

TIMELINE

Early Access application packets are available beginning January 4, 2021. To request an Early Access application packet, please contact Lisa Rogers, Student Achievement Coordinator, using the contact information listed on the back of this brochure.

Early Access application packet materials must be completed and returned to the Fountain-Fort Carson Administration Building by March 15, 2021 for consideration. Ongoing screening is available for military families newly arriving to the area. Please contact Lisa Rogers for additional information.

Determinations for entrance to Early Access are made within 60 calendar days of the district receiving the completed Early Access application packet and portfolio.

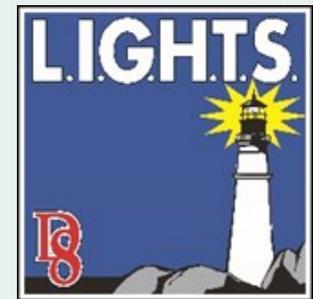


Fountain -Fort Carson School District 8
Lisa Rogers, Student Achievement
Coordinator
10665 Jimmy Camp Road
Fountain, CO
80817

Phone: 719-382-1300
E-mail: lrogers@ffc8.org



Early Access to Kindergarten and First Grade



Fountain-Fort Carson School District 8
L.I.G.H.T.S.—Learning & Instruction for
Gifted, Highly-Capable & Talented



What is Early Access?

Early Access is the early entrance to kindergarten or first grade for highly-advanced gifted children under the age of six. Children for whom Early Access is appropriate are exceptionally precocious and ready for school earlier than their same-age peers. Academic achievement, reasoning ability, performance, and motivation are profound compared to other gifted children.

The purpose of Early Access is to identify and serve the few highly-advanced gifted children who require comprehensive academic acceleration. Early Access is not an acceleration pattern recommended for the majority of gifted children ages 4 and 5. Regular public or private preschools or home schooling meet the needs of the majority of gifted 4 and 5 year olds.

CHARACTERISTICS OF YOUNG GIFTED STUDENTS

- More than average sharing and helping behaviors, and high sensitivity to the needs of others.
- Early development of exceptional verbal ability. These children often have an extensive vocabulary and agile use of language at age 2. They recite poetry and songs. These children also read a wide range of books, both fiction and non-fiction.
- Early development of mobility. These children begin crawling, standing unassisted, walking, and riding a bicycle earlier than their similar-age peers.
- Discuss problems, rules, and goals to a greater extent than similar-age peers.
- Complex reasoning skills and the ability to remember complex information. These children are fascinated with numbers.
- Show evidence of pre-logical thinking, creativity, discomfort with ambiguity, and spontaneous incorporation of academic activities into free play.
- Quick learners, self-directed, and highly energetic.
- Very observant in regards to their environment. These children will notice details others tend to ignore and have a heightened sense of curiosity.
- Have a vivid imagination and a great sense of humor, often enjoying puns and wordplay.
- Demonstrate periods of intense concentration and are able to attend to tasks for longer periods of time than same-age peers.

EARLY ACCESS PROCESS AND CRITERIA

Families begin the Early Access process by completing an application and submitting a portfolio of student work samples. District personnel will review the application materials and portfolio. The parent/guardian and child will also meet with district personnel for an interactive, play-based interview, so the child can demonstrate academic, social, and motor skills. The interview also provides the opportunity to determine school readiness.

A child who is determined to be an appropriate candidate to move forward in the Early Access process must complete achievement tests in reading, math, and writing. In order for a child to continue with the Early Access process, he or she must score at the 97th percentile or higher on all three achievement tests.

A child must also score at the 97th percentile or higher on a cognitive assessment to be considered for Early Access.

The Early Access team will then review the full body of testing evidence, school readiness data, observational notes, and student portfolio to make a determination regarding qualification for Early Access.