

## **EARLY ADMISSION TO KINDERGARTEN**

### District 110 Guidelines and Procedures

#### **References:**

Minn. Stat. § 124D.02 Subdivision 1: Kindergarten Instruction

D110 School Board Policy 513: Student Promotion, Retention, and Program Design

#### **Background:**

Children who are not yet 5 years old on or before September 1 may be considered for early entrance into kindergarten. Minnesota Statutes, section 124D.02, allows for school districts to permit selected children for early admission into kindergarten if there is an early admission policy established by the school board.

School districts that have adopted an early entrance policy need a comprehensive evaluation procedure to help determine the child's cognitive, social, and emotional development and the child's ability to meet kindergarten grade expectations and progress to first grade the following year. The comprehensive evaluation for early entrance into kindergarten must:

- Use valid and reliable instrumentation
- Be aligned with state kindergarten expectations
- Include a parent report and teacher observations of the child's knowledge, skills and abilities

#### **District 110 minimum requirements for early admission to Kindergarten:**

- Children considered for early admission to Kindergarten need to be turning 5 years of age no later than October 15.
- The student must score within a range of 115-130+ on the Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III).
- The student must demonstrate advanced academic readiness and social-emotional development as compared to peers.
- The student may not be considered for early admission if it would result in joining an older sibling in the next grade.

**Process:** The following process is based on the Iowa Acceleration Scale, 3rd edition

**Step 1:** Contact the building principal by April 15 of the year prior to discuss and consider moving forward with arrangements for the early admission to Kindergarten process.

Supporting documents:

- *Factors to be Considered*
- *What is Expected from an Average Kindergartner in the Fall*

**Step 2:** Parent completes early admittance form and submits formal preschool screening results to principal.

Supporting documents:

- *Early Admittance Form and Questionnaire*

**Step 3:** Principal will review preschool screening and determine if completing next steps in the process is warranted.

Supporting Documents:

- *Agreement for the Process of Having My Child Examined to Determine Readiness for Early Kindergarten Readiness*

**Step 4:** Preschool teacher(s) complete readiness checklist and submit to principal. The child must earn a score of 34 or above in order to proceed.

Supporting Documents:

- *Kindergarten Readiness Checklist*

**Step 5:** Parents will be informed of the psychological assessment requirements which include: an assessment of cognitive abilities, and an assessment of pre-achievement skills. The psychological evaluation will be conducted by a licensed psychologist and the expenses related to these assessments are the responsibility of the family.

Supporting Documents:

- *Required Standardized Assessments*

**Step 6:** A written summary of the assessment results will be submitted to the school district when completed.

**Step 7:** A child study team will be assembled to review the assessment data and make a decision on early admission to Kindergarten.

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### Factors to be Considered

Academic readiness skills are only one piece of the puzzle parents need to think of when considering early admission to Kindergarten.

Factors relating to the present situation:

Maturity	Being able to separate, attention span, interest in academic learning, dealing with frustration, self-control when dealing with difficult tasks.
Social Skills	How well does the child play with other children? How much experience has the child had with different groups of children?
Readiness Skills	Should be better than average (small and large motor, letter and number identification, and meaning basic language concepts, etc).
Verbal Skills	How assertive is the child? Can the child ask for help? Is the child able to express needs at this current time?
Age	How close to the September cut-off is the birthday? Trend is toward children starting later, the child may be 2 years younger than classmates.

Factors relating to future situations:

Decision	Affects not only kindergarten year, but also the rest of the child's academic career. Although skills may be strong at present, this does not mean that the child will continue to progress/perform at this rate.
Social Issues	Consider-exposure to dating, driving, and decision-making skills one year earlier. For example, the child will be 14 when others are 15 and 16.
Sports Participation	Trend is toward "red-shirting." <i>Delaying the participation in a sport for 1 year.</i>
Boys and Girls	Will hit puberty later which may affect self-esteem.

Considerations for parents:

- Why do you want to pursue early admission?
- Are there other options available in light of the above considerations (i.e 5-day per week preschool program)?

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What is Expected from an Average Kindergartner in the Fall

### **Social/Emotional Development**

- Able to play with other children by interacting socially with peers in the classroom
- Self control, able to briefly delay gratification
- Has a sense of personal space - spatial awareness
- Able to communicate with adults and other children
- Able to transition easily from one thing to another by accepting change in routine without becoming fearful
- Separate from parents easily
- Give reasons for his/her opinions
- Accept opposition or defeat without crying
- Shares and takes turns
- Can work and complete a task without being easily distracted

### **Academic Development**

- Can sit through a 15-20 minute activity (teacher-read stories, group time, class learning groups, etc.) by listening to teacher stories, another student, and participating in class discussions
- Can follow simple, 3-step directions and routines
- Has the ability to listen to directions without interrupting
- Some recognition of letters, sounds and numbers
- Able to print first name, draw a person, a line, and circle
- Hears words that rhyme and can generate rhyming words
- Hears words that begin with the same sounds
- Understands words that show position (up, down, inside, above, etc.)
- Can stay on topic in a class discussion
- Retell a story in the correct sequence
- Tell a story or relate an experience in own words

### **Physical and Motor Development**

- Can run and jump (unless disability)
- Able to cut a line, circle, manipulate scissors, use crayons, markers, and pencils correctly to copy simple symbols
- Has the ability to perform self-help skills such as zipping a jacket or pants, putting on boots or shoes, toileting, etc.

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Early Admittance Form and Questionnaire

Child's Name (First, Last)	
Gender	
Birthdate	
Name(s) of Parent/Guardian	
Address	
E-mail	
Phone Contact	
Name and Age of Sibling(s)	

What experiences has your child had in large group situations? How has your child performed in these groups compared to other children in the group?

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What accelerated social and academic skills do you feel your child possesses? Why do you feel the child would benefit from early school admission?

Does the child have any medical needs?

I (We) have met with the building principal to discuss our early entrance to Kindergarten request. After our child has been evaluated and the results discussed with me (us), we agree to abide by the decision (findings) of the child study team.

Signature of Parent/Guardian(s):

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal:

\_\_\_\_\_ Date: \_\_\_\_\_

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### Kindergarten Readiness Checklist

<b>Skill Assessment</b> To be completed by the child's preschool teacher	<b>3</b> <b>Always</b>	<b>2</b> <b>Sometimes</b>	<b>1</b> <b>Never</b>
Able to follow 3-part directions			
Able to follow class routines			
Successfully enters a group to play			
Able to sit in a circle or for a story for at least 10 minutes			
Has a conversation with at least 4 exchanges			
Uses sentences with at least 6 words			
Shows self control			
Dresses him or herself (not including tying shoes)			
Uses scissors with thumb up and turning paper			
Holds writing utensils correctly			
Able to verbally communicate needs			
Recognizes many uppercase letters			
Recognizes many lowercase letters			
Associates sounds with letters			
Understands the composition of words into sentences			
Able to take turns when playing or talking			
Has a love of learning			
Column Totals			
<b>Total Score</b> (Sum of Columns)			

Additional teacher comments regarding early entrance to Kindergarten:

Completed by:

\_\_\_\_\_ Date: \_\_\_\_\_



## **EARLY ADMISSION TO KINDERGARTEN**

### Required Standardized Assessments

Parents will be informed of the psychological assessment requirements which include: an assessment of cognitive abilities, and an assessment of pre-achievement skills. The psychological evaluation will be conducted by a licensed psychologist and the expenses related to these assessments are the responsibility of the family.

#### **Cognitive Ability Assessment:**

- Wechsler Preschool and Primary Scales of Intelligence (WPPSI) - Preferred; or
- Woodcock-Johnson Tests of Cognitive Abilities (WJ-COG)

#### **Achievement Assessment:**

- Wechsler Individual Achievement Test (WIAT); or
- Woodcock-Johnson Tests of Achievement (WJ-ACH)

Evaluators must be a Licensed Child Psychologist or School Psychologist. Following are some suggested resources.

Developing Minds Psychology, PLLC

Dr. Gabriel Watson

3340 Republic Avenue, Suite 120

St. Louis Park, Minnesota 55426

Cashman Center

Dr. Jim Anderson

7525 Mitchell Road; Ste 310

Eden Prairie, MN 55344

952-224- 8990

Dr. Deborah Ruf

4500 Heathbrooke Circle

Golden Valley, MN 55422

763-521-4565

Your Pediatrician may also be a good source to locate an Evaluator.