



El Paso 11, Colorado Springs - 21050

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 district gifted and talented homepage will describe the purpose and provide a time line for the early access process. The homepage posts the required portfolio components, including fees, to inform parents and the community about specific characteristics of potential highly gifted young children. Parents are encouraged to contact the district gifted and talented office to obtain the Gifted Rating Scale (which cannot be posted due to copyright), and at this time, the district gifted and talented facilitator and/or administrative assistant addresses parents' questions and concerns.
- Parents have the option to contact the district gifted and talented office and request the mailing of portfolio components. In addition, information about early access will be shared with principals during one or more elementary principal meetings, and specific department heads will be informed; e.g., Special Education Executive Director, Early Childhood Facilitator, etc.
- District 11 offers suggestion for traditional and charter options for parents of highly gifted children. At these locations that enroll an Early Access student, professional development in preparation for highly gifted children, for teachers in grades K-5, occurs throughout the school year. Professional development addresses characteristics of highly gifted children, appropriate curriculum, differentiation, compacting, higher level questioning strategies, and writing standards-based Advanced Learning Plans. Parents can place their highly gifted child in their home school.
- Additional opportunities for communication with parents and families include:
 - District Website and Facebook Page
 - District Alert Notification
 - Advertisement through the Pikes Peak Association of Gifted Students (PPAGS)



- District 11 Calendar
- Emails to individual school Resource Teachers
- District 11 insert into local newspaper
- Professional Development
 - Training for parents includes flyers, media, referral to web and other resources, and local presentations
 - Training for District 11 staff includes workshops, CDE trainings, "Get Tuesday" publications, webinars, gifted conference sessions
- Communication with various stakeholders, including community members:
 - Gifted/Talented Advisory Council
 - Information provided to local preschools within District 11 boundaries

Criteria

Aptitude:

The Wechsler Preschool and Primary Scale of intelligence (WPPSI) will be the individual intelligence test administered by a district school psychologist. The cutoff score for eligibility will be 97%.

Achievement:

The *Test of Early Mathematics-3 (TEMA-3)* and the *Test of Early Reading Ability-3 (TERA-3)* will be the two achievement tests administered by a district school psychologist. The cutoff score for eligibility must be 97% for at least one of the achievement tests and at least 95% on the second achievement test.

Performance:

The portfolio will include two assessments that measure the candidate's performance: the *Parent Information Form* derived from the *Kingore Observation Inventory (KOI)* and the *Gifted Rating Scale- P (GRS-P)*. The parent completes the *Parent Information Form* and the most current educator of the student will complete the *Gifted Rating Scale-P*. In addition, parents will be asked to provide examples of reading ability, number sense and higher level math skills, writing ability and problem solving and creativity.

Readiness, social behavior and motivation:

The portfolio will include two assessments that measure the candidate's readiness, social behavior and motivation: the *Checklist of My Child's Strengths* from the *Teaching Young Gifted Children in the Regular Classroom* resource and the motivation section from the *Gifted Rating Scale-P (GRS-P)*. The parent will complete the first and the child's most current educator will complete the second. In addition, during the interview with the child's parent, a general kindergarten or first grade readiness checklist is administered.

Support system:

For every identified highly gifted child, an Advanced Learning Plan will be written no later than September 30 of the school year. The Advanced Learning Plan includes the writing of one or more academic goal/s, and a social-emotional goal that addresses the transition needs of the child. Input for the goals is made by the child, parent, GT teacher, classroom teacher and/or the principal. The goals are reviewed by the building gifted resource teacher, parent, classroom teacher and principal once a quarter or marking period. Modifications (if necessary) can be made at any time. As soon as a goal is met, a new goal shall be set. During the school year, the following will be used to support the child: classroom teacher observations, formative assessments, RTI/MTSS (Multi-Tiered System of Support) process and/or a Gifted/Talented Review process, and regular communication (at



least monthly, and weekly as needed) with parent and child concerning successful transition and goal-progress from home to school.

Process

Timelines:

- Advertisement on the website occurs year-round. November 1st begins a posting cycle relevant to the school enrollment cycle for the following school year. This would include social media posts, flyers to schools, etc. to notify parents that the application window opens in January and ends in February.
- **January 2- February 29 (last day in February)**- During January and February, parents and the community will receive information about the early access program (pending approval from CDE). Information is posted on the district gifted and talented website, district Channel 16 television station and/or via individual elementary school newsletters. In addition, a press release is made concerning early access through the district's communications and community services department. Portfolio components can be accessed by parents via the district gifted and talented homepage or by calling the district gifted and talented department. As portfolios are completed and submitted, the early access team reviews and determines whether the portfolios "exceed", "meet" or "do not meet" expectations. Parents who submit portfolios that "do not meet" expectations receive a "denial" notification. Decisions will be made within 30 days of receipt of the portfolio and families will be notified within one week of the decision.
- When a portfolio passes the review stage and the student is referred to the testing phase, the principals of the top three schools of interest for the family shall be notified that the student has been referred for testing and may be considering enrollment in his/her school. At that point the principals will submit their professional development and support needs (as defined by a short questionnaire) to the District's Gifted Office, to be received before Spring Break and no later than April 15th of the current school year. When the testing is complete, the families/guardians and the applicable principals will be notified by the District office. The parents/guardians and the principals of those schools will be expected to schedule a school visit before the end of the school year and answer questions before the family confirms an enrollment decision.
- In situations where there is a demonstrated academic need and clear signs of highly advanced gifted tendencies, and where there is a reasonable cause for portfolio submission that was not enrolled during the application window, parents may submit a request for review, and the Gifted Education Facilitator may review the situation and may choose to allow the portfolio into the Review Team process.
- In the event where parents/guardians have received a denial to continue the process after the Portfolio Review, they may submit an appeal to the Gifted Education Facilitator, who may review the situation. The Facilitator may choose to allow the student to continue to the standardized testing phase. The testing will cease at the conclusion of the first assessment given where the results do not meet the criteria, so that the child does not need to complete the full battery in that event.
- **March 1- March 30:** During March, parent and child interviews and a general kindergarten or first grade readiness survey will be administered by one or more members of the early access team and the child's home school principal. Once the interviews are completed, the participating early access members and home school principal determine whether the interview and readiness survey "exceeds", "meets" or "does not meet"



expectations. Parents receive a "denial" letter if the interview and readiness survey does not meet expectations.

- **April 1- May 1:** Formal assessments will be administered by a district school psychologist during April: WPPSI, TEMA and TERA. Children, who meet the eligibility cutoff, are identified as highly gifted and a letter will be sent to the child's family within a week of determination including a summary of test results. Parents receive a "denial" letter within a week of determination if their child did not meet the eligibility cutoff.

At any time in this process, parents are invited to contact the Gifted & Talented office if they have any questions or concerns regarding this process, particularly if they have received a denial at some point in the process.

Personnel:

The district gifted and talented facilitator will be the contact person for the early access process, and holds an endorsement for Gifted/Talented education. The early access team includes an elementary school representative, a charter school representative, school psychologist, Twice Exceptional Specialist, and a gifted and talented teacher. All members of the early access team participate in reviewing and making determinations on completed portfolios. One or more early access members and the building principals of note will be invited to the interviews with parents and children, and make determinations for the next steps to further testing. A psychologist from the child's home school or from the early access team will administer the WPPSI, TERA and TEMA.

Evaluation:

- Interested parents will print or request portfolio components either via the district gifted and talented website or by contacting the district gifted and talented department. The district gifted and talented facilitator and/or administration assistant address questions and concerns with parents at this time. The child must be four years old for kindergarten and five years of age for first grade by the first day of school.
- Completed portfolios must be submitted to the district gifted and talented office no later than the last day of February. A completed portfolio must consist of the following:
 1. Early access application
 2. Check for \$25 (sliding scale for families who have free and reduced status)
 3. Letter describing why the parent is applying for early access
 4. Checklist of My Child's Strengths
 5. Parent Information Form (derived from the Kingore Observation Inventory)
 6. Gifted Rating Scale-P
 7. Portfolio Statements and supporting materials: (Examples of reading ability, Examples of number sense and higher level math skills, Examples of writing ability, Examples of problem solving and creativity)
 8. Any available testing information (public/private)
 9. Written statement of appeal if necessary, for review of an application outside the regular application
- Completed portfolios are reviewed by the early access team and determinations are made. If the team cannot come to consensus, the gifted and talented facilitator will make the decision. Interviews are scheduled for parents and children when portfolios "exceed" or "meet" expectations. Parents who submit portfolios that "do not meet" expectations receive a "denial" letter in the mail within a week after the decision.



- One or more members of the early access team and home school principals (as available) conduct interviews and administer a readiness survey with parents and children during March. Determinations are made by the early access team and home school principals, and further testing will be scheduled for children whose interviews "exceed" or "meet" expectations. A GT permission form for testing needs to be signed by the parent of the child at this time. Parents receive a "denial" letter within a week after the decision, when interviews "do not meet" expectations.

1. Written statement of appeal if necessary, for review for further testing if the team had decided not to recommend the student to the next phase, outside the regular application

- A psychologist from the child's home school administers the WPPSI, TERA and TEMA to children who met the portfolio and interview expectations. Children must score 97% on the WPPSI, and 97% on either the TERA or TEMA. The cutoff on the achievement test for a score that is not at the 97% should be at least 95%. A determination letter is sent home to parents if their children meet the above criteria within a week of determination. The letter includes the testing scores, assigned school, principal and gifted resource teacher. The principals of note from the family application will also be notified of the decision. A "denial" letter is sent to families if their children fail to meet the above testing criteria within a week of the determination.

- An Advanced Learning Plan will be written for the identified highly gifted child no later than September 30th of the school year of enrollment. (See the "support" section for further steps concerning this process.)

Monitoring:

Each highly gifted child admitted to school under the provision of early access will have a written Advanced Learning Plan with specific academic and affective goals aligned to standards. The progress monitoring of each student uses the RTI/MTSS process in collaboration with the classroom teacher, parents, building gifted resource teacher and building principal. Various forms of literacy, academic testing and pre-testing with the use of compacting, and classroom formative assessments are used to also monitor progress.

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.