



Ute Pass BOCES - 64205

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

Parents, educators, and community members will be informed about Early Access for highly advanced gifted students through the school district's websites, their GT Handbooks. This will include information on highly advanced gifted children, the criteria, process, timelines, portfolio referrals, tests, final determinations and ALP development. There will be no fees charged for Early Access consideration, and this will also be outlined in the process on the websites.

Educators and administrators will be trained during their monthly GT meetings and Leadership Meetings on the Early Access Process next month (February 2019) and oriented to the websites at the BOCES and District levels to assist others who are seeking information.

Parents requesting information about the Early Access process (including contact information of the Gifted Staff) will be referred to the district website. Early Access into Kindergarten will only be considered for students residing within the district boundaries, and requires a student to be 4 years old by October 1 and Early Access into 1st grade requires a student to be five years old by October 1. The Gifted Teacher of the child's potential elementary school will be the primary contact with parents once the request for consideration for Early Access is received through a phone call or email. Parents will receive a portfolio packet (required components listed below) from the Gifted Teacher that includes an application, Ages and Stages Questionnaire, list of portfolio requirements, and an informational letter explaining the process and next steps. Once received, the portfolio and the Ages and Stages Questionnaire will be reviewed by the Gifted Team (GT teachers, Administrators, and a General Education Teacher) If this Body of Evidence demonstrates highly advanced skills in all areas (reading, writing, math, creativity, and social/emotional, the child will then receive additional testing by trained staff. (Teaching Strategies GOLD for Kindergarten Readiness, achievement assessments- Test of Early Math Abilities (TEMA), Test of Early Reading Abilities (TERA), and Test of Early Written Language (TEWL), and then a cognitive



assessment (options for specific tools listed below as chosen by the testing administrator) All of these assessments must show performance at or above the 97th percentile.

At any point that the evidence does not demonstrate skills significantly above same age peers, the process will halt, and parents will be notified by a letter of the determination. (portfolio, Kindergarten Readiness, Achievement Test, Cognitive Tests) Preschool enrichment options will be provided to the parent and their homeschool preschool by the Gifted Teacher.

The GT teacher (primary contact at the potential elementary school) will contact parents to share results and determination. A determination letter will be given to parents at that time, documenting the decision. An ALP meeting will then be scheduled with parents and the team, by the GT Teacher, to develop an ALP by September 30th. Ongoing communication with parents will occur every 5 weeks as the child's goal progress is monitored by the GT Teacher and the General Education Teacher, recorded in the ALP, and a copy given to parents.

Criteria

Aptitude:

Once a portfolio is received, it is the sole discretion of the district to refer students on for additional evaluation.

The portfolio must include:

- Complete application form (with proof of address within district boundaries)
- Copy of Birth Certificate showing age 4 by Oct. 1 for Kindergarten or age 5 by Oct.1 for First Grade
- Ages and Stages Questionnaire
- Letter stating reasons for considering Early Access for your child
- Statements (3 or more) from existing preschool staff and other non-family members showing highly advanced skills (2 age/grade levels above)
- Examples of advanced reading ability (Reading 1st grade level or higher books independently with equal reading comprehension skills)
- Examples of advanced number sense, higher level math skills (addition/subtraction facts, solving real world math problems independently)
- Examples of writing abilities (Writing simple paragraphs, uses 1st grade or higher vocabulary in speaking and writing)
- Examples of creativity (projects 2 age levels above developmentally)

The GT Team (GT Teachers, Administrators, General Education Teacher) will review the portfolio, and if the child demonstrates skills at least 2 ages/grades above level in all areas (reading , writing, math, creativity, and social/emotional) they will be referred for additional evaluation.

After the portfolio review, Kindergarten Readiness, and demonstration of Achievement Tests above the 97th percentile, appropriate tools from the following menu will be administered to the child by qualified personnel (school psychologist):

- Stanford Binet
- Wechsler Preschool and Primary Scale of Intelligence
- Kaufman ABC

The child must score at or above the 97th percentile

Achievement:

Achievement Tools include:

- TS GOLD
- Test of Early Mathematics Ability
- Test of Early Reading Ability
- Test of Early Writing Abilities



The child must also score at or above the 97th percentile to be admitted under the Early Access Provision.

Performance:

The portfolio must be submitted by April 1st and include evidence including work samples of exceptional performance (at least 2 age/grade level above peers) and other available scales/measures:

- Complete application form (with proof of address within district boundaries)
- Copy of Birth Certificate showing age 4 by Oct. 1 for Kindergarten or age 5 by Oct.1 for First Grade
- Ages and Stages Questionnaire
- Letter stating reasons for considering Early Access for your child
- Statements (3 or more) from existing preschool staff and other non-family members showing highly advanced skills (2 age/grade levels above)
- Examples of advanced reading ability (Alphabet sounds, Reading 1st grade level or higher books independently with equal reading comprehension skills)
- Examples of advanced number sense, higher level math skills (addition/subtraction facts, solving real world math problems independently)
- Examples of writing abilities (Writing simple paragraphs, uses 1st grade or higher vocabulary in speaking and writing)
- Examples of creativity (projects 2 age levels above developmentally)

Readiness, social behavior and motivation:

The portfolio must include work samples and preschool teacher recommendations of readiness, social behavior and motivation above their same age peers:

- Kindergarten Readiness (Teaching Strategies GOLD)
- Ages and Stages Questionnaire
- Anecdotal Information (narrative descriptions, may include pictures)
- Student Interests (project samples, may include pictures)

Support system:

If it is determined that the child's exceptional needs must be met through Early Access to Kindergarten/1st Grade, The Gifted Teacher will contact the parents to notify them of the determination and serve as the liaison between parents, child and Kindergarten/1st grade teachers. The following steps will then be followed by the Gifted teacher to support the child, parents, and teachers through their first year:

- Notification letter sent to family by May 1
- Initial Conference with family and principal by the end of May
- Develop an Advanced Learning Plan (ALP) with the family and teacher that includes a transition goal and a description of services and supports to the child from school staff and parents
- Frequent consultation between the Gifted and General Education Teacher to monitor performance and social/emotional skills
- Parent / Teacher Conferences, that include the Gifted Teacher, with goal and performance progress monitored and shared

Process

Timelines:

For all of these areas, the process for identifying highly advanced gifted children whose needs require acceleration for Early Access into Kindergarten at age 4 and/or 1st grade at age 5 must be complete by April 1. After a parent requests consideration for Early Access, the districts will begin accepting portfolios from parents



February 1st, and a determination will be made within 60 calendar days. Referrals made after April 1st will only be considered for military families newly arriving to the area. The final date for a military family to submit an application and portfolio will be July 1st ,with final determinations made by the first day of school.

February 1 Begin accepting portfolios with required components

- Complete application form (with proof of address within district boundaries)
- Copy of Birth Certificate showing age 4 by Oct. 1 for Kindergarten or age 5 by Oct.1 for First Grade
- Ages and Stages Questionnaire
- Letter stating reasons for considering Early Access for your child
- Statements (3 or more) from existing preschool staff and other non-family members showing highly advanced skills (2 age/grade levels above)
- Examples of advanced reading ability (Alphabet sounds, Reading 1st grade level or higher books independently with equal reading comprehension skills)
- Examples of advanced number sense, higher level math skills (addition/subtraction facts, solving real world math problems independently)
- Examples of writing abilities (Writing simple paragraphs, uses 1st grade or higher vocabulary in speaking and writing)
- Examples of creativity (projects 2 age levels above developmentally)

April 1 Applications with portfolio for following school year are due
Portfolios are reviewed for evidence of exceptional skills 2 ages/grades above peers. If yes, then: Achievement and Readiness Assessments administered. If at or above 97th %ile, then: Cognitive Ability Assessments Administered. If at or above 97th %ile, team makes determination

for

Early Access

May 1 Determinations made and notification letter sent within 60 calendar days of request

May 25 Initial Conference held with parents (ALP may be developed at that time, but no later than September 30)

Personnel:

Initial referrals: Principals, Gifted Teachers, District Administrators

Portfolio Packet: Gifted Teacher of potential elementary school makes contact with parent and distributes

packet containing application,portfolio components, Ages and Stages Questionnaire

Portfolio Review: District Gifted Team (Gifted and Gen Ed Teachers, Administrators)

Additional Evaluations: Qualified personnel for Cognitive (School Psychologist) and Achievement Assessments (Teachers)

ALP Development: Gifted Teacher (by September 30)

Determination Notification: Gifted Teacher (Within 60 days)

Support Team: Gifted and General Education Teachers, Parents, Principal

Evaluation:

1. Parents request an application/portfolio packet from Gifted Teacher (contact info on website) Ages and Stages Screener will also be given to parents

2. Once a portfolio is received, it is the sole discretion of the district to refer students on for additional evaluation. The portfolio must include:Complete application form

- Copy of Birth Certificate showing age 4 by Oct. 1 for Kindergarten or age 5 by Oct.1 for First Grade
- Letter stating reasons for considering Early Access for your child



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- Ages and Stages Questionnaire
 - Statements (3 or more) from existing preschool staff and other non-family members showing highly advanced skills (2 age/grade levels above)
 - Examples of advanced reading ability (Reading 1st grade level or higher books independently with equal reading comprehension skills)
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 - Examples of writing abilities (Writing simple paragraphs, uses 1st grade or higher vocabulary in speaking and writing)
 - Examples of creativity (projects 2 age levels above developmentally)

3. The portfolio is reviewed by the district's gifted team (gifted teachers and administrators) to determine if the body of evidence shows exceptional abilities 2 ages/grades above their peers. Child will be referred for achievement testing by district staff (GT Teacher)

4. Achievement Tests and Kindergarten Readiness Assessment will be administered by the GT Teacher and/or School Psychologist to include:

- Teaching Strategies GOLD
- Test of Early Mathematics Ability
- Test of Early Reading Ability
- Test of Early Written Language

The child must score at or above the 97th percentile to be admitted under the Early Access Provision.

5. After achievement and readiness assessments show scores at or above the 97th percentile, the child will be referred for cognitive assessment, with appropriate tools from the following menu to be administered to the child by qualified personnel: (School Psychologist)

- Stanford Binet
- Wechsler Preschool and Primary Scale of Intelligence
- Kaufman ABC

The child must score at or above the 97th percentile

6. Determination made by district's Gifted team, at their sole discretion. Determination letter sent to parents by Gifted Teacher, within 60 calendar days of receipt of portfolio (If child does not qualify at any point in the process for Early Access, options for Preschool enrichment are provided to the parent and home school.)

7. ALP developed with parents, by the Gifted Education Teacher with the General Education Teacher, by September 30th.

8. Progress monitored by Gifted and General Education Teacher at least every 5 weeks, and reported to parents within the ALP document. Parent / Teacher Conferences include Gifted Teacher

9. Any disputes in this process will be addressed through the Dispute Process outlined for all Gifted Education. (District Gifted Coordinator hears dispute and attempts to resolve the issue. If it cannot be resolved, the Superintendent and BOCES Gifted Director hear the dispute and make final resolution)

Monitoring:

The child's achievement and social performance will be monitored by the gifted teacher in collaboration with the general education teacher at least every 5 weeks and recorded in the ALP. The progress will be reported to parents through written correspondence and parent/teacher conferences. Any concerns with the student's performance/adjustment to the environment will be discussed by the team, including parents and documented in the ALP.

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.