



San Luis Valley BOCES - 64153

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

San Luis Valley BOCES will inform parents, educators, and community members about the criteria, process, time frames, portfolio referral, assessments, final determinations and ALP development in these ways:

1. Information about Early Access is located on the Gifted tab on the SLV BOCES website.
2. An information packet will be placed in all elementary schools in the SLV BOCES member districts to provide quick access for interested parents and stakeholders.
3. The Assistant Director for Exceptional Student Services will disseminate the information to share with directors of the preschool programs for them to share with interested parents.
4. Superintendents within the San Luis Valley BOCES member districts have been notified about the updates in the Early Access plan. All Gifted District Coordinators will receive professional development about the Early Access process and will receive an information packet to share with district preschool/Headstart Directors.
5. Determinations of placement will be made by a team including the SLV BOCES Gifted Coordinator, the District Gifted Coordinator, and a school administrator.
6. When criteria are met and students are identified, an ALP will be developed within 30 days of the beginning of the school year, in collaboration with the kindergarten or first grade teacher, and the District Gifted Coordinator.
7. The process will be reviewed annually and revised accordingly with state statutes.
8. Parents may be charged a reasonable fee (\$150 per hour) for a psychologist to administer any tests that are necessary for the purpose of identifying a highly advanced gifted child and making Early Access determinations. No charge shall be assessed if the child is eligible for a school "free/reduced-cost meal".
9. Parents are encouraged to contact the SLV BOCES Gifted Coordinator with any questions and/or concerns they might have about the process. Parents have the option to request the mailing of the application packet or receive it via email.



Criteria

Aptitude:

Aptitude assessments must demonstrate a score of 97th percentile or higher on one of the selected cognitive assessments. Assessments will be administered by a district psychologist or the BOCES Gifted Coordinator.

Assessments currently available in the SLV BOCES:

1. Cognitive Abilities Test (CogAT Form 7)
2. Kaufman Assessment Battery for Children, (KABC-II)
3. Kaufman Brief Intelligence Test, Second Edition (K-BIT 2)
4. Weschler Intelligence Scale for Children (WISC-IV)
5. Woodcock Johnson Tests of Cognitive Abilities, Brief Intellectual Ability (WJIII)

Achievement:

Achievement assessments must demonstrate a score of 97th percentile or higher in reading, writing and math. Assessments will be administered by a district psychologist or the SLV BOCES Gifted Coordinator. Assessments currently available in our BOCES:

1. Test of Early Mathematics Ability, Third Edition (TEMA-3)
2. Test of Early Reading Ability, Third Edition (TERA-3)
3. Test of Early Written Language, Third Edition (TEWL-3)
4. Kaufman Test of Educational Achievement (KTEA)
5. Woodcock-Johnson Tests of Achievement (WJIV)

Performance:

Performance assessments may consist of a portfolio of work that demonstrates that the child is working at least two years above his/her age peers OR a score of 97th percentile or higher on a nationally normed gifted behavior tool. Portfolio will be reviewed by classroom teachers with assistance from the SLV BOCES Gifted Coordinator. Normed observation tools will be completed by an adult, other than a relative, who has experience with the child. If a child has not attended a preschool or Head Start program, the child may attend a district preschool or Head Start for a period of time to collect TS Gold data from the preschool teacher. The contents of the student portfolio are:

1. Letter from the parent requesting early entrance (dated)
2. Student Performance - work examples include, but not limited to:
 - Examples of Number Sense (knowledge of)
 - Examples of Beginning Alphabet sounds (knowledge of)
 - Examples of shapes (knowledge of)
 - Examples of Color (knowledge of)
 - Examples of writing
 - Student Interest
 - Student Drawings
 - Observable student behaviors
 - Parents will complete and submit "Checklist of My Child's Strengths"
 - Any other supporting anecdotal information
 - Any public or private testing results

Results will be evaluated by rubrics created by SLV BOCES.

3. Assessment currently available in our BOCES:
 - Pre-school and Kindergarten Behavior Scales



- Preschool Gifted Rating Scale (GRS-P)
- The Iowa Acceleration Scale will be used for a student applying for the 1st grade and will be completed by the BOCES Gifted Coordinator who will also be conducting interviews and observations.

Readiness, social behavior and motivation:

The student must demonstrate readiness for school using the district's Kindergarten screening tool and will be completed by the SLV BOCES Gifted Coordinator. The Assistant Director for Special Education will provide the TS Gold data.

Assessment currently available in our BOCES:

- Teaching Strategies Gold Survey – Kindergarten Entry Assessment
- Phelps Kindergarten Readiness Scale

Support system:

Once identified as an early access student, the district's Gifted Coordinator, with assistance from the SLV BOCES Gifted Coordinator, will monitor both the academic and social needs of the student on a monthly basis to ensure that the student is successful in his/her placement; with results of monitoring to be recorded in the student's ALP. Adjustments are made to the ALP as needed with input from the coordinators, administration, teachers, parents, and the student.

Process

Timelines:

1. Prior to February 1st, the parents will contact their local school and request Early Access for their child. The district will contact the SLV BOCES Gifted Coordinator with contact information about the parent. The child must be four years old by October 1st of the school year (for which they are seeking admission) for kindergarten Early Access and five years old for first grade Early Access.
2. The SLV BOCES Gifted Coordinator will contact the parents, review the Early Access process and send a packet of information to the parent(s) to be returned by February 15th. The parent collects the required materials for the portfolio and delivers it to the SLV BOCES Gifted Coordinator. The portfolio will include the contents listed in the Performance section.
3. No Early Access applications will be accepted after February 15th. Timeline exception may be allowed for families new to the San Luis Valley; however, the same identification process will be in operation and cannot be completed unless the application is received by May 15th, unless the child has already been accepted into Early Access by another administrative unit. Determination will occur by September 1.
4. Prior to April 1st, the parents and the SLV BOCES Gifted Coordinator will set an initial interview. During this meeting, the portfolio will be reviewed, student achievement will be analyzed, a student interview will be conducted, and a readiness scale will be administered. The Preschool Gifted Rating Scale will be completed by the preschool teacher. Those attending the meeting will include the parents and the child, SLV BOCES Gifted Coordinator, the District Gifted Coordinator, and other personnel as needed. If there is a consensus to continue toward Early Access, a district RtI/MTSS meeting will be arranged by April 1st.
5. The RtI/MTSS team will review the data presented at the initial meeting along with any additional testing that have been acquired. If it is determined that additional data is needed, these will be pursued, collected and compiled for the determination meeting, which will be set prior to May 1st.
6. At the determination meeting, a decision will be reached about continuing to placement in Early Access. The determination meeting will be attended by the RtI/MTSS team, which will include the District Gifted Coordinator, Early Childhood staff, receiving teacher, building administrator and SLV Gifted Coordinator. If the



decision is to proceed to placement in Early Access, preliminary discussions will occur about planning for beginning of the school and the development of an Advanced Learning (ALP). A letter of determination will be prepared by the SLV BOCES Gifted Coordinator signed by the members of the determination team and the parent; and a copy will be placed in the student files. If the determination team finds the child gifted, but does not find that the child meets the criteria for Early Access, the team will provide the child’s school with the child’s assessment portfolio for serving the area of exceptionality in the child’s public preschool or public kindergarten program.

7. The ALP will be developed withing the first 30 days of school or by September 30, whichever comes first.

8. If the student transfers during the first year of an early access placement the new AU shall maintain the placement.

Personnel:

After the initial contact of the parents with their local district and the district contacting the SLV Gifted Coordinator, all inquiries will be made to the SLV BOCES Gifted Coordinator. The SLV BOCES Gifted Coordinator will be responsible for managing the identification process including: collecting the referrals, data collection, body of evidence from the sources used in the identification process, testing conducted by participants in the process, administering some cognitive and achievement tests, and meeting with the parents and the child. The SLV BOCES will designate a psychologist to administer additional testing as needed. The Placement Determination team will consist of the the RtI/MTSS Team, including the SLV BOCES Gifted Coordinator, the District Gifted Coordinator, a BOCES psychologist (if he/she administered any tests), a kindergarten or first grade teacher, the elementary principal, and others as deemed appropriate.

Evaluation:

Early Access Timeline

By February 1st parents interested in exploring Early Access or their child need to contact their local district. At that time, the local district provides parent contact information to the San Luis Valley BOCES Gifted Coordinator. The San Luis Valley BOCES Gifted Coordinator contacts the parents, explains the program and provides the parents with the Information Packet.

By February 15th

Parent returns Information Packet to San Luis Valley BOCES Gifted Coordinator

By March 15th

Conduct initial data gathering interview with parents

SLV BOCES Gifted Coordinator, District Gifted Coordinator, principal and school psychologist have a RtI/MTSS meeting to analyze data to reach a decision about proceeding in the process.

By April 1st

School RtI Team and Gifted Team Meeting (by 4/1) to analyze date to reach decision to pursue further testing (located at local school)

By May 1st



Determination Meeting (by 5/1) Attending: Gifted RtI team

Evaluation of achievement and aptitude assessments

Reach decision about continuing to Early Access

Parents will be notified of their child's progress at each interval in the process and notified of the results as they become available.

For those students who do not meet the criteria for Early Access, the process will end and parents will receive notification along with a copy of the written report of test results. Feedback will be given to the parents for those students who do not qualify for Early Access. If a student does not qualify for Early Access but testing indicates meeting the state's criteria for gifted identification, once the student enters Kindergarten, a gifted identification process will be initiated and an Advanced Learning Plan will be written.

Monitoring:

During the first year of Early Access, the SLV BOCES Gifted Coordinator will be responsible for monthly monitoring of both the student's academic and social/emotional progress. Monitoring will be recorded on the student's ALP and reported to parents and teachers. Should an adjustment in ALP goals be needed at any time, the coordinator will reconvene an ALP meeting with administrations, teachers, and parent/guardian.

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.