bringing the former teacher and current teacher together for ALP development, and the Gifted Lead reviews ALPs with receiving teachers at the start of school year. ALPs are maintained in an online plan management system and when a student transfers to a new school, the registrar sends the most recent ALP and the qualifying body of evidence for all areas of identifications to the new school as part of the cumulative file transfer.</p> <p>Evidence of parent and classroom teacher engagement is documented on the ALP in one of the following manners: signature, electronic signature or checkbox of involvement, checklist, or narrative capturing the individual's input into ALP development. If after 3 documented attempts to contact the parents for participation, no contact is made, the Gifted Lead continues with ALP implementation and continues to engage parents in the process. Collaboration between school and family is a key component of ALP development. The Gifted Lead functions as the facilitator but is not the sole custodian of the ALP.</p>	
<p><b>Programming 12.02(2)(h)</b></p> <p>12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student's profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student's assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p>	<p>Due to the unique nature of CSI, programming looks different at each site. CSI authorizes 9 elementary schools, 11 K-8 schools, 4 middle schools, 4 high schools, 8 K-12 schools and 7 early colleges. School models are also diverse: core knowledge, language immersion, Montessori, Waldorf, project based and experiential learning, blended learning/entrepreneurship, college preparatory, and alternative education. Each CSI school has developed programming options that reflect their school model and philosophy. CSI schools strive to match programming to individual student strengths, interests and needs as outlined in each student's ALP. CSI supports research based instructional strategies that provide opportunities for gifted students to reach their potential.</p> <p><b>Programming Structures:</b> CSI schools provide programming based on the range of student need at their individual school. Interventions are provided through a variety of structures:</p> <ul style="list-style-type: none"> <li>• Multiage classrooms</li> <li>• Flexible grouping within the general education classroom</li> <li>• Cross grade grouping for content acceleration</li> <li>• Cluster grouping in the general education classroom</li> <li>• Push in by Gifted Lead</li> <li>• Pull out by Gifted Lead</li> <li>• Honors, AP, and Concurrent Enrollment</li> <li>• Enrichment through clubs and activities outside of normal instructional hours</li> </ul> <p><b>Delivery of services:</b> Each school offers gifted programming based on need and resources in its community. General education teachers and Gifted Leads are the primary instructors for gifted students. CSI schools may choose to contract with local school districts to assist in providing gifted services. K-12 schools clearly delineate the continuum of services offered as students move through the grade bands.</p> <p><b>Options for curriculum and instruction:</b> Each CSI school selects curriculum based on the school model. Supplemental curricula may be offered as part of gifted programming. Instructional models vary school to school and may be accommodated to meet the needs of gifted learners.</p> <p><b>Social/emotional guidance:</b> CSI schools have school psychologists, social workers, school counselors and advisors who provide support for affective needs. Schools may choose to schoolwide curriculum to develop the whole child and may develop support groups for gifted students. Gifted Leads are provided resources on the social and emotional needs of gifted learners by CSI.</p> <p><b>Postsecondary and Workforce Readiness:</b> CSI middle grades have not chosen to implement ICAP school-wide, however, many are investigating how ICAP processes may be integrated with ALP development. All students in grades 9-12 participate in the ICAP process. Collaboration between Gifted Lead and Counselor/Advisor occurs at the high school level and the Counselor/Advisor may be a member of the ALP development team.</p> <p><b>Differentiated Instruction:</b> CSI schools report using differentiated instruction in the classroom. Gifted Leads assist general education teachers in providing increased depth and complexity, curriculum compacting and providing extension activities.</p> <p><b>Acceleration:</b> Cross grade grouping is the most common form of acceleration offered at CSI schools. Additionally, schools offer content acceleration as needed. CSI has an early access policy and schools develop procedures for grade level acceleration. Honors courses are offered at the middle school and high school levels, high schools may offer AP courses and concurrent enrollment.</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><b>Talent areas:</b> CSI schools are working to address programming options in the talent areas. Currently, schools offer clubs and enrichment groups to address the needs in the talent areas. Schools may develop community connections to support students in these areas. Few formal partnerships exist. Student government is a common leadership opportunity at CSI schools.</p>	
<p><b>Evaluation and Accountability Procedures 12.02(2)(i)</b> 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>Each CSI School Program Plan outlines the way it will evaluate the gifted program and communicate results to key stakeholders. Plans include two components: evaluating and reporting to students and parents information on individual attainment of ALP goals; and evaluating school-wide gifted growth and achievement trends and reporting on the school-wide gifted program to the greater school community. CSI schools ensure that personally identifiable information is not included in school level reports.</p> <ul style="list-style-type: none"> <li>Individual evaluation: The ALP Team meets at least annually to determine goal attainment levels for both achievement and affective goals. Data may include student portfolio, formative and summative classroom assessments, performance on local interim assessments and state assessments and collected evidence of social/emotional growth. Parents and students provide input as part of the team. Goal attainment is indicated on the ALP. Schools may track the percentage of students attaining goals as part of the school-wide program assessment.</li> <li>School-wide evaluation and reporting: CSI schools may collect data on ALP goal attainment, conduct satisfaction surveys, and utilize a variety of local and state assessment data disaggregated by area of giftedness (when possible) to evaluate the school's gifted program. Affective growth at the school-wide level can be evaluated by analyzing disaggregated attendance, discipline, MTSS and/or counselor referral data, and College and Career Readiness attainment.</li> </ul> <p>The Gifted Lead collects and summarizes the data and reports to the School Leader. Each CSI school has procedures for communicating gifted program successes and areas for improvement to their respective Board of Directors and SAC. Gifted Program reporting is integrated with overall school continuous improvement planning.</p> <p>CSI monitors ALP compliance and outcomes by auditing 5-10% of ALPs annually against the ECEA criteria for ALP Content and Procedures. Additionally, CSI has developed the Student Services Screener tool to monitor access and outcomes for special population groups, including gifted students. It was developed in collaboration with the National Center for Special Education in Charter Schools to provide a more robust assessment of our schools to provide targeted supports in their areas of need. The Screener assesses and monitors each school's enrollment stability with diverse learner populations, evaluates whether students with diverse needs stay at the school and/or graduate, and the system also considers the performance of those students. Specifically, disaggregated subgroup performance and growth data from CMAS, PSAT, SAT are compared to performance and growth of students not in the subgroup annually. Interim assessment data is evaluated twice per year. ACCESS scores are monitored annually to identify students who are progressing faster than the expected level of language attainment. Furthermore, the diverse learners' matriculation rates, discipline numbers, and state/federal legal compliance requirements are also monitored. If schools are found to have concerns in any of these areas, CSI works with the school to create a support plan that addresses the area(s) of need and sets benchmarks for them to meet.</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>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>CSI evaluates schools through the CSI Annual Review of Schools (CARS) as a means for providing schools with in-depth analysis and explanation of academic, financial, and organizational performance outcomes throughout their charter term. The Annual Performance Report (APR) is developed for each CSI school. The APR summarizes the school’s cumulative performance data and compliance information in alignment with the School Performance Framework and any Mission-Specific Measures from the school. CMAS, PSAT, and SAT data and interim assessment data (MAP, STAR, etc.) that schools may choose to provide is disaggregated by student subgroups, including gifted students. The APR provides schools with in-depth analysis and explanation surrounding performance to help schools identify truly significant trends. APRs are shared with School Leaders who in turn report to the School Board and SAC.</p> <p>CSI utilizes this data to analyze trends in student enrollment, and growth and performance of gifted students at the AU level. Priority performance challenges identified through this data analysis drive targets in CSI’s UIP. CSI’s UIP is shared with CSI Board annually. CSI schools may use the annual analysis as a component of their gifted education evaluation and in the development of the School UIP.</p>	
<p><b>Personnel 12.02(2)(j)</b></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><b>AU Personnel</b></p> <p>CSI employs a Gifted Education &amp; Professional Learning Manager who holds the Gifted Specialist Endorsement. This .5FTE position manages the CSI Program Plan; assists schools in developing school wide program plans; provides training, technical assistance, and compliance monitoring; and serves to connect Gifted Leads at member schools to one another and to professional development opportunities in their regions.</p> <p><b>School Personnel</b></p> <p>Each member school designates a Gifted Education Lead to manage the school’s gifted education program, facilitate the gifted identification process, lead the ALP Development and Review Team, and provide support and training to general education teachers on best instructional practices for gifted students. Gifted Leads meet school hiring criteria for teachers and receive annual training in gifted identification and ALP development. CSI encourages school leaders to prioritize the hiring of at least one staff member who holds the Gifted Specialist or Gifted Core Endorsement.</p> <p>Staffing models at each school are dependent on the school’s mission and instructional model. In general, classroom teachers are the primary instructors for gifted students, providing differentiated instruction according to the ALP. In many schools, programming is supplemented with pull out and extension activities instructed by the Gifted Lead. Classroom teachers at CSI schools meet State in-field criteria for subject matter competency in core content areas.</p> <p>Social and emotional needs of gifted students are supported through collaboration between classroom teachers, School Counselors/Advisors and Gifted Leads. School Counselors/Advisors provide programming for career and college readiness at the high school level.</p> <p>Few CSI schools employ paraprofessionals to work with gifted students. In schools where paraprofessionals are employed, they work in a supportive role, under direct supervision of a qualified teacher. No paraprofessionals are funded through Gifted Education funds (3150).</p> <p><b>Professional Development</b></p> <p>The CSI Gifted Education Manager is an active participant in Pikes Peak and Metro regional meetings and trainings, CDE Directors meetings and attends the CAGT Annual Conference, increasing organizational capacity to provide high quality professional development to CSI schools. Best instructional practices information is shared with school Gifted Leads through various platforms.</p> <p>As a statewide AU, CSI faces geographic barriers to providing face-to-face professional development on a regular basis, so we utilize various online conferencing platforms to connect virtually. Annually, CSI requires Gifted Leads to participate in training in the areas of Gifted Identification, ALP Development, and Early Access Procedures. Additional content includes traits and myths of gifted students, differentiation, depth &amp; complexity and social/emotional needs of gifted students. All webinars are recorded for reference and use by school level personnel.</p> <p>In Spring of 2016, CSI began holding Regional Meetings designed to provide school leaders and school staff an opportunity to discuss timely, relevant topics that are conducive to in-person training, incorporate work time to complete essential tasks,</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>engage in networking and share best practices to capitalize on knowledge and experience. One Regional Meeting each year focuses on Student Services, including Gifted Education.</p> <p>CSI routinely provides School Leaders and Gifted Leads information about opportunities at State colleges and universities to continue professional development in gifted education as well as information about programs to obtain qualification as a Gifted Education Specialist. Additionally, CSI provides information about gifted education professional development opportunities in and around the State (Javits online modules, GET webinars, CAGT and NAGC Conferences, regional offerings by CDE and public offerings in the District of residence).</p>	
<p><b>Budget</b> 12.02(2)(k)</p> <p>12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU's gifted student education program described in the AU's program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the</p>	<p>CSI submits an annual budget and an annual expended budget to the state which reflects state funding and AU contributing funds.</p> <p>CSI Finance and Student Services Departments have collaborated to develop an allocation formula for schools that provides an equal base amount to each school with additional funds allocated to schools based on the number of identified gifted students. 100% of gifted education funds (3150) are expended at the school level. Administrative costs, technology and equipment do not exceed statutory percentages. Each CSI school has autonomy in determining budgeting priorities for gifted education based on their individual school program and identified needs for the achievement and growth of gifted students.</p> <p>CSI schools have primarily utilized funds in the following areas:</p> <ul style="list-style-type: none"> <li>• Salary/benefits for Gifted Coordinators</li> <li>• Identification of Gifted Students - testing materials and scoring</li> <li>• Professional development and training related to gifted education</li> <li>• Supplies and materials to support gifted programming</li> <li>• Activities to support gifted programming</li> </ul> <p>CSI has applied for the Universal Screening and Qualified Personnel Grant (3228) since its inception. This grant has supported 0.2 FTE for Qualified Personnel at the AU, as well as increasing the number of schools conducting universal screening for identification at both K-2 and 6-8. The number of schools participating in the grant has increased from 9 to 27 since Spring of 2015.</p> <p>CSI also utilizes Title II funds to offer professional development to Gifted Leads.</p> <p>CSI does not contract with any other Administrative Unit to establish and maintain gifted programming. CSI schools may choose to contract with their geographic district or BOCES for some services.</p>	

<p>education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>		
<p><b>Record Keeping 12.05(1)</b> Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p><b>12.05(2) Inventory</b> An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p><b>12.05(3) Student Education Records</b> The ALP documents shall be part of the student's cumulative education record.</p> <p><b>12.05(4) Confidentiality of Student Education Records</b> Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p><b>12.05(5) Maintenance and Destruction of Student Education Records</b> Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>	<p>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><b>Procedures for Disagreement 12.06</b>                  The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>The Institute Board directs the Institute Staff to establish an internal conflict resolution procedure and directs Institute Schools to adopt grievance policies in accordance with the Board policy and contract. The Institute believes that many grievances are best handled by the School and seeks to encourage the proper resolution of grievances at the school level. Each CSI School adopts a grievance policy as part of the charter contract. Complaints regarding gifted education are resolved in accordance with the school's adopted policy. This information is easily accessible to stakeholders: the CSI Conflict Resolution Policy can be found in BoardDocs on the CSI website. School policies are referenced in each school's respective Student/Parent Handbook.</p>	
<p><b>Early Access 12.02(2)(l)</b>                  If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.  <input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.  <input checked="" 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.</p>	

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