



Weld 6, Greeley - 62060

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

Communication:

- Parents, educators, and community members will be informed about Early Access through a regularly scheduled Principals' meeting, a School Board meeting, monthly GT teachers' meeting, GT Advisory Council meeting, and our Parent/Community Handbook. Information on Early Access is also available on our District web site on the Gifted Education pages.

Professional Development:

- GT teachers will receive training in Early Access Identification process during the regularly scheduled GT meetings. The Director of Elementary Schools and the elementary principals will receive information regarding Early Access Identification during a designated principals meeting. Only those GT teachers who are endorsed with Masters Degrees will receive training in administering and scoring the Kaufman – ABC (as recommended by Pearson Testing), the KOI inventory, student products, the TEMA and TERA and the Iowa Acceleration Scale.

Criteria

Aptitude:

We will use performance of 97% and above on the Kaufman Assessment Battery for Children (K-ABC) as our criteria for ability.

Achievement:



We will use end of year Kindergarten DIBELS scores and advanced scores on current Kindergarten Assessments to determine potential for high level of achievement. We will also utilize the TEMA and TERA for information on Math and Reading achievement levels, looking for 97%ile or above.

Performance:

Performance: This will include:

1. High rating on Parent Kingore Observation Inventory (KOI);
2. Parent Portfolios of child's developmental stages, advanced products, and evidence of precocity;
Student work samples will include but not be limited to:
 1. Examples of Number Sense (knowledge of)
 2. Examples of Beginning alphabet sounds (knowledge of)
 3. Examples of shapes (knowledge of)
 4. Examples of colors (knowledge of)
 5. Examples of writing
 6. Student drawings

Readiness, social behavior and motivation:

We will use the district indicators for kindergarten readiness and a high rating on the Iowa Acceleration Scale; Informal observations during testing that would indicate high levels of concentration and task persistence; Letter from preschool teacher recommending student; Interviews with parents and student.

Support system:

This would include interviews with parents, teachers, principal; a District Policy for early entrance and acceleration; a plan for transition and programming; the creation of an Advanced Learning Plan (ALP). More specifically, personnel involved with the support system for the child would include the parents, principal, GT teacher, classroom teacher, psychologist, and the District GT Coordinator. Once a determination for early access to kindergarten was made, the GT teacher, in collaboration with the parents and teacher would create an Advanced Learning Plan for the child. Within 6 weeks of the determination, a conference would be set up by the GT teacher with the aforementioned parties to determine progress of the child.

Process

Timelines:**Early Access Timeline:**

First, students must meet the age requirements established by the state: age 4 by October 1st for Kindergarten, and age 5 by October 1st for first grade.

Screening portfolios will be due **April 1st**. If additional testing is going to be done, it will be the **week of April 20th**; Determination letters will be made no later than **May 15th**. At this time, a conference with all the stakeholders will be set up by the district GT Coordinator for students qualifying for early entrance into kindergarten. An advanced learning plan will be created and a follow-up conference date set to progress monitor the student after the first six weeks of school.

As an exception, applications for early admittance will be considered only *if* a child has recently moved into the district. In order for a proper evaluation of the student to be made, no students will be considered after August 3rd. If preliminary screening indicates further testing, Kindergarten screening and DIBELS testing will be done during the designated kindergarten screening at the receiving school. Further aptitude testing and data



collection will be done by the district GT Coordinator and/or a trained GT Specialist so a determination can be made prior to the first day of kindergarten.

Personnel:

At this time, the district GT Coordinator will collect referrals for early access. Only "qualified" personnel or those personnel who have a Master's degree or higher in Gifted Education will be trained to do the aptitude test using Kaufman-ABC or the TEMA and TERA. The district GT Coordinator will collect the body of evidence. The determination and support team will consist of the school principal, classroom teacher, school psychologist, parents, GT teacher and district GT teacher.

Evaluation:**Acceleration to Kindergarten/1st Grade Implementation Process in Greeley-Evans 6:****Phase One:**

- Parent contacts school/district office and makes request.
- District Coordinator contacts parents and obtains information about student and reason for the request. District GT Coordinator informs parent(s) about process and mails packet of information.
- Parent decides to request that their child go through the process. The parent then collects the following information for a portfolio:

Observable Student Behaviors

1. Letter from parent requesting early entrance
2. *Kingore Observation Inventory for Parents (KOI)* completed by parent
3. Letter from preschool teacher recommending student
4. *Preschool and Kindergarten Behavior Scales (PKBS-2)* completed by Preschool teacher(s)
5. Any supporting anecdotal information
6. Any available test data (public/private testing, etc).

Student Performance-work samples including but not limited to:

1. TEMA and TERA (Math and Reading Performance Levels)
2. Examples and/or knowledge of Number Sense
3. Examples and/or knowledge of Beginning alphabet sounds
4. Examples and/or knowledge of shapes
5. Examples and/or knowledge of colors
6. Examples of writing

Student Interest

1. Examples of drawings
2. Other items and/or examples of student work that parent deems appropriate

- Parent contacts District GT Coordinator and schedules an appointment to discuss and review the completed portfolio and determine if student needs further assessment (testing) and would benefit academically from participation in the program.
- District GT Coordinator tests student and/or designates a trained GT Specialist to test student using the Kaufman-ABC (A \$100 non-returnable fee will be charged to the parent for testing; fee will be waived if parent qualifies for free and reduced lunch). Areas to be assessed will include cognitive ability, academic achievement (DIBELS and Kindergarten Screening Assessments) motor skills and social/emotional skills. In addition, District GT Coordinator will inform principal at local school where parent wishes to enroll student.

Phase Two:



- **In order to be placed, a student must be formally identified as Gifted and Talented according to Greeley-Evans Identification Criteria. They must have a component or composite score at the 98% on a standardized mental ability and/or achievement assessment and be identified as "highly gifted."** For those students who DO NOT meet these criteria, the process will end and parents will receive notification along with a copy of the written report of test results. The principal and GT teacher at the receiving school will receive information regarding GT status of the student.
- For those students who have at least one of these two qualifying scores, upon completion of testing and creating the written report, an appointment is then made at the requested school site to meet and evaluate the student to complete the GT identification process and make a determination regarding placement. The Iowa Acceleration Scales will be completed at this time to assist in the acceleration decision making process. The school team will include the principal, district GT Coordinator, school psychologist, GT teacher, kindergarten teacher and parents. The team then reviews the complete body of evidence and makes a decision regarding placement. **If the group cannot come to consensus, the final decision to accept or not to accept a student is ALWAYS at the discretion of the principal at the local school.**
- If the child is placed in the program, the Director of Elementary Schools is informed of the placement, the student is marked as Early Access within Infinite Campus, and a conference is scheduled with the parent(s) and any appropriate school personnel to develop an Advanced Learning Plan for the school year of enrollment.
- A transition meeting is set up by the individual school's GT teacher with all stakeholders after the first six weeks of school to monitor student progress and determine if student should remain in the kindergarten class. At this time, adjustments may be made to the Advanced Learning Plan if deemed necessary.

Instruments That May Be Used in Determining Placement Include the Following:

Kingore Observation Inventory for Parents
Curriculum based assessment - Dibels
Preschool and Kindergarten Behavior Scales (PBKS-2)
Individual School Math Placement Tests
Iowa Acceleration Scale
TEMA
TERA

Standardized Tests That May Be Used for Determining Placement:

Kaufman-ABC
CogAT (for 5 years and older)
Wechsler Intelligence Test (given by psychologist)
Differential Abilities Scale (DAS) (given by psychologist)
Woodcock-Johnson Cognitive Ability Scale

Monitoring:

The GT Specialist assigned to the student will put an ALP in place during the first six weeks of school after monitoring student performance in the classroom setting in order to set meaningful academic and affective goals. The parents, teacher, and student, will be part of the goal-setting process as part of the parent-teacher conferences that happen in September. The classroom teacher and GT Specialist will work together to monitor student success or identify any obstacles or concerns. If changes to the Advanced Learning Plan are needed, parents will be involved in modifying the student goals.

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.