



Arapahoe 6, Littleton - 03040

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

Various means of communications are available by which parents, educators and community members can obtain information about this process. A brochure is available at each school and the district website includes this brochure as well. A detailed description of the timeline for the process will be posted on the GT portion of the district website for all parents to access. The district GT Coordinator will encourage principals to post a link to this timeline on their registration sites as well. This information is also posted in the "Upcoming" news section of the District website in December prior to Kindergarten "roundup" and the start date for accepting Early Access applications. Schools provide contact information for the district GT coordinator's office at kindergarten registration and the central registrar at the District main office provides it as well when parents come to register their children who are new to the district..

The GT section of the district website will contain the Early Access application, timeline, names of assessments the district will use, and required /suggested portfolio components to inform parents and the community about specific characteristics of Early Access students. Parents are encouraged to contact the district gifted and talented office with any questions and concerns they may have about the process. Parents have the option to request the mailing of the application or receive it via email. Information about Early Access is shared with private and public preschools and kindergartens, district elementary and charter schools, elementary principals during one or more principal meetings, and other Learning Services departments, (e.g., Special Education Executive Director, Early Childhood Facilitator, English Language Development,etc.)

Criteria

Aptitude:



The latest version of the Wechsler Preschool & Primary Intelligence test will be the primary cognitive assessment administered by a district school psychologist. Other cognitive assessments such as the Differential Ability Scale-II (DAS-II) and the Wechsler Nonverbal Scales for Ability (WNV), which are appropriate for use in identifying young children, may be administered by a school psychologist to ensure equity for underrepresented populations such as second language speakers, students with disabilities, etc. The cutoff score for eligibility in aptitude will be at the 97th percentile per state requirements. There are no fees charged for Early Access testing in LPS.

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. These are administered by a district school psychologist. The cutoff score for eligibility in these areas must be at the 97th percentile in at least one of the two named achievement tests. Currently no writing assessment is available for this purpose.

Performance:

The Early Access portfolio will include two assessments that measure the candidate's performance: the *Parent Information Form* derived from the *Kingore Observation Inventory (KOI)* and the *Gifted Rating Scale- P (GRS-P)*. The parent will complete the *Parent Information Form* and the student's most current educator will complete the *Gifted Rating Scale-P*. In addition, parents will be asked to provide examples of their child's reading ability, number sense and higher level math skills, writing ability, problem solving and creativity.

Readiness, social behavior and motivation:

The portfolio will include two assessments that measure the candidate's readiness, social behavior and motivation: the *Checklist of My Child's Strengths* from the *Teaching Young Gifted Children in the Regular Classroom* resource and the *Preschool/Kindergarten Behavior Scale (PKBS-2)*. The parent will complete the first assessment and the child's most current educator and/or parent will complete the second assessment. In addition, an initial interview with the child & their parent is conducted by the district GT coordinator. After the assessments have been completed, the elementary schools may choose to conduct additional parent/child interviews and/or student observations.

Support system:

For every identified Early Access student, an Advanced Learning Plan will be written by the gifted facilitator within 30 days of the beginning of the school year or September 30th, whichever is earliest. The Advanced Learning Plan includes the writing of a transition goal, one or more academic goal/s, and one or more social-emotional goals. Input for developing goals is gathered from the parent, GT Facilitator, classroom teacher and/or the principal. The goals are reviewed by the building gifted facilitator, classroom teacher, parent, and any other staff deemed necessary at a minimum of every five weeks. Modifications (if necessary) will be made at that time or as needed. No later than the end of the school year, a determination will be made by the gifted facilitator, classroom teacher and student (where appropriate) as to whether the goal/s has been met. During the school year, the following will be used to support the child: classroom teacher observations, formative assessments, RTI process, and periodic communications with parent and child concerning successful transition and student growth.

Process

Timelines:**Timelines:**



Early Access applications and portfolios are due by April 1st. Once portfolios are received and the initial interview conducted the assessment process will begin. A final determination for Early Access acceptance will be made no later than 60 school days after the portfolio has been received by the district office.

Early Access applications from out of state families moving into LPS will be accepted after April 1st but no later than June 1st. Proof of residency in LPS will need to be provided along with the application and portfolio.

ALPS are developed for all Early Access students no later than September 30th or 30 days after the start of school, whichever comes first.

ALP training is required for each school G/T Facilitator and is available several times during the school year at GT Facilitator meetings or upon request. Additional training is offered by the district coordinator for elementary schools to help their staffs in better understanding the Early Access process and identifying appropriate services for these students.

Personnel:

The district gifted coordinator will be the contact person for the Early Access process and is qualified with a principal's license, two Masters Degrees, an Ed.S. in Educational Leadership and the CO Gifted Endorsement. The Early Access team includes one or more educators who represent early childhood, an elementary principal, district school psychologist trained in Gifted Education, gifted facilitator and others as needed. All members of the Early Access team participate in reviewing and making determinations on completed portfolios. One or more Early Access members and the building principal will interview parents and children, and make determinations.

A district school psychologist will administer the WPPSI, TERA and TEMA.

Evaluation:

Interested parents will print or request portfolio components either via the GT portion of the district website or by contacting the district gifted and talented department. The district gifted and talented coordinator will address questions and concerns with parents at this time. The child must be four years old for kindergarten and five years of age for first grade by the first day of school in order to participate in the Early Access process.

Step by Step Process Description:

Step One:

- Parent contacts school/district office and makes request for the Early Access packet.
- Parent returns completed materials to District Office. District Coordinator mails packet to parent.

Step Two:

- When the portfolio/application is complete, the parent contacts the District Coordinator and schedules an appointment to review the completed materials and determine if more information is needed and/or the student needs to be evaluated. The determining factor for evaluation is if the student would benefit academically from participation in the Early Access program and is socially and emotionally ready to do so.
- The District Coordinator refers the student for evaluation by district personnel (at district expense). Areas to be assessed as defined in the previous section. In addition the District Coordinator will inform the building principal at the local school where the parent intends to enroll the student.

Step Three:

- In order to be placed, a student must be formally identified as Gifted & Talented according to criteria specified in the Colorado Exceptional Children's Education Act (ECEA). The student must have a component or composite score at the 97th percentile on both a standardized mental ability and an achievement assessment. For those students who DO NOT meet this criteria the process will end and parents will receive notification along with a copy of the written report of test results. Feedback will be given to the parents for those students who do not qualify for Early Access.
- For those students who have qualifying scores in aptitude and achievement, upon completion of testing and receiving the written report, the District Coordinator will meet with the school site team to review the



portfolio, evaluate the student to complete the GT identification process, and make a determination. The school team may include the principal, district coordinator, GT school psychologist, GT facilitator for that school, kindergarten teacher and/or preschool teachers, and any other appropriate person (i.e. counselor, ELD teacher or Special Ed teacher, etc.) The team then reviews the body of evidence and makes a decision regarding placement. **The final decision to accept or not to accept a student is ALWAYS at the discretion of the local school.**

Step Four:

- Parents will be contacted via a Letter of Determination with the decision of the Gifted Review Team. If the child is placed in the program, a conference is scheduled with the parent(s) and any appropriate school personnel to develop an Advanced Learning Plan for the school year of enrollment.
- Applications for Early Access to Kindergarten and First Grade are only accepted for the upcoming school year from **January 1st-March 31st** of that year (for example, applications for the 2016-17 school year are only accepted from January 1st to March 31st of 2017). **No applications will be accepted after March 31st.** Children, whose test scores indicate giftedness but not the need for acceleration, will have their portfolio and test results follow them to their next placement.

Monitoring:

Each Early Access student will have an Advanced Learning Plan with specific transition, academic, and affective goals. The progress monitoring for each student uses the Gifted Review Team process in collaboration with the classroom teacher, parents, building gifted facilitator, and others as designated by the school.

DRA-2 testing, pre-testing with the use of curriculum compacting, iREADY testing, and classroom formative assessments are used to monitor student progress especially on Professional Learning Community (PLC) days.

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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.