

## Checklist for Early Access Addendum Review

### General

☐ January Yr: \_\_\_\_\_ ☐ April Yr: \_\_\_\_\_

Name of Administrative Unit: \_\_\_\_\_ Region: \_\_\_\_\_

- ☐ Cover page information
- ☐ Signature/s: \_\_\_\_\_ Individual District \_\_\_\_\_ Multiple-district
- ☐ Determination letter
- ☐ Other documents:
  - \_\_\_\_\_ Application Form
  - \_\_\_\_\_ Process/procedures provided to parents and educators
  - \_\_\_\_\_ Advanced learning plan
  - \_\_\_\_\_ :

### Communication

In what ways will the administrative unit:

- ✱ Inform parents, educators, and community members about criteria, process, time frames, portfolio referral, tests, final determinations and ALP development.
- ✱ Provide professional development for educators and administrators about early access and ALP development, especially staff involved in the process.
- ☐ Criteria and process are explained and accessible to parents, educators and public.
- ☐ There is evidence of a variety of methods to communicate about early access.
- ☐ Professional development is provided to preschool, general and gifted education personnel, including preschool, kindergarten and first grade teachers and principals.
- ☐ Evidence of collaborative efforts among parents, preschool, general and gifted educators.
- ☐ An advanced learning plan will be developed as a collaborative process including the parent/s and classroom teacher.
- ☐ If there is a fee, there is evidence that it is reasonable. No fee for free and reduced *eligible* students. There is evidence that early access assessment is integrated into ongoing assessment practices as much as possible.

### Criteria

- ✱ Describe the method, the standard (level of results) and tool/s that will be considered to determine early access for a highly advanced gifted student using the following categories for criteria: aptitude, achievement, readiness for school, social behavior and motivation.
- ☐ Referral by parent or educator.
- ☐ Evaluation creates a student profile of strengths, performance, readiness, needs and interests.
- ☐ All criteria in the body of evidence is considered.
- ☐ Aptitude at the 97 or 98 percentile ranking.
- ☐ Tools for assessing aptitude are listed.
- ☐ Achievement at the 97 or 98 percentile ranking.
- ☐ Tools for assessing achievement are listed.
- ☐ Performance includes work sample/s and input by parent and teacher/adult.
- ☐ Data for readiness, social behavior and motivation are collected through identified tools.

### Support Systems

- ✱ Explain the support system that will assist the child during year one of transition into early access. How will parents, teachers, school administrators and the learning environment contribute to a positive support system? How will the transition goal be monitored? In what ways will parents, teachers, and the child communicate about progress?
- ☐ Determination letter provides evidence of signatures by the parent, gifted education staff, early childhood staff, receiving teacher and administrator.
- ☐ Determination letter provides evidence of recognition and support of child's placement.
- ☐ ALP will include a transition goal for the first year of early access.
- ☐ Evidence of communication with the student about school success.
- ☐ Evidence of parent-teacher communication.
- ☐ Clear articulation about how parents, teachers, school administrators and the learning environment will contribute to a positive support system.

## Process for Early Access

- ✱ Briefly summarize how the administrative unit will address each component.

### Timelines:

- ✱ Screening portfolios are due by April 1. What will be the application period for the AU?
- ✱ How many calendar days after receipt of the screening portfolio will the determination be made?
- ✱ AUs may, at its discretion, consider a screening portfolio after April 1. Will the AU, or under what conditions, will the AU consider applications after April 1?
- ☐ Timeline for application period is clear – due by April 1, unless AU permits applications after April 1. If so, the conditions are easily understood.
- ☐ Determinations will be made within 60 calendar days of receiving referral portfolios.
- ☐ It is clear that the child will be age 4 for kindergarten, and age 5 for first grade by the start date of school.

### Personnel:

- ✱ Identify personnel who will be involved in: collecting referrals and how that person is “qualified”; testing; collecting data for the body of evidence; the determination team; the support team; and any other personnel the AU deems helpful in the early access process.
- ☐ A trained person collects portfolios.
- ☐ Educators are identified to collect data and provide testing.
- ☐ A determination team consists of a gifted education resource person, a teacher in early childhood and others identified by the AU.
- ☐ The support team during transition consists of the receiving teacher and administrator, parents, gifted education personnel and other persons if identified by the AU.

### Evaluation:

- ✱ What are the AU’s implementation steps or requirements for early access evaluation?
- ✱ In the description, summarize each factor related to evaluation: responsibility for and content of the screening portfolio; the screening tool for a referral; performance information; referral procedures; testing for a body of evidence; consensus decision making; method to inform parents; the resolve if the determination team cannot come to consensus; the ALP development responsibility; and the process to provide ALP data to the home school if the child is gifted, but not deemed appropriate for early access.
- ☐ Steps for early access are clearly stated and understood.
- ☐ Requirements for the application portfolio are clearly stated.
- ☐ Parents are responsible for the referral portfolio.
- ☐ A screening tool is identified for parent and teacher input.
- ☐ Performance data is included in the portfolio.
- ☐ A trained person makes the decision for assessment after portfolio assessment.
- ☐ A body of evidence contains quantitative and qualitative data.
- ☐ Determinations are a collaborative, consensus process.
- ☐ The gifted director/a trained principal makes determination if no team consensus.
- ☐ Early access students will have an ALP no later than the end of the first month of school.
- ☐ ALP will include academic and transition goals.
- ☐ If the child is gifted, but not deemed appropriate for early access, the child’s assessment portfolio will be sent to the child’s school for serving the area of exceptionality.

### Monitoring:

- ✱ Describe what standards the AU will set for teachers and parents when monitoring student performance and progress during the first year of early access.
- ☐ Ongoing progress monitoring is evident – at least every 5 weeks during the first year of early access – using the ALP and student performance reports shared with the parents and child.

### Dispute Resolution

- ✱ Dispute resolution may be the same as described in the AU’s comprehensive Program Plan.
- ☐ There is a dispute resolution process accessible to parents.

| Date | General Comments and/or Feedback Discussion |
|------|---|
|      |   |
|      |   |
|      |   |
|      |   |
|      |   |
|      |   |