

Accelerated Placement in Primary

Senate Bill 35 (SB 35), enacted during the 2006 Regular Session, permits a child who is at least 5 years of age (on or before October 1) but less than 6 years of age to be advanced through the primary program if the student is determined to have acquired the academic and social skills taught in first level primary (kindergarten). Senate Bill 35 also provides that the student may be classified as other than a first level primary (kindergarten) student for purposes of funding. It's important to note the kindergarten age requirement of turning 5 years of age changes to August 1 in the 2017-2018 school year.

Where is the statute located?

The statute is found at <http://www.lrc.ky.gov/KRS/158-00/031.PDF>. The specific citation is KRS 158.031 (6).

Where is the regulation located?

The regulation is found at <http://www.lrc.ky.gov/kar/702/007/125.htm>. The specific citation is 702 KAR 7:125 section 7 (2) a-d.

What is required for a district to place a child who is age-eligible for first level primary (kindergarten; cut-off date for eligibility is 5 on or before October 1) in the second level of primary (first grade)?

The district must determine if the student is eligible for accelerated placement. Eligibility is based upon a team review of multiple sources of information about the child. The sources of information must include:

- Anecdotal records;
- Student work samples, including evidence of self-reflection; and,
- Standardized test results.

Do the provisions of KRS 158.03 (6) apply to children who are not age-eligible for first level primary (e.g., four-year-olds)?

No, the provisions of KRS 158.031 (6) apply only to those children who are at least 5 years of age on or before October 1 but less than 6 years of age. Children whose fifth birthday is after October 1 are not eligible for accelerated placement as defined by SB 35. It's important to note the kindergarten age requirement of turning 5 years of age changes to August 1 in the 2017-2018 school year.

candidate for accelerated placement would meet or exceed these standards.

How do districts get approval for funding accelerated placements?

Once the local board of education has recommended a student for accelerated placement, the district must forward the board recommendation along with the supporting documentation listed below to the KDE for approval. The four supporting documents are:

1. A list of data sources used in making the decision;
2. A list of all individuals who submitted the data sources;
3. A list of team members indicating the role of the individual on the team and the individual who has an understanding of early childhood development and knowledge of developmentally-appropriate practices; and,
4. The data needed to create a pupil attendance record.

Once approved by the KDE, the School Finance Division shall be notified to release full-day funding for this student.

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Where will districts find information about appropriate standardized tests to use?

KDE provides guidance to help districts make informed decisions about appropriate K-3 assessments in reading and math at:

<http://education.ky.gov/curriculum/conpro/prim-pre/Pages/Primary-Diagnostic-Assessment.aspx>

In addition, *The Building a Strong Foundation for School Success Kentucky Early Childhood Continuous Assessment Guide* provides information on appropriate assessments for children birth to five. The guide can be downloaded from the KDE website at:

<http://education.ky.gov/curriculum/conpro/prim-pre/Pages/Early-Childhood-Resources.aspx>

Who determines the eligibility for accelerated placement in primary?

A team reviews the information and makes the eligibility decision. The team is required to have a minimum of three members who have knowledge of the student's developmental skills and abilities. Team membership may be chosen from the following: Teachers, Parents; Psychologists; and District Specialists.

At least one member of the team must represent the district office and have an understanding of early childhood development and knowledge of developmentally appropriate practices.

What should the review team note about the student's social, academic, and developmental progress?

Standardized test scores should indicate that the student is functioning at or above average or above his age level. Anecdotal records, including observations, should reveal that the student follows group instruction, regulates his attention and focus for extended periods, and interacts appropriately with peers and adults.

A student may be a candidate for accelerated placement if the student demonstrates high achievement of social, academic, and developmental skills. The Kentucky Program of Studies (POS) describes what primary students should know and be able to do in all core content areas. The team can use this information as a point of reference in looking at whether the child has attained the entry-level standards. It is expected that a potential