



El Paso 11, Colorado Springs - 21050 | **Submission Date:** 12/18/2020

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

The District 11 (D11) Gifted and Talented Office provides information for the Early Access process on the Gifted and Talented webpage on the D11 website. The website includes information about the application procedure, process timeline, portfolio components and consideration criteria for Early Access. Families have the option to contact the District 11 Gifted and Talented Office to request the mailing of the application, in lieu of accessing the application online. In addition, administrators and specific department heads will be informed about the Early Access process; e.g., Special Education Executive Director, Early Childhood Facilitator.

Families may contact the District 11 Gifted and Talented Facilitator with any questions or points of clarification. Printed documents, translations, and interpreters will be provided as necessary or as requested.

Professional Learning opportunities are provided for D11 staff members (e.g. The Early Access Review Team, teachers and administrators) to support highly gifted children to include differentiation, curriculum compacting, higher-level questioning strategies, social emotional needs of the gifted, and standards-based Advanced Learning Plans (ALPs).

Additional opportunities for communication with families include the following:

- Information on the District 11 website and Social Media
- Events on the District 11 Community Calendar
- Emails to school-based Gifted Resource Teachers

Professional Development

- Learning Opportunities for families include referral to Gifted and Talented website, Parent Meetings, parent conferences, and SENG-model parent groups
- Training for District 11 staff may include workshops, trainings through CDE, publications, webinars, or gifted conference sessions



Communication with various stakeholders, including community members takes place through the following:

- Gifted and Talented Advisory Committee Meetings
- Education Resource Meetings with District-level administrators
- Multi-Tiered System of Supports (MTSS) meetings with student-support administrators
- Gifted Resource Teachers' Professional Learning Communities

Criteria

Aptitude:

A body of evidence will be collected and evaluated to determine Early Access to kindergarten and first grade. Evidence will include referral by a parent(s)/guardian(s) and/or educator, a student profile of strengths, performance, readiness, needs, and interests.

The Wechsler Preschool and Primary Scale of Intelligence (WPPSI) will be the individual intelligence test administered by a district school psychologist. The score for eligibility will be at or above the 97thile.

Achievement:

The Test of Early Mathematics-3 (TEMA-3) and the Test of Early Reading Ability-3 (TERA-3) are the achievement tests administered by a member(s) of the Early Access Review Team. The Test of Early Written Language-3 (TEWL-3) may also be administered, if additional data is needed. The score for eligibility must reach the 97thile for all achievement assessments.

Performance:

The portfolio submitted by the student's parent(s) or guardian(s) will include two assessments that measure the candidate's performance. The parent(s)/guardian(s) will complete the Kingore Observation Inventory (KOI), and the child's most current educator (if applicable) will complete the Gifted Rating Scale- P (GRS-P). In addition, families will be asked to provide samples of reading and writing ability, number sense and higher-level math skills, and problem-solving and creativity in the portfolio.

Readiness, social behavior and motivation:

The portfolio will include two assessments that measure the candidate's readiness, social behavior and motivation. The parent(s)/guardian(s) will complete the Checklist of My Child's Strengths, from the *Teaching Young Gifted Children in the Regular Classroom*. The child's most current educator (if applicable), will complete Gifted Rating Scale-P (GRS-P). In addition, the parent(s)/guardian(s) will complete a kindergarten or first grade readiness checklist during the Parent/Guardian Interview.

Support system:

For every identified highly gifted child, an Advanced Learning Plan will be written no later than September 30 of the school year. The Advanced Learning Plan (ALP) includes the writing of one or more academic goal/s and one or more social-emotional goal that address the transition needs of the child. Input for the goals is made by the child, parent(s)/guardian(s), Gifted Resource Teacher, classroom teacher and/or the principal. The goals are progress-monitored, reviewed, and recorded in the ALP by the Gifted Resource Teacher, parent(s)/guardian(s), classroom teacher and/or principal at least every five weeks. Modifications to the goals can be made at any time. Once a goal is met, a new goal shall be set. Furthermore, Early Access Grade Acceleration will be noted on the first page of the student's ALP in the student information system. During the school year, the student will be supported through: classroom observations, formative assessments, Multi-Tiered System of Support (MTSS)



process, and regular communication with parent(s)/guardian(s) and child to ensure successful transition and goal-progress. Should there be concerns for a student's academic progress or personal well-being, the classroom teacher will seek support from the student's parents, the Gifted Resource Teacher, and MTSS team if necessary.

Process

Timelines:

Information about the Early Access process is accessible to parent(s)/guardian(s), schools, and the community through the District 11 Gifted and Talented website, year-round.

Timeline

First Day of Spring Semester in January: Request information for Early Access begins

February 15: Completed Early Access applications may be submitted to the District 11 Gifted and Talented Office

March 15: The last day Early Access applications will be accepted for consideration for the following school year

March 15 - April 1: Early Access Review Team evaluates applications

April 15: All decisions will be finalized and communicated

The Early Access Process for Colorado Springs School District 11 consists of three phases:

Phase 1 Screening: Parent(s)/Guardian(s) who believe their child is highly advanced contact the Gifted and Talented Office for information about Early Access. The District 11 Gifted and Talented Facilitator and/or Gifted and Talented Office's administrative assistant will answer any questions about the potential application. Member(s) of the District 11 Early Access Team determine if the student needs to be screened through interviews and assessments with parent(s)/guardian(s) and students. A Gifted and Talented permission form for testing will be signed by the parent of the child at this time. Once the screening interviews are completed, the Early Access Team Members determine whether the interview and readiness survey "exceeds", "meets" or "does not meet" expectations of the Early Access Criteria, and if the student should proceed to Phase 2. Parent(s)/guardian(s) are notified in writing of the team's decision.

Phase 2 Application and Portfolio Submission:

- The Gifted and Talented Office Provides the family with an Early Access Application.
- Parent(s)/Guardian(s) complete the application and portfolio, including supporting evidence of the child's traits of giftedness.
- The child must be four years of age for kindergarten and five years of age for first grade by the first day of school
- Applicants must reside within the District 11 boundaries and provide proof of residency.
- Application Fee of \$25 is due at the time of submission. Application fees may be reduced or waived for families who qualify for the free and reduced lunch program.
- The student application and portfolio are reviewed by the District 11 Early Access Team, and they make the professional judgment whether to recommend a student to Phase 3.
- Only complete applications will be considered. Incomplete applications will not be considered after March 15.
- As portfolios are completed and submitted, the Early Access Team determines whether the portfolios "exceed", "meet" or "do not meet" expectations of the Early Access Criteria, and if the student should proceed to Phase 3. Parent(s)/guardian(s) are notified in writing of the team's decision.

Phase 3 Assessment and Applicant Review Process:

- Phase 3 involves a research-based, standardized, and comprehensive assessment administered by a member of the Early Access Review Team and a licensed psychologist provided by District 11, if needed. These



tests will identify the student's skills in literacy, mathematics, and overall cognitive and problem-solving skills for his/her age.

- Member(s) of the District 11 Early Access Team review applications, portfolios and assessments as a body of evidence for student placement.
- Criteria from each phase is considered by the District Early Access team in making the determination. Test scores alone do not meet the standards of a determination. A student may score at the 97th percentile or above on aptitude and achievement tests. Every child with a score above the 97th percentile, therefore, may not benefit from early access to Kindergarten at age four, or first grade at age five.

Students who are granted Early Access may attend a neighborhood school or a school of choice; however, all schools may not honor Early Access.

Parent(s)/guardian(s) are notified in writing of the team's decision. This decision is the sole discretion of District 11

In the event the parent(s)/guardian(s) does not agree with the decision of the Early Access Committee, the first contact should be the Gifted and Talented Office for clarification. If necessary, a formal appeals process can be found in the Gifted and Talented School Board Policy, Regulation IHBB-R.

Personnel:

The District 11 Gifted and Talented Facilitator will be designated the contact person for the Early Access process. The District 11 Gifted and Talented Facilitator holds a Gifted and Talented Education endorsement and will administer the TERA and TEMA. The Early Access Team includes, but is not limited to, the Gifted and Talented Facilitator, an elementary school teacher, a school administrator, a school psychologist, and a Gifted Resource Teacher. Special Education Administrators, Culturally Linguistic Diverse Educators, along with the Multi-Tiered System of Support Staff will be consulted as needed. All members of the Early Access Team participate in reviewing and making determinations on completed portfolios. One or more Early Access members and the neighborhood school principal will be invited to provide input to the process.

Evaluation:

The Gifted and Talented Facilitator will see that the Early Access Portfolio is complete with each of the components and performance information.

A completed Early Access Portfolio includes:

- Early Access Application
- Letter from Parent(s)/Guardian(s) stating reasons for applying for Early Access
- Checklist of My Child's Strengths
- Portfolio of evidence of Gifted Traits and supporting materials (these may be in the form of video, photo, audio, descriptive paragraphs or descriptions written within the parent(s)/guardian(s) letter)
- Examples of reading ability
- Examples of number sense and higher-level math skills
- Examples of problem-solving ability
- Examples of writing ability
- Examples of creativity and or sensitivity
- Examples of sense of humor
- Proof of residence in Colorado Springs District 11
- Copy of the child's birth certificate
- 2 Teacher Recommendation letters (sent directly to the Gifted and Talented Facilitator if the child is in a formal preschool program or kindergarten program)
- \$25 initial application fee via check or money order (Please let the Gifted and Talented office know if there is a financial need.)



- Signed records release form
- Any available public/private testing information (optional)

The Early Access Review Team utilizes a screening tool that includes norm-referenced items and problem-solving questions in the interview to determine if further assessment is needed.

Students may be referred to the Early Access process by any parent(s)/guardian(s) and/or educator. Multiple Assessments are included in the Body of Evidence to make a determination.

It is the goal of the Early Access Review Team to arrive at a consensus to make the decision. The Early Access Review Team will discuss the body of evidence for the student. When the Gifted and Talented Facilitator deems the team may be ready to share a decision, he/she will call for consensus. If consensus is reached, the team will notify the student's parent(s)/guardian(s). If consensus is not reached, members of the team may clarify concerns, raise concerns or ask questions. Once these issues are addressed, a call for consensus is made. If consensus is reached, the student's parent(s)/guardian(s) are notified.

If the team cannot come to consensus, the Gifted and Talented Facilitator will seek support from additional District 11 leaders and subsequently make the decision.

At each phase of the process, parent(s)/guardian(s) are notified in writing of the team's decision.

The Gifted Resource Teacher in the school, to which the student is accepted, will be responsible for developing the ALP, using the guidelines listed in the Monitoring section above.

The Gifted and Talented Facilitator will communicate with the neighborhood school or a school of choice to provide the data to the administrator and Gifted Resource Teacher. School-based staff will communicate with the classroom teacher of the student.

Monitoring:

Each highly gifted child admitted to school under the provision of Early Access will have a written Advanced Learning Plan with specific academic and affective goals aligned to standards. The progress monitoring for each student uses an MTSS process of collaboration with the classroom teacher, parent(s)/guardian(s), the Gifted Resource Teacher and Principal. During the school year, the student will be supported through classroom observations, formative assessments, the Multi-Tiered System of Support (MTSS) process, and regular communication with parent(s)/guardian(s) and child to ensure successful transition and goal-progress. Should there be concerns for a student's academic progress or personal well-being, the classroom teacher will seek support from the student's parents, the Gifted Resource Teacher, and MTSS team if necessary.

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.