



Roaring Fork Schools-54010

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

Background

Colorado law allows school districts the choice to offer the opportunity to identify and serve highly advanced gifted four- or five-year-old children who require comprehensive academic acceleration through early access to either kindergarten or first grade. It is the intent of the law that early access is not intended for all children who are gifted, but rather that there are some children for whom early access is an appropriate educational decision. Children for whom early access is being requested must either be four years of age on Oct 1st for kindergarten or five years of age on Oct 1st for first grade. This procedure is developed to comply with state law and the governing rules pertaining to Early Access found at 1 CCR 301-8 Section 12.08.

Colorado River BOCES is a cooperative service agency through which member districts leverage services and cooperatively manage various aspects of the educational process. In the case of gifted education, Colorado River BOCES acts as the administrative unit for our member districts. As the administrative unit, Colorado BOCES is responsible for submitting annual gifted education program plans, annual reporting to the Colorado Department of Education, managing state funds related to gifted education, and if districts choose to adopt one, developing the early access procedure. Colorado River BOCES has only an administrative role which includes development of the procedures, model forms, and dispute resolution process in the identification of and programming for children identified through this procedure. Local districts are responsible to designing programs and services for students identified as gifted. All schools within Colorado River BOCES are responsible to comply with this early access procedure.

It is the intent of Mountain BOCES and our member districts to begin a child's educational career with a positive experience. This procedure is intended to help guide school districts and parents through a collaborative process



that arrives at a decision that is in the best interest of the child. School districts should capitalize on the opportunity to create a lasting and positive impression with families as they enter the K-12 system for the first time. From time to time, there may be special circumstances that require a waiver of some or all of this procedure to comply with the intent of the law. In such situations, local Gifted Education Directors should consult with the Executive Director.

Outline of Procedure

* Parent/Guardian submits the Application for Early Access to the local school district Gifted Education Director between March 1 and April 1. Prior to March 1, applications can be submitted but will not be designated as received. Late applications will not be accepted. * Upon receipt of the application, the local school district Gifted Education Director will communicate with the parent/guardian about the early access evaluation process. * School personnel collect information using rating scales and interviews from existing sources (preschool teachers, other adults knowledgeable of the child, parents). * School Personnel conduct an observation in the grade for which early access is being sought, interview the child, and conduct any needed informal readiness assessments. * Based on the information provided by the parents and collected by school personnel, the local school district Gifted Education Director determines if the District will offer formal assessment or whether, based on existing information, the child will not be considered for early access. * Formal and Informal Assessment, if required. * Determination Meeting is held, if required.

In order to be considered for early access, a child must obtain scores at or above the 97th percentile on both standardized intellectual and achievement tests. However, simply achieving a score at or above the 97th percentile is not sufficient to offer early access to the child. The school must consider a variety of other factors and build a body of evidence that fully supports a decision to offer early access. The State Board of Education Rules governing this procedure require the district to render a decision within 60 calendar days after receiving an Application and Screening Portfolio from the parent/guardian. Because a decision to grant early access can be made only with a sufficient body of evidence to identify the child as gifted, and from which to make an informed decision related to the impact of granting early access, a district's failure to meet the 60-calendar day timeline will not default in the admission of the child for early access.

Parent/Guardian Responsibilities

* Parent/guardian must submit a completed Application for Early Access on or before April 1. Late applications will not be accepted. Incomplete applications may result in the district deciding that there is inadequate or insufficient information upon which to base a decision to grant the early access request and thereby deny the request for early access. With the application, parents/guardians are required to submit the following information to assist the team in reaching a decision. o Student Performance Samples that help the district staff determine if the child should receive a formal evaluation for Early Access. Suggested work samples could include: * Examples of the child's drawings, writing, and other interests * A video of the child reading and communicating o Any available achievement/aptitude test data obtained from a private psychologist or other public evaluation. Because of the dynamic nature of early development, test results must be within three months from the date of the application. The school district RtI team will review the test data to determine if it will be used. o Any other supporting information the parent believes will help. * Return the Kingore Observation Inventory for Parents, completed by each parent/guardian within seven days (the district will provide this inventory to the parent/guardian). * Provide the child for observation, screening, and formal and informal assessment, as required.

District Responsibilities - Communication

Districts will provide information to their local communities through their website and other appropriate methods. The information will describe the criteria, process, time frames, application portfolio, required assessments, final determination process, advanced learning plan development, and dispute resolution process. Districts will also communicate the process annually to preschool, general, and gifted education personnel--



including preschool, kindergarten, and first grade teachers and principals--regarding the Early Childhood Access Procedure.

Upon official receipt (after March 1 and prior to April 1) of the Application from a parent/guardian for early access, the local district Gifted Education Director will call the parent, explain the process for identification, and send the Kingore Observation Inventory for Parents to the parent/guardian. Because of the importance of establishing positive relationships with families, it is encouraged this information be shared in a meeting.

The local district Gifted Education Director will obtain information from preschool teachers, including the Preschool and Kindergarten Behavior Scales (PKBS-2), will direct the school staff to conduct a screening (observation, interview and readiness assessment). The observation should take place either in the class in which the child is seeking early access or another setting such as the preschool classroom.

After the rating scales and screening have been completed the local district Gifted Education Director will review the Application and screening information, and, if they deem appropriate, direct the school staff to conduct a formal evaluation to complete a body of evidence on which to base a decision of whether to grant early access. If the district decides a formal evaluation should happen, the formal evaluation is provided by the district at no cost to the family.

If the local district Gifted Education Director determines that there is insufficient information or that the screening information indicates early access would not be appropriate, they will notify the parents of the district's decision not to grant a formal assessment and consequently that the child will not be granted early access. Determination Process If after completing the formal assessments in the required areas of mental ability and achievement, the child does not obtain scores above the 97th percentile in both, the district Director of Gifted Education will inform the parents in writing of the district's decision not to grant early access. No exceptions will be made on the 97th percentile, as this identification is portable throughout the state of Colorado. Sharing this information in a meeting is encouraged.

When a child obtains the required 97th percentile scores on both a standardized mental ability and achievement tests, the district will schedule a determination meeting to consider the decision to grant early access request, which will be made by a team who reviews a complete body of evidence that includes information about aptitude, achievement, performance, readiness, social behavior, and motivation. Parents are expected to be part of the school determination team but are not required to participate.

The team will include, at a minimum:

* School Principal * Gifted Education Personnel * Teacher of Early Childhood * The receiving teacher of grade to which the parent is requesting early access * Additional personnel deemed appropriate by the school to the determination (such as): * School Psychologist * School Counselor * English as a Second Language Teacher * Special Education Teacher

Determination Meeting

The intention is for the team to reach consensus on a decision regarding the appropriateness of early access for the child. If consensus cannot be reached, then the Director of Gifted Education will make the final decision. In order to be placed, a child must have a component or composite score at the 97th percentile on both a standardized mental ability and achievement test. However, scores meeting the 97th percentile do not automatically qualify a student for early access. Parents will receive a written determination summary that is signed by all members of the determination team. Parents may accept or decline the district's offer of early access.



Criteria

Aptitude:

In order to be considered for early access, a child must obtain scores at or above the 97th percentile on both standardized intellectual and achievement tests. However, simply achieving a score at or above the 97th percentile is not sufficient to offer early access to the child. The school must consider a variety of other factors and build a body of evidence that fully supports a decision to offer early access. The State Board of Education Rules governing this procedure require the district to render a decision within 60 calendar days after receiving an Application and Screening Portfolio from the parent/guardian. Because a decision to grant early access can be made only with a sufficient body of evidence to identify the child as gifted, and from which to make an informed decision related to the impact of granting early access, a district's failure to meet the 60-calendar day timeline will not default in the admission of the child for early access.

Portfolio

Parent/guardian must submit a completed Application for Early Access on or before April 1. Late applications will not be accepted. Incomplete applications may result in the district deciding that there is inadequate or insufficient information upon which to base a decision to grant the early access request and thereby deny the request for early access. With the application, parents/guardians are required to submit the following information to assist the team in reaching a decision.

**Student Performance Samples that help the district staff determine if the child should receive a formal evaluation for Early Access. Suggested work samples could include: * Examples of the child's drawings, writing, and other interests * A video of the child reading and communicating

**Any available achievement/aptitude test data obtained from a private psychologist or other public evaluation. Because of the dynamic nature of early development, test results must be within three months from the date of the application. The school district RtI team will review the test data to determine if it will be used.

**Any other supporting information the parent believes will help. * Return the Kingore Observation Inventory for Parents, completed by each parent/guardian within seven days (the district will provide this inventory to the parent/guardian). * Provide the child for observation, screening, and formal and informal assessment, as required.

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After the rating scales and screening have been completed the local district Gifted Education Director will review the Application and screening information, and, if they deem appropriate, direct the school staff to conduct a formal evaluation to complete a body of evidence on which to base a decision of whether to grant early access. If the district decides a formal evaluation should happen, the formal evaluation is provided by the district at no cost to the family.

If the local district Gifted Education Director determines that there is insufficient information or that the screening information indicates early access would not be appropriate, they will notify the parents of the district's decision not to grant a formal assessment and consequently that the child will not be granted early access.



Determination Process

If after completing the formal assessments in the required areas of mental ability and achievement, the child does not obtain scores above the 97th percentile in both, the district Director of Gifted Education will inform the parents in writing of the district's decision not to grant early access. No exceptions will be made on the 97th percentile, as this identification is portable throughout the state of Colorado. Sharing this information in a meeting is encouraged.

When a child obtains the required 97th percentile scores on both a standardized mental ability and achievement tests, the district will schedule a determination meeting to consider the decision to grant early access request, which will be made by a team who reviews a complete body of evidence that includes information about aptitude, achievement, performance, readiness, social behavior, and motivation. Formal Standardized Aptitude Tests (the most updated version that an AU has access to), one of which is required: * Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI-III) * Differential Abilities Scale-II (DAS-II) * Stanford-Binet Intelligence Scales, Fifth Edition (SB5)

If a child is identified as gifted but does not qualify for early access, identification information is provide to school serving the gifted studen

Achievement:

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Determination Process



If after completing the formal assessments in the required areas of mental ability and achievement, the child does not obtain scores above the 97th percentile in both, the district Director of Gifted Education will inform the parents in writing of the district's decision not to grant early access. No exceptions will be made on the 97th percentile, as this identification is portable throughout the state of Colorado. Sharing this information in a meeting is encouraged. When a child obtains the required 97th percentile scores on both a standardized mental ability and achievement tests, the district will schedule a determination meeting to consider the decision to grant early access request, which will be made by a team who reviews a complete body of evidence that includes information about aptitude, achievement, performance, readiness, social behavior, and motivation. When a child obtains the required 97th percentile scores on both a standardized mental ability and an achievement test in reading, writing, or math, the district will schedule a determination meeting to consider the decision to grant early access request, which will be made by a team who reviews a complete body of evidence that includes information about aptitude, achievement, performance, readiness, social behavior, and motivation.

Formal Standardized Achievement Tests (the most updated version that an AU has access to), one of which is required: * Woodcock-Johnson III Normative Update (NU) Tests of Achievement (WJ III NU) * Wechsler Individual Achievement Test – Third Edition (WIAT-III)

If a child is identified as gifted but does not qualify for early access, identification information is provide to school serving the gifted student.

Performance:

Informal Assessment Techniques that may be used to obtain the required body of evidence:

* Kingore Observation Inventory for Parents * Preschool and Kindergarten Behavioral Scales (PBKS-2) * Results Matter data * Iowa Acceleration Scale – 3rd Edition or most current * Individual School Reading Inventories * Individual School Academic Placement tests * Scales for Rating the Behavior Characteristics of Superior Students-R (SRBCSS-R) * Young Children's Academic Intrinsic Motivation Inventory (Y-CAIMI) * Observation of the child in the classroom setting * Interview of the student, parents, and preschool staff * Other information deemed appropriate by the Administrative Unit or School District

Readiness, social behavior and motivation:

See above.

Support system:

Placement Process

If the early access request is granted, a conference is scheduled with the parent/guardian and any appropriate school personnel to develop an Advanced Learning Plan (ALP) for the school year of enrollment. The ALP will be written within the first month of school and must include an academic goal and a transition goal. Ongoing progress monitoring using the ALP and student performance reports will be shared with the parent/guardian and child at least every five (5) weeks during the first year of early access. There should be evidence of clear articulation about how the parents, teachers, school administrators, and the learning environment will contribute to a positive support system. During transitions, the support team will consist of the receiving teacher and administrator, gifted education personnel, the sending teacher, and any other appropriate persons identified by the Administrative Unit.

Process

**Timelines:**

Because of the infrequent nature and short timeline for completing the early access process, it is encouraged that districts adhere to following timeline checklist to be completed in 60 days. Late applications will not be accepted.

Checklist

* Parent submits the Application for Early Access prior to April 1. Note: for the convenience of families, applications can be submitted prior to March 1, but will be officially received as of March 1. * Local district Gifted Education Director dates the Application for Early Access as received. * Local district Gifted Education Director communicates with family about the screening and evaluation process. * Local district Gifted Education Director sends the Kingore Observation Inventory for Parents and Preschool and Kindergarten Behavioral Scales (PBKS-2). * Local district Gifted Education Director directs the receiving school staff to conduct a screening to include an observation, interview the child, and school readiness assessments. * Local school staff will conduct readiness screening and submits results. * Local district Gifted Education Director reviews Application and screening information and determines whether to conduct the formal evaluation or to deny the request based on the screening information. * Local Director informs family of the decision to either deny their request or conduct the formal evaluation. * Complete formal evaluation. * Conduct Determination Meeting including a written summary signed by all participants at the meeting. * Provide parents with a copy of the summary. * If early access is granted and the family wishes to accept the offer, the local district Gifted Education Director will direct the school staff to establish a transition team and develop an Advanced Learning Plan for the student. Portfolio

Parent/guardian must submit a completed Application for Early Access on or before April 1. Late applications will not be accepted. Incomplete applications may result in the district deciding that there is inadequate or insufficient information upon which to base a decision to grant the early access request and thereby deny the request for early access. With the application, parents/guardians are required to submit the following information to assist the team in reaching a decision. o Student Performance Samples that help the district staff determine if the child should receive a formal evaluation for Early Access. Suggested work samples could include: * Examples of the child's drawings, writing, and other interests * A video of the child reading and communicating o Any available achievement/aptitude test data obtained from a private psychologist or other public evaluation. Because of the dynamic nature of early development, test results must be within three months from the date of the application. The school district RtI team will review the test data to determine if it will be used. o Any other supporting information the parent believes will help. * Return the Kingore Observation Inventory for Parents, completed by each parent/guardian within seven days (the district will provide this inventory to the parent/guardian). * Provide the child for observation, screening, and formal and informal assessment, as required.

Personnel:

The GT Director, preschool staff, principal, parents, and district or Colorado River BOCES psychologist will all be involved throughout the process. Please see document submitted by CR BOCES that outlines the entire process and who will be involved in each part of the process.

Evaluation:

Each year Colorado River BOCES will discuss the Early Access activities in our districts to determine if changes need to be made.

- responsibility for and content of the screening portfolio - GT Directors
- the screening tool for a referral, referral procedures, testing for body of evidence - GT Directors
- performance information - Preschool staff & GT Directors
- consensus decision making, method to inform parents - Preschool staff & GT Directors



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- resolve when determination cannot come to a consensus - GT Directors
 - ALP development and responsibility- preschool staff & GT Directors

Monitoring:

Placement Process

If the early access request is granted, a conference is scheduled with the parent/guardian and any appropriate school personnel to develop an Advanced Learning Plan (ALP) for the school year of enrollment. The ALP will be written within the first month of school and must include an academic goal and a transition goal. Ongoing progress monitoring using the ALP and student performance reports will be shared with the parent/guardian and child at least every five (5) weeks during the first year of early access. There should be evidence of clear articulation about how the parents, teachers, school administrators, and the learning environment will contribute to a positive support system.

During transitions, the support team will consist of the receiving teacher and administrator, gifted education personnel, the sending teacher, and any other appropriate persons identified by the Administrative Unit.

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.