



EARLY ENTRANCE TO KINDERGARTEN IN SPRING LAKE PARK SCHOOLS



EARLY ENTRANCE TO KINDERGARTEN PROCESS AND PROCEDURES

If your child will turn 5 between September 2 and November 1, you are eligible to apply for Early Entrance to Kindergarten.

Step 1:

Members of the Early Entrance to Kindergarten team (Coordinator of Gifted and Talented Services, a Gifted and Talented Specialist, a kindergarten teacher, a school psychologist, enrollment coordinator, and the elementary school principal) will review the application materials upon arrival.

Step 2:

A representative from the Early Entrance to Kindergarten team will contact the parent/ guardian with the date and time of their child's observation and assessment. During this step, the child will:

- Participate in an early childhood classroom experience with similarly-aged peers
- Complete a brief measure of cognitive ability

Children who score at the 90th percentile or higher on the brief measure of cognitive ability and demonstrate socialization and behavioral skills more advanced than typical for his or her age based on parent report, preschool/child care teacher report, and kindergarten teacher observations during the early childhood classroom experience, will be recommended for Step 3.

A representative from the Early Entrance to Kindergarten team will notify the parents/guardians by letter within 7-10 days if the child:

- Is recommended to proceed to further evaluation
- Is not recommended for Early Entrance to Kindergarten

Step 3:

If the child is recommended to proceed, a representative from the Early Entrance to Kindergarten team will provide the information regarding a comprehensive cognitive and social/emotional evaluation by a school psychologist. If cognitive testing has been completed by an independent psychologist, results must be submitted directly to the Early Entrance to Kindergarten team.

Children who score at the 90th percentile or higher on a norm-referenced, individual measure of cognitive ability, and who demonstrate socialization and behavior skills more advanced than typical for his or her age, based on reports of a normative behavior rating scale, may be recommended for Early Entrance to Kindergarten on a probationary status.

The determination for eligibility for early entrance to kindergarten is made by a consensus decision of the assessment team, based on the criteria outlined above. This determination is considered final. Results and the final determination will be shared with parents through a written assessment report.

A representative from the Early Entrance to Kindergarten team will notify the parents/guardians by letter within 7-10 days if the child:

- May enter kindergarten early on probationary admission
- Will not be admitted for Early Entrance to Kindergarten but may enroll the following fall.

Step 4:

Parents/guardians may enroll accepted Early Entrance to Kindergarten students. Accepted Early Entrance students will be enrolled on a probationary status until December 1. Parents/guardians may choose to withdraw their child at any point from the Early Entrance to Kindergarten process or probationary period.

Probationary Admission

Early Entrance to Kindergarten is probationary until December 1. By this date, the child's school will notify parents/guardians if the child should continue in kindergarten or withdraw for the remainder of the school year and return for kindergarten the following fall.

Probationary admission means that the school staff will closely be monitoring your child to ensure that kindergarten is the right social, emotional, and cognitive fit for your child. If it is decided that kindergarten is not the appropriate setting at this time, your child will be unenrolled and asked to enroll again the following fall. Because of this probationary period, we recommend that you keep open communication with your child's teacher and have a back-up child care or preschool plan.

APPLICATION PROCESS

1. **Confirm Eligibility:** To qualify for enrollment to kindergarten, your child must turn 5 on or before September 1 of the school year desired. Children who turn 5 between September 2 and November 1 of the school year desired are eligible to apply for Early Entrance to Kindergarten.
2. **Early Childhood Screening:** Early Childhood Screening must be completed prior to application.
3. **Application Deadline:** The Early Entrance to Kindergarten deadline is February 28. Applications must be received by February 28 for consideration for the next school year. A \$150 fee is charged to cover the costs of the early entrance evaluation. The cost of the assessment is the responsibility of the parent/guardian. If financial assistance is needed, additional paperwork may be required. If you miss the February 28 deadline, Early Entrance to Kindergarten is no longer an option. Your child may enroll for kindergarten next fall.

For early childhood screening information please call 763-600-5900.

Return the application to:

District Services Center
1415 81st Avenue NE
Spring Lake Park, MN 55432

Questions? Contact the District Services Center at 763-600-5000.

FREQUENTLY ASKED QUESTIONS

What might indicate that my child is a good candidate for early entrance to kindergarten?

My child consistently demonstrates the following...

Language Development

- Uses complex sentences
- Follows directions with 2 or more steps
- Understands and uses vocabulary related to opposites
- Recognizes similar beginning sounds
- Recognizes rhyming words

Math

- Count at least 10 objects with 1-1 correspondence
- Count from 1-10 in correct order
- Identify and put written numbers in order from 1-10
- Understands that a written number is associated with a quantity
- Uses the words more and less correctly
- Recognizes basic shapes

Beginning Reading and Writing

- Knows letters in his or her name and can recognize name in print
- Knows at least 15 upper and lowercase letters in addition to name
- Knows letter sounds of at least 10-15 letters
- Associates letter sounds with letters in print
- Can retell a familiar story in sequential order
- Can hold a book correctly
- Recognizes small and frequent words
- Expresses ideas through pictures
- Writes name moving toward upper and lower case

Social and Motor Skills

- Wait for a turn
- Follow familiar routines
- Play cooperatively with other children
- Pay attention and actively participate
- Control strong emotions when challenges arise
- Cope with separation from familiar adults
- Confidence in meeting own needs
- Hold and use scissors correctly to cut on straight and curved lines
- Use crayons, pencils and markers correctly
- Put on and zip/button own coat and put on shoes
- Coordinate basic movement skills: run, hop, skip, kick, throw, catch, balance, gallop
- Use classroom materials appropriately

What are some reasons children do not meet the criteria?

It is important to understand that the vast majority of children do not meet the criteria for entering kindergarten early, *but still have typical development*. Students entering kindergarten early consistently exhibit developmental levels that are significantly above their chronological-aged peers. As a result, the primary reason why children do not meet criteria is because they are developing typically, or at a rate that is only slightly above their chronological-aged peers.

Why are the standards for early entrance so rigorous?

High standards in the early entrance to kindergarten process helps ensure that kindergarten readiness is demonstrated consistently among multiple areas of development. Standards for early entrance are set high to ensure that students are not frustrated by their advanced grade placement, as children who enter early are placed with other children who may be a year (or over a year) older and have had the advantage of additional life experience and development. It is not advantageous for a child to enter school early unless we can predict with assurance that the child will be successful not only in kindergarten, but in the twelve years that follow.

How should I prepare my child for evaluation?

Prepare the child by having him or her get a good night of sleep the night before. Provide a meal or snack prior to the experience and have him or her wear comfortable clothes and gym shoes. Parents should maintain a positive, relaxed attitude rather than emphasizing pieces of information for the child to memorize in order to “pass.” Trying to study or “cram” in order to help your child prepare for the observation often produces confusion and anxiety rather than confidence.

Tell your child that he or she will be working with someone who helps the teachers at school and that there will be other children waiting to do the same activities. The activities are fun, and they should enjoy the session while doing their best. Bring things for your child to work on quietly if they have to wait a few minutes for their appointment. Avoid setting false expectations by telling your child that they are going to kindergarten. Wait to talk with your child about the possibility of starting kindergarten early until he or she has been completed each step of the process and is recommended to this fall.

Remember, the focus is on gathering information to help adults make decisions about your child’s readiness to enter school early and have a successful and positive school experience. Many children who participate in the observation are developing normally, but may not meet the criteria for Early Entrance. Be supportive of your child, and help him or her have a good experience.

APPLICATION FOR EARLY ENTRANCE

Application deadline: February 28

Child's Name _____
First Middle Last

Child's Birthdate _____ ☐ Male ☐ Female

Child's Address _____ City _____ State _____ Zip _____

Preferred School ☐ Centerview Elementary School ☐ Northpoint Elementary School
☐ Park Terrace Elementary School ☐ Woodcrest Spanish Immersion

Parent/Guardian 1 Information

Name _____

Email _____

Phone Number 1 _____

Phone Number 2 _____

Parent/Guardian 2 Information

Name _____

Email _____

Phone Number 1 _____

Phone Number 2 _____

Sibling Information (list the oldest first)

Name _____ ☐ Male ☐ Female Birthdate _____

Name _____ ☐ Male ☐ Female Birthdate _____

Name _____ ☐ Male ☐ Female Birthdate _____

Name _____ ☐ Male ☐ Female Birthdate _____

Early Childhood Screening

Location where your child's Early Childhood Screening was completed: _____

Date of screening: _____ Parent/guardian initials: _____

☐ I have attached copy of the results of my child's Early Childhood Screening.

Child Information

1. Please list reasons why you believe your child should be permitted early admission:

2. Has your child attended any type of school? If so, please comment on his/her experiences.

3. What responsibilities does your child have around the home?

4. Please share an example of a topic about which your child has an intense interest as well as a great deal of knowledge. Be as specific as possible.
5. What are your child's favorite play activities with other children?
6. Has your child received 504 Services or Special Ed. Services?
7. How does your child feel about school?

Early Entrance Process

I understand that if my child does not meet the criteria for any of the steps (Observation, Evaluation and Assessment) of the Early Entrance to Kindergarten assessment, he/she will not be authorized to continue in the Early Entrance process.

Parent/guardian initials: _____

I understand that, due to the time and resources required for the Early Entrance to Kindergarten process, all decisions regarding my child's eligibility are final.

Parent/guardian initials: _____

I understand that entering kindergarten early as a four-year-old means probationary admission through the end of the first trimester. I will be notified by the school if the needs of my child would be better met by entering school as a kindergartener the following year.

Parent/guardian initials: _____

I give consent for the assessment of my child. The school district has my permission to contact any of the Early Entrance preparation providers listed. I certify the information given above is true and correct.

Parent Signature _____ Date _____

***Return application along with
the Early Entrance Parent
Rating and Information Form to:***

District Services Center
Attn: Enrollment Services
1415 81st Avenue NE
Spring Lake Park, MN 55432

Fax: 763-600-5583

Email: enrollment@district16.org

Application deadline for early entrance is February 28

EARLY ENTRANCE PARENT RATING AND INFORMATION FORM

Child's Name _____

Please complete the following rating scale and questions. Return this two-page form along with the application.

	<i>Often true</i>	<i>Sometimes true</i>	<i>Rarely true</i>
<i>General Intellectual Ability</i>			
Asks many specific questions and seriously listens to the answers.			
Has a good memory.			
Frequently prefers playing with older children.			
Has mature sense of humor for age. (Understands puns or plays on words before other children. May not understand the "silly" humor of age peers.)			
Is exceptionally curious. (Either in many things all at once or just one area at a time.)			
Is interested in why things happen (Cause-effect relationships) May insist that his or her explanation is more sensible than the "real" one.)			
Has a long attention span for activities he/she chooses other than television.			
Knows many things about which children of similar ages are unaware.			
Applies concepts of reading and math in new situations.			
Is sensitive to emotional issues. (May ask questions regarding pain, death, anger, love, violence, etc.)			
Is eager to try new activities.			
<i>Linguistic Aptitude</i>			
Uses advanced vocabulary. Uses many unusual words for his/her age.			
Employs advanced sentence structure. (Example: Uses "however" and "although".)			
Makes up elaborate stories or fantasies.			
Memorizes many poems or stories. (Recites poems or rhymes using rhythm and cadence.)			
Prefers storybooks with many words and fewer pictures.			
Has taught or is teaching self to read by asking, "What is this letter?" or "What does this word say?"			
Is interested in printing letters, names, and words.			
<i>Math/Logic Aptitude</i>			
Is very interested in maps, globes, charts, calendars and clocks.			
Asks many questions about time and space.			
Enjoys assembling new or difficult puzzles.			
Likes to count, weigh, measure and categorize objects.			
<i>Scientific Aptitude</i>			
Constantly wants to know how and why things work.			
Collects things.			
Likes to classify and categorize objects and ideas			
Has advanced understanding of cause and effect relationships			
Chooses "how to" books or nature study books over stories and fairy tales.			
Likes to take apart things such as toys, clocks, flashlights, and appliances. May or may not be able to put them back together			

	<i>Often true</i>	<i>Sometimes true</i>	<i>Rarely true</i>
<i>Visual Arts Aptitude</i>			
Remembers in detail, items, places or pictures seen.			
Has advanced eye/hand coordination.			
Artwork includes many small details.			
Pays attention to texture, color and balance in artwork and in everyday life.			
Responds emotionally to photos, painting or sculptures.			
Shows advanced skill in drawing, painting or sculpting.			
<i>Creative Thinking Ability</i>			
Has imaginary friend. (Friend has very detailed and complex life.)			
Constantly asks questions.			
Answers questions by giving a list of possible answers.			
Sees solutions that rarely occur to other children or to adults.			
Effectively uses materials, such as toys, boxes, etc. in ways other than that for which they were intended.			
Shows sense of humor quickly and frequently.			
Adds extra details to stories. (For example: in books, TV programs, games, etc.)			
Invents words.			
<i>Leadership Ability</i>			
Gets along easily with children and adults.			
Is often sought out by other children for play.			
Is able to enter an already playing group of children and be easily accepted.			
Offers play suggestions to other children and have them easily accepted.			
Is able to influence other children toward his or her goals, either positive or negative.			
Understands cause and effect as it relates to behavior and the consequences of that behavior.			
Has a sense of justice and fair play for both self and others.			

My child can read ☐ Not at all ☐ A few words ☐ Many words

My child began to read words at age _____

My child began to talk in sentences at age _____

Comments: Use the space below to include other information about your child's skills, interests and abilities that will help us in assessing his/her special learning needs.

**Return application along
with the rating scale to:**

District Services Center
Attn: Enrollment Services
1415 81st Avenue NE
Spring Lake Park, MN 55432
Fax: 763-600-5583
Email: enrollment@district16.org

QUESTIONS?

District Services Center

1415 81st Avenue NE
Spring Lake Park, MN 55432
763-600-5000

Centerview Elementary

10365 Davenport Street NE
Blaine, MN 55449
763-600-5500

Northpoint Elementary

2350 124th Court NE
Blaine, MN 55449
763-600-5700

Park Terrace Elementary

8301 Terrace Road NE
Spring Lake Park, MN 55432
763-600-5600

Woodcrest Spanish Immersion

880 Osborne Road NE
Fridley, MN 55432
763-600-5800

www.SpringLakeParkSchools.org