



Durango - 34010

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

- Parents and community members will be notified about the Early Access opportunity through announcements on our district website, in the Education Briefs in the local newspaper, and through information sent to area preschool programs. These notifications will include where to pick up information packets and a district representative to contact with questions and/or for more information. Packets will include detailed information about timelines and the process itself. Each elementary school also will have detailed information available to parents whose children are already attending their school or who inquire about options prior to enrolling.
- Professional development will be provided to all district gifted and talented facilitators, administrators, and early childhood staff so that they can effectively communicate the details of Early Access and understand the unique needs of children who will be identified through the process.
- No fee is charged for any student applying for Early Access.

Criteria

Aptitude:

Wechsler Preschool and Primary Scale of Intelligence (WPPSI). This will be administered by a school psychologist. A score of 97% or above will be required to be eligible for Early Access.

Achievement:



Test of Early Mathematics Ability (TEMA) and Test of Early Reading Ability (TERA). These two assessments will be administered by a member of the Early Access Determination Team. A score of 97% or above will be required for both assessments to be eligible for Early Access.

Performance:

Teaching Strategies GOLD data (where available), work samples, and observational data in a child's preschool or kindergarten class. Typically we look for evidence that a child is functioning two or more years above their age peers.

Readiness, social behavior and motivation:

Teaching Strategies GOLD data (where available), observational data in a child's preschool class, responses from the Kingore Observational Inventory from both teachers and parents. This data would show children excelling in at least 3-4 areas of the Kingore, having high interest and motivation to explore and learn, and show leadership capabilities with same age peers. GOLD data would show that the child is exceeding expectations in all areas of readiness, social behavior and motivation. Observations in the child's preschool class would highlight a child that is showing high motivation and leadership with peers.

Support system:

The support system for children identified for Early Access will include the child's parents, the classroom teacher, school gifted and talented facilitator, school counselor, building administrator, and others as deemed appropriate. An ALP will be developed that includes both academic and developmental domains as well as a transition goal. This ALP will be monitored every 5 weeks during the first year. The transition and other goals will be monitored and parents, teachers, and other school administrators will work collaboratively to identify strengths and weaknesses, identify gaps, and develop goals.

Process

Timelines:**Timelines:**

- Information packets and applications are available to parents or guardians beginning February 1st and are due by April 1st for the next school year.
- Applications after April 1st will only be accepted under unusual circumstances (i.e., a family moving to our area after the deadline but before school starting)
- Determinations will be made within 60 calendar days of receiving the student's initial portfolio and application.
- A determination letter will be sent to parents by June 1st and will be signed by the parent, gifted teacher at the assigned school, the Coordinator of Early Childhood Education,
- All students considered shall be age 4 by October 1st for kindergarten and age 5 by October 1st for first grade.
- ALP development will be no later than September 30th.

Personnel:

- The Coordinator of Early Childhood Education will be responsible for collecting referrals and data for the body of evidence, as well as answering questions from parents and others about the process.



- The testing personnel will include by not be limited to a school psychologist, the Gifted and Talented Teacher on Special Assignment, the Mathematics Teacher on Special Assignment, and the Coordinator of Early Childhood Education.
- The determination team will include the Gifted and Talented Teacher on Special Assignment (or other appropriately trained G/T personnel), an elementary school principal, the Director of Elementary Education or Chief Student Advocacy Officer, and the Coordinator of Early Childhood Education.
- The support team will include the receiving teacher, gifted education facilitator, counselor, and principal along with the student's parents

Evaluation:

- Parents are responsible to complete all steps of the initial application and portfolio which includes:

1. Application Form
2. Child's birth certificate
3. Kingore Observation Inventory completed by the child's teacher
4. Work samples that show evidence of, but is not limited to, the following areas:

*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

1. Kingore Observation Inventory Parent Information form

All these elements are returned to the Early Childhood Coordinator, and the determination team will then evaluate the portfolio and application using a 4-point rubric to determine if the child is an appropriate candidate for further testing.

If so, the following procedure will be followed:

1. Principal of the receiving school will be contacted
 1. Student is observed in his/her classroom setting by a member of the Early Access determination team (if appropriate)
 2. School psychologist will administer the Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
 3. A member of the Early Access determination team will administer the Test of Early Mathematical Ability (TEMA) and the Test of Early Reading Ability (TERA)
 4. The child will be asked to complete a writing sample
 5. The determination team will reach consensus about whether a child is an appropriate candidate for Early Access into kindergarten or first grade. If the team cannot reach consensus, the building principal or the gifted education coordinator shall make the final decision in accordance with the Early Access program plan.
 6. Parents will be notified in writing of the committee's decision by June 1st
- ALP development will be the responsibility of the school's Gifted and Talented Facilitator in collaboration with the child's classroom teacher, student, and the student's parent. This will be developed no later than September 30.
 - If the child is determined to be gifted but not eligible for Early Access, the results of testing will be provided to the child's teacher so that appropriate supports can be provided for the child's continued growth and development.



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- A sample determination letter is attached which includes some of the options we will use to communicate the results with parents. The focus of the letter will be to build relationships regardless of the outcome of the Early Access results.

Monitoring:

Students qualifying for Early Access will be monitored at least every five weeks during the student's first year. The monitoring process will be based on the advanced learning plan and performance reports shared with the parents and child.

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.