



Adams 12, Northglenn-Thornton - 01020

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

- The AU will inform parents, educators, and community members about the Early Access (EA) process, criteria, timelines, and portfolio referral through posting Superintendent Policy 5240: Early Access, Acceleration, and Grade Skipping on the Adams 12 web site and making it available in schools upon request. The AU will also provide explanatory information regarding EA on the web site, as well as with Principals and GT Coordinators. Once families begin the EA process, they are given more specific process, timeline, and assessment information. Upon the completion of the assessment process, families are given information regarding the assessment scores, qualifying scores, final determinations and ALP development. Specific schools are notified of qualifying EA students.
- Staff involved in the EA process is continuously provided professional development opportunities regarding the EA process, assessment administration, and other important information as needed. Professional support is offered to Principals and staff at schools with EA students. Not much PD is offered to the preschools rather than as needed.

Criteria

Aptitude:

97th percentile on one or more of the following WISC, WPPSI, WJ-ECAD cognitive portion, and DAS or NNAT in combination with evidence from another assessment.

Achievement:



97th percentile on TEMA, TERA, NNAT (cognitive supporting evidence), or the WJ-ECAD achievement portion and Early Writing Ability. The AU analyzes consistency in advanced achievement across more than one area, which includes reading, writing, and math.

Performance:

Demonstrated advanced ability (97th percentile/2 years above age peers) on a SIGS, GES, or GRS-P and DAP (Draw a Person as supplemental), including both qualitative and quantitative data.

Readiness, social behavior and motivation:

Ability to demonstrate the indicators of readiness on surveys targeting readiness, social behavior, and motivation, which include the Parent Survey, Preschool Survey, AU Observation Checklist, and support from the above mentioned assessments and surveys/checklists. The AU will honor TS GOLD data and all entering kinders in the district will begin the TS Gold collection process if they have not already begun in preschool. The AU will use the Brigance or the Battelle after consulting with our ECE Director. Both qualitative and quantitative data are considered.

Support system:

Once a student is identified as gifted and accepted as EA, an Advanced Learning Plan (ALP) will be completed by September 30 of the first year of enrollment. Progress of the EA student performance and ALP goals will be monitored every five weeks during the first year. This includes various methods of parent/teacher conferences in which the student's performance, strengths, and needs are addressed and planned for, ensuring an appropriate learning environment. The AU encourages full, consistent, ongoing collaboration among all stakeholders. Supports include a letter of determination signed by parent, gifted staff, early childhood staff, receiving teacher and school administrator support early access, a transition goal in ALP for first year, methods of communication between school and parents, and how parents, teachers and school will contribute to a positive support system.

Process

Timelines:**Timeline:**

- November 1: Updated and current EA forms and application are made available to families on the web site. The AU also makes them available to local preschools. Children that are age 4 by October 1 for kindergarten; and, age 5 by October 1 for first grade may apply for EA.
- December 1: The EA application process window begins and ends the last business day in January of the school year prior to which fall enrollment is desired, which aligns with our Choice Program dates. Beyond this window, applications will be handled on a case by case basis if personnel are available to administer the screening process, but NO applications will be considered beyond May 1. There is an adequate fee for the screening process, as well as the IQ assessment. The fees cover the cost of testing materials and personnel time to administer. No fees are assessed to families that receive free and reduced lunch.
- December-February: EA screening process takes place. If students qualify from the screening process, an IQ assessment is scheduled through our district psychologist within 1-2 weeks. (Outside IQ testing may be submitted).
- Upon the completion of all testing and scoring, within 2-3 weeks of the initial screening, the determination team will compile a screening portfolio on the child, which includes aptitude, achievement, performance, readiness, social behavior, and motivation.



- A gifted determination and EA decision is made and parents are notified immediately by phone. A copy of the final assessment summary will be mailed out to the family within 60 days of testing.
- Parents have 30 days to express disagreement with the decision. The AAGS Director will then review any further information submitted to determine if the decision should be reconsidered.
- The Director will issue a decision within 10 business days following receipt.
- If the parents disagree, the appeals process in Section 5.0 will then be followed, which includes a written request to the Executive Director of Schools, a possible meeting to re-evaluate, followed by a final decision made by the Executive Director of Schools.
- Once students are officially enrolled in our district management system (IC/EWS) an ALP is initiated and a final ALP must be completed for each EA student by September 30.

Personnel:

- Applications will be sent directly to our office and compiled by our administrative assistant.
- Testing will consist of 4-5 trained professionals in the specific assessment being given, as well as the behavioral rating scales and observations. This includes the collection of data for the BOE.
- Licensed psychologists will administer the IQ assessments.
- The determination team consists of the Director, the Coordinator, the psychologist, and other specialists as appropriate. The support team may include ELL, Sped, and/or kindergarten teacher input, as well as the information from the parents and preschool.

Evaluation:

- For EA, an application is submitted, a screening process takes place and the portfolio development begins, if the screener qualifies and IQ assessment takes place, a student screening portfolio is compiled and reviewed, gifted and EA determinations are made, and parents are notified.
- Referral procedures: All EA referral procedures are posted on the web site along with the required forms and application. These are all required documents to begin the EA process.
- Screening Portfolio: Upon the application submittal and screening process being scheduled, the student screening portfolio development begins. This will include a collection of achievement, performance, and behavioral (readiness, social, motivation) data.
- Screening Tool: For achievement, TEMA, TERA, and/or the WJ-CAD achievement portion and Early Writing Ability are used. For screening, we look for indicators to score at or above the 97th percentile. We do not use cut scores. We also use the NNAT as part of the screening process for cognitive support.
- Performance information: As part of the screening process, a SIGS, GES, or GRS-P is used along with the Draw a Person (DAP). We also collect the parent survey, preschool survey, and Observation Checklist to collect behavioral data (readiness, social, motivation). For Readiness, we will use the Brigance or the Battelle. Qualifying criteria is considered performance and/or ability above their age peers. Both quantitative and qualitative data is considered.
- Testing for a body of evidence (BOE): The screening process above includes achievement, performance, and behavior (readiness, social, motivation). The next step is the administration (or submission) of the IQ assessment. We commonly use WPPSI, WISC, and the WJ-ECAD, where the DAS is also accepted as part of the BOE. The entire student portfolio is compiled and evaluated.
- Consensus decision making: The AU ensures consensus decision making to ensure all decisions are discussed, agreed upon, and evidence based. A cognitive score of 97th percentile or above is required along with an achievement score of 97th percentile or above in reading, writing and mathematics. Demonstrated ability in Performance and Readiness is also qualifying evidence.



- ALP development and responsibility: Once students are officially enrolled in our district management system (IC/EWS) an ALP is initiated and a final ALP must be completed for each EA student by September 30. Progress of the EA student performance and ALP goals will be monitored every five weeks during the first year. This includes various methods of parent/teacher conferences in which the student's performance, strengths, and needs are addressed and planned for, ensuring an appropriate learning environment. The AU encourages full, consistent, ongoing collaboration among all stakeholders to ensure student success, all of which is guided by the ALP.
- ALP data to the home school if the child is gifted but not EA: The AU retains portfolio information, which is re-evaluated in the fall of each school year to notify schools of students that have been identified gifted but not EA.

[EA Determination Letter 2016-17](#)

Monitoring:

Progress of the EA student performance and ALP goals will be monitored every five weeks during the first year. This includes various methods of parent/teacher conferences in which the student's performance, strengths, and needs are addressed and planned for, ensuring an appropriate learning environment. The AU encourages full, consistent, ongoing collaboration among all stakeholders. The ultimate goal is to evaluate if the student is being successful and what supports may be necessary.

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.