



Uncompahgre BOCES - 64200

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

All information regarding Early Access to Kindergarten and first grade is posted on our BOCES website and individual district websites. In March of each year, our UnBOCES gifted coordinator sends email blasts to all area preschools with information and flyers advertising the upcoming deadline for Early Access application. Newspapers and other local media outlets are also contacted and requested to help get the word out through public service announcements. Notices are sent and posted to all libraries in the region as well. In order to educate staff, each year reminders and updates are sent to district gifted coordinators and administration to remind them of the process. Superintendents were consulted in the development of the procedures. Gifted coordinators and district psychologists were consulted during the update of the procedures. Education regarding ALP development for early access students is conducted on a case-by-case basis with all staff and administration who have contact with the student present.

Criteria

Aptitude:

Aptitude assessments must demonstrate a full battery score of 97 percentile or higher based on age norms on one of the selected cognitive assessments. Assessments will be administered by a district psychologist or the BOCES gifted education coordinator.

Assessments currently available in our BOCES:

Cognitive Abilities Test 7 (COGAT Form 7)

Kaufman Assessment Battery for Children, Second Edition (KABC-II)

Kaufman Brief Intelligence Test, Second Edition (K-BIT2)



Naglieri Nonverbal Ability Test, Second Edition (NNAT2)
Stanford Binet Intelligence Scales, 5th Edition (SB 5)
Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)
Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition – Brief Intellectual Ability

Achievement:

Achievement assessments must demonstrate a score of 97 percentile or higher based on age norms in three areas: Reading, Writing, and Math. Assessments will be administered by a district psychologist or the BOCES gifted education coordinator.

Assessments currently available in our BOCES:

Test of Early Mathematics Ability, Third Edition (TEMA-3)

Test of Early Reading Ability, Third Edition (TERA-3)

Test of Early Written Language (TEWL-3)

Wechsler Individual Achievement Test, Third Edition

Woodcock-Johnson IV Normative Update (NU) Tests of Achievement, Forms A and B

Performance:

Performance assessments may consist of either a portfolio of work that demonstrates that the child is working at least two years above his/her age peers OR a score of 97 percentile or higher on a nationally normed gifted behavior tool. Portfolios will be reviewed by classroom teachers with assistance from the district's gifted coordinator. Gifted behavior tools will be completed by an adult, other than a relative, who has experience with the child. (For example: preschool teacher, Sunday school teacher, girl/boy scout leader, etc.)

Assessments currently available in our BOCES:

Gifted Evaluation Scales (GES)

Scales for Identifying Gifted Students (SIGS)

Readiness, social behavior and motivation:

The student must demonstrate readiness for school as measured by the district's Kindergarten screening tool. This evaluation tool will be completed by the current kindergarten or first grade teacher with assistance from the district's gifted coordinator.

Assessments currently available in our BOCES:

Teaching Strategies Gold

Teaching Strategies Gold Survey – Kindergarten Entry Assessment

The Desired Results Developmental Profile for Kindergarten (DRDP-K)

Support system:

Once identified as an early access student, the district's gifted coordinator with assistance from the UnBOCES gifted coordinator will monitor both the academic and social needs of the student on a monthly basis to ensure the student is successful in his/her placement, with results of monitoring to be recorded in student's ALP.

Adjustments are made to the ALP as needed with input from the coordinators, administration, teachers, parents, and the student.

Process

Timelines:



The timeline for early access decisions begins on April 1 of each school year. Parents must indicate and interest in pursuing early access by this date (or the following Monday if April 1st falls on a weekend.) Decisions will be made within 60 days of April 1. Other important deadlines in this process are as follows:

- April 8 - Parent portfolio and questionnaire is due to the district.
- Testing begins, questionnaires are sent out to preschool teachers and/or other adults who have knowledge about the child.
- Determination meeting is held to consist of district and BOCES gifted coordinators, administration, teachers, and other personnel as needed.
- Determination decision is presented to parents in person, if possible, by June 1.
- ALP is developed within the first 30 days of school or by September 30, whichever comes first.

Personnel:

The building principal will be the main contact person for collection of all data, questionnaires or referrals, and assessment results, in coordination with the district gifted coordinator. The BOCES gifted coordinator, who has and endorsement and master's degree in gifted education, as well as the district psychologist are both considered qualified to administer any assessments that are needed. The determination team will include both the district and BOCES gifted coordinators, administration, teachers, parents, and any other staff member deemed pertinent to the decision making process. Once accepted as an early access student, responsibility for all support, ALP development and monitoring, and parent contact shifts to the district's gifted coordinator.

Evaluation:

All of our early access letters, forms, and timelines can be accessed at the following link: <https://docs.google.com/document/d/1I96XreA5ikMlneNTCZJKx70fEX6m9BfT8dHOVLS4hF4/edit?usp=sharing>

Monitoring:

During the first year of early access, the gifted coordinator will be responsible for monthly monitoring of both the student's academic and social/emotional progress. Monitoring will be recorded on the students 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 administration, 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.