



Moffat Re 1, Craig - 41010

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

Early access is available for highly gifted preschoolers. If a preschooler meets the acceleration criteria, the child may be a good candidate to start kindergarten or first grade a year early. Information regarding Early Access can be found at the district's website, in the schools' lobbies, at the district office, at the district office's preschool, and in the Gifted Education Handbook.

Although the process for identification of giftedness and the process for eligibility for Early Access to kindergarten may overlap, the two are separate decisions. Early Access is only for students who are highly gifted in academic, social-emotional, and cognitive areas as well as who meet other state requirements. The criteria for giftedness, on the other hand, may be in a single area such as Reading or Leadership.

The district employs staff, including a school psychologist, pre-school director, and gifted education director, who are knowledgeable in early access. Early access professional development is provided prior to the start of each school year to pre-school and kindergarten teachers.

Criteria

Aptitude:

The child must obtain a Full Scale IQ score of 130 or better to be considered eligible, with consideration for the student scoring within the 95% confidence interval. Initial testing must be done by a licensed school psychologist using the WPPSI, Stanford-Binet or DAS.

Achievement:



Academic achievement results on appropriate testing or equivalent must be at 97th percentile or better, i.e., one year ahead of the child's chronological age. T=The assessment tools used will depend upon the age of the child.

Performance:

The psychologist's summary shall include the results of the standardized testing and the child's attendance to task and other relevant behaviors throughout the test.

Readiness, social behavior and motivation:

Preschool is required and preschool information will be considered in the assessment process unless a written statement is supplied detailing factors that prohibited preschool participation.

Social/emotional maturity, academic motivation and persistence must be demonstrated. If the student has special emotional needs, those needs will be taken into consideration to determine the best placement for the child. Strong desire by the child to enter kindergarten or 1st grade must be evident, without undue pressure from the parents. The following tools may be used to determine readiness, social behavior, and motivation:

- Kingore Observation Inventory for Parents completed by parent.
- Child Development Inventory
- Letter from preschool teacher recommending student.
- Preschool & Kindergarten Behavior Scales (PKBS-2) completed by Preschool teacher(s).
- Any supporting anecdotal information.
- Any available test data (public/private testing, etc.)

Support system:

Progress monitoring of students with early access will occur at least every 5 weeks during the first year and that progress is recorded in the ALP. Parents and staff will review the progress to determine if placement continues to be appropriate and to determine if additional supports are indicated.

Process

Timelines:

A request for early entrance must be made in writing by April 1st of the preceding school year directly to the elementary school principal where the child would attend. All data must be collected from parents by May 1st: Parent Referral Form for Gifted Identification and the Scales for Identifying Gifted Students (SIGS) – Home Rating Scales.

Once these scales have been completed and returned to your child's school, the district committee referenced above will review the scales – along with SIGS scales completed by school staff - and make an initial determination as to whether or not the gifted education identification process should continue. You will be notified of the initial determination within two weeks of receipt of the completed scales.

If an initial determination is made to continue the process, additional data will be collected to determine eligibility. Parents will be notified of the decision of the committee by within 60 calendar days of the AU receiving the child's portfolio.

Personnel:

A district committee will meet to consider each early entrance candidate and will develop an assessment plan based on initial screening information and data gathered. This committee is comprised of a school principal, a



kindergarten and/or 1st grade teacher, a school psychologist, Gifted Education Coordinator, a representative from early childhood and other appropriate personnel.

Evaluation:

Screening Process:

Per the Early Access Guidebook produced by the Colorado Department of Education, parents are responsible for collecting the information required for an early access portfolio application and for submitting the portfolio to the appropriate personnel: Parent Referral Form for Gifted Identification and the Scales for Identifying Gifted Students (SIGS) – Home Rating Scales.

Once these scales have been completed and returned to your child's school, the district committee referenced above will review the scales – along with SIGS scales completed by school staff - and make an initial determination as to whether or not the gifted education identification process should continue. You will be notified of the initial determination within two weeks of receipt of the completed scales. If the committee is unable to come to a consensus, the receiving principal will make the final decision.

Determination Process:

If an initial determination is made to continue the process, cognitive testing must be done by a licensed school psychologist using the WPPSI, Stanford-Binet or DAS. These are the only tests the district will accept. The cost of the test will be borne by the parent not to exceed \$400.00. The child must obtain a Full Scale IQ score of 130 or better to be considered eligible, with consideration for the student scoring within the 95% confidence interval. If the student qualifies for free and reduced lunch payment, options will be provided.

Additional data may be collected to determine eligibility and may include but not be limited to:

- Kingore Observation Inventory for Parents completed by parent.
- Child Development Inventory
- Letter from preschool teacher recommending student.
- Preschool & Kindergarten Behavior Scales (PKBS-2) completed by Preschool teacher(s). (You will receive this when you turn in the portfolio.)
- Any supporting anecdotal information.
- Any available test data (public/private testing, etc.)

Parents will be notified of the decision of the committee by a letter within 60 calendar days of the AU receiving the child's portfolio. If the committee is unable to come to a consensus, the receiving principal will make the final decision.

If the child does not qualify for Early Access, the committee will

If the child qualifies and the parents accept the offer of Early Access, an initial ALP meeting will be held within 30 days of the beginning of the start of the school year but no later than September 30th. The development of the ALP will be the responsibility of the receiving school.

If the committee finds that the child is gifted but does not meet the criteria for early access, the committee will provide the child's school/pre-school with the child's assessment portfolio to better serve the child's area(s) of giftedness. If the child transfers to another Colorado district during the first year of Early Access, the receiving district will honor the placement.

The Determination Form can be accessed at the following link:

https://docs.google.com/document/d/15-GxWrcd01DutW0_iKupPOi5B3UroOaiXf_bmLHyezU/edit?usp=sharing

Dear Parent(s)/Guardian(s):

Thank you for referring your child, _____, for possible Early Access. Upon reviewing the data, the Determination Committee determined:



_____ The child was found to meet the criteria for Early Access into
_____ Kindergarten
_____ 1st Grade

The district will contact you to schedule a meeting to discuss next steps. Following the meeting, you can determine whether you want to accept or decline the offer of Early Access.

_____ The child was found to be gifted but did not meet the criteria for Early Access. Area(s) of giftedness: _____ . The committee will forward the body of evidence to your child's school. Your child's school will arrange for a meeting to address next steps.

_____ The child was not found to be gifted at this time. Differentiation will continue in the current setting to meet your child's needs.

Thank you, again, for your participation in this process. Please contact me if you have any questions at 970-826-6337 or at vera.turner@moffatsd.org.

Sincerely,

Vera Turner
Gifted Education Director/Coordinator

Monitoring:

Progress monitoring of students with early access will occur at least every 5 weeks during the first year and that progress is recorded in their ALPs.

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.