



Douglas Re 1, Castle Rock - 18010

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

Gifted Education Facilitators, administrators, teachers, and parents are informed about the Early Access Law and Douglas County School District Process through professional learning opportunities, community information sessions, and written communications. All components are reviewed at Gifted Education Facilitator trainings, Level Principal Meetings, School Leadership Meetings, and Personalized Learning Coordinator meetings. In addition information about the law, requirements and process, including the portfolio, are available on the DCSD Gifted Education webpage under the Early Access tab and the DCSD Gifted Education Internal Google Site.

Criteria

Aptitude:

Measures of aptitude will include evidence of results at or above the 97th percentile on a norm referenced cognitive assessment; or highly advanced performance compared to age peers on cognitive rating scales.

Measures of aptitude will include but not be limited to one of the following:

- Stanford-Binet Intelligence Scales, 5th Edition (SB5)
- Wechsler Preschool and Primary Scales of Intelligence, Fourth Edition (WPPSI-IV)
- Differential Ability Scales-II (DAS-II)

Achievement:



Measures of Achievement will include evidence of results at or above the 97th percentile on a norm referenced achievement test for reading, math, and writing; or a highly advanced level of performance compared to age peers on achievement rating scales, or performance assessment. Measures of achievement will include but not be limited to the following:

- Test of Early Mathematics Ability, Third Edition (TEMA-3)
- Test of Early Reading Ability, Third Edition (TERA-3)
- Test of Early Written Language (TEWL-3)

Performance:

Measures of performance will include demonstrated ability above age peers (typically two years) demonstrated by work samples and teacher and/or parent data. Measures of performance may include but not be limited to the following:

- Scales for Identifying Gifted Students (SIGS) Teacher Rating Form
- Gifted Rating Scales - Preschool (GRS-P),
- Scales for Identifying Gifted Students (SIGS) Parent Rating Form
- Parent Observation Survey
- Work Sampling via classroom performance and/or student portfolio

Readiness, social behavior and motivation:

Measures of readiness, social behavior and motivation will include demonstrated ability to access the learning environment in Kindergarten or first grade. Measures of readiness, social behavior and motivation may include but not be limited to the following:

- Teaching Strategies Gold and Teaching Strategies Gold Survey – Kindergarten Entry Assessment
- DCSD Kindergarten Readiness Checklist
- DCSD First Grade Readiness Checklist

Support system:

A determination and placement letter will be shared and signed by members of the determination team, the parent(s)/guardian(s), receiving teacher(s), and principal. Parents may accept or decline the offer of early access.

An Advanced Learning Plan (ALP) will be developed according to DCSD's procedures, no later than the end of the first month after the start of school or September 30th, whichever comes first. The ALP will include academic and transition goals and will state that the student was enrolled through early access for the years the student is in kindergarten (if applicable) and first grade.

If the determination team finds evidence for potential gifted identification, but does not find that the child meets the criteria for early access, the team will provide the child's school with the child's assessment portfolio for serving the area of exceptionality in the child's **public** preschool or **public** kindergarten program as applicable.

The student's teacher(s), gifted education facilitator, and other school personnel as necessary and appropriate shall monitor student performance every five weeks during the student's first year of early access to determine if whole grade acceleration continues to be appropriate gifted programming for the child. The monitoring process will be based on the Advanced Learning Plan and performance reports shared with the parents and child.

If the educational support team, including parents, expresses concern about whole-grade acceleration through Early Access as appropriate programming for the child, the school will follow its Response to Intervention Problem Solving protocols to determine next steps. Decisions to exit or repeat the grade of Early Access shall be made no later than the end of the first year of Early Access (Kindergarten or First Grade). Any requests for



retention after the first year of Early Access shall follow the DCSD Board of Education Policy, procedures, and criteria for Grade Retention.

Process

Timelines:

December 1: Early Access Process Opens

- Intent to apply/referrals open
- Portfolio process and application posted to DCSD Website on the DCSD Gifted Education Webpage

April 1: ALL Early Access Portfolios due to DCSD

- DCSD does not accept or review applications/referrals received after April 1
- All determinations will be made within 60 calendar days of **APRIL 1**. Parents are advised to use the time between December 1 and April 1 to gather and complete comprehensive portfolios.

April - May: Initial portfolio review of all complete portfolios, Achievement Testing, Aptitude Testing, Observations

Third week of May: Final portfolio review, determinations and placement decisions made; Determination and Placement Letters sent to parents

First week of June: Acceptance of Early Access Letters due back to DCSD; Transition Meetings Scheduled

August - September: Transition meetings held, Advanced Learning Plans created

Personnel:

The following personnel will serve in the DCSD Early Access process:

- **Portfolio collection/review:** Personalized Learning Administrative Assistant, Gifted Education Coordinator, Directors of Personalized Learning
- **Data Collection:** Licensed School Psychologists, Licensed Early Childhood Coordinators, Licensed Early Childhood Teachers, Gifted Education Coordinator, Gifted Education Team Leads, Gifted Education Feeder Leads, Director of Personalized Learning
- **Determination Team:** Licensed School Psychologists, Director of Early Childhood Education, Licensed Early Childhood Coordinators/teachers, Gifted Education Coordinator, Gifted Education Team Leads, Gifted Education Feeder Leads, Directors of Personalized Learning, school principals
- **Support/transition Team:** receiving teacher(s) and school administrator, parents, Gifted Education Coordinator, Early Childhood Coordinator, school gifted education facilitator, other school personnel as appropriate and necessary

Evaluation:

Gifted Education Facilitators, administrators, teachers, and parents are informed about the Early Access Law and Douglas County School District Process through professional learning opportunities, community information sessions, and written communications. All components are reviewed at Gifted Education Facilitator trainings, level principal meetings, and Personalized Learning coordinator meetings. In addition information about the law, requirements and process, including the portfolio, are available on the district website and the DCSD GT Internal Google Site.

Process

1. The DCSD Process, including the screening portfolio are posted on the DCSD website December 1, of the school year prior to the year the child would enter Kindergarten or first grade through the Early Access Process. Parents are responsible for collecting the information in the portfolio and submitting the portfolio no later than April 1, of the school year prior to the Early Access year. DCSD does not review referrals for Early Access submitted after April 1.



2. Complete portfolios shall contain the following information in order to determine if the child demonstrates need for the process to continue.
 1. Work samples from home in writing and math (ie: journal writing, signs created, advanced writing beyond worksheets, drawings of number concepts, problem solving strategies)
 2. Work samples from preschool or current school in writing and math (ie: journal writing, signs created, advanced writing beyond worksheets, drawings of number concepts, problem solving strategies, math benchmarks)
 3. Copies of reading assessments from preschool or current school
 4. Copies of other relevant assessments
 5. Parent questionnaire
 6. Parent Observation Form (SIGS)
 7. Preschool Teacher Observation Scale (SIGS or GRS-P) submitted directly to the district office
8. For children who will be 5 years old at the beginning of the next school year and are seeking Early Access to First Grade, the Preschool Teacher completes: Kindergarten Reading, Writing, Communicating and Math Forms (submitted by teacher directly to the district office).
 3. Upon receipt of the portfolio a team of qualified personnel including the DCSD Gifted Education Coordinator, Director of Educational Programming, Director of Early Childhood Education, Discovery Program Teachers, Pre-School Teachers, Principals Trained in Early Childhood Education and Gifted Education, and a licensed psychologist meet to review each portfolio to determine if a child meets the qualifications for Early Access to Kindergarten or First Grade.
 4. If the review team determines a child shows a need for further consideration for early access as a highly gifted 4 or 5 year old, the child is forwarded to achievement testing in early reading, early math, and early written language (TEMA, TERA, TEWL) and school readiness (TSGOLD) conducted by licensed personnel. Parents are notified of this decision at such time.
 5. If the child demonstrates achievement in the 97th percentile or above in early reading, writing, and mathematics, he/she is then forwarded for cognitive ability testing (SBV, DAS-II, or WPPSI-IV) by a licensed school psychologist.
 6. Complete portfolios with all assessment data are then reviewed by the educational team to make a final determination. Demonstrated need for Early Access to Kindergarten or First Grade must include the following indicators:
 1. 97th percentile or above on a norm referenced achievement test for reading, math, and writing; **or** a highly advanced level of performance compared to age peers on achievement rating scales, **or** performance assessment; and
 2. 97th percentile or above on a norm referenced cognitive assessment; or highly advanced performance compared to age peers on cognitive rating scales; and
 3. Demonstrated ability **two or more years above same age peers**; and
 4. Standardized indicators of school readiness and motivation
 7. Parents are notified of all determinations and placement decisions by written letter within 60 days of April 1.
 8. Parents must submit an acceptance and enrollment letter signed by the principal (or designee) of the school of enrollment within two week of receipt of the letter of determination.
 9. A transition meeting is scheduled to occur before the beginning of the school year.

Dispute Resolution

If a parent wishes to appeal the Educational Evaluation Team's decision at any point in the process, the process is as follows:

- A written letter of appeal must be submitted to the Gifted Education office outlining the reasons for appeal



- Additional data providing information about the student **not available during the initial portfolio review** must be submitted with the aforementioned letter.
- A district-level team will review the portfolio with all new information and the letter of concern from parents/guardians.
- Parents/guardians will be notified, in writing, of the final outcome of the appeal process.

Transition

If a student is identified for whole-grade acceleration through the Early Access process, all information is provided to the gifted education facilitator at that child's school of enrollment in June if the child is attending a Douglas County school. The DCSD Early Access Process offers placement in Kindergarten or First Grade at the child's neighborhood school. If a parent wishes to enroll his/her child in another DCSD school, including a charter school, the parents must secure that placement/enrollment with the principal at that school. The DCSD Gifted Education Department does not guarantee enrollment in any school of choice.

In a collaborative process between the teacher, gifted education facilitator, parent(s)/guardian(s), student, and other support staff as necessary and appropriate, an Advanced Learning Plan is developed within the first month of school, no later than the first 30 school days after school begins. The Advanced Learning Plan must include academic, social emotional, and transition goal(s) specific to student strength areas and need. Student progress (academic and social/emotional) is monitored and reported to parents at least every 5 weeks throughout the first year of Early Access.

The student's teacher(s), gifted education facilitator, and other school personnel as necessary and appropriate shall monitor student performance every five weeks during the student's first year of early access to determine if whole-grade acceleration continues to be appropriate gifted programming for the child. The monitoring process will be based on the Advanced Learning Plan and performance reports shared with the parents and child.

If the educational support team, including parents, expresses concern about whole-grade acceleration through Early Access as appropriate programming for the child, the school will follow its Response to Intervention Problem Solving protocols to determine next steps. Decisions to exit or repeat the grade of Early Access shall be made no later than the end of the first year of Early Access (Kindergarten or First Grade). Any requests for retention after the first year of Early Access shall follow the DCSD Board of Education Policy, procedures, and criteria for Grade Retention.

If the Educational Evaluation Team determines the child has evidence for possible gifted identification, but does not qualify for early access, all identification information including the portfolio, is provided to the school serving the child, if the child attends a Douglas County School.

Monitoring:

If a student is identified for gifted programming through the Early Access portfolio process, information is provided to the gifted education facilitator at that child's school in June, if the child is attending a Douglas County preschool or kindergarten the next year. Through this process, placement in Kindergarten or First Grade is offered at the child's neighborhood school. If a parent wishes to enroll his/her child in another DCSD school, including a charter school, the parents must secure that placement with the principal at that school. In a collaborative process between the teacher, gifted education facilitator and support staff, an Advanced learning Plan is developed within the first month of school, no later than the first 30 school days after school begins. The Advanced learning Plan must include academic, social emotional, and transition goal(s) specific to student strength areas and need. Student progress (academic and social/emotional) is monitored and reported to parents at least every 5 weeks throughout the first year of early entrance.

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.