



El Paso 38, Lewis-Palmer - 21085

## 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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### **INFORM PARENTS, EDUCATORS, AND COMMUNITY MEMBERS**

**CRITERIA AND THE PROCESS FOR EARLY ACCESS ARE EXPLAINED AND ACCESSIBLE TO PARENTS, EDUCATORS, AND THE PUBLIC**

Early Access documents are on the LPSD Gifted Education web page. These documents and website links are emailed to parents who request information about their child participating in the Early Access process. Parents are given the documents and website link to "Early Access K-1 of High Ability Learners" and "Academic Acceleration Philosophy" as a resource. A list is compiled annually of Early Access applicant inquiries and response records.

### **COLLABORATIVE PROCESS & TIMELINE**

The Early Access collaboration team is composed of the district gifted education facilitator, building gifted education facilitator, building principal, and the district pre-school specialist. The LPSD Timeline document outlines the steps required in the Early Access policy.

### **REQUIREMENTS FOR THE SCREENING PORTFOLIO ARE CLEARLY STATED FOR PARENTS**

Parents compile a portfolio by April 1 that may contain documents that reveal student strengths, needs, and interests. Some portfolios contain letters from preschool teachers, parents, and instructors that provide examples of student strengths, interests, and skills. As stated in the LPSD Early Access document, the Portfolio should include dated work samples including, but not limited to:

Examples of Number Sense (knowledge of)

Examples of Beginning Alphabet Sounds (knowledge of)



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Examples of Colors (knowledge of)  
Examples of Writing  
Examples demonstrating student area(s) of interest  
Examples of Drawings  
Other items parent deems appropriate

The body of evidence collected includes information and data from the parent(s), educator/teacher, and pre-school specialist. Criteria in a body of evidence include student profile of strengths, performance, readiness, needs and interests.

#### TESTS

Student data is collected from the TEMA, TERA, WPPSI, and KOI. A cognitive score of 97<sup>th</sup> percentile or above is required along with an achievement score of 97<sup>th</sup> percentile or above in reading, writing, and mathematics.

Tests: TEMA (Test of Early Mathematics Ability) - 97<sup>th</sup> Percentile, National Norms, TERA (Test of Early Reading Ability) - 97<sup>th</sup> Percentile, National Norms, Cognitive Score on Individual Intelligence – IQ 140 – 97<sup>th</sup> Percentile, National Norms.

#### FINAL DETERMINATIONS

Final Determinations are reached through the consensus process outlined on page four of the LPSD Early Access document (flow chart) using the Determination Form which is signed by all team members, including the parent.

#### ALP DEVELOPMENT

Parents are involved in the ALP development process in the same way as all other parents of identified gifted students. Early access students have a completed ALP by September 30.

#### **PROFESSIONAL DEVELOPMENT IS PROVIDED TO PRESCHOOL, GENERAL AND GIFTED EDUCATION PERSONNEL, AND PRINCIPALS**

Professional development is provided to Administrators during districtwide principal meetings, Gifted Education Facilitators, and GELT-Gifted Education Leadership Team during district-wide meetings, and building personnel as needed through meetings held in buildings. Professional Development for staff explains the step-by-step process and procedures for Early Access and ALP development.

No fee will be charged for students who request the Early Access process.

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## Criteria

#### **Aptitude:**

Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III) at the 97<sup>th</sup> percentile (IQ of 140) or above (national age norms)

#### **Achievement:**

Student data is collected from the TEMA and TERA. A score of 97<sup>th</sup> percentile or above is required in both reading and mathematics. TEMA (Test of Early Mathematics Ability) - 97<sup>th</sup> Percentile, National Norms. TERA (Test of Early Reading Ability) - 97<sup>th</sup> Percentile, National Norms.

#### **Performance:**

Parent submits assembled portfolio no later than April 1. The portfolio should include dated work samples including, but not limited to:



Examples of Number Sense (knowledge of)

Examples of Beginning Alphabet Sounds (knowledge of)

Examples of Colors (knowledge of)

Examples of Writing

Examples demonstrating student area(s) of interest

Examples of Drawings

Other items parent deems appropriate

All evidence is reviewed by the Early Access Team at their home school using a standard protocol. Performance evidence must demonstrate ability above age peers.

**Readiness, social behavior and motivation:**

Student and Parent interviews are completed and documented on the Interview forms. Recommendations and teacher observations are gathered from Preschool teachers using the KOI (Kingore Observation Inventory).

Parents also complete the KOI. Qualitative evidence is gathered in social and emotional maturity, including the student's persistence and motivation. The child's physical health, including size if competitive sports are considered. The combination of ALL these elements is used to identify these students. The final decision for placement rests with the local school. The Iowa Acceleration Scale is used to gather additional information related to acceleration.

**Support system:**

The support team includes the home school principal, district Gifted Education facilitator, building Gifted Education facilitator, school psychologist, teacher(s), parents, and child. Students will be progress monitored using district and building guidelines. The building support team will implement ongoing support and monitoring with evaluation and adjustment of ALP as needed. Progress will be communicated through building level progress reports and report cards as well as informally.

## Process

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**Timelines:**

APPLICATIONS FOR EARLY ACCESS ARE DUE BY APRIL 1 FOR THE NEXT SCHOOL YEAR

The District Facilitator provides the parent with Early Access K-1 of High Ability Learners (attached) and Academic Acceleration Philosophy (attached) documents which contain the Early Access Flow Chart and Portfolio Guidelines. Parent submits assembled portfolio no later than April 1. If a child turns in the portfolio by April 1, the child is screened for Early Access by The Early Access Team at their home school (District Gifted Education Facilitator, Building Gifted Education Facilitator, Building Principal, and the District Pre-School Specialist). Parent submits assembled portfolio no later than April 1. The Early Access Flow Chart and Portfolio Guidelines outline the steps required in the LPSD Early Access policy. The Early Access team convenes to review the portfolio and then interviews the child and parent using the Early Entrance Child and Parent Interview documents.

DETERMINATIONS ARE MADE WITHIN 60 CALENDAR DAYS OF THE AU RECEIVING THE CHILD'S PORTFOLIO SUBMITTED BY THE CHILD'S PARENT

The portfolio is turned in by April 1. A meeting to review portfolio and interviews is scheduled with the Early Access Review Team and parents at the child's home school. If no need is shown the process stops. If a need is shown the process continues. Determination for the student receiving or not receiving Early Access is made before school is out in May.



REFERRALS RECEIVED AFTER APRIL 1 ARE AT DISCRETION OF AU, PROVIDED DETERMINATION IS MADE BY SEPTEMBER 1

LPSD follows the procedure as outlined in the Early Access document that states a request for Early Access be submitted to the LPSD Gifted Education department by March 1 and a portfolio be turned in by April 1. If these documents are not received the Early Access process does not proceed. Referrals received after March 1 are not processed, parents may contact the student's homeschool in the fall to request the process for gifted identification to begin.

### **Personnel:**

**COLLECTING REFERRALS:** LPSD District Gifted Education Facilitator, who has a Masters in Curriculum & Instruction with an emphasis in Gifted Education and also a Gifted Endorsement.

**COLLECTING DATA FOR THE BODY OF EVIDENCE:** District Gifted Education Facilitator collects the body of evidence including information and data from the parent(s), educator/teacher, and pre-school specialist. Student data is collected from the TEMA, TERA, WPPSI, and KOI. If a need is shown the IAS (Iowa Acceleration Scale) is used to gather additional information.

**DETERMINATION TEAM:** The Early Access determination team is composed of the District Gifted Education Facilitator, Building Gifted Education Facilitator, Building Principal, and the District Pre-School Specialist.

**PERSONNEL TRAINED IN GIFTED EDUCATION ARE INCLUDED IN THE EARLY ACCESS DETERMINATION TEAM AND QUALIFIED PERSONNEL ADMINISTER REQUIRED ASSESSMENTS:** The Pre-School Specialist administers the TEMA and TERA to the prospective Early Access student. The WPPSI-III is administered by the School Psychologist. The Early Access collaboration team is composed of qualified personnel: the District Gifted Education Facilitator, Building Gifted Education Facilitator, Building Principal, and the District Pre-School Specialist.

### **Evaluation:**

#### **STEP ONE**

District Facilitator provides parent with *Early Access K-1 of High Ability Learners* and *Acceleration Philosophy* that include the Process Flow Chart and Portfolio Guidelines

District Facilitator informs Principal and Building Facilitator at local school where parent wishes to enroll student of possible early entrant

Parent submits assembled portfolio no later than April 1

Parent contacts District Facilitator to schedule an appointment to discuss and review the completed portfolio  
District Facilitator, Building Gifted Facilitator, Principal, and Early Childhood Specialist discuss portfolio with parent  
Student and parent are interviewed at time of portfolio review

Student and parent are interviewed at time of portfolio review

If no need is shown, the process stops. If a need is shown, the process continues.

#### **STEP TWO**

District Facilitator provides preschool /kindergarten teacher with KOI for behavior rating

District Facilitator arranges for TEMA and TERA testing

District Facilitator refers student to school psychologist for individual testing on WPPSI

#### **STEP THREE**



District and Building Gifted Education Facilitators complete the Iowa Acceleration Scale (IAS) based on accumulated data

Identification criteria at 97<sup>th</sup> percentile or above on standardized tests must be met

District Facilitator schedules school team meeting including parents, Early Childhood Specialist, School Psychologist, Building Gifted Ed Facilitator, Classroom Teacher, Principal, and/or other appropriate personnel using LPSD acceleration mapping protocol

School team decides whether early access is appropriate using the LPSD Mapping Protocol for Early Access K-1 of High Ability Learners—consensus must be reached

Decision is final for schools throughout the District

**If Early Access is Appropriate:**

Student identified as gifted and classroom placement determined

Teacher, Building Gifted Ed Facilitator, & parent develop ALP

Ongoing support and monitoring with evaluation and adjustment of ALP as needed

District notifies parent

**If Early Access is Inappropriate:**

Student may qualify as gifted

Teacher, Building Gifted Ed Facilitator, & parent develop ALP

Ongoing support and monitoring District notifies parent

District notifies parent

[Early Access K-1 of High Ability Learners](#)

A Determination letter is attached to the Profile documents.

**Monitoring:**

SUPPORT TEAM: Building Gifted Education Facilitator will be responsible for the ALP. Progress monitoring will be completed using district and building guidelines.

EARLY ACCESS STUDENTS HAVE A COMPLETED ALP BY SEPTEMBER 30: Students who qualify for Early Access will have an ALP completed in ALPINE before September 30.

PROGRESS MONITORING IS EVIDENT AT LEAST EVERY 5 WEEKS DURING THE FIRST YEAR OF EARLY ACCESS AND RECORDED IN THE ALP: Students who are identified for K-1 Early Entrance through the Early Access process will be progress monitored using district and building guidelines and progress monitoring will be documented through the ALP.

**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.**