



Pikes Peak BOCES - 64133

## Early Access Addendum

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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**

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**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

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**Introduction- Early Access for Highly Advanced Gifted Children Under Age Six**

**Colorado Department of Education Office of Gifted Education Early Access Guidebook 2016**

**Early Access Bill House Bill 1021 became effective July 2008. House Bill 08-1021 created the opportunity for Colorado Administrative Units(AU) to accelerate highly advanced gifted children under age 4 for kindergarten and/or under age 5 for first grade pursuant to CRS 22-20-204(2). The Exceptional Children's Act (ECEA) is Colorado's primary law with the requirements for the implementation of specific elements and procedures for gifted education programs. ECEA Rules provide guidance for the implementation of specific elements of early access as well as clarify provisions for AUs to receive state education funds for early access children. Pikes Peak BOCES is the Administrative Unit for early access for our nine member districts. As the Administrative Unit, Pikes Peak BOCES has only an administrative role, which includes the development and coordination of the procedure, and facilitates in the procedures for dispute resolution, programming and ALPs, according to ECEA rules and guidelines. It is the intent of Pikes Peak BOCES and our member districts to begin a child's educational career with a positive experience. The procedure for early access is a collaborative process with our Pikes Peak BOCES member districts that arrives at a decision that is in the best interest of the child.**

**The procedure for early access determination commences with the interested parents contacting the Pikes Peak Gifted Coordinator for information and the collaborative process in this procedure. There are no additional fees incurred by the family in the Early Access process.**

Pikes Peak BOCES does and will continue to inform parents, educators, and community stakeholders about the criteria, process, time frames, portfolio requirements, referral, tests, final determination and Advanced Learning Plan development in the following ways:



1. A chapter on Early Access is located on the Pikes Peak BOCES website under Gifted and Talented. It is located in the Gifted and Talented Handbook, Chapter Two. [www.ppboces.org](http://www.ppboces.org)
2. A letter is be sent to all Superintendents and District Gifted Coordinators to request early access information be distributed to parents before the winter holidays by their school communication procedure. A Early Access information brochure is attached to this letter.
3. The Early access brochure is disseminated to parents and students and placed in all schools in the Pikes Peak BOCES member member district. This brochure provides quick access to information for interested parents and stakeholders. All pre-school teachers will be informed with the procedures for early access to share with parents.
4. Superintendents within the Pikes Peak BOCES member districts have approved the renewal of the BOCES plan and will discuss this with principals and educators in their district.
5. All educators and administrators involved will be provided professional development in the use of the criteria in a body of evidence and the procedure of Early Access determination. This information will be coordinated by the member district's Gifted Coordinator and the Pikes Peak BOCES G/T Coordinator.
6. The Gifted Coordinator of Pikes Peak BOCES is the contact for parents requesting early access for their child. The criteria for early access is discussed with parents and a packet detailing this criteria is provided to them for completion. The criteria is clearly stated and outlined for the parents.
7. All applications for early access are due by March 20 of the current year.
8. Determination of placement will be made within 60 calendar days of the Pikes Peak BOCES Gifted Coordinator receiving the child's portfolio, March 20.
9. Determination of placement will be a collaborative consensus process by the Early Access Gifted Education Team and child's parents in each district. This team will include, the district G/T coordinator, Pre-school teacher, Kindergarten and/or first grade teacher, Counselor, BOCES psychologist, school principal ,Pikes Peak BOCES G/T coordinator, who will chair the team, and the parents. Any other school personnel deemed necessary in this process will also be asked to participate.
10. If the Early Access guidelines are met and the Gifted Education Team determines the child qualifies for early access, the child will then be identified as Early Access. If the Early Access guidelines have not been met, a letter will be sent to the parents explaining the results.
11. Within the first 30 school days of the school year, an ALP will be developed by the district GT coordinator and in collaboration with the Kindergarten/first grade teacher, the parents, the child, the principal ,Pikes Peak BOCES G/T Coordinator, and any other personnel deemed necessary.
12. Children accepted as early access are age 4 by October 1 for kindergarten; and age 5 by October 1 for first grade.
13. Progress monitoring of the student is monitored every 4 weeks during the first year in the student's school.
14. The process will be reviewed annually and revised accordingly with state statutes.
15. The ALP will be reviewed annually and revised accordingly.
16. There is a procedure in place for early access disagreements.

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## Criteria

### **Aptitude:**

Pikes Peak BOCES member districts use the same procedure and tools considered to determine early access for highly advanced gifted students and follow the categories for criteria: aptitude, achievement, readiness for school, social behavior and motivation.

### APTITUDE:



Designated Pikes Peak BOCES school psychologist administers an aptitude assessment and completes a written report for the AU GT Coordinator - a score in the 97%tile must be achieved. This is at no cost to the family.

**Achievement:**

The PPBOCES GT Coordinator administers the TEMA and TERA assessments -

1. A score of 97%tile or above will be achieved on the Test of Early Mathematics Ability (TEMA) 3rd Edition.
2. A score of 97%tile or higher will be achieved on the Test of Early Reading Ability (TERA) 3rd Edition.

**Performance:**

A student portfolio will be collected by the parent.

The portfolio contents:

1. A letter from the parents requesting early access
2. Observable student behaviors using the KIngore Observation Inventory and the Scales for identifying Gifted Students
3. A letter of recommendation from the Pre-school/Kindergarten teacher
4. Any other supporting anecdotal pertinent information
5. Any public or private testing results
6. Student Performance examples may include but not limited to: five to eight examples that represent emerging talents;
  - Art pieces
  - Audio recording
  - Demonstrated Computer skills
  - Dictations
  - Drawing or sketching information
  - Mathematical or Scientific Investigations
  - Photographs/videos of child's performance
  - Reading level
  - Research
  - Written Products

The portfolio will be reviewed by the PPBOCES GT Coordinator, the district pre-school and/or kindergarten teachers for quality and kindergarten/1st grade readiness.

**Readiness, social behavior and motivation:**

Parents are asked to complete the Kingore Observation Inventory(KOI) to include in the child's portfolio. The parents and the BOCES Coordinator will discuss KOI and complete the Scale for Identifying Gifted Students together.

The SIGS is used as the normed referenced observation tool for early access. This observation tool (SIGS) will be completed with the Pikes Peak BOCES Gifted and Talent Coordinator and the parent. The student must score in the Gifted range.

Pre-School and Kindergarten Behavioral Scales - TS Gold/Survey if completed prior to start of the identification process.

**Support system:**

**The following steps will be completed in coordination with the PPBOCES GT Coordinator, kindergarten and/or first grade teacher, district GT coordinator, parent and child:**

**How do Schools Ensure that Early Access is working**

- The child is consulted at every step of the process



- The guidelines for Early Access have been implemented correctly and understood by all participants in the process
- An ALP is developed by the required deadline of September 30th of current year
- The teacher's attitude is positive toward the early access process itself
- The teacher has knowledge in the area of gifted education and/or will receive support if needed
- Monitoring and evaluation of progress is ongoing through weekly consultation with student, parents, teacher, counselor, administrator and district GT coordinator, focusing on social and emotional adjustments to kindergarten and/or 1st grade
- Academic data is used to inform instructional decisions
- The ALP is continually reviewed throughout the year and changes are made when necessary

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## Process

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### Timelines:

Pikes Peak BOCES Timeline for Early Access

### December

A letter is sent to all Pikes Peak BOCES member districts' Superintendents and district GT coordinators by the Pikes Peak BOCES Gifted Coordinator to inform/remind them of the Early Access procedures and timeline. The letter includes: the background of Early Access and briefly explains the overall procedure. A brochure is attached to the letter with a request that the brochure be distributed and available for parents, pre-school teachers, teachers and elementary students.

Early Access begins **February 1** and information from the parents must be collected by **March 20** of that school year. Late requests for Early Access will be considered and move forward at the discretion of the AU GT coordinator and district based team. Parents requesting late consideration of EA will be communicated with thru writing by the BOCES GT coordinator.

### Procedures for Early Access to Kindergarten/1<sup>st</sup> Grade for Pikes Peak BOCES Districts

#### Step One:

The parent will contact the G/T Coordinator at Pikes Peak BOCES, 719-622-2099 and request Early Access for their child. A student shall be age 4 by October 1 for kindergarten and age 5 by October 1 for first grade.

The Pikes Peak BOCES G/T Coordinator will send a packet of information to the Parent with specific directions for completion.

The Parent is responsible for collecting the material for the required Portfolio (see above - Performance) and delivers the Portfolio to the Pikes Peak BOCES GT Coordinator no later than **March 19th**.

Upon receiving the Portfolio, the Pikes Peak BOCES G/T Coordinator, will request that the Pre-

school/Kindergarten teacher complete the Behavior Scales and return to the G/T Coordinator by **April 1st**.

**The Parent contacts the Pikes Peak BOCES G/T Coordinator and schedules an appointment by April 5th to review and discuss the child's completed portfolio.**

The Pikes Peak BOCES G/T Coordinator discusses the portfolio with the parent (the child also attends the conference and will be interviewed).

Determination will be made by the Pikes Peak G/T Coordinator and Early Childhood Specialist whether the portfolio represents potential for Early Access.

#### Process Continued:

Parent contacts the Pikes Peak BOCES G/T Coordinator and schedules an appointment to discuss and review the portfolio (the child also attends)

Student is interviewed and may be assessed at the time of the portfolio review.



G/T Coordinator will use these Achievement Tests:

TEMA (Test of Early Mathematics Ability) a score of 97%tile and higher must be achieved

TERA (Test of Early Reading Ability) a score of 97%tile and higher must be achieved

Pikes Peak BOCES G/T Coordinator refers the student to the designated BOCES psychologist for individual testing at BOCES. The child must score in the 97% or higher. The parent may be responsible for payment for private testing.

Pikes Peak BOCES G/T Coordinator informs the district's elementary principal and G/T facilitator where the parent wishes to enroll the child that the process has begun.

#### **PROCEDURE STEP TWO:**

Identification criteria must be met-97%tile in aptitude and achievement in order to be funded

Placement Determination: The school review team may consist of the building Principal, District G/T Facilitator, Psychologist, Pre-school and Kindergarten teachers, BOCES GT Coordinator, and others deemed appropriate (counselor, speech pathologists, ESL facilitator, etc.).

THE FINAL DECISION TO ACCEPT OR NOT TO ACCEPT A CHILD IS AT THE DISCRETION OF THE PIKE'S PEAK BOCES AU AND THE SCHOOL DISTRICT'S REVIEW COMMITTEE WHICH THE PIKES PEAK BOCES G/T COORDINATOR, WHO COMMENCED THE PROCESS, SERVES AS A COMMITTEE MEMBER.

#### **First week of May - Parents are informed of the decision**

If the child has met all the state criteria, a conference is scheduled with the parents, and any other appropriate personnel. An **ALP** will be developed and written by the child's parent, GT Coordinator, Pikes Peak BOCES G/T Coordinator in conjunction with the Kindergarten/ first grade teacher. **Must be completed no later than September 30.**

Progress is monitored continually. During the first year of Early Access - Bi weekly, monthly and quarterly.

Transitioning to the next grade will be guided by district's Gifted Coordinator and the Kindergarten/First grade teacher.

#### **Personnel:**

Pikes Peak BOCES G/T Coordinator is responsible for initial parent contact, collecting student portfolios, interview with parent and child and administering achievement assessments. After the Body of Evidence (BOE) is collected the Pikes Peak BOCES GT coordinator will contact the Principal of the receiving school requesting the Gifted Identification Team support to determine eligibility for Early Access.

Pikes Peak BOCES psychologist will administer the cognitive assessment (such as the Kaufman ABC) and provide a written report to the Pikes Peak BOCES GT coordinator.

Parent(s) is responsible for completing and submitting student portfolio, collecting artifacts, referral letters and completing KOI and SIGS assessments by due date

Determination/Support team consisting of the building GT Coordinator, Administrator, Parent, Pre-school Teacher, Kindergarten and/or First Grade Teacher, Counselor and Pikes Peak BOCES GT Coordinator (and any other personnel deemed necessary) will review the BOE and make the determination of Early Access eligibility. Support will be provided based on continuous monitoring.

#### **Evaluation:**

Identification criteria must be met-97%tile in aptitude and achievement - see Identification Process and Personnel sections above.

Placement Determination: The school review team may consist of the building Principal, District G/T Facilitator, Psychologist, Pre-school and Kindergarten teachers, BOCES GT Coordinator, and others deemed appropriate (counselor, speech pathologists, ESL facilitator, etc.).



THE FINAL DECISION TO ACCEPT OR NOT TO ACCEPT A CHILD IS AT THE DISCRETION OF THE Pikes Peak BOCES AU AND THE SCHOOL DISTRICT'S REVIEW COMMITTEE WHICH THE PIKES PEAK BOCES G/T COORDINATOR, WHO COMMENCED THE PROCESS, SERVES AS A COMMITTEE MEMBER.

**First week of May - Parents are informed of the decision Eligible or not**

If the child has met all the state criteria and the team comes to consensus, a conference is scheduled with the parents, and any other appropriate personnel. An **ALP** will be developed and written by the child's parent, GT Coordinator, Pikes Peak BOCES G/T Coordinator in conjunction with the Kindergarten/ first grade teacher. Must be completed no later than September 30.

If the child is deemed gifted but Early Access is denied, all appropriate data in the BOE will be made available to the pre-school the child attends to enhance the learning environment.

Progress is monitored continually. During the first year of Early Access - Bi weekly, monthly and quarterly as stated in the section above.

Transitioning to the next grade will be guided by school district's Gifted Coordinator and the Kindergarten/First grade teacher.

Determination letter of non-acceptance

Dear \_\_\_\_\_,

Date \_\_\_\_\_

The Gifted Educational team has reviewed all the collected data concerning Gifted placement for your child. A Body of Evidence was collected to guide in the determination of placement.

The Gifted Educational team has determined that your child at this time has not met the criteria for Gifted Identification and placement.

We invite you to join us to discuss the results of Body of Evidence.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place \_\_\_\_\_

Please email or call my office to confirm this conference appointment.

I look forward to working with your child and you.

Sincerely,

Trish Reitingger  
Gifted and Talented Coordinator  
Pikes Peak BOCES

Determination letter of acceptance

Dear \_\_\_\_\_,

Date \_\_\_\_\_

The Gifted Educational team has reviewed all the collected data concerning Gifted placement for your child. A Body of Evidence was collected to guide the determination of placement.

The Gifted Educational team has determined that your child has met the criteria for Gifted Identification and placement.

We invite you to join us to discuss the results and placement.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place \_\_\_\_\_

Please email or call my office to confirm this conference appointment.

I look forward to working with your child and you.

Sincerely,



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Trish Reitingger  
Gifted and Talented Coordinator  
Pikes Peak BOCES  
719-622-2099  
treitingger@ppboces.org

**Monitoring:**

Progress is monitored continually using T/S Gold or another state approved observational assessment for kindergarten students and state standards for first grade.

Monitoring and evaluation of progress is ongoing through weekly/bi-weekly consultation with student, parents, teacher, counselor, administrator and district GT coordinator, focusing on social and emotional adjustments to kindergarten and/or 1st grade, especially during the first quarter.

Academic data should be reviewed weekly for the first quarter to monitor and inform instructional decisions to ensure student is on or above grade-level.

The ALP is continually reviewed throughout the year and changes are made when necessary

Transitioning to the next grade will be guided by school district's Gifted Coordinator and the Kindergarten/First grade teacher.

**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.**