



Pueblo 60, Urban - 51010

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

Application process will be available in both written and electronic formats

- Flyer on Early Access will be made available at the district office as well as in schools with Early Childhood Education
- The Gifted and Talented public website will have Early Access information on application process
- The Gifted and Talented staff intranet site will have the entire Early Access process available for district staff

Professional Development opportunities will be provided to teachers, administrators, and other staff who are involved in the process annually before the March 1 application window opens. This PD will cover:

- Criteria
- Timeline
- Application process
- Assessments
- Determination
- ALP development

Criteria

Aptitude:

Weschler Preschool and Primary Scale of Intelligence into Kindergarten

Qualifying Score: 97th percentile

Cognitive Abilities Test, Level 5/6 for entrance into 1st grade



Qualifying Score: 97th percentile

Achievement:

- Test for Early Mathematics Ability, Third Edition
- Test for Early Reading Ability, Third Edition
- Test for Early Written Language

Qualifying Score: 97th percentile

Performance:

- Gifted Rating Scales for Preschool (GRS-P) - 4 year old, Teacher Rating Scale
- Scales for Identifying Gifted Students (SIGS) - 5 year old, Teacher Rating Scale

Qualifying Score: 97th percentile

Readiness, social behavior and motivation:

- Teaching Strategies GOLD Survey (School Readiness)
- Iowa Acceleration Scale

Qualifying Score: 60-80 total points on the Iowa Acceleration Scale

Support system:

Support system includes:

- Regular communication between the classroom teacher and parents regarding academic and affective progress
- Monthly ALP progress reports
- Affective guidance through school counselor

Process

Timelines:

Process

If a parent/guardian determines that his/her preschool or kindergarten child may be highly gifted and would like to inquire about early access/entrance to kindergarten or first grade, the parent/guardian may contact the Pueblo City Schools Gifted and Talented office and request an application packet.

If a parent/guardian decides that his/her child will proceed with the Early Access approval process, the parent/guardian must submit a portfolio to the director of Gifted and Talented during the month of March of the school year prior to enrollment. Portfolios received after the last day of March will not be processed. The following information must be included in a portfolio:

- Early access application form
- Contact information
- Copy of child's birth certificate
- Release of student information form
- Any previous assessment data (if applicable)
- Proof of residence (if applicable)



- \$100.00 application fee*
- Letter stating the reasons for considering early access for their child
- Letter of recommendation from a previous teacher, mentor and/or coach
- Examples of reading, writing, math, problem solving and creativity ability
- Norm-referenced or standardized screening tool or questionnaire

* Application fee is waived for students in the free/reduced lunch program

Upon the submission of a completed application and student portfolio, a team of educators knowledgeable of gifted education and early childhood development evaluates the application using a qualitative rating scale or rubric. This rubric will be used as a screening tool for parent and teacher input. Based upon the subjective and objective review, the early access education team determines if the child is an appropriate candidate for the next level of the early access assessment process. If it is deemed the child is not a candidate for additional evaluation, the parent/guardian is notified of the team's decision.

Assessment

The next step in the early access process is conducting identification assessment. Students will be first be given the Cognitive Abilities Test (CogAT) Level 5/6. A student must score in the 97th percentile or higher to proceed. Further assessments include:

1. Achievement Assessments
 1. Test of Early Mathematics Ability, Third Edition (TEMA-3)
 2. Test of Early Reading Ability, Third Edition (TERA-3)
 3. Test of Early Written Language (TEWL-3)
2. Performance Assessments
 1. Gifted Rating Scales – Preschool (GRS-P), Teacher Rating Scale (4 year old)
 2. Scales for Identifying Gifted Students (SIGS), Teacher Rating Scale (5 year old)
3. School Readiness Assessment
 1. Teaching Strategies GOLD Survey

Determination

An Assessment/ Portfolio Review Team members will meet to make a final determination using the Iowa Acceleration Scale. The team will consist of the director of Gifted and Talented, director of Early Childhood, Test Administrators, and classroom teachers. The final decision to accept or not to accept a student for Early Access is always at the discretion of the district.

If a child is accepted for the Early Access, the parent/guardian will be contacted by the director of Gifted and Talented and/or designee by the last day of May. Approval for Early Access will authorize a five year old to enter first grade in a non-Gifted and Talented centered classroom and a four year old to enter half day or full day kindergarten as determined by the Placement Team. The director of Gifted and Talented and/or designee will notify the principal at the child's designated Gifted and Talented Center school by the last day of May.

If a child does not meet the criterion for Early Access, the parent/guardian will receive written notification along with a copy of the summary of the test results. Written notification will include suggestions to support and assist the parent/guardian in next steps for his/her child. If a child is determined gifted, but does not qualify for Early Access, identification information is provided to the school that serves the student.

Placement

For students approved for Early Access, a placement meeting/review will occur with the Placement Team. This meeting will take place by the end of May and will include the director of Gifted and Talented or director of Early Childhood, receiving school principal, receiving school teacher and the parent/guardian. Every effort will be made to cluster students geographically to assure peer interaction.

Advanced Learning Plan

A meeting will be arranged at the designated Gifted and Talented Center school or other district site to be agreed upon by the Placement Team and the parent/guardian. The purpose of the meeting will be to develop an Advanced Learning Plan (ALP) and to transition the student to complete the Gifted and Talented identification



process. ALP's are required by state rules for all identified Gifted and Talented students and must be completed by September 30, of the enrollment year. An annual meeting will take place between the Gifted and Talented designee, current teacher and parent/guardian.

Record Keeping

Record keeping will be maintained in Infinite Campus and Alpine Achievement Systems. The student's progress will be monitored throughout the school year to ensure the student's success.

Appeal Process

If there is a disagreement with an identification or programming decision, a right of appeal is available. A parent, student, teacher, or administrator may initiate the appeal process by notifying the building GT coordinator. The applicant will then meet with the building administrator and gifted/talented coordinator to review data, introduce additional information, and decide on a further course of action. The superintendent will be part of the appeal process and make the final decision. Parents will be notified of the final decision through written communication within 15 school days.

Personnel:**AU Gifted Education Specialist**

- Ensure the information is available to parents in both written and electronic forms, in both English and Spanish
- Primary contact throughout the application process
- Collects student portfolios
- Coordinates with the assessment team to supply testing materials and determine testing dates
- Coordinates with the determination team on date for formal meeting
- Ensure the child's ALP has been completed by September 30

Early Childhood Education TOSA

- Serves on the determination team
- Lead support facilitator for student
- Lead facilitator of the ALP development team

Test Administrators

- Administers aptitude and achievement tests
- Serves on the determination team

Preschool Teachers

- Completes norm-referenced observation scales
- Serves on the determination team

ALP Development Team

- Student
- Parent
- Elementary school principal
- Elementary classroom teacher
- Elementary school counselor
- Early Childhood Education TOSA

Evaluation:

1. March 1-31: Parent requests and completes Early Access Application and Student Portfolio
2. AU conducts evaluation of portfolio to determine if student is a candidate
3. Students moves to administration of cognitive abilities test OR parents are notified if student is not a candidate



4. TEMA-3, TERA-3, and TEWL are administered (if CogAT was 97th percentile or higher) by designated Test Administrators as well as observation scale and Teaching Strategies GOLD Survey for school readiness
5. Team evaluates assessment data and makes a determination using the Iowa Acceleration Scale and parents are notified
6. ALP is created for Early Access student no later than September 30 with the student identified as "Grade Acceleration" in ALP
7. Support system is provided to student as he/she transitions through kindergarten or 1st grade

Monitoring:

- The AU expects regular communication between the classroom teacher and parents regarding academic and affective progress
- ALP progress monitoring should be completed monthly by classroom teacher and/or building gifted coordinator
- School counselor will offer affective guidance quarterly at a minimum (based on student need)

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.