

San Luis Valley BOCES

EARLY ACCESS: GIFTED/TALENTED STUDENT IDENTIFICATION PROCESS

SLV BOCES Gifted Education Coordinator

Early access decisions will be a consensus process within the determination team that analyzes multiple criteria from a body of evidence resulting in a student profile of strengths, needs and interests of the child. Test scores alone will not determine early access. Parents may accept or decline an offer of early access.

GIFTED AND TALENTED STUDENT PROGRAMMING

"Early Access" means early entrance to kindergarten or first grade for highly advanced gifted children under the age of six, and means a gifted student is placed in a grade level above other same aged peers.

Early Access

Early access shall be provided by the AU to identify and serve highly advanced gifted children who are:

1. Four years of age and for whom early access to kindergarten is deemed appropriate by the AU.
2. Five years of age and for whom early access to first grade is deemed appropriate by the AU.
3. Early access shall not be an acceleration pattern recommended for the majority of age 4 or 5 gifted children who will benefit from preschool programming.
4. The purpose of early access is to identify and serve the few highly advanced gifted children who require comprehensive academic acceleration.

Optional Fee Condition

Parents may be charged a reasonable fee (\$150 per hour) for a psychologist to administer any tests that are necessary for the purpose of identifying a highly advanced gifted child and making early access determinations. No charge shall be assessed if the child is eligible for a school "free/reduced-cost meal".

Criteria for Early Access

All criteria must be considered in making the determination-test scores alone do not meet determination.

Aptitude

Aptitude supporting early access is indicated by a highly advanced level of performance compared to age-peers on cognitive abilities rating scales or 97th percentile and above on standardized cognitive ability tests which are conducted by licensed and/or trained staff.

Achievement

Achievement supporting early access is indicated by a highly advanced level of performance compared to age-peers on achievement rating scales, performance assessment, or 97th percentile and above on standardized achievement tests. Typically, early access children function two or more years above their age peers.

Performance

Performance supporting early access is indicated by work samples and informal teacher and/or parent data indicating demonstrated ability above age peers.

Readiness, Social Behavior and Motivation

Readiness, social behavior and motivation for early access are determined by the child's ability to demonstrate the indicators deemed necessary for kindergarten or first grade by the district's standards or national standards.

Evaluation

The steps shall include, but not be limited to:

- A. Screening Portfolio
- B. Referral
- C. Testing and Body of Evidence
- D. Decision Making
- E. ALP Plans developed with 30 days when student starts school

Portfolio Contents

Letter from the parent requesting Early Access

Parent Information Form

Any anecdotal information

Any public/private school testing that has been completed before this process

Student Portfolio which may include, but not limited to:

- Examples of Number Sense (knowledge of)
- Examples of Beginning Alphabet Sounds (knowledge of)
- Examples of Shapes
- Examples of Writing
- Student Interests
- Student Drawings

Other items parents deem important

All items will be dated upon completion

The Portfolio is for your child to complete and for you to collect.

Please date each component of the portfolio as your child completes it.

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Early Access
Checklist of My Child's Strengths
Parent Questionnaire

Child's Name _____

Describe and check any other strengths that *usually* or *often* apply to your child:

- _____ Is very aware of physical surroundings.
- _____ Asks questions about abstract ideas like love, feelings, relationships, or justice.
- _____ Needs less sleep than other children of same age.
- _____ Moves around a lot. Is very active – sometimes seems hyperactive.
- _____ Talked early.
- _____ Has long attention span for activities that interest her/him.
- _____ Is extremely concerned, curious about the meaning of life and death.
- _____ Reacts intensely to noise, light, taste, smells, or touch.
- _____ Craves stimulations and activity. Is rarely content to sit idle.
- _____ Is very emotional – cries, angers, excites easily.
- _____ Has an excellent memory.
- _____ Insists that people be “fair”. Complains when things are “unfair”.
- _____ Is extremely curious – asks “Why?” “How?” “What if?”
- _____ Becomes so involved that he/she is not aware of anything else - - “lost in own world.”
- _____ Explains ideas in complex, unusual ways.
- _____ Is very interested in cause-effect relationships.
- _____ Reasons well. Thinks of creative ways to solve problems.
- _____ Is very interested in calendars, clocks, and map structures.
- _____ Has vivid imaginations and may have trouble separating real from unreal.
- _____ Is extremely creative – uses materials in unusual ways; makes up elaborate stories or excuses; sees many possible answers/solutions; spends free time drawing, painting, writing, sculpting, or singing.
- _____ Has spontaneous and/or advanced sense of humor.
- _____ Likes to play with words. Uses advanced sentence structure and vocabulary.
- _____ Is often singing, moving rhythmically; may tell stories or communicate by singing.
- _____ Memorizes songs.
- _____ Often prefers playing with older children or being with adults.
- _____ Creates complicated play and games.
- _____ Gives complex answers to questions.
- _____ Becomes extremely frustrated when body can't do what mind wants it to.
- _____ Has strong sense of self-control; wants to know reasons for rules.
- _____ Is eager to try new things.
- _____ Can concentrate on two or three activities at one time.

Describe and check any other strengths that *usually* or *often* apply to your child:

Parent/Caregiver's Signature: _____

Phone: _____

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Early Access
Preschool/Head Start Teacher Checklist

Child's Name _____ Date: _____

Item	Yes	No
1. Ability to follow structured daily routines.		
2. Ability to work independently with supervision.		
3. Ability to listen to what someone else is saying.		
4. Ability to get along and cooperate with others.		
5. Ability to follow simple rules.		
6. Ability to independently use school tools (scissors, pencils, crayons, etc.).		
7. Ability to write own name.		
8. Ability to count to 100.		
9. Ability to recite the alphabet.		
10. Ability to identify shapes.		
11. Ability to identify colors.		
12. Ability to recognize sound units in words.		
13. Ability to read environmental print (McDonalds, Walmart, etc.)		
14. Ability to take care of personal needs: (bathroom, zipper, etc.)		
15. Do you believe this child is ready to enter kindergarten at this time?		
List any other traits you have observed:		

Preschool/Head Start teacher signature: _____

Thank you for taking the time to complete this checklist. Please include any testing you have done.

Source: Matt Hudson Charter School Institute, with permission