

Application Process

- ❖ Garfield Re 2 will provide information regarding Early Childhood Access to their local community through their web pages, parent handbooks, newspapers, or other appropriate methods. The Early Childhood Access policy will also be made available on the Mountain Board of Cooperative Educational Services (BOCES) web page. The information will include the criteria, process, time frames, portfolio referral, assessments, final determination process, ALP development, and dispute resolution process.
- ❖ Professional development will be provided annually to the preschool, general and gifted education personnel, including preschool, kindergarten, and first grade teachers and principals regarding the Early Childhood Access process and policy.
- ❖ Parent contacts school/district office and makes request for Early Childhood Access. Requests will be accepted starting March 1st for the following school year. Completed applications are due no later than April 1st for early childhood access 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.
- ❖ Application should be submitted by the parent/guardian to the local School District Gifted Education Coordinator or designee at 970.665.7600. If contact information is needed, please contact the local school district's administrative office or the Mountain BOCES at 719.486.2603.
- ❖ The local School District Coordinator contacts parents and obtains information about student and reason for request. District Coordinator informs parent(s) about process and mails them the necessary information.
- ❖ If the parent decides to request that their child go through the process, the parent is responsible for the collection and submission of the following information for a portfolio:

#1 Observable Student Behaviors

1. Letter from parent requesting early entrance
2. *Kingore Observation Inventory for Parents* will be provided to parents to complete
3. Letter from preschool teacher recommending student
4. Any supporting anecdotal information
5. Any available test data (public/private testing, etc.)

#2 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
10. reasoning

#3 Samples of Student Interest

1. Examples ~ Drawings
2. Other Items Parent Deems Appropriate

After completing the portfolio for the child the parent will submit by April 1st, the local School District Gifted Education Coordinator, or designee, schedules an appointment to discuss and review the completed portfolio and determine if student needs further assessment (testing) and would benefit academically from participation in the program. In addition, an adult working with the child may be asked to complete the Preschool & Kindergarten Behavior Scales (PKBS-2).

- ❖ A School District Coordinator may refer the student for individual testing (at district expense). Areas to be assessed will include cognitive ability, academic achievement, motor skills and social/emotional skills. In addition, School District Coordinator will inform principal at local school and the administrative unit where parent wishes to enroll student.

Determination Process

- ❖ In order to be placed a student must be formally identified as Gifted & Talented according to Mountain BOCES criteria. They must have a component or composite score at the 97th percentile on a standardized mental ability and achievement assessment. Scores alone do not automatically qualify a student for early access.
- ❖ For those students who do not meet the criteria, the process will end and parents will receive written notification along with a copy of the written report of test results. Parents may request a follow-up meeting for clarification.
- ❖ For those students who have qualifying scores, upon completion of testing and creating the written report, an appointment is then made at the requested school site to meet and evaluate the student to complete the Gifted Education identification process and make a determination regarding placement.

- ❖ The school determination team, at a minimum, will include the principal, gifted education resource personnel, a teacher in early childhood, and any other appropriate person (i.e. counselor, English as a Second Language teacher or Special Education teacher, etc.) The team reviews the complete body of evidence and makes a consensus decision regarding placement. If there is no team consensus, the gifted education director and principal will make the determination.
- ❖ The final decision to accept or not to accept a student is always at the discretion of the local school district and administrative unit.
- ❖ Parents will be contacted in writing with the decision of the placement team. A determination letter should have the signatures of the gifted education staff, early childhood staff, and administrator.

Instruments That May Be Used in Determining Placement Include the Following:

- Kingore Observation Inventory for Parents
- Preschool & Kindergarten Behavioral Scales (PBKS-2)
- Individual School Reading Inventories
- Individual School Math Placement tests
- Scales for Rating the Behavior Characteristics of Superior Students-R (SRBCSS-R)
- Young Children's Academic Intrinsic Motivation Inventory (Y-CAIMI)
- Other assessments deemed appropriate by the Administrative Unit or School District

Standardized Tests That May Be Used for Determining Placement :

- Wechsler Intelligence Test (WIPPSI)
- Differential Abilities Scale (DAS)
- Ravens Matrices
- Test of Early Mathematics Ability (TEMA)
- Test of Early Reading Ability (TERA)
- WISC
- K-Bit2
- Other assessments deemed appropriate by the Administrative Unit or School District

Placement Process

- ❖ If the child is placed in the program, a conference is scheduled with the parent(s) and any appropriate school personnel to develop an Advanced Learning Plans 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 the 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 for serving the area of exceptionality.

- ❖ If the child is admitted under the Early Childhood Access policy, ongoing progress monitoring using the ALP and student performance reports will be shared the parents and child at least every 5 weeks during the first year of early access.
- ❖ There should be evidence of clear articulation about how the parents, teachers, school administrators and the learning environment will contribute to a positive support system.
- ❖ After the first year of early access, during transition the support team will consist of the receiving teacher and administrator, gifted education personnel, the sending teacher, and any other appropriate persons identified by the administrative unit.

Appeal Process

In any case where a parent wishes to appeal the districts decision, the Mountain BOCES appeal process will be followed. In order to appeal the decision, the parent should submit a request in writing to the Executive Director of the Mountain Board of Cooperative Educational Services (BOCES) at 1713 Mount Lincoln Drive West, Leadville, Colorado 80461. Telephone: 719.486.2603. A final decision by the administrative unit will be made within ten days after receiving the written appeal.

Approved: July 25, 1978
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