



Jefferson R-1, Lakewood - 30011

## 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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The district GT Website will contain information on the early access process and procedures for Jefferson County Public Schools. The website will contain general information on highly gifted characteristics of young children. There will be information about the necessary collection of a body of evidence to support the decision of early access to school. The information will reflect the process as outlined in the category below.

Information will be shared in our District Leadership Memo and at Elementary level principal meetings in January.

In addition, there will be individual conversations with interested parents and school district personnel. There will be communications with Jeffco Preschool Directors and Coordinators; Jeffco Special Education Directors and Coordinators and individual conversations on district practices. The Communications department will provide a press release for January publication.

Professional development on the topics of Early Access and Advanced Learning Plan (ALP) development will be site specific and individualized according to need and will involve parents, GT staff, Early childhood Staff and school based staff.

## Criteria

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**Aptitude:**

The aptitude assessments utilized are: WPPSI-IV, DAS-II, &/or KABC

**Achievement:**



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The achievement assessment utilized are: Test of Early Math (TEMA) & Test of Early Reading (TERA)

**Performance:**

The achievement assessment utilized are: Portfolio review, TEMA & TERA results

**Readiness, social behavior and motivation:**

Tools utilized are: Play Observation protocol, Portfolio review, TERA results, TEMA results, KOI & GRS-Scales

**Support system:**

Cross-Department work for the Early Access Identification process with Gifted & Talented department, Early Childhood Education department, & District/School Mental Health psychologists. Identified Early Access students will have a placement meeting which will include school stakeholders: Principal, teacher, parents, & GT Representative.

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## Process

**Timelines:**

The application period for Early Access to Kindergarten and First grade will open on the first day after returning from Winter break in January and close on the Friday before Spring Break. Applications submitted after April 1st are accepted only under special circumstances and dependent on available testing resources, and families may need to seek private testing in these cases. Portfolio screening will occur the first week after returning from Spring Break. Testing and final determination of placement will be made within forty (40) calendar school days.

**Step One: Interest/ Inquiry**

Community has access Early Access online application. Once the online application is complete the Jeffco GT Central office will email the family the Early Access Packet letter. This letter is hyperlinked to the follow documents for the Early Access application.

Early Access Packet includes:

- Application for Early Access to Kindergarten or First Grade– to be completed by parent
- Brief one page letter from the parent requesting Early Access – completed by parent
- Print & complete Developmental History
- Kingore Observation Inventory for Parents – completed by parent
- Letter from preschool teacher recommending student, if applicable
- Portfolio items supported by Kingore Portfolio Assessments Guidelines – to be completed by parent
- 4-6 carefully selected items in a Portfolio format as outlined in the Kingore Portfolio Assessment Document document. Fill out an artifact ? page description form for each selected item.
- Checklist of My Child’s Strengths from Teaching Gifted Children in the Regular Classroom – to be completed by parent
- Gifted Rating Scale-Primary (GRS-P) form to be completed by a pre-school or early childhood educator, submitted directly to the Gifted and Talented office for scoring
- Any supporting anecdotal information
- Any available test data (public/private testing, etc.)
- Other Items Parent Deems Appropriate

**Step Two: Application/ Portfolio Submittal & Review for Testing**

Parent submits Application and Portfolio to District GT Department by the last school day in March (Friday before Spring Break).



- GT Director/ GT Resource Teacher contacts parents and schedules an appointment to discuss and review the completed portfolio and determine if student needs further assessment (testing) and would benefit academically AND socially from Early Access by mid-April.
- GT Director/ GT Resource Teacher refers student to Assessment team member for individual testing. Areas to be assessed will include cognitive ability, academic achievement, motor skills and social/emotional skills. Testing will be completed by the first full week of May.
- Testing will occur at Jeffco Ed Center or Jeffco 809 Quail Offices

Phase One: Aptitude Assessment (first week of April)

1:1 WPPSI- III w/ District Assessment team member (2 hrs)

- Application & Aptitude testing will cost \$250.00.
- Students/families qualifying for free lunch will not be assessed a fee.
- Determination for next steps:
  - Students that score with aptitude data at the 97%tile or higher will move forward with the Early Access Phases.
  - Students that score with aptitude data at or below the 96%tile will be declined.

For those students who DO NOT meet this criterion the process will end and parents will receive notification along with a copy of the summary of the test results.

Phase Two: Achievement Assessments (second week of April)

Achievement testing (2 hrs) w/ GT Resource Teachers & ECE staff members:

1:1 TEMA-3

1:1 TERA-3

Phase Three: Play Observation (Third week of April)

Utilizing an observation tool created in house to document the following aspects:

- Interactions with peers:
- Interactions with adults:
- Transitions between activities:
- Focus / attention span:
- Sensory issues / evidence of overexcitabilities

**Step Three: Early Access Selection Committee Review**

- Cross-Department work for the Early Access Identification process with Gifted & Talented department, Early Childhood Education department, & District/School Mental Health psychologists.
- Review aptitude data, achievement data, play observation, all Early Access Application Packet material including the portfolio.

**Step Four: Placement**

- The placement meeting for students who have qualifying scores, (97% on Intellectual tests), upon completion of testing and creating a body of evidence, an appointment will be made at any Jeffco Schools site to meet and transition the student to complete the process.
- The final decision to accept or not to accept a student is ALWAYS at the discretion of the district. If the child's family accepts the placement, a GT department personnel will develop an Advanced Learning Plan (required by state rules for all identified GT students) by September 30, of enrollment year. The Advanced Learning Plan will clearly indicate "Grade Acceleration: Early Access" on the first page.

**Personnel:**

Determination Team: GT Director, GT Resource Teacher, GT Technicians, and GT Secretary are the initial personnel involved in the Early Access process. Cross-Department work for the Early Access Identification process with Gifted & Talented department, Early Childhood Education department, & District/School Mental Health psychologists engage during the aptitude, achievement, play observation, and committee review process.



**Support Team:** Identified Early Access students will have a placement meeting which will include school stakeholders: Principal, teacher, parents, & GT Representative. This team will also conduct follow-up and monitoring meetings once students are placed in kindergarten/first grade during the first year of school.

**Evaluation:**

The process for submitting and content of the screening portfolio are described above. Consensus decision-making is done by the personnel outlined above.

- Factors related to evaluation include evidence at the 97th percentile or above in Aptitude, Achievement, Performance, Behavior and Readiness, as well as qualitative data from a variety of sources.
- The final determination will be made by the Director if the Determination Team cannot arrive at consensus.
- The ALP is developed and monitored by September 30 by the first year teacher in conjunction with the school's GT Resource Teacher, and progress is monitored by the Support Team as outlined in Personnel above. The Advanced Learning Plan will clearly indicate "Grade Acceleration: Early Access" on the first page.
- All of the body of evidence is saved for students who do not qualify for early access but who may qualify for gifted identification, and the BOE is used in future GT identification review once the student enrolls in a Jeffco school

See links below for:

[Early Access Determination Form](#)

[Determination Letter sample](#)

**Monitoring:**

We look at making a years' worth of growth: academically and social/emotionally.

We review the students body of evidence collected over the school year, and progress monitoring occurs on at least a monthly basis in the first year of early access placement.

See link for [Jeffco Early Access EOY protocol form](#).

We also use the "[Will My Child Be Able to Do](#)" document with teachers and parents.

**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.**