



El Paso 2, Harrison - 21020

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

Communication:

The Gifted and Talented Department in Harrison School District Two will begin accepting applications for early access to Kindergarten and 1st Grade in March. The process was initiated by Colorado legislation that allows highly advanced gifted student who are age 4 by October 1st to enter Kindergarten and 5 year old students who are age 5 by October 1st to enter 1st grade, as long as they meet the requirements set forth by the district. Students must be deemed ready to enter school using a portfolio collection, achievement testing, ability testing, and social/emotional tools to assess school readiness. This process opens in the Spring of every year and is free of charge. The early access process will be communicated to district families in a variety of ways. Notices will be placed in district mailings as well as flyers located in all school offices. This process will be well communicated to all district families so that everyone has a fair opportunity to begin through this process if interested. Details are also posted on our website at:

http://www.hsd2.org/pages/HSD2/District/Student_Support/Gifted_and_Talented/Early_Access

The Gifted and Talented department will get in contact with all families who expressed interest and inform parents of the process and direct parents to the Gifted portion of the district website for information on the portfolio procedure and application material. If a parent needs the information printed for them, the department can either send it via mail to their home, have it ready for pick up or send it to a specific school if requested. Information will be available on the website starting February 1st. Parents decide whether or not to apply for early access for their child. The parents complete the application and compile portfolio components (will be a list of required and



suggested items). The letter will notify parents to not relinquish preschool spots until final decision has been made regarding early access

All school registrars will be informed of this process, so that any time a request comes in, the parent is referred to the Gifted and Talented Department at the Administration building if they have further questions or need further assistance.

Aptitude:

The Gifted and Talented department will schedule a window in March whereby parents will be able to bring their child and their child's portfolio into our department. The portfolio must include a letter of recommendation from a professional (preschool teacher if enrolled), a parent questionnaire, and student work demonstrating their knowledge of number sense, beginning alphabet sounds, shapes, colors and writing. At that time, the child will be interviewed both academically as well as social/emotionally and a determination will be made as to whether the child can be advanced to a second round of testing. The Kindergarten and/or 1st grade interview might include but is not limited to basic skills and knowledge of numbers, letter names and sounds, shapes, colors, counting, writing their name, rhyming, beginning sounds. Additionally, the interview might also include Kindergarten and/or 1st grade district math assessment (includes adding, Subtracting, comparing numbers, patterns, number lines, etc).

Achievement:

The Gifted and Talented department will also schedule a time with the family for further testing. Primary teachers will administer the following academic assessments: Test of Early Reading (TERA) and the Test of Early Math (TEMA) and a school psychologist will administer the Reynolds Intellectual Assessment Scales (RIAS) ability test. We will be looking for scores that indicate that a student is ready to enter school early. 97th percentile will be the standard we are looking for, but again, the entire body of evidence will be used to make the decision to grant early access to school for a child.

Performance:

The parents complete the application and compile portfolio components. This portfolio will include a letter from a professional (preschool teacher, doctor, etc) as well as evidence of the child's performance abilities in all areas of the curriculum. A list of suggested (worksheets, drawing, writing samples, number skills, etc.) examples will be included in the parent packet of ideas of what kinds of performance evidence to include in the portfolio. This performance piece was created based on work with district level Kindergarten and 1st grade teachers as a way to see what readiness skills were appropriate for incoming students as well as to provide the opportunity to possibly recognize underrepresented populations.

Readiness, social behavior and motivation:

Parents are present with their child during the prescreening process and are informed prior to the testing exactly what the criteria are for moving onto the second round of testing. These interviewing activities will be administered by the Gifted and Talented departmental staff on the same day that parents bring their child/portfolio in for consideration. Anecdotal records regarding social behavior, emotional behavior, etc. will be taken by the test administrator throughout the interview as well as during the second round of testing (primary grade teachers, school psychologist).



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Criteria

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The Gifted and Talented department will schedule a window in March whereby parents will be able to bring their child and their child's portfolio into our department. The portfolio must include a letter of recommendation from a professional (preschool teacher if enrolled), a parent questionnaire, and student work demonstrating their knowledge of number sense, beginning alphabet sounds, shapes, colors and writing. At that time, the child will be interviewed both academically as well as social/emotionally and a determination will be made as to whether the child can be advanced to a second round of testing. The Kindergarten and/or 1st grade interview might include but is not limited to basic skills and knowledge of numbers, letter names and sounds, shapes, colors, counting, writing their name, rhyming, beginning sounds. Additionally, the interview might also include Kindergarten and/or 1st grade district math assessment (includes adding, Subtracting, comparing numbers, patterns, number lines, etc).

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Performance:

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- These interviewing activities will be administered by the Gifted and Talented departmental staff on the same day that parents bring their child/portfolio in for consideration.
- Anecdotal records regarding social behavior, emotional behavior, etc. will be taken by the test administrator during the second round of testing (primary grade teachers, school psychologist).

Parents will be briefed on the following information:

A general information session will be presented by the Gifted and Talented department discussing the requirements of the portfolio, what a highly gifted student looks like, the interview process and round two testing process and the pros and cons to consider regarding early access, research related to early access and acceleration, and details on how they will be notified on the final determination of the team.

A team (including licensed staff trained in early access – such as preschool and primary teachers as well as a school psychologist and Gifted departmental staff) will review the student portfolio and the assessment data.

All the data from the process will be compiled by using the Kindergarten/1st grade district report card, and indicating which skills the child has already mastered. The expectation will be that a student who masters 80% of the grade level benchmarks and standards will be a good candidate for early access. This will also be looked at in conjunction with the data on social/emotional readiness, and observations and impressions of the students' behavior calculated by the school psychologist/primary teachers.

Support system:

Support system:

Any child who enters school through the early access process will be identified as a Gifted and Talented student. They will have an Advanced Learning Plan (notated as a GRADE ACCELERATION) developed upon entering school, and school administration, teacher, counselor, gifted specialist, and family will collaborate on the development of this plan as well as signing off on a letter of determination. A transition goal will be written into the ALP and will be tracked closely for the first year of schooling. The ALP will be monitored regularly, and the child's progress (teacher will regularly progress monitor all established goals) will be communicated regularly with the above stated Early Access team. Additionally, regular meetings scheduled for every 5 weeks will be established to determine success of programming or additional supports that might be needed. Early access will be documented on the ALP all the way through high school.



Process

Timelines:

Timeline:

The process was initiated by Colorado legislation that allows highly advanced gifted 4 year old student who are age 4 by October 1st to enter Kindergarten and 5 year old students who are age 5 by October 1st to enter 1st grade, as long as they meet the requirements set forth by the district.

- Portfolios are due to the Gifted and Talented Department during the first week of March.
- The interview process will be administered the same day the portfolio is received.
- Follow-up ability and achievement testing will be scheduled the day of the prescreening if the child scored high enough to move on to round two. Testing will then be conducted by a school psychologist and primary teachers in April. Families will be notified of the decisions before the end of April.
- Since our population is very mobile due to a large military population, there will be a secondary timeline for families that move in to the district over the summer. There will be 1-2 week period where all phases of this process will take place in a modified version that will take place between school registration and the start of school in August.

Personnel:

Personnel:

Personnel Involved in Harrison's Early Access Process:

- All referrals and collection of portfolios and body of evidence data will be handled by the Gifted and Talented Department.
- The school readiness testing will be completed by specially trained primary teachers in conjunction with the Gifted and Talented staff. Academic testing will be conducted by the primary teachers, and the ability/aptitude testing will be administered by a school psychologist that has a background in preschool and lots of experience testing young children.
- The determination team will include: Coordinator of the Gifted and Talented department, primary teachers who were involved in the process, preschool staff, counselors, psychologists and anyone else deemed necessary.
- The support team that will monitor the student and help smooth their transition to school will include school site administrators, teachers, counselors, parents, and gifted specialists.

Evaluation:

Evaluation:

The Gifted and Talented department will schedule a window in March whereby parents will be able to bring their child and their child's portfolio into our department. The portfolio must include a letter of recommendation from a professional (preschool teacher if enrolled), a parent questionnaire, and student work demonstrating their knowledge of number sense, beginning alphabet sounds, shapes, colors and writing. At that time, the child will be interviewed academically as well as social/emotionally and a determination will be made as to whether the child can be advanced to a second round of testing. 97th percentile will be the standard we are looking for, but an entire body of evidence will be used to make the decision to grant Early Access to school for a child.



Determination will be made as to whether the student meets criteria to be identified as a gifted student, as well as highly gifted for state funding for these early access candidates.

The Gifted and Talented department will also schedule a time with the family for further testing. Primary teachers will administer the following academic assessments: Test of Early Reading (TERA) and the Test of Early Math (TEMA) and a school psychologist will administer the Reynolds Intellectual Assessment Scales (RIAS) ability test. We will be looking for scores that indicate that a student is ready to enter school early. 97th percentile will be the standard we are looking for, but again, the entire body of evidence will be used to make the decision to grant early access to school for a child.

Parents will be briefed on the following information:

A general information session presented by the Gifted and Talented department discussing the requirements of the portfolio, what a highly gifted student looks like, the interview process and round two testing process and the pros and cons to consider regarding early access, research related to early access and acceleration, and details how parents, teachers, administration and the Gifted department staff collaborate to come to final determination.

A team (including licensed staff trained in early access – such as preschool and primary teachers as well as a school psychologist and Gifted departmental staff) will review the student portfolio and the assessment data. All the data from the process will be compiled by using the Kindergarten/1st grade district report card, and indicating which skills the child has already mastered. The expectation will be that a student who masters 80% of the grade level benchmarks and standards will be a good candidate for early access. This will also be looked at in conjunction with the data on social/emotional readiness, and observations and impressions of the students' behavior calculated by the school psychologist/primary teachers. Students who do not qualify for Early Access will be referred to local preschool providers with detailed information about important skill development needed for the student to enter school successfully.

Monitoring:

Monitoring:

Any child who enters school through the early access process will be identified as a Gifted and Talented student. They will have an Advanced Learning Plan developed upon entering school, and school administration, teacher, counselor, gifted specialist, and family will collaborate on the development of this plan. Parents as well will sign off on a letter of determination in support of this process.

A transition goal will be written into the ALP and will be tracked closely for the first year of schooling. The ALP will be monitored regularly and completed no later than September 30th, and the child's progress (teacher will regularly progress monitor all established goals) will be communicated regularly with the above stated Early Access team. Additionally, regular meetings scheduled for every 5 weeks will be established to determine success of programming or additional supports that might be needed. Early access will be documented on the ALP all the way through high school.

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.