



Larimer R-2J, Thompson - 35020

## Early Access Addendum

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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

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**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

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- All processes and procedures for admitting students to kindergarten early will be posted on the district's GT web-site. Additionally, information will be shared at a principal's meeting to inform elementary principals, and staff meetings to inform GT teachers at each elementary school. Our district GT Coordinator will share information about this process and the application at an informational meeting set up for such a purpose. The district will also seek out other media sources, like the local newspaper, to advertise the new process and the informational meeting. Notification flyers will be sent to the largest preschools in the area, advertising the parent meeting and the new process.
- Professional development will be provided to elementary principals at a principal's meeting, and for principals receiving an early access student, on-site training will be available. GT staff will be trained in the process at a staff meeting. Any professional development needed to train staff to administer testing will be done on an as needed basis. The GT coordinator will work with the district's Early Childhood administrator to ensure our staff knows about this process and what to look for in child who might potentially qualify.

## Criteria

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**Aptitude:**

Kaufman Brief Intelligence Test (K-BIT) - This test will tell the district how this child compares to other children of the same grade into which he/she is admitted. On the K-BIT, we would look for an age score of 97% composite to then proceed to the achievement testing.



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**Achievement:**

To assess achievement in Reading and Math, we will use the Test of Early Mathematics Ability (TEMA) and Test of Early Reading Ability (TERA). We will require a 97% on both assessments.

**Performance:**

Parents will need to supply a portfolio of work including drawings, a writing sample, and a math sample. This will be part of the screening tool to establish who needs additional testing. In these samples we will be looking for evidence that the student is already performing at a kindergarten level academically, can hold and use a pencil with legible (for kindergarten) handwriting, and that drawings show a kindergarten-level maturity.

**Readiness, social behavior and motivation:**

Pre-school teachers will be given a standards-based checklist to assess students in their kindergarten readiness, and this tool will also be used as a screening tool. Additionally, observations of the child will be made during testing to assess the student's fine motor skills, his/her ability to sit for an extended period of time, and to listen and follow directions.

**Support system:**

Gifted and Talented teachers at each school receiving an early entrance student will work with the classroom teacher to ensure a smooth transition into kindergarten. Classroom teachers will also receive support from the GT teachers who will provide differentiation resources and training (if needed) on the nature and needs of gifted students. Meetings with the parents will be set up for before school starts and within the first six weeks of school starting to discuss the student's progress and transition into kindergarten or first grade. If additional support is needed, the GT teacher at the school will be notified to develop a detailed transition plan and add those supports into the ALP. The ALP will be developed during the first month of school. Students will be progress monitored by the classroom teacher, the gifted and talented teacher, and the school principal to ensure the student is receiving appropriate interventions to be successful. School counselors will be available to work with students who need extra support while transitioning to kindergarten or first grade.

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## Process

**Timelines:**

All applications will be due April 1 except when April 1 is a school holiday or weekend. Then applications will be due the first school day after April 1. All final notifications will take place before the end of school (within 30 school days) to ensure families have the opportunity to enroll their child or apply for a transfer to the school of their choice. For families who move into the district after April 1, applications will be accepted until August 1 with all screening and testing to be completed before the first day of school so an appropriate placement may be made. Families will not be charged a fee for testing. All applications will require parents to submit a copy of the child's birth certificate to ensure the children meet the age requirements for acceptance under state law.

**Personnel:**

All applications will be collected by the Gifted and Talented Administrator. The person in this position must be "qualified" according to state guidelines for gifted education, and currently this person holds a Master's and Doctorate in Gifted and Talented Education. Testing on students will be done by the GT Administrator or a GT teacher who holds a master's degree or higher in Gifted Education or by a school psychologist who is a qualified tester for the district. The gifted and talented department will form a committee consisting of an early childhood specialist, the GT coordinator, the GT Parent Liaison, an elementary GT teacher, and a district administrator to establish student qualifications for early access. All principals at schools receiving a student



under this process will also be a part of the initial transition meeting at the school. Other personnel at the transition meeting will include the new classroom teacher and the school counselor in addition to the GT coordinator and the GT teacher at the school.

**Evaluation:**

Parents who wish their child to be eligible for early entrance into Kindergarten must submit an application containing several work samples to the GT department by the deadline. Students' work will be assessed for evidence of precocity that would allow the student to be successful in kindergarten. Also, a standards-based checklist will be given to all pre-school teachers or other adults who know the child well for applicants for early entrance. Parents will also be asked to submit a birth certificate for their child showing the child will be four for entrance into kindergarten or five for entrance into first grade. Students will be screened with the Kaufman Brief Intelligence Test and must score at the 97<sup>th</sup> percentile to proceed to the next step. After the K-BIT, students will be tested using the TEMA and TERA for math and reading achievement. The entire portfolio of work samples, standards checklist, and testing will be reviewed for placement determinations. Families will not be charged a fee for testing.

Parents will be notified of their student's progress at each interval in the process. Students who progress on to the achievement testing will also be notified of the results as they become available. The committee consisting of a GT teacher, the GT coordinator, the GT Parent Liaison, an Early Childhood representative, and a district administrator will review all data and make a final determination on each applicant. The Gifted and Talented Coordinator will make a determination if the group cannot reach a consensus. Parents will be notified through a letter mailed to their home. The ALP development will be the responsibility of the GT teacher at the accepting school and will be written within the first month of kindergarten to include academic, affective, parent, and transition goals.

If a student does not qualify for early entrance, but testing does indicate enough data for a gifted and talented identification once the student were to enter kindergarten, an ALP will be written at that time by the school's GT teacher.

**Monitoring:**

The GT teacher at the receiving school will be the main contact person for meeting with staff and parents to ensure a smooth transition for the student. Student performance shall be monitored by the receiving teacher and the building GT teacher with a meeting held at least twice quarterly. Ongoing data analysis and progress monitoring shall be maintained by the receiving classroom teacher with support from the GT teacher. The student shall maintain appropriate progress as other students in the current grade with extra emotional support given as needed. Appropriate progress shall be monitored with the same ongoing assessments as all other students in that grade used by the classroom teacher. Parents will receive regular updates on student progress and shall attend formal parent/teacher conferences at least twice annually.

**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.**