



Rio Blanco BOCES - 64213

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

- Information regarding the Rio Blanco BOCES Early Childhood Access policy is available on the Rio Blanco BCOES web page.
- To initiate the application process, parents need to contact the Gifted and Talented Office at 970-675-2064 and make a request for Early Childhood Access. Requests will be accepted from **March 1st to April 1st** for the following school year. Determination will be made within 60 calendar days of receiving referral portfolios.
- The child must be age 4 for kindergarten and age 5 for first grade by the start of school in order to qualify for early entrance under this policy.
- For more information or to submit your application portfolios, contact the Gifted and Talented Office at 970-675-2064.
 1. **A request for early entrance must be made in writing by March 1st of the preceding school year directly to the Rio Blanco BOCES. After the request has been received, information about the process will be given to the parent.**
 2. **Initial testing must be done by a licensed school psychologist using the WPPSI, DAS, or other appropriate cognitive test. 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 98% confidence interval. If the student qualifies for free and reduced lunch payment, options will be provided.**



3. **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.**
4. **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.**

Criteria

Aptitude:

1. Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
1. Raven Matrices
2. Wechsler Intelligence Scale for Children (WISC)
3. DAS2 Differentiated Abilities Scale 2

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Achievement:

Student Performance-work samples including but not limited to:

1. Examples of number sense (knowledge of)
2. Examples of beginning alphabet sounds (knowledge of)
3. Examples of shapes (knowledge of)
4. Examples of colors (knowledge of)
5. Examples of writing
6. Beginning to read
7. Counting forward/backward/skip counting
8. Estimating
9. Communicating

Performance:

1. Kingore Observation Inventory for Parents
2. Preschool & Kindergarten Behavioral Scales (PBKS-2)

Readiness, social behavior and motivation:

1. Kingore Observation Inventory for Parents
2. Preschool & Kindergarten Behavioral Scales (PBKS-2)
3. Gifted Evaluation Scale, preschool

Support system:

1. Letter from parent requesting early entrance
2. *Kingore Observation Inventory for Parents* will be provided to parents to complete
3. Letter from preschool/kindergarten teacher recommending student



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4. *Preschool & Kindergarten Behavior Scales* (PKBS-2) completed by preschool/kindergarten teacher(s)
 5. Any supporting anecdotal information
 6. Any available test data (public/private testing, etc.)
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1. **If the process continues, appropriate testing will be administered by BOCES personnel**
 2. **Observable Student Behaviors –**
 - *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.)
 3. **All data must be collected and submitted to the gifted coordinator by April 1st.**

Process

Timelines:

Applications are accepted March 1-31.

1. **The Gifted Education team, including the receiving building principal, psychologist, Gifted Education Coordinator, and kindergarten and/or 1st grade teacher, will develop an assessment plan based on initial screening information and data gathered, including:** • A Full Scale score of IQ 130 or better on a full scale standardized intelligence test must be achieved. • Academic achievement results on appropriate testing or equivalent must be at 98th percentile or better, i.e., one year ahead of the child's chronological age. • 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.
2. **For those students who DO NOT meet these criteria, the process will end and parents will receive written notification along with a copy of the test results.**
3. **If the child is identified as having a disability and as eligible for special education services, the original fee for the cognitive test will be reimbursed by the district.**

Personnel:

Gifted Coordinator, Parent, Director of Gifted Education, Building principal, parent, classroom teacher, school psychologist.

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Evaluation:

Once the completed Packet is submitted, the appropriate staff members complete any additional testing, scoring, and written reports.

If your child is placed in the program, a conference is scheduled with you and the appropriate school 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.

If your child is identified as gifted but not deemed appropriate for the Early Childhood Access program, the child's assessment portfolio will be sent to the child's school.

If your child is admitted under the Early Childhood Access policy, ongoing progress monitoring using the ALP and student performance reports will be shared with the parents and child at least every 5 weeks during the first year of early access.

Monitoring:

Gifted coordinator meets regularly with classroom teacher and parent to monitor student performance.

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.