



Arapahoe 1, Englewood - 03010

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

Englewood's Early Access requirements and procedures are posted on the Englewood website. Englewood's ECE works closely with the Student Services Director to ensure the Early Access procedures are followed and that parents and teachers are aware of the guidelines.

**EARLY ACCESS —
PURPOSE**

- Identify and serve the few highly advanced gifted children who require comprehensive academic acceleration.
- Provide curriculum, instruction, and assessment aligned with the child's level of challenge
- Foster friendships and social-emotional growth closer to the child's developmental level
- Integrate early childhood and gifted instructional programs, and expands access to kindergarten or first grade **EARLY ACCESS—A CAREFUL FOCUS**
- Many young gifted children are ready for advancement in one area of development. Therefore, acceleration in a content area may be appropriate. Grade-level acceleration may be considered at another point in time. Regular public or private preschools or accredited homeschooling programs meet the needs of the majority of gifted 4 and 5 year olds.

Englewood's Application Process for Highly Gifted Students—

Early Access (no fees are charged to parents or students)

1. Parent/Guardian contacts the Student Services Coordinator who oversees Gifted Education (GE) to request an Early Access application packet. Early Access into kindergarten requires the student be four years old by the first



day of school or five years old by the first day of first grade. The parent must provide a copy of the birth certificate at the time of the application submission.

2. The parent/guardian must complete the entire application and schedule an appointment to return the application packet, along with a student portfolio to the Student Services Coordinator during the window of February 1st--March 1st in order to be considered for Early access for the following school year. Applications will be accepted after the deadline. Child must accompany the parent or guardian who is submitting the application. The child will take screener to determine if s/he should move forward in the Early Access Process

3. A completed application must include the following: Initial Application completed and signed- Application Copy of child's birth certificate. Child must be 4 the first day of kindergarten, or 5 the first day of first grade. Proof of residence. The child must be living within the Englewood school district boundaries. A letter of request by legal parent(s)/guardian(s) stating why you believe Early Access is appropriate for your child. Include any explanations and/or examples that give evidence of your child's highly gifted abilities. Any previous private/public school assessment data if applicable (application packet) Kingore Observation Scale completed by parent/guardian (application packet) Scale for Identifying Gifted Students (SIGS) must be completed (application packet) Any other supporting anecdotal information (letters of recommendation from teachers, coaches, or mentors; report cards or evaluations; examples of observable behaviors). Student portfolio of work.

4. A student portfolio of work must include artifacts that the child has completed within the past year including dates of completion. Examples include:

- Understanding of number sense phonemic and phonological awareness
- Knowledge and understanding of mathematical concepts such as, geometric shapes, problem solving, measurement, reasoning, estimation, and computation
- Examples of writing from various genres and for multiple purposes Evidence of reading ability Evidence of student interests
- Samples of student drawings/artwork
- Any other items the parent deems appropriate

5. Upon completion and submission of the application and student portfolio, the child will be administered a screener determining if the child will move forward in the Early Access process. If a child is identified as a potential candidate for Englewood's Gifted Education Program the child will move forward in the identification process. A team of educators with a deep understanding of gifted education, early childhood development, and basic early literacy skills will evaluate the applicant, screener, and portfolio. Based upon the subjective and objective review, the Gifted Education Committee will determine if the child is an appropriate candidate for the next level of the Early Access process. If it is determined that the child is not a candidate for further testing, the gifted education team will inform the parents of their decision.

6. The following procedures will occur for students moving to this stage of the identification process. Principal of the receiving school will be contacted Student is observed by a member of the Early Access educator team (if applicable)

- The school psychologist will administer a cognitive measure. (last step in assessing)
 - Englewood's Student Services Coordinator will administer a content- based measure in the content areas of math and reading.
 - Gifted Education Committee will assemble to complete the Iowa Acceleration Scale to include examination of testing data
 - Gifted Education Committee will collaboratively determine if the child is an appropriate candidate for Early Access into kindergarten or first grade. Parents will be notified of the committee's decision by April 30th.
7. Non-acceptance: When a child is not accepted into the Early Access Program no additional application for Early Access will be accepted or considered at any other Englewood schools. Student files are transferred to the appropriate Englewood school receiving school for instructional programming for the following school year and grade. All testing materials and results become the property of Englewood Schools.



8. Dispute Resolution 12.02 (E) (V): If a parent/guardian chooses to dispute the decision of the Early Access team, the parent/guardian must initiate an appeal process. The parent/guardian must notify the Englewood Gifted Education Committee and request the appeal process form by June 1st. The Student Services Coordinator will inform the Gifted Education Committee of the need to review the data relative to the decision made to deny Early Access. It is permissible for the parent/guardian to provide additional information to support an Early Access decision. If Early Access is denied, no further appeal or application will be accepted at any facility within the district.

Professional Development is provided to the pre-school, general and gifted education personnel, instructional coaches, gifted liaisons, and principals by the student services coordinator. During early release Fridays, PLCs, district Administrative Council meetings, monthly coaching meetings, and after school gifted education classes. Through surveys to various stakeholders, the professional development opportunities will be personalized for teachers, departments, and stakeholders.

Criteria

Aptitude:

97th percentile or above on norm referenced cognitive assessment (Aptitude)

Englewood uses:

- Cognitive Abilities Test 7, CogAT7
- Naglieri Nonverbal Ability Test, Second Edition (NNAT2)
- Differential Ability Scales-II (DAS-II)
- Kaufman Assessment Battery for Children, Second Edition (KABC-II)
- Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition – Brief Intellectual Ability
- Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)

Achievement:

97th percentile or above on a norm referenced achievement test for reading, math and writing

- Wechsler Individual Achievement Test, Third Edition
- Woodcock-Johnson IV

Performance:

Performance and Demonstrated ability two or more years above same age peers

- Gifted Evaluation Scales (GES)
- Scales for Identifying Gifted Students (SIGS)
- Kingore Observation Inventory, 4th Edition (KOI)
- Work Sampling via classroom performance or student portfolio

Readiness, social behavior and motivation:

Behavior Standardized instruments to determine indicators of readiness

- Teaching Strategies Gold Birth - K



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- Teaching Strategies Gold Survey – Kindergarten Entry Assessment
 - Iowa Acceleration Scales, Third Edition

Support system:

- 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?

The early access student and parents will meet with the current pre-school teacher (if applicable), the kindergarten or first grade teacher, and the student services coordinator prior to the beginning of the school year. The transitional, academic, and affective goals will be developed as a team. The student's teacher will monitor the student's performance at least every five weeks during the student's first year of early access. The monitoring process is based on the Advanced Learning Plan and performance reports shared with the parents and child.

The school psychologist and gifted liaison will work closely with the family, classroom teacher, student, and student services coordinator to ensure that the transition is going well. Open communication will be occur through: ALP updates and comments, emails, face to face meetings, phone calls, conferences with parents and students, and progress reports and report cards.

Process

Timelines:

Early Access applications are due by April 1st for the following school year. The Early Access applications and forms are posted on the Englewood website. The student services coordinator works with the family and teachers to ensure a determination is made within 60 days. If a referral comes in after April 1, the student services coordinator will work with the family and teachers under a modified timeline. In order to be considered for early access, kindergarteners must be 4 by October 1 and first graders must be 5 by October 1. The time lines are posted on the Englewood website. Once a determination is made, the family will receive a letter informing them of the decision and the rationale behind it. The ALP must be created and signed by all stakeholders by September 30th. The teacher and gifted liaison will work in collaboration with the student services coordinator to complete this. If the data to foster their strengths and talent areas.

Personnel:

The GE coordinator and district psychologists will be working with potential early access students and their families. The GAC and GE committee will consider the body of evidence and the overall functionality of the early access process. The student services coordinator will support the classroom teacher and gifted liaison as they develop, implement, and progress monitor the early access ALP. The ALP must be monitored every 5 weeks and the teacher will be supported with included the essential details to document growth and achievement toward both academic and affective goals.

Qualifications:

- The psychologist is qualified to administer and interpret cognitive tests.
- The student services coordinator has a gifted education endorsement.



- The ECE director is endorsed and experienced with highly gifted students and supports the early access process through being a member on the GE committee

Evaluation:

Program Evaluation:

- Surveys to parents, students, and teachers focused on gifted programming, communication, parental involvement, student engagement, and student growth.
- Program documents-annual review of the early access program documents.
- Student pre-post assessments and/or student products, portfolios, etc.
- The GE committee continually reflects and refines this process by analyzing the experience of each early access application for ways to enhance and improve it for teachers, students, parents, and schools.

Early Access Evaluation and the Screening of the Portfolio:

- Parents will complete a Kingore Observation Inventory on their child and compile a portfolio. The portfolio includes: the early access application, contact information, birth certificate, previous assessment, student work samples in all content areas, letters and assessments from previous and current teachers, and letters of recommendation.
- Teacher/s will complete a Kingore Observation Inventory on the student
- Parents will provide evidence of a need for early access; work samples and data from previous schooling
- Current teacher (if in pre-school) will provide data, work samples, and other forms of evidence showing that the child is a candidate for early access.
- The student services coordinator accepts the portfolio and works with the early access and GE committee to review the contents
- If the initial portfolio shows evidence of a potential early access student, the student services coordinator will conduct testing. The testing will include; achievement, aptitude, performance, and behavior. The student must be at or above the 97th percentile in all areas.
- Once the assessment data is collected, the student services coordinator, the GE committee and the early access committee will make a decision.
- Parents will be notified of the decision via a determination letter.
- If the child is not granted early access, the information collected will be sent to the child's current school for use with programming. A child can be identified as gifted during this process.
- Englewood has a process for disputes: the parents can reject the decision and bring the application to the student services coordinator and early access committee for an additional review. At this point the student services coordinator will confer with the Metro area gifted regional consultant. If after the second review the team still comes to the same decision of not accepted as an early access student, the decision is final.

The ALP development process:

- Pre-school teacher (if applicable), early access teacher, parents, psychologist, and principal collaborate to create the ALP
- The ALP includes transitional, academic, and affective goals
- The ALP clearly states grade acceleration
- The ALP is completed by September 30th
- The ALP is progress monitored every 5 weeks during the first year



Monitoring:

The CAS will be used to progress monitor the early access student's academic growth. The area of strength/giftedness will be monitored with a variety of probes. Self reflection notes will be included in the monitoring of student progress and will also be used as a self regulatory process. Data from the class will be disaggregated and GE/early access student's growth and achievement will be compared with their grade level peers. The National Association of Gifted Children Standards (1,5) will be used to set goals for affective need. The affective needs will be monitored throughout the year by the classroom teacher and reviewed by the GE committee.

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.