



El Paso 49, Falcon - 21090

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 regarding the early access process is through website, school newsletters, email blasts and flyers mailed to preschools in the D49 boundaries.

The following are procedures for communication and the information provided.

Parent/Guardian contacts The Gifted and Talented (G/T) Department to request an Early Access application packet.

Early Access into kindergarten requires the student be four years old by the first day of school or five years old by the first day of first grade.

The parent must provide a copy of the birth certificate at the time of the application submission.

The parent/guardian must complete the entire application. The parent/guardian, accompanied by the Early Access Candidate/Child, will return the application packet and the student portfolio to District 49 G/T

Department, Tuesday, March 7th, 8:00 am – 4:00 pm; Wednesday, March 8th, 8:00 am – 4:00 pm or Friday, March 10th, 8:00 am – 4:00 pm

Applications will not be accepted after the Friday, March 10th deadline. Child must be present when submitting the application. Child will be interviewed with parent/guardian present to determine if s/he should move forward in the Early Access Process.

A completed application must include the following:



- Initial Application completed and signed
- Copy of child's birth certificate. Child must be 4 the first day of kindergarten, or 5 the first day of first grade.
- Proof of residence. The child must be living within the District 49 boundaries.
- A Letter of Request by legal parent(s)/guardian(s) stating why you believe Early Access is appropriate for your child. Include any explanations and/or examples
 - that give evidence of your child's highly gifted abilities.
- District 49 Information Release Form.
- Any previous private/public school assessment data if applicable.
- Any other supporting anecdotal information (letters of recommendation from teachers, coaches, or mentors; report cards or evaluations; examples of observable behaviors).

Student portfolio of work to accompany the application. A student portfolio of work must include artifacts that the child has completed within the past year. Each document should be dated. The portfolio should include but is not limited to the following examples of student work:

- Knowledge of number sense
- Knowledge of beginning alphabet sounds
- Knowledge of shapes
- Knowledge of colors
- Examples of writing
- Evidence of reading ability
- Evidence of student interests
- Samples of student drawings/artwork
- Any other items the parent deems appropriate

Upon submission of completed application and student portfolio, the child will be administered a brief screener determining if child will move forward in the Early Access process. If a child is determined to be an appropriate candidate to move forward, then a team of educators knowledgeable of gifted education and early childhood development will evaluate the application and portfolio utilizing the Early Access rubric (see page 7). If it is deemed the child is not a candidate for additional testing, the parent/guardian will be notified of the team's decision.

The following procedure will be followed if the candidate's application, portfolio and interview meet criteria.

Candidate "moves" to the next level of the Early Access process:

- A licensed/trained professional will administer the Test of Early Mathematic Ability (TEMA) and the Test of Early Reading Ability (TERA)
- Parent/Guardian will be notified immediately if child scored in minimum of 97th percentile on TEMA and TERA.
- Early Access team will collaboratively determine if the child is an appropriate candidate for final level for Early Access into kindergarten or first grade.
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- If a candidate successfully meets the criteria for TEMA/TERA advancement, the candidate moves to the final level of Early Access Process:
 - District 49 school psychologist will administer the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). Candidate will need to score a minimum 97th percentile.

Parent/Guardian will be notified of committee's decision based on data from entire process by May 5, 2017.

Members of the Early Access team will consist of the following professionals:

- - D49 Gifted and Talented Coordinator



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- - D49 Gifted and Talented resource teacher/specialist
 - - D49 Pathways Specialist
 - - Psychologist
 - - Other members as deemed appropriate

Mandatory professional development for school administrators and G/T Facilitators is scheduled for November, 2018.

Optional professional development for other staff members (central enrollment personnel, school registrars, etc...) is scheduled for November, 2018.

No fee is charged to participate in the early access process.

Link to D49 2017-2018 Early Access Application <https://www.d49.org/Page/503>

Criteria

Aptitude:

Aptitude Assessment: A licensed psychologist will administer the WPPSI. A child must score a minimum of 97th percentile.

Achievement:

Achievement Assessment: Trained administrators administer the Test of Early Mathematics Ability (TEMA) and the Test of Early Reading Ability (TERA). A child must score a minimum of 97th percentile in both will move forward in the identification process.

Performance:

The portfolio will include examples of student work in the following:

- Knowledge of number sense
- Knowledge of beginning alphabet sounds
- Knowledge of shapes
- Knowledge of colors
- Examples of writing
- Evidence of reading ability
- Evidence of student interests
- Samples of student drawings/artwork
- Any other items the parent deems appropriate

The Early Access Committee will review the portfolio to determine if a child moves forward in early access process

Readiness, social behavior and motivation:

Indicated through feedback by pre-school teacher or other adult participating in portfolio.

Support system:

Support system includes parents/guardians, school G/T Facilitator, school psychologist, school social worker and G/T Department at district level.



An Early Access Student, meaning has successfully completed the process and is accepted into the advanced grade, will have an advanced learning plan. This plan will be a collaborative effort between classroom teacher, G/T Facilitator at the school and parent/guardian.

This advanced learning plan will be reviewed quarterly or as needed. Additionally, a group email between parents, classroom teacher and school G/T Facilitator will occur every four weeks assuring the student and the family are receiving the needed support. If email is not accessible, either a phone call or conference can be scheduled.

Student and parents/guardians will participate in traditional communications (i.e. conferences) at the school.

Process

Timelines:

September - December, 2016

- Notification of Early Access Application Availability being January 9, 2017
- Notification being the form of literature given to schools for distribution, website posting, literature given to central enrollment, email pre-schools within the D49 boundaries.

November, 2016

- Mandatory professional development for school administrators and G/T Facilitators.
- Optional professional development for other staff members (central enrollment personnel, school registrars, etc...)

January 9 - February 10, 2017

- Early Access Application is available through website, schools, mailings

February 13 - February 24, 2017 (Screener)

- Parent/guardians submit application with child present
- Child is given Screened with parent/guardian present
- Determination of advancement in process, end process or disagreement procedure immediately

February 13 - March 3, 2017 (Portfolio Review)

- Parent/Guardian have rubric, as part of application, for portfolio development. I
- Missing information or work not scoring high enough on rubric, a meeting is held with parent/guardian reviewing results and notification of not moving forward in the Early Access Process.
- Determination of advancement in process, end process or disagreement procedure communicated by March 8, 2017.

March 8 or March 11, 2017 (Achievement Assessments)

- Trained administrators administer the Test of Early Mathematics Ability (TEMA) and the Test of Early Reading Ability (TERA).
- A child score a minimum of 97th percentile in either will move forward in the identification process
- Determination of advancement in process, end process or disagreement procedure communicated by March 13, 2017

TBD - no later than April 14, 2017 (Aptitude Assessment)

- A psychologist administers the Wechsler Preschool & Primary Scale of Intelligence (WPPSI) Scheduling to be determined based on child and psychologist availability
- A child scoring a minimum of 97th percentile is required for gifted identification (in addition to successful completion of steps 1 - 3)
- Determination of advancement in process - identification as Early Access Student entering kindergarten or first grade or end process immediately.

August 1 - August 8, 2017 (ALP Development)

- The school G/T Facilitator will have collaborative meeting regarding Early Access Student



August 14 - August 18, 2017 (ALP Development)

- ALP developed in collaboration with all stakeholders - including student

The above process is repeated for following school year.

Personnel:

Screener administered by D49 Coordinator of Gifted Education, minimum of endorsement gifted education. Portfolio Review Committee consists of elementary/primary teacher, school psychologist, an elementary school facilitator, pre-school representative and Coordinator of Gifted Education. All committee members have attended trainings regarding scoring of portfolios.

TEMA and TERA administers by two highly qualified teachers each have training on administration of assessments, scoring and norming. A separate highly qualified teacher reviews the scores/norms.

WPPSI administered by licensed psychologist.

Final Review Committee consists of elementary/primary teacher, school psychologist, an elementary school facilitator, pre-school representative and Coordinator of Gifted Education.

Support Committee consists of assigned elementary administrator, elementary teacher, school psychologist, school G/T Facilitator.

Evaluation:

See Time Line Section

If an Early Access Candidate qualifies as gifted, but doesn't satisfy the Early Access requirements the parents/guardians will receive notification via US Mail and email. The school is notified and G/T Facilitator begins the process of ALP development, appropriate programming, etc...

Determination Letter attached.

Monitoring:

Child is expected to be in the top 5% of the assigned grade level in reading, writing, math. Supports available for success.

Social emotionally student will be monitored for appropriate interactions with grade level peers. Additionally, student will have appropriate reactions to challenges faced in classroom. Supports available for success.

Dispute Resolution: Will the AU be using the same procedure for disagreements process as in the main Program Plan? No

Early Access Disagreement Process below:

Step 1...Screener (very basic concepts) administered when portfolio submitted and with parent/guardian present

- Parent/guardian is aware that 80% of answers must be accurate prior to the screener
- If child can't answer at least 80% of the questions correctly, then a conversation will be had with parent/guardian.
- Literature is given to parent/guardian
- Services offered through district are discussed (i.e. preschool)
- Excellent data determining if other support (second language, speech, audiology)
- If English Language Learner, collaborate with ELD Department determining if language was barrier in

Early Access

Step 2...Portfolio Review



- Parent/Guardian have rubric, as part of application, for portfolio development. I
- Missing information or work not scoring high enough on rubric, a meeting is held with parent/guardian reviewing results and notification of not moving forward in the Early Access Process.
- If parent is unsatisfied with result, parent/guardian sets appointment for portfolio review with Executive Director of Individualized Education, Dean of Pre-School and representative of Special Education Department.
- Results will determine next steps, if any.

Step 3...Achievement Assessments

- Trained administrators administer the Test of Early Mathematics Ability (TEMA) and the Test of Early Reading Ability (TERA).
- A child score a minimum of 97th percentile in either will move forward in the identification process
- If parent is unsatisfied with result, parent/guardian sets appointment for TEMA/TERA score review with Executive Director of Individualized Education, Dean of Pre-School and representative of Special Education Department
- Results will determine next steps, if any.

Step 4...Aptitude Assessment

- A psychologist administers the WPPSI.
- A child scoring a minimum of 97th percentile is required for gifted identification (in addition to successful completion of steps 1 - 3)
- If parent is unsatisfied with results of WPPSI score, parent/guardian sets appointment for portfolio review with Executive Director of Individualized Education, Dean of Pre-School and representative of Special Education Department.

The administrative unit's program plan is due with the Comprehensive Program Plan or no later than January 1 prior to early access implementation.