



Adams 27J, Brighton - 01040

## Early Access Addendum

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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

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### 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

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**How does SD 27J inform parents, educators, and community members about criteria, process, timelines, portfolio referral, tests, final determinations and ALP development?**

The criteria, process and timelines are available on SD 27J's gifted and talented webpage. We utilize our newspaper (district and local) and Facebook page to notify parents when the application window is open and about to close. Applications are submitted through a Google Form linked on the gifted and talented webpage, [www.sd27j.org/gt](http://www.sd27j.org/gt). Folders will be available at each school to hand out the applications for parents inquiring that do not have access to the internet. Folders are given to the school office managers and registrars since they are the first line of communication in a school.

### **Early Access Process:**

1. **Parent fills out application:** The app is found on the website under departments; Gifted and Talented; and on the left side is a tab called Early Access. If the parent does not have access to a computer and there is not a school computer for the family to use, please provide a paper copy of the application. We are trying to limit paper applications as much as possible. The application link is <http://goo.gl/forms/vHPkVhhj4v>
2. **A packet is mailed to the parents:** This packet will have the process (again), parent understandings and rating scales. It takes about 7-10 days for the packet to arrive.
3. **Cognitive testing:** If the student moves to the next level, the application will be sent to the school psychologist for cognitive testing. The psychologist will send the cover of the protocol to Sheri Collier at the ESC.
4. **Academic testing:** If the student moves to the next level: The application will be sent to the school GT Teacher Leader to arrange academic testing. The GT Leader will send the cover of the protocols to Sheri Collier at the ESC.



5. **Review Committee meeting:** The meeting will happen and parents will receive the final decision via letter mailed to them. A letter will also be emailed to the school GT leader, school psychologist, school principal and school office manager.

**Does SD 27J provide professional development for educators and administrators about early access and ALP development, especially staff involved in the process?**

SD 27J trains the school psychologists and GT Teacher Leaders in the process. The training includes the process from application to testing to decision meeting. The training also includes ALP creation and progress monitoring.

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## Criteria

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### **Aptitude:**

**Describe the method, the standard (level of results) and tool/s that will be considered to determine early access for a highly advanced gifted student's aptitude.**

School psychologists will administer DAS, KABC or WPPSI for schools to utilize to determine aptitude. A full scale IQ at or above the 97th percentile is required to move to the next stage of testing. A letter with the results will be provided to the family. SD 27J also accepts outside IQ testing that parents may have had administered.

### **Achievement:**

**Describe the method, the standard (level of results) and tool/s that will be considered to determine early access for a highly advanced gifted student's achievement.**

Currently SD27J utilizes the Test of Early Reading Ability and the Test of Early Math Ability and plan to continue using these measures. A 97th percentile in both subject areas are necessary qualifying data pieces. Letters are sent home to parents for open communication about the child's results.

If needed, SD 27J also has the Woodcock Johnson Achievement or the TERRA NOVA as a secondary test. School District 27J has one preschool that proctors the TERRA NOVA for all exiting students and these scores are accepted if they are on the original paper or are sent over from the school.

### **Performance:**

**Describe the method, the standard (level of results) and tool/s that will be considered to determine early access for a highly advanced gifted student's school performance.**

Parents have the opportunity to provide a mini-portfolio to be reviewed by the decision committee. This is not a mandatory set, but an optional one for other data to provide. SD 27J also accepts portfolios from the teacher with the completion of the GRS-P.

### **Readiness, social behavior and motivation:**

**Describe the method, the standard (level of results) and tool/s that will be considered to determine early access for a highly advanced gifted student's readiness, social behavior and motivation.**

The Gifted Ratings Scale- Preschool is the survey given to each applicant's teacher with the request that the survey is mailed back to the school district by the teacher. In the case of homeschooling, the parent will serve the role as the teacher and fill out the survey. A gifted characteristics' checklist is sent home for parents to fill out, and it is also used in the decision committee meeting.

**Support system:**

**Explain the support system that will assist the child during year one of transition into early access. How will parents, teachers, school administrators and the learning environment contribute to a positive support system? How will the transition goal be monitored? In what ways will parents, teachers, and the child communicate about progress?**

The support system that assists the child during year one of transition is outlined in the student's ALP. All students accepted have an ALP created by September 30th. This includes an academic goal from the Test of Early Reading Ability and Test of Early Math Ability data. The student is progress monitored every five weeks, and parents will receive updates at least twice a year.

Either the school psychologist or the GT Specialist do 2 observations and debrief sessions with the child during his/her first 2 years of education in the district.

Parents are encouraged to attend gifted education seminars offered through the district. This will provide a support system and basic information on characteristics, myths and challenges of gifted students.

## Process

**Timelines:**

**Briefly summarize how the administrative unit will address each component in the early access process. Include specifics prompted by the questions or bulleted points that satisfy conditions of the law. Note: The child's ALP must be developed no later than September 30 for both kindergarten and first grade years of early access.**

## Timeline:

- First Tuesday in January - Application window opens
- Applications are found at [www.sd27j.org/gt](http://www.sd27j.org/gt)
- Screening portfolios due by April 1
- Last day of school before Spring Break – Application window closes
- SD 27U does not consider screening portfolios after April 1.
- Upon receipt of online applications, complete packets of checklists, understandings and GRS-Ps for parents to complete and or deliver.
- Testing is scheduled within two weeks of receiving the application.
- Students need one piece of data to go through the process.
- Parents are notified by mail of the determination.
- ALPs are written by September 30th fro those accepted.

**Personnel:**

**Personnel: Identify personnel who will be involved in: collecting referrals and how that person is "qualified"; testing; collecting data for the body of evidence; the determination team; the support team; and any other personnel the AU deems helpful in the early access process:**

The Instructional Specialist and GT Teacher on Special Assignment collect referrals. Both are endorsed in gifted education. The school psychologist administers aptitude tests. The process is supported by a District ID Team who attend two professional developments per year.

**Evaluation:**

**What are the AU's implementation steps or requirements for early access evaluation?**



Early access evaluation begins with an online application. Parents then receive a packet that contains information on what it means to be highly gifted, a gifted characteristics' checklist and two Gifted Rating Scales - Preschool. Once parents return a completed packet, the Instructional Specialist or GT TOSA schedules testing. All decisions must be made by April 30th for the first round of applications.

**Who is responsible for the screening portfolio?**

The Instructional Specialist and the GT TOSA are responsible for the screening portfolio.

**What is the screening tool used for a referral?**

The screening tool used for a referral is the Gifted Rating Scale-Preschool along with the gifted characteristics checklist.

**Who is responsible for the performance information?**

The performance information is kept on file and managed by the Instructional Specialist, school psychologist, GT Leaders and/or GT TOSA.

**What are the referral procedures**

The referral procedures begin with an application completed by a parent or guardian. This application is on SD 27J's gifted webpage at <http://sd27j.org/Page/1597>. Upon receipt of the application the GRS-P and the characteristic survey will be mailed to the family within 7 days. Upon receipt of the GRS-P and the characteristic survey (with the option of a portfolio), the GRS-P will be scored. Within 7 days the results will be communicated to parents and local school.

**Who oversees the testing for a body of evidence?**

If the student demonstrates at or above the 97th percentile on the GRS-P, the student will move to cognitive testing. The family will be contacted by the school psychologist and the testing will happen at the neighborhood school or charter school. A cover of the protocol will be sent to the administration offices. Upon receipt, a score report letter will be mailed to the family.

The Instructional Specialist and/or GT TOSA oversee the testing. If the student demonstrates at the 97th percentile or above in aptitude, the student will move the academic testing. This testing will be done by the school resource teacher or GT Teacher leader. It can be done in one or two sessions depending on the student's attention. The cover of the protocols will be sent to the administration office and a parent letter will be sent with the results.

**How is consensus determined for decision making?**

The consensus determined for decision making comes from the District Identification team. Committee decisions are made on a rolling system, therefore as application are completed the team will gather to meet and make the final decision. If the student demonstrates at or above the 97th percentile, the committee will meet to review the information and set forth with a plan of acceptance and school transition. The transition includes visiting the school for a tour and a 15 minute observation of a current kindergarten/1st grade class

**What is the method to inform parents?**

Parent are informed via a letter for acceptance and a phone call to help set up the transition period.

**How does the district resolve the determination if the team cannot come to consensus?**

The final decision rests with the Instructional Specialist.



**Who is responsible for ALP development?**

ALP development is the responsibility of the home school and is implemented by September 30th of the student's kindergarten year.

**Monitoring:**

**Monitoring: Describe what standards SD 27J sets for teachers and parents when monitoring student performance and progress during the first year of early access.**

All preschool teachers are trained on the gifted characteristics in the January or February professional development day, which encourages teachers' referrals at all schools. All ALPs are expected to be standards-based. This includes academic and affective standards.

In regards to the administration office, the GT Specialist, department secretary and the GT TOSA are responsible for the collection of data and the communication to the schools and parents. The Instructional Specialist and GT TOSA ensure progress monitoring and parent communication are completed and that teachers are supported in the process. For the first year, ALPs are monitored every five weeks.

**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.**