



Boulder RE2, Boulder Valley - 07020

Early Access Addendum

THE FOLLOWING SECTION IS REQUIRED IF THE ADMINISTRATIVE UNIT PERMITS EARLY ACCESS TO KINDERGARTEN OR FIRST GRADE. Refer to ECEA rules 12.08 for describing all sections and provisions required for early access.

Early Access: Rule Section 10.02(1)(H) and 12.08 Gifted children who qualify for grade level acceleration and are age 4 for kindergarten, or age 5 for first grade, by October 1

Directions:

Address each section and the provisions of the early access ECEA Rules 12.08.

<http://www.cde.state.co.us/gt/lawsregs>

In each section below, describe the methods and/or tools that the administrative unit will implement for early access communication, criteria and process. Type your response in the white boxes referencing the topics.

Communication

- All information, processes and procedures for admitting students to kindergarten or first grade early will be posted on the district's website under the Office of Advanced Academic Services.
- Information will also be shared in an email memo to elementary and PK-8 principals so that they understand the process and criteria for Early Access.
- Parents and guardians also receive information at an informational meeting facilitated by the TAG Instructional Specialist. Here, parents can get questions answered and receive hard copies of the portfolio materials if needed.
- The Office of Advanced Academic Services will partner with the communications office to determine how best to publicize the timeline and process in relevant district communication materials.
- Communication information and materials will also be shared with the leadership of the Early Childhood department so that they can distribute information among their stakeholders.

Criteria

Aptitude:

- Currently, the Differential Ability Scale-II (DAS-II) will be the primary cognitive assessment administered by a district school psychologist.
- The cutoff score for eligibility will be at the 97th percentile per state requirements. There is no fee charged for Early Access testing.



Achievement:

- The Test of Early Mathematics-3 (TEMA-3) and the Test of Early Reading Ability-3 (TERA-3) will be the two primary achievement tests.
- The cutoff scores for eligibility in these areas must be in the 97th percentile in both of the two named achievement tests.

Performance:

- The Early Access portfolio that is submitted will include the Gifted Rating Scale-P (GRS-P) that is to be completed by both the parent and a current teacher (if applicable).
- If the child is not in a school setting, a GRS-P must be completed by an adult who is familiar with the child (for example, a music teacher, athletic coach, or other stakeholder).
- In addition, parents will be asked to provide four examples from any of the following: number sense/higher level math skills, writing ability, and / or creativity (drawing and 3-D design).

Readiness, social behavior and motivation:

- The Gifted Rating Scale-P (GRS-P) is also used to assess readiness, motivation and social behavior. It is completed and submitted by both the parent and current teacher.
- Additionally, observations of the child will be made during testing to assess the child's fine motor skills, their ability to sit for extended periods of time and to listen and follow directions.

Support system:

- The TAG Instructional Specialist will work with each receiving building level team, including the principal (or appointee) and the TEA (TAG Educational Advisor) and the classroom teacher, other personnel as determined by need and the parents/guardians to create the initial ALP.
- The ALP will be created by September 30th to be verified in the formal October Enrollment Count and will contain an initial profile of the student's strengths and need to inform and guide instruction and programming. The ALP will also indicate that the child was identified through the Early Access process.
- The team will also set progress monitoring dates every five weeks and facilitate ALP revisions as needed. Progress monitoring of the ALP goals will be shared with parent/guardians at the fall and spring/winter conference meetings with the classroom teacher.
- The transition of the child will be monitored by ongoing conversations and observation of the student through involved personnel who work with and support the child on a regular basis.

Process

Timelines:



- All portfolio applications will be due April 1st, except when that date is a holiday or weekend. In those cases, portfolios will be due the first school day after April 1st. All final notifications will take place within 30 days of the portfolio due date.
- For families who move into the district after April 1st, portfolios will be accepted until August 4th with all screening and testing to be completed by August 15th.
- All portfolios require parents/guardians to sign the portfolio to indicate that they understand the process and give consent for screening and assessment.
- All portfolios also require that parents/guardians complete the district Home Language Survey and provide a copy of the child's birth certificate or other official identification.

Personnel:

- All portfolio applications will be collected by the staff of the Office of Advanced Academic Services. Then, the director and instructional specialist (Gifted endorsed, Ed.D), will guide the Early Access committee through the assessment and decision process. Assessments will be administered by qualified personnel.
- The Early Access committee includes, but is not limited to, the following personnel:
 1. Gifted-endorsed general education teachers
 2. Elementary math teachers
 3. Elementary literacy teachers
 4. TAG Educational Advisor
 5. Early Childhood Education specialist
 6. School Psychologist
- All principals receiving an Early Access student through this process will be notified by the staff of the Office of Advanced Academic Services and will participate in the transition meetings at the school. Other personnel at the transition meetings include:
 1. TAG Instructional Specialist
 2. Classroom teacher
 3. Parent/guardian
 4. TAG Advisor for the school

Evaluation:

- Interested parents/guardians print or request portfolio documents either by contacting the Office of Advanced Academic Services or accessing the district website.
- The staff of the Office of Advanced Academic Services will address questions from parents at this time, including providing an informational meeting open to all parents/guardians interested in the process. The child must be four years old by October 1st for kindergarten and five years old by October 1st by the first day of school for first grade in order to participate in the Early Access application process.
- Next steps are:
 1. Parent/guardian obtains Early Access portfolio documents.
 2. Parent/guardian submits completed portfolio to the Office of Advanced Academic Services by April 1st.
 3. The staff of the Office of Advanced Academic Services reviews the portfolios for completion and appropriateness for assessment.
 4. The assessment process takes place under the supervision of the TAG Instructional Specialist and the Director of Student Success. The Early Access committee reviews assessment data and makes final determinations.



- In order to qualify for Early Access, a child must have a composite score in the 97th percentile or higher in math, reading and writing and on a cognitive ability assessment. Again, the Early Access committee reviews all pieces of evidence for applicants and makes final determinations.
- For those students who do not meet this criteria, parents/guardians will receive written notification along with a copy of the written results of the assessments. For those children who do qualify, the staff of the Office of Advanced Academic services will notify parents/guardians and the school principal and arrange the initial transition meeting.

Monitoring:

1. The classroom teacher is the main contact person for meeting with staff and parents/guardians to ensure a smooth transition for the student.
2. Due to the unique nature of each child, the monitoring process may be individualized.
3. Progress will be monitored in the ALP in Frontline (formerly Enrich) and will be shared with parents/guardians at both fall and spring conferences.
4. ALP goals are monitored and revised as the student shows growth and that new goals are appropriate.

Dispute Resolution: Will the AU be using the same procedure for disagreements process as in the main Program Plan? Yes

The administrative unit's program plan is due with the Comprehensive Program Plan or no later than January 1 prior to early access implementation.