



Early Access Addendum

Roaring Fork School District - updated October 2023

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.

12.08(1)-12.08(2)(e)(v) Key requirements:

- Criteria and the process for early access are explained and accessible to parents, educators and the public
- Professional development is provided to preschool, general and gifted education personnel, and principals
- Early access determinations are made through a collaborative process among parents, preschool, general and gifted education and school administration
- If a fee is charged, there is evidence it is reasonable and there is no fee for students eligible for free and reduced lunch
- AU describes the methods and tools used to make early access determinations
- Criteria in a body of evidence include referral by a parent or educator, student profile of strengths, performance, readiness, needs and interests
- A cognitive score of 97th percentile or above is required along with an achievement score of 97th percentile or above in reading, writing and mathematics
- Performance tools indicated by work samples demonstrates ability above age peers
- Tools are used to measure readiness, social behavior and motivation appropriate for early access
- A support system to assist a child's success includes: Letter of determination signed by parent, gifted staff, early childhood staff, receiving teacher and school administrator support early access; Transition goal in ALP for first year; Methods of communication between school and parents; How parents, teachers and school will contribute to a positive support system
- Applications for early access are due by April 1 for the next school year
- Determinations are made within 60 calendar days of the AU receiving the child's portfolio submitted by the child's parent
- Referrals received after April 1 are at discretion of AU, provided determination is made by September 1 or the start of the upcoming school year, whichever is earlier
- Students are age 4 by October 1 for kindergarten; and, age 5 by October 1 for first grade
- Personnel trained in gifted education are included in the early access determination team and qualified personnel administer required assessments
- Requirements for the screening portfolio are clearly stated for parents
- A screening tool is used for parent and teacher input
- Performance data include portfolio and qualitative and quantitative data
- Determinations are a collaborative consensus process
- Early access students have a completed ALP by September 30
- If a child is identified as gifted but does not qualify for early access, information is provide to school serving the student
- Progress monitoring is evident at least every 5 weeks during the first year of early access and recorded in the ALP
- There is a procedure for early access disagreements

Directions: Address each section and the provisions of the early access ECEA Rules 12.08. 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

In what ways will the administrative unit:

- Inform parents, educators, and community members about criteria, process, timelines, portfolio referral, tests, final determinations and ALP development
- Provide professional development for educators and administrators about early access and ALP development, especially staff involved in the process

Describe how your AU communicates the Early Access Plan:



Criteria

- Describe the method, the standard (level of results) and tool/s that will be considered to determine early access for a highly advanced gifted student using the following categories for criteria: aptitude, achievement, readiness for school, social behavior and motivation.
- Explain the support system that will assist the child during year one of transition into early access. How will parents, teachers, school administrators and the learning environment contribute to a positive support system? How will the transition goal be monitored? In what ways will parents, teachers, and the child communicate about progress?

Aptitude:

Achievement:

Performance:

Readiness, social behavior and motivation:

Support system:

Process

- Briefly summarize how the administrative unit will address each component in the early access process. Include specifics prompted by the questions or bulleted points that satisfy conditions of the law. Note: The child's ALP must be developed no later than September 30 for both kindergarten and first grade years of early access.

Timelines:

Personnel:

Identify personnel who will be involved in: collecting referrals and how that person is “qualified”; testing; collecting data for the body of evidence; the determination team; the support team; and any other personnel the AU deems helpful in the early access process:

Monitoring:

Describe what standards the AU will set for teachers and parents when monitoring student performance and progress during the first year of early access.

Evaluation:

What are the AU’s implementation steps or requirements for early access evaluation? In the description, summarize each factor related to evaluation: responsibility for and content of the screening portfolio; the screening tool for a referral; performance information; referral procedures; testing for a body of evidence; consensus decision making; method to inform parents; the resolve if the determination team cannot come to consensus; the ALP development responsibility; and the process to provide ALP data to the home school if the child is gifted, but not deemed appropriate for early access. Attach a copy of the determination letter that will be used in the process at the end of this addendum.

Select Yes or No if the AU will be using the same procedure for disagreements process as in the main Program Plan.

If you have any questions or need further assistance, please reach out to the [Office of Gifted Education](#) for additional support.