



Fremont Re-1, Canon City - 22010

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

- Information will be posted on the Cañon City Schools District web-site that describes the Early Access collaborative process for highly gifted four year-olds to attend kindergarten and highly gifted five year-olds to attend first grade.
- Early Access Informational flyers will be distributed to Early Childhood Care Providers
- Early Access Informational flyers will be available in elementary school offices.
- Each September and January a notice will be placed in the local newspaper informing the public of Early Access as an educational option and whom to contact for further information.
- Early Access information will be published in the yearly Daily Record Schools Publication

Early Educators

At January's Consolidated Early Childhood Education Action Team Meeting, an ECHO (Early Childhood Health Outreach) representative and the Gifted Education Coordinator will notify area preschool directors of the Cañon City Schools Early Access Procedure for highly gifted four and five year-olds. The Gifted Education Office will provide information packets to Early Childhood Educators about the following:

- Early Access Application
- Screening Process
- Formal Identification Process
- Body of evidence requirements (97th percentile)
- Parental role in process
- Personnel responsible for Early Access assessment and decision making.



- ALP development

Elementary Educators

At a district leadership meeting the district Gifted Education Coordinator, will provide information to district elementary school principals on the rules, guidelines, and procedures for Early Access to kindergarten and first grade, as well as the characteristics and needs of students who may be expected to qualify.

The Gifted Education Office will train gifted education resource teachers, early childhood liaisons, elementary principals, and K-1 teachers on the rules, guidelines, and procedures for Early Access and how they may be involved in and facilitate the screening and decision-making processes. Also, gt teachers have appropriate training for ALP development aligned with the standards and the classroom teacher is involved with the writing of the goals.

Parents, educators and community members who seek further information about Early Access will be provided with a packet that includes:

- Early Access Identification Flow Chart and Timeline
- Early Access Screening Portfolio Packet Letter to Parents
- Early Access Screening Portfolio Checklist and Guide
- Early Access Application
- The Kingore Inventory (KOI) (include artifact description)
- Adapted Iowa Acceleration Scale: Early Access for Highly Advanced Gifted Children Under Age 6 Parent Survey
- Adapted Iowa Acceleration Scale: Early Access for Highly Advanced Gifted Children Under Age 6 Teacher Survey
- Gifted Rating Scale for Preschool and Kindergarten Children (GRS-P or GRS-S)
- Records Release Form
- Developmental History questionnaire
- Parent Informational Fact Sheet
- Processing Fees and "How We Assess for Giftedness"

Criteria

Aptitude:

Ability testing gives a picture of the cognitive ability of a child that is not dependent on skills taught. The following instrument administered by a certified psychologist, preferably with a background in gifted education, by either a private or school psychologist.

- Differential Ability Scales II (DAS II) for early access to kindergarten or first grade

For additional information, the DAP (Draw A Person) assessment may also be used by school gifted education personnel.

If outside testing results are available for the child, the psychologist for the Early Access Determination Team will decide if further testing is needed. A comparable body of evidence to those tested in-district is needed to make an appropriate determination. Acceptable cognitive tests from outside the district may be the Woodcock Johnson III or the Wechsler Preschool and Primary Scale of Intelligence (WPPSI)

A child should score at the 97th percentile or higher on the DAS II assessment.

Achievement:

Achievement is a measure of one's attainment of skills and knowledge based on a specific grade level or information to be taught at a given level. One of the following instruments, administered by school gifted education personnel.

- Test of Early Reading Ability (TERA)



- Test of Early Math Ability (TEMA)
- Test of Early Written Language (TEWL)

A child should score at the 97th percentile or higher on these assessments.

Performance:

Performance is shown through a task or tasks related to learning rather than a test. Students must demonstrate ability above age peers. Any combination of the following:

- The Kingore Inventory/Portfolio Packet (including artifact description form)
- Kingore Observation checklist, completed by psychologist who administers the individualized cognitive assessment or gifted specialist.

Exceptional performance on measures available.

Readiness, social behavior and motivation:

The areas of school readiness, motivation, and social and emotional maturity are important for determining the success of a child in a grade with older peers.

- Gifted Rating Scales- Preschool/Kindergarten Forms (GRS-P), completed by the preschool teacher or other early childhood educator
- Adapted Iowa Acceleration Scale: Early Access for Highly Advanced Gifted Children Under Age 6, one completed by the parent and one completed by the preschool teacher or other early childhood educator.
- The "highly gifted qualified" child must be four years old by October 1st to enter Kindergarten and five years old by October 1st to enter First Grade.

Support system:

Any student who enters school early will have an Advanced Learning Plan (ALP) completed that addresses his/her strengths, needs, and any educational provisions that will be in place to address those needs by September 30th. A copy will be made available to the parents, the receiving school principal, the student's teacher, and the gifted education resource teacher or liaison at the receiving school. The ALP will be in effect for the first year and subject to review the following spring. Additionally, the student's academic, social and emotional progress will be progress monitored every five weeks and documentation will reside in the ALP.

Process

Timelines:

(See Attached: Early Access Flow Chart for the Process Stages)

Stage 1: PRE-ASSESSMENT:

Families can begin the process by asking the early childhood care provider to determine if the child is a viable Early Access candidate.

- If the early childhood provider suggests Early Access, parent remits letter of intent, completes Early Access Portfolio Packet and remits to Gifted Coordinator by February 1st. *Referrals received after February 1st are at discretion of AU, provided determination is made by September 1 or the start of the upcoming school year, whichever is earlier.

The Gifted Coordinator and an Early Childhood specialist review the Early Access Portfolio information and conduct a parent and child interview to determine if the student is an appropriate candidate for the next process stage: Build a Body of Evidence. If deemed appropriate, further cognitive and achievement testing will occur.

Stage 2: BUILD A BODY OF EVIDENCE:



Further cognitive and achievement testing is conducted by the gifted coordinator (a qualified personnel to administer assessments) and a psychologist. The body of evidence containing cognitive, achievement, and behavioral data will be reviewed by the Early Access Determination Team comprised of the parent, psychologist (or information from the psychologist), Gifted Education Coordinator, early childhood specialist, kindergarten or first grade teacher, and principal from receiving school.

The Early Access Determination Team will use the student body of evidence to determine if Early Access is the appropriate student placement or not. The Early Access Determination Team may also determine that additional data is needed to make a decision. A decision will be made within 60 calendar days of receiving the student's portfolio.

Stage 3: IDENTIFICATION:

If the student is formally identified as a candidate for Early Entrance an Advanced Learning Plan will be designed and implemented by the Receiving School Team (parents, gifted resource personnel, receiving teacher, principal) within 30 days of the school start date.

Personnel:

Review of Test Data:

The Early Access Determination Team comprised of the parent, psychologist (or information from the psychologist, if not available), Gifted Education Coordinator (trained in gifted education), early childhood specialist, kindergarten or first grade teacher, and principal from receiving school will convene to review the body of evidence. The team will make a recommendation in regard to Early Access to kindergarten or first grade based on the findings.

If the team does not reach consensus, the Cañon City Schools District Gifted Education Coordinator and/or Director of Special Services will make the final student placement determination.

If a child is gifted but not deemed appropriate for Early Access, the child's assessment portfolio will be sent to the child's preschool for serving the area of exceptionality.

Informing Parents

The Early Entrance Determination Team will make the final determination in regard to Early Access and will inform the parents via letter of the decision. A copy of the Determination Letter follows this document. Parents may accept or decline the offer of early access. If a child is identified as gifted but does not qualify for early access, information is provided to school serving the student.

Evaluation:

Review of Screening Portfolio Packet

The Early Access Screening Portfolio submitted by the parent will be reviewed by the Gifted Education Coordinator and Early Childhood specialist who will also conduct a short screening interview with the parents.

*See Cañon City Schools Early Access Flow Chart attached.

Testing

Parents may elect to have their child's **cognitive ability** tested privately at their own expense, using the instruments identified under "Criteria", or the district will provide cognitive testing at parent request for a fee. Results from prior private psychological evaluations completed within the last three months may also be considered as part of the decision-making data.

If applicant is determined to be an appropriate candidate for consideration for early assess, student will be tested for **achievement** (reading and math skills) by District Gifted Education personnel.

If the child qualifies for free or reduced lunch, district personnel will complete the testing at no expense to the parents.

Students whose families do not qualify for free or reduced lunch will be charged as follows:

2016-17 Fees:

Initial \$30 application fee due along with letter of intent when screening portfolio is provided.



After the portfolio review, if a student is identified as a potential candidate, the following fees pally for the continuation of the Early Asses Identification Process:

- \$50 Achievement Assessment, administered by Gifted and Talented Department, fro students who are deemed good candidates based on Screening Portfolio.
- \$200 Cognitive Assessment (DAS II), administered by Cañon City School District psychologist.

* This is the Canon City School District fee for administering the DAS II. Parents may choose to have a private psychologist administer the DAS II. Private psychologists will charge a comparable fee for this service.

Review of Test Data:

The Early Access Determination Team comprised of the parent, psychologist (or information from the psychologist, if not available), Gifted Education Coordinator, early childhood specialist, kindergarten or first grade teacher, and principal from receiving school will convene to review the body of evidence. The BOE needs to show a 98th pr to qualify for early access. The team will make a recommendation in regard to Early Access to kindergarten or first grade based on the findings.

If the team does not reach consensus, the Cañon City Schools District Gifted Education Coordinator and/or Director of Special Services will make the final student placement determination.

If a child is gifted but not deemed appropriate for Early Access, the child's assessment portfolio will be sent to the child's preschool for serving the area of exceptionality.

Informing Parents

The Early Entrance Determination Team will make the final determination in regard to Early Access and will inform the parents via letter of the decision. A copy of the Determination Letter follows this document. Parents may accept or decline the offer of early access. If a child is identified as gifted but does not qualify for early access, information is provided to school serving the student.

Monitoring:

Any child who enters school early will have an Advanced Learning Plan (ALP) completed by the gt resource teacher that addresses his/her strengths, needs, and any educational provisions to address those needs by September 30th. A copy will be available to the parents, the receiving school principal, the student's teacher, and the gifted education resource teacher or liaison at the receiving school. The ALP will be in effect for the first year and subject to review the following spring. Additionally, the student's academic, social and emotional progress will be reviewed at fall and winter parent/teacher conferences.

The ALP will have a transition goal to help the child successful accelerate into either kindergarten or first grade. Parents are involved in both the ALP development and modifications made as needed. The child's academic and social/emotional well-being will be monitored on a regular basis with a minimum of every five weeks. Teachers, parents, and school will contribute to a positive support system by having open, honest communication.

Disagreements:

The district procedures for disagreements is posted on the GATE website.

Monitoring:

Any child who enters school early will have an Advanced Learning Plan (ALP) completed that addresses his/her strengths, needs, and any educational provisions to address those needs by September 30th. A copy will be available to the parents, the receiving school principal, the student's teacher, and the gifted education resource teacher or liaison at the receiving school. The ALP will be in effect for the first year and subject to review the following spring. Additionally, the student's academic, social and emotional progress will be reviewed at fall and winter parent/teacher conferences.

The ALP will have a transition goal to help the child successful accelerate into either kindergarten or first grade. Parents are involved in both the ALP development and modifications made as needed. The child's academic and social/emotional well-being will be monitored on a regular basis with a minimum of every five weeks during the student's first year of early access. The monitoring process shall be based on the Advanced Learning Plan and



performance reports shared with the parents and child. Teachers, parents, and school will contribute to a positive support system by having open, honest communication.

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.