



Adams 14, Commerce City - 01030

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

Practices currently in place:

- There is a written process for acceleration into Kindergarten or First Grade which includes criteria, process, timelines, portfolio, referral, tests, final determinations and ALP development
- Brochure to communicate information to the community posted on the district website and is sent to all elementary principals
- There is no fee for Early Access

Our targets for improvement in this area are:

Year 1:

- Professional development provided yearly to all preschool staff, gifted liaisons, and principals including a presentation with the definition, process, characteristics and criteria
- Provide parents, educators, and the community access to information in the preschools
- Information posted in the "Upcoming News" section of the district website

Year 2:

- Provide professional development for educators and administrators about early access and ALP development, especially staff involved in the process

Year 3-4:

- Support new and existing programs

Criteria

Aptitude:



Standardized tests that may be used for determining placement: All scores must be in the 97th percentile in all categories of Aptitude, Achievement, Performance, and Readiness.

- Naglieri Nonverbal Abilities Test (NNAT2)
- Bateria III Woodcock-Munoz
- Differential Abilities Scale (DAS)
- Kaufman Assessment Battery for Children (KABC-II)
- Kaufman Brief Intelligence Test (KBIT-2)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI)

Achievement:

- Test of Early Mathematics Ability (TEMA)
- Test of Early Reading Ability (TERA)
- Test of Early Written Language (TEWL-3)
- Woodcock Johnson III Test of Achievement

Performance:

- Gifted Evaluation Scales (GES-3)
- Gifted Rating Scales – Preschool (GRS-P)
- Early Screening Inventory (ESI-P)
- Ages & Stages Questionnaire (ASQ)
- Ages & Stages Questionnaire: Social-Emotional (ASQ-SE)
- Scales for Identifying Gifted Students (SIGS)
- Kingore Observation Inventory (KOI)
- Work sampling via classroom performance or student portfolio
- WAPT
- Needs and Interests survey

Parents will also be provided the Kingore Guidelines for Developing a Portfolio.

Readiness, social behavior and motivation:

- Teaching Strategies Gold (TS Gold)
- Incredible Years (IY)
- District Kindergarten Observation Assessment
- Early Access to Kindergarten Academic Progress Information Checklist or Early Access to First Grade Academic Progress Information
- Checklist of My Child's Strengths from Teaching Young Gifted Children in the Regular Classroom

Support system:

Practices currently in place:

- Letter of Determination signed at the time of placement by parent, gifted staff, early childhood staff, receiving teacher, and school administrator which states:

Placement involves a commitment of parents and school personnel to work together for a successful transition into the new learning environment and to meet on a regular basis regarding the child's academic progress and Advanced Learning Plan (ALP) goals.

Meetings are established at this time on the following dates:



Transition begins _____ Six-week check-in date _____ Semester check-in dates _____

Strategies to ensure a successful transition:

Strategies to ensure a continual success following transition:

- Strategies are listed, followed, and reviewed regularly as a team
- The Transition goal is listed in the student's ALP for the first year
- Classroom teachers communicate regularly with teachers at conferences and with daily reports. This will keep parents and teachers informed about the status of the student's acceleration.
- Gifted and Talented Liaison at each school will work regularly with the classroom teacher to provide professional development and resources to meet the gifted student's needs.
- The ALP will be developed in the first month of school and will list all discussed supports.
- School counselors will be available to work with students who need extra support

Process

Timelines:

Step 1:

- Parent/guardian or teacher who wishes to make a referral contacts the Gifted and Talented Office due to suspicion of possible giftedness.
- G/T Coordinator speaks with parent/guardian and obtains information about student and reason for request. Parents are informed about the early access process.
- If the parents decided to continue with the process, the parent collects information and creates a portfolio about the child.
- The GT Coordinator will give parents appropriate forms to complete.

Information to be include in the portfolio:

- Letter from parent requesting early entrance into kindergarten or first grade
- Appropriate age-level Ages & Stages Questionnaires – ASQ and ASQ-SE completed by parent /guardian (if not previously completed within the last year)
- Early Screening Inventory – Preschool (ESI-P) completed by preschool teacher and sent directly to Adams 14 G/T Coordinator
- Kingore Observation Inventory (KOI) - If applicable
- Any supporting anecdotal information (examples: doctor's observation/reports, outstanding accelerated achievements which could include reading ability, High-Scope COR anecdotal records, musical ability)
- Any available test data: Ex. TS Gold, Incredible Years (IY); which may include private testing
- Student performance work samples
- Needs and Interests Survey
- Any other items the parent/guardian may deem appropriate.

Step 2:

- Parent sends the completed portfolio to the G/T Coordinator by the end of the third week in March.
- Preschool teacher sends the ESI-P inventory to the G/T Coordinator
- GT Coordinator meets with a Preschool Coordinator or Principal to review the completed portfolio and determine if the student needs further testing.
- G/T Coordinator calls the parent to discuss the decision and if further testing is needed, an appointment will be schedule to complete the KBIT-2 screening.
- If the student tests at the 97th percentile or higher on all subtests of the NNAT or KBIT-2, then the TERA and TEMA will be administered.



- The preschool/kindergarten teacher will complete the appropriate Gifted Rating Scales.

Step 3:

- A body of evidence will be used to determine placement.

Body of Evidence:

- Student portfolio
- Information from the current teacher (ESI-P, GRS-P, and any additional information)
- Results from the cognitive and achievement testing.
 - KBIT-2 or NNAT
 - TERA
 - TEMA
 - TEWL
- A school team will be formed to review the portfolio and testing results to determine placement. The team will include the GT Coordinator, the GT liaison, the school principal, at least one teacher from the proposed grade level (K or 1), and any other personnel deemed necessary.
 - If the team determines additional testing is needed, the GT Coordinator will work with the necessary individuals to complete any testing.
 - Parents will be contacted with the decision of the placement team with a phone call and a letter home. If the child is accelerated, she or he will be placed into kindergarten or first grade in the fall. An Advanced Learning Plan will be developed by September 15 of the new school year.
 - If the decision of the team is to not accelerate the student, parents may appeal the process by following the same dispute process as in the main Program Plan.
 - If the decision of the team is to not accelerate the student, identification information will be provided to the school serving the gifted student.
 - All applications are due by April 1st for the next school year. Determinations are made within 60 calendar days of receiving the child's portfolio submitted by the child's parent. Referrals received after April 1st are at the discretion of the district, and their determination will be made by the start of the next school year.

Personnel:

Practices currently in place:

- The GT Coordinator collects referrals, portfolios, does testing, and collects data for the body of evidence. GT Coordinator holds the endorsement of K-12 Teacher of Gifted and Talented
- Determination team built consisting of parent, gifted staff, early childhood staff, receiving teacher, and school administrator
- Information will also be reviewed with the district's regular identification team, including the director of student services, GT coordinator, SPED twice exceptional specialist, school psychologist, biliteracy specialist, and assessment specialist.

Evaluation:

Students will be required to perform in the 97th percentile or above on standardized tests that may be used for determining placement.

Information to be include in the portfolio:

- Letter from parent requesting early entrance into kindergarten or first grade
- Appropriate age-level Ages & Stages Questionnaires – ASQ and ASQ-SE completed by parent /guardian (if not previously completed within the last year)
- Early Screening Inventory – Preschool (ESI-P) completed by preschool teacher and sent directly to Adams 14 G/T Coordinator
- Kingore Observation Inventory (KOI) - If applicable



- Any supporting anecdotal information (examples: doctor's observation/reports, outstanding accelerated achievements which could include reading ability, High-Scope COR anecdotal records, musical ability)
- Any available test data: Ex. TS Gold, Incredible Years (IY); which may include private testing
- Student performance work samples
- Needs and Interests Survey
- Any other items the parent/guardian may deem appropriate.

The GT coordinator will be responsible for the testing for the Body of Evidence.

Body of Evidence:

- Student portfolio
- Information from the current teacher (ESI-P, GRS-P, and any additional information)
- Results from the cognitive and achievement testing.
 - KBIT-2 or NNAT
 - TERA
 - TEMA
 - TEWL

Parents are notified of the decision of the placement team within 60 days of receipt of the portfolio.

The ALP will be developed in Enrich by the classroom teacher and will follow them through their schooling. ALP development will be supported by the school GT liaison and Kindergarten GT cluster teacher. The classroom teacher will attend the regular cluster teacher trainings to ensure the best support for the student.

- Preschool teachers are trained on the KOI yearly when informed about the Early Access procedures. They will use this tool to screen for possible Early Access candidates

Monitoring:

Teachers will monitor student progress using nationally normed assessments. They will progress monitor at least every 5 weeks during the first year of early access and record the data in the ALP.

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.