



Eagle Re 50, Eagle - 19010

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

ECS informs the community about the opportunity for Early Access and the procedure through three avenues. First, information on Early Access is always present on our website, <http://www.eagleschools.net/parents/gifted-education>. This information includes and explanation of what Early Access is and who it is intended to serve, as well as the procedure for Early Access identification. This information is available in both English and Spanish. Second, a flyer with a brief overview is distributed to each public early childhood provider in the county. This is distributed via the county direct for the Early Childhood Network. The flyer gives an explanation of what Early Access is and characteristics evident in children that might benefit from this opportunity. This flyer is in both Spanish and English. Finally, we publish an announcement in the newspaper during the spring window of February 10 through April 1st. This announcement is exactly like the flyer distributed to the country providers. We submit a press release to the paper as well, however it really gets printed.

Once a parent applies for Early Access, they are given the procedure document and a personal phone call to walk them through the process, timelines and tests. The procedure can be found on our website <http://www.eagleschools.net/parents/gifted-education>. If a student qualifies, there is a formal meeting with the school principal, teachers, parents and the Assistant Director of Exceptional Student Services to explain needs of the child and get the initial ALP in place for transition into school.

Training to district preschool staff happens during the window of February 10-April 1. The teachers are trained in characteristics of gifted preschool children and how they being the process for parents to submit an application. The application is available online <https://www.eagleschools.net/early-access/>.

There is no fee charged for this service.



Criteria

Aptitude:

Eagle County Schools will use a variety of tools and assessments to determine a child's school readiness, aptitude and achievement these may include but are not limited to:

Formal Aptitude Tests

- Kaufman Brief Intelligence Test (KBIT2)
- Kaufman Survey of Early Academic and Language Skills (K-SEALS)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV)
- Differential Ability Scales (DAS-II)

A child must score at the 97th percentile or higher in aptitude to be eligible to enroll in kindergarten or first grade early (1 CCR 301-8 Section 12.08).

Achievement:

Eagle County Schools will use a variety of tools and assessments to determine a child's school readiness, aptitude and achievement these may include but are not limited to:

Formal Achievement Tests

- Test of Early Mathematics Ability (TEMA-3)
- Test of Early Reading Ability (TERA-3)
- Woodcock-Johnson Tests of Achievement (WJ III)
- Iowa Test of Basic Skills (ITBS)

A child must score at the 97th percentile or higher in achievement to be eligible to enroll in kindergarten or first grade early (1 CCR 301-8 Section 12.08).

Performance:

In order to assess the applicants performance the classroom, the preschool teachers will be given a Preschool/Kindergarten Behavior Scale (PKBS) to guide observational narratives from the preschool teachers. The Assistant Director of Exceptional Student Services will also observe the student in their preschool classroom using the PKBS. Parents may also contribute any portfolio work they feel is applicable.

Readiness, social behavior and motivation:

In order to assess the applicants readiness, social behavior and motivation in the classroom, the preschool teachers will be given a Preschool/Kindergarten Behavior Scale (PKBS) to guide observational narratives from the preschool teachers. The Assistant Director of Exceptional Student Services will also observe the student in their preschool classroom using the PKBS.

Support system:

If the early access request is granted, a conference will be scheduled with the parents and any appropriate school personnel to develop an implementation plan to acclimate the child to the academic setting in the fall. The implementation plan will delineate how parents, teachers, school administrators and the learning environment will contribute to a positive support system for the child. The student's progress will be monitored and shared with the parents during the first year of early access. Since the child will be formally identified as gifted and talented, an Advanced Learning Plan (ALP) will be developed during the first 60 days of school. The school based gifted education specialist will monitor the students progress according to the ALP goals and the implementation plan.



Process

Timelines:

- The parent submits the *Application for Early Access* to the gifted education director in the Exceptional Student Services department of Eagle County Schools by no earlier than February 10 and no later than April 1.
- Upon the receipt of the application, the gifted education director will communicate with the family to set up an initial interview and screening. Parents will be asked to bring information about their child based on the Kingore Observation Inventory.
- School personnel will conduct an initial screening survey. The student must score at the 97th percentile or higher to be recommended for further testing.
- If the child does not meet the criteria for screening, no further testing will occur and Early Access will be denied.
- If the child scores at the 97th percentile or higher on the screening instrument, the gifted education director will contact the elementary in the child's local attendance area to begin the second phase of the procedure
 - Administer the ECS Kindergarten round-up assessment
 - Coordinate with the school psychologist and parent to administer ability and achievement testing
- The gifted education director will send the Preschool/Kindergarten Behavior Scale (PKBS) to the child's current preschool teacher
- The gifted education director will collect all of the information from testing and other sources notify the parents of the next steps.
 - If the child does **not** qualify, parents will receive a letter that states the child did not qualify for Early Access and explains the information collected
 - If the child has qualifying scores, parents will be contacted to participate in an Early Access Determination meeting that includes the gifted director, gifted teacher, general education teacher, principal and any other necessary personnel. The team will decide if it is in the student's best interest to enter school early.
 - If the team determines the student will start school early, they will create an implementation plan to support the child and an Advanced Learning Plan (ALP).

Personnel:

The Assistant Director of Exceptional Student Services will collect all referrals, set up and run the initial interview. The school psychologist for the building the student would be attending if early access is granted will complete the formal academic and aptitude assessments. The Assistant Director of Exceptional Student Services will observe the student in their preschool classroom. A final review committee comprised of the principal of the building the student would attend, the school psychologist, the gifted education specialist and the Assistant Director of Exceptional Student Services will review the body of evidence and inform the parents of the committee's decision.

Evaluation:

Parent Responsibilities

- Submit a complete *Application for Early Access* on or before April 1.
- Return the completed *Kingore Observation Inventory for Parents* within 10 days
- Provide the child for observation, screening and formal/informal assessment, as required



- (Optional) Provide additional information to assist the team in reaching a decision such as student performance samples

District Responsibilities

- Provide information to the local community about Early Access through the website and other appropriate methods
- Contact parents to give them the Kingore Observation Inventory for Parents and set up an initial interview/screening
- Determine if full testing is warranted and if so
 - Contact the current preschool teacher to obtain information using the *Preschool and Kindergarten Behavior Scales (PKBS-2)*
 - Arrange for formal testing to occur

If the early access request is granted, a conference will be scheduled with the parents and any appropriate school personnel to develop an implementation plan to acclimate the child to the academic setting in the fall. The implementation plan will delineate how parents, teachers, school administrators and the learning environment will contribute to a positive support system for the child. The student's progress will be monitored and shared with the parents during the first year of early access. Since the child will be formally identified as gifted and talented, an Advanced Learning Plan (ALP) will be developed during the first 60 days of school.

Monitoring:

The student's progress will be monitored and shared with the parents during the first year of early access through parent/teacher conference, progress monitoring updates from the gifted specialist and quarterly updates with parents. Since the child will be formally identified as gifted and talented, an Advanced Learning Plan (ALP) will be developed during the first 60 days of school. The school based gifted education specialist will monitor the students progress according to the ALP goals and the implementation plan.

Dispute Resolution: Will the AU be using the same procedure for disagreements process as in the main Program Plan? Yes

Eagle County School District strives to find the appropriate placement and services for all students. If parents do not agree with the decision of the district, they may appeal in writing by filling out the Dispute Resolution Request form and returning it to the Eagle County Schools Department of Exceptional Student Services, PO Box 740, 960 Chambers Suite 201-A, Eagle, Colorado 81631. Disputes must be filed within 10 working days of receiving the district decision.

Parents disputing the district's decision not to offer a formal evaluation or the results of the formal evaluation may obtain a formal evaluation at the parent's expense from a private psychologist documenting scores of the 97th percentile on both standardized mental ability and achievement. These tests must be instruments other than those used by the school district.

The Director of Exceptional Student Services will examine the information gathered during the early access procedure along with the supporting documentation supplied by the parents. The Director will arrange a meeting with the parents and the district only if the child has met the formal requirement of a 97th percentile score on both standardized mental ability and achievement tests.

The decision of the Director of Exceptional Student Services may be appealed to the Assistant Superintendent of Learning Services.

The administrative unit's program plan is due with the Comprehensive Program Plan or no later than January 1 prior to early access implementation.