

NW COLORADO BOCES

PROCEDURES FOR KINDERGARTEN EARLY ENTRANCE FOR HIGHLY GIFTED STUDENTS

The purpose of these guidelines is to provide criteria and procedures for early entrance for students into the _____ School District. Based on teacher input and committee research, we recognize that early entrance student success is contingent on mature levels of social, emotional, and academic proficiency. The early entrance assessment is designed to select students who demonstrate superior development in all of these areas. **The final decision to accept or not to accept a student is ALWAYS at the discretion of the local school based on the data required.**

Part 1: Initial Screening

1. For students turning 4 or 5 by the start date of the upcoming school year in the district they wish to enter, a request for early entrance must be made in writing by March 1st of the preceding school year directly to the superintendent or elementary school principal where the child would attend. After the request has been received, information about the process will be given to the parent.
2. Initial IQ testing, such as the Weschler Preschool & Primary Scale of Intelligence, Kaufman Brief Intelligence Test or Stanford Binet Intelligence Scale must be done by a licensed school psychologist and is the only test the district will accept. The cost of the test will be borne by the parent not to exceed \$500. The child must obtain a Full Scale IQ score of 135 or better to be considered eligible, with consideration for the student scoring within the 95% confidence interval. If the student qualifies for free and reduced lunch, then no fee will be charged to the family for the assessment.
3. The psychologist's summary shall include the results of the standardized testing and the child's attendance to task and other relevant behaviors throughout the test.
4. Preschool is required and preschool information will be considered in the assessment process unless a written statement is supplied detailing factors that prohibited preschool participation.

Part 2: Data Gathering

1. If the process continues, appropriate testing will be administered by district personnel.
2. Observable Student Behaviors –
 - *Kingore Observation Inventory for Parents* completed by parent.
 - Letter from preschool teacher recommending student.
 - *Preschool & Kindergarten Behavior Scales (PKBS-2)* completed by Preschool teacher(s). (You will receive this when you turn in the portfolio.)
 - Any supporting anecdotal information.
 - Any available test data (public/private testing, etc.)
3. All data must be collected and submitted to the building principal or superintendent by May 1st.

Part 3: Criteria for Early Entrance

1. A Full Scale score of IQ 135 or better on a full scale standardized intelligence test must be achieved.
2. Academic achievement results on appropriate testing or equivalent must be at 98th percentile or better, i.e., one year ahead of the child's chronological age.
3. Social/emotional maturity, academic motivation and persistence must be demonstrated.
4. If the student has special emotional needs, those needs will be taken into consideration to determine the best placement for the child.
5. Strong desire by the child to enter kindergarten must be evident, without undue pressure from the parents.
6. For those students who DO NOT meet these criteria, the process will end and parents will receive written notification along with a copy of the test results.

Part 4: Recommendation Procedures

1. A district committee will meet to consider each early entrance candidate. This committee is comprised of a school principal, a kindergarten teacher, a school psychologist, gifted coordinator, a representative from early childhood and other appropriate personnel.
2. Parents will be notified of the decision of the committee by June 30 and a determination letter will be sent.
3. If early entrance is recommended, a building team will meet with the parents prior to the first day of school. **All early entrance placements are on a trial basis.**
4. During the first six weeks of school, the school psychologist or principal will conduct classroom observations and note whether the child is: socially integrated, progressing academically, able and willing to follow directions, demonstrating acceptable emotional maturity and appropriate independence.
5. As a result of the observations, a building review team including the school psychologist and gifted coordinator, the classroom teacher, and the building principal will determine whether the placement is appropriate.
6. If the building team determines that the child is able to access early entrance into Kindergarten, an Advanced Learning Plan will be developed with goals related to Academics and also a transition goal. This plan will developed within the first 30 days of the entering school year. Part of the plan will include a component of ongoing communication between the parent and the school.
7. If the building team determines the placement is not appropriate, a meeting with the parents will be arranged. The child will be withdrawn from kindergarten. The appropriate course of action will be discussed.
8. If the child does not qualify for early entrance then the documentation collected with assessment information will be provided to the child's current school.

The final decision to accept or not to accept a student is ALWAYS at the discretion of the local school based on the data required.