

San Luis Valley BOCES

EARLY ADMITTANCE: 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 gifted programming.
4. The purpose of early access is to identify and serve the few highly advanced gifted children who require comprehensive academic acceleration.

(b) Optional Fee Condition

Parents may be charged a reasonable fee 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

(A) 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

(A) 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

(A) 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

(A) 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 a Body of Evidence
- (D) Decision Making
- (E) ALP Plans developed within 30 days when student starts school