



Adopted: January 26, 2009

Revised: 3/23/15; 3/12/18

617 EARLY ENTRANCE

I. PURPOSE

The purpose of this policy is to provide guidelines for the consideration of early entrance for students in kindergarten, or for Voluntary Pre-Kindergarten preschool programming.

II. GENERAL STATEMENT OF POLICY

The admission of students will be in accordance with M.S. 120A.20, Subd. 1 – Admission to Public School.

- A. No child will be admitted to school as a kindergarten student unless that child is five years of age on or before September 1 of the school year for which admission is sought.
- B. Children who become five years of age on September 2 through November 1 of the school year for which admission is requested, may enroll in kindergarten based upon the successful completion of an assessment process. Early admission procedures will guide the final recommendation for acceptance of the child. The cost of the assessment for early entrance is the responsibility of the parent/guardian unless such an expense is determined to be a hardship.
- C. A kindergarten child moving into the school district during the school year from another district that does not have identical entrance requirements, may be allowed to continue his/her education in this school district.
- D. No child will be admitted to school as a first grade student unless that child is at least six years of age on or before September 1 of the year for which admission is requested, or has completed a full year of kindergarten taught by a licensed kindergarten teacher and is six on or before December 31 of the year for which admission is requested.
- E. If a child is entering kindergarten or first grade, his/her parent/guardian is required to provide proof of the child's age through one of the following documents; an original or copy of the student's legal birth certificate, an original valid passport, an original verified baptismal certificate, or the original affidavit of a natural parent/guardian.
- F. The District will publish information concerning enrollment in school through the local newspaper, elementary building newsletters, and by direct mailing.

To align with enrollment to kindergarten expectations for five years of age by September 1, no child will be admitted to Voluntary Pre-Kindergarten/SSP Community Preschool as a preschool student unless the child is four years of age on or before September 1 of the school year for which admission is sought.

- A. Children who become four years of age on September 2 through November 1 of the school year for which admission is requested, may enroll in Voluntary Pre-Kindergarten/Preschool based upon the successful completion of an assessment process. Early admission procedures will guide the final recommendation for acceptance of the child. The cost of the assessment for early entrance is the responsibility of the parent/guardian unless such an expense is determined to be a hardship.

Legal References: Minn. Stat. § 120A.20 (Age Limitations; pupils)
Minn. Stat. § 120A.05 (Kindergarten)
Minn. Stat. § 120B.15 (Gifted and Talented)

South St. Paul
Public Schools



EARLY ENTRANCE TO KINDERGARTEN



Application Guide

THINGS TO CONSIDER

Because you are considering Early Entrance to Kindergarten, you probably have observed some behaviors in your child that lead you to think he or she might be ready for kindergarten. Indeed, some children are ready, and that's why our school district provides a process for Early Entrance.

It's an important decision that can affect your student's academic and social performance for the remainder of his or her school career, so we urge you to take it very seriously. Here are some things to consider:

- *Research indicates that Early Entrance and/or early reading ability is not a predictor of success in school.*
- *Children with strong early reading skills often plateau by third grade.*
- *Children who enter kindergarten early may demonstrate social or emotional difficulties due to their relative immaturity.*
- *As they progress through school, children who are young for their grade level may have more difficulty fitting in with their peers in social situations.*
- *They may be less likely to excel in sports because of their age and/or their smaller size.*

THREE PERSPECTIVES ON EARLY ENTRANCE

A Parent's Viewpoint...

Parents sometimes assume that an early start in school provides an educational advantage for their child. This assumption runs counter to research that indicates that *children who start early enjoy no long lasting advantage over those of equal ability who start later*. While pursuing what they believe is best for their child, parents may not be considering all of the dimensions of child development; they might also overlook the importance of early success in building confidence for the future.

After considering the possible effects of Early Entrance, some parents choose not to go through with the evaluation. Those who continue with the process understand that over the last six years, 92% of the children do not meet the criteria for acceptance *but still have normal development*. Frequently, parents of students who are accepted for Early Entrance choose to enroll later because they recognize the implications of starting early and want their child to have a positive first school experience.

A Teacher's Viewpoint...

Many experienced teachers express concerns about Early Entrance to Kindergarten based on their experience and research on learning. Even the most well-rounded, mature children encounter frustration when exposed to the rigors of a daily school routine, competition with older children, and the challenges of learning. Younger children may also experience social difficulties in a predominantly older group.

Early Entrance to Kindergarten is further complicated by the pressure children feel to excel in school. Sometimes, because children are bright, parents expect them to do well and may fail to recognize what the child has accomplished just by starting school early. Some children react by withdrawing from such pressure. They may try to blend in with the group and become average learners.

Teacher observations are included in the Early Entrance assessment process, which extends into the first six weeks of school. Progress and social adjustment are carefully monitored to ensure that the child can cope with the demands over a prolonged period. Parents are encouraged to keep in close contact with the teacher and to provide input.

A School Psychologist's Viewpoint...

Most school psychologists have strong opinions about the topic of Early Entrance. As child advocates and professionals who spend considerable time with children who have learning issues, they are very concerned about early learning experiences and their impact on school success. School psychologists tend to be conservative in making a determination in favor of Early Entrance in an effort to reduce the likelihood of unpleasant or unsuccessful school experiences.

The role of the school psychologist during the assessment process is to gather information regarding the child's independence and readiness, responses to standardized assessment of cognitive functioning and, in some cases, adaptive behavior.

The importance of early school success and self-image are stressed by the school psychologist. Parents are encouraged to minimize pressure to "pass" and to present the experience more like a visit for an annual physical where measurements are taken to document growth.

KINDERGARTEN ENTRANCE CHECKLIST

Families, early childhood teachers, and caregivers all contribute to a child's readiness for a positive kindergarten experience. The development of skills varies from child to child. It is expected that children will meet most of these expectations before entering kindergarten.

SOCIAL-EMOTIONAL:

- I can attend to task/listen for 10-15 minutes in a group setting.
- I can manage transitions and accept changes in routines.
- I can respond appropriately to limits and directions.
- I can interact easily with one or more children in a variety of activities.
- I can interact easily with adults asking for help or making their needs known.

SELF-HELP:

- I can perform self-care tasks such as using the bathroom, wiping nose, and washing hands independently.
- I can dress myself, including outdoor clothing.
- I can take care of personal items and classroom materials.
- I can accept disappointment and mistakes.

LANGUAGE AND LITERACY:

- The child listens and responds to stories and books.
- The child is able to follow simple 2-3 step directions.
- The child is able to communicate needs, wants, and thoughts through words and age-appropriate sentence structures.
- The child begins to associate sounds with words or letters.
- The child is able to recognize and name some letters of the alphabet, especially those in own name.
- The child has engaged in writing activities using scribbles, pictures, shapes, or letters using a variety of tools such as crayons, pencils, and paintbrushes.

MATH/PROBLEM SOLVING:

- The child names basic colors and common shapes.
- The child demonstrates understanding of one-to-one correspondence through counting objects.
- The child sorts objects into groups by color, shape, or size.
- The child understands math concepts of "above, under, in front, behind, beside, few, more, big, little, long, and short".
- The child recognizes and names some numbers.

FINE MOTOR:

- I can use pencils, crayons, and scissors.
- I can use play dough, Legos, puzzles, and stringing beads to strengthen hand muscles.

Application Process

1

CONFIRM ELIGIBILITY

To qualify for enrollment in kindergarten, your child must turn age 5 on or before September 1 of the school year desired. **Children who turn age 5 between September 2 and November 1 of the school year desired are eligible to apply for Early Entrance to Kindergarten.**

2

ENSURE EARLY CHILDHOOD SCREENING IS SCHEDULED

[Early Childhood Screening](#) must be scheduled prior to applying for Early Entrance to Kindergarten. In South St. Paul please call **651-306-3623** to schedule your appointment.

Early Childhood Developmental Screening is required by the State of Minnesota for kindergarten admission and is a careful check of your child's health, well-being, and development. The results of the screening will help identify needs that may require special attention before your child enters school.

3

APPLICATION DEADLINE – April 15 for fall consideration

The Early Entrance to Kindergarten Application **must be received** at the elementary building by April 15 for consideration for the following school year.

FREQUENTLY ASKED QUESTIONS

Why is a special process required for Early Entrance?

The assessment process helps determine whether children whose birth dates are between September 2 and November 1 are likely to succeed if offered Early Entrance to Kindergarten. Even a few months can make a difference in a child's readiness. **Children with birth dates after November 1 are not eligible to apply for Early Entrance.**

What if I missed the April 15 application deadline?

If you missed the April 15 deadline, Early Entrance to Kindergarten is no longer an option. Your child may enroll in kindergarten next fall.

Application Deadline: April 15 of prior school year
Application Requirement: Attach Early Childhood Screening



Early Entrance to Kindergarten APPLICATION

A. Student

1. Legal Name:

Last First Middle Jr., III, etc.

EXACTLY AS IT APPEARS ON BIRTH CERTIFICATE OR OTHER LEGAL DOCUMENT

2. Preferred First Name:

3. Gender: Male Female

4. Birth Date:

Month Day Year

Must be age 5 between Sept. 2 & Nov. 1

B. Siblings

5. List all of the student's siblings:

Sibling Name	Male	Female	Month	Day	Year
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

C. Early Entrance Preparation

6. Please list your child's experience with groups of other children away from his/her parent(s) guardians, such as nursery school, preschool, etc.:

Name of Facility or Provider	Phone Number	Dates of Attendance	Mo/Day/Year	to	Mo/Day/Year
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. How do you think it would benefit your child to start school a year early?

8. In what ways does your child demonstrate above average intellectual and social readiness for school?

C. Early Entrance Preparation (continued)

9. How does your child feel about school?

Four horizontal lines for text input.

D. Early Childhood Developmental Screening

10. Provide the location and date your child’s Early Childhood Screening was completed:

Location

Date of Screening

Two horizontal lines for text input.

11. I have attached a copy of the results of my child’s Early Childhood Screening.

Initials of Parent/Guardian: _____

E. Assessment and Probationary Admission

12. 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.

Initials of Parent/Guardian: _____

13. 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.

Initials of Parent/Guardian: _____

14. 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.

Initials of Parent/Guardian: _____

F. Parent/Guardian

15. Parent Name: _____

16. Address: _____

17. Telephone: H _____ C _____

18. I hereby 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.

SIGNATURE: _____ DATE: _____

Mail, Fax, Email or Deliver no later than April 15

Kaposia Education Center
1225 First Avenue South
South St. Paul, MN 55075
Main Office: (651) 451-9260
Fax: (651) 457-9453

Lincoln Center Elementary
357 Ninth Avenue North
South St. Paul, MN 55075
Main Office: (651) 457-9426
Fax: (651) 457-9423

South St. Paul Public Schools
104 Fifth Avenue South
South St. Paul, MN 55075
Main Office: (651) 457-9400
Fax: (651) 457-9485

Process

After You Apply

The process of qualifying for Early Entrance to Kindergarten has 3 steps and is led by the **Team Early Entrance to Kindergarten (TEEK)** at each building. This team could include an elementary building administrator, school psychologist, building behavior specialist, and kindergarten teacher. After each step, children who have met the criteria established for that particular step will be authorized to continue in the Early Entrance to Kindergarten assessment process.

1. Appointment – Parent Reporting

Upon submission of the application, parent/legal guardian will schedule an appointment with a representative from TEEK to complete the parent reporting documents of the application process. The parent/home history documentation includes:

- Parent Questionnaire – Included in this packet
- Preschool/Daycare Reporting – (**Preschool/Child Care Questionnaire**)
- Developmental Milestones Checklist – Included in this packet

A child exhibiting school readiness linked social and academic skills, and scoring 30% above age alike peers on the Developmental Milestones Checklist, will be advanced to part 2 of the process.

2. Observation/Language Literacy and Math Assessment

A representative from TEEK will notify parent/legal guardian with the date and time of their child's Observation and Assessment by a licensed educator. During this step, the child will be involved in:

- Observation in age alike group (if possible)
- Assessment of reading and comprehension – (**SSP Kindergarten Assessment Book**)
- Math assessment – (**SSP Kindergarten Assessment Book**)

A child achieving kindergarten standard expectations will be advanced to part 3 of the process. The parent/legal guardian will be notified via letter if the child:

- Is recommended to proceed to the Cognitive/Social/Emotional Evaluation part of the process; or
- Is not recommended for Early Entrance to Kindergarten.

3. Cognitive/Social/Emotional Evaluation

If the child is recommended to proceed to the Evaluation/Cognitive Assessment process, a representative from TEEK will provide the parent/legal guardian with information regarding testing in district by a School Psychologist/School Behavior Specialists. If Cognitive testing has been completed by an independent, district approved Psychologist, results must be submitted directly to TEEK.

- Cognitive Evaluation
- Social and Emotional Development

An IQ score of 125 or above is required for Early Kindergarten Entrance.

Process (continued)

EVALUATION RESULTS

The representative from TEEK will notify the parent/legal guardian via letter if the child:

- May enter kindergarten early on a probationary admission; or
- Will not be admitted for Early Entrance but may enroll in kindergarten the following fall.

If the child is recommended for probationary admission, the Building Administrator will provide the parent/guardian with the information needed to enroll the child in kindergarten.

Probationary Admission



Early Entrance to Kindergarten enrollment is probationary until the end of the first trimester.

The child's school will notify parents/guardian by the end of the first trimester if the child is recommended to:

- Continue in kindergarten; or
- Withdraw for the remainder of the school year and return for kindergarten the following fall.

ABOUT PROBATIONARY ADMISSION

Probationary admission means that school staff will be monitoring your child to ensure that kindergarten is appropriate to his/her learning, social-emotional, and developmental needs. If the kindergarten setting is not an appropriate match for the needs of your child, he/she may be removed from school and asked to enroll the following fall. It will be important to attend school conferences, maintain communication with the classroom teacher, and have a back-up plan in the event that kindergarten is not appropriate for your child at this time. If a child were to be removed prior to the end of the probationary admission period, we highly recommend that the child attend a preschool program.

REMEMBER: Once all acceptance criteria has been met, YOU as the parent/guardian make the final decision to enroll your child through Early Entrance to Kindergarten on a probationary basis. You may choose to withdraw your child at any point in time during the Early Entrance to Kindergarten process.

Frequently Asked Questions

How should I prepare my child for evaluation?

Once parents have become informed about Early Entrance to Kindergarten and decided to proceed with the observation, the child should be given every opportunity to perform well. Prepare the child physically by getting him or her to bed early the night before, providing breakfast, comfortable play 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.

The best approach is usually a straightforward one. 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.

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.

How will my child feel if he/she is not among the children who met the criteria for acceptance?

A child’s reaction usually depends on how the situation has been presented and how parents react to the admission decision. Parents who react strongly to the results may send the message to the child that he/she has failed or done something wrong. The child will maintain self-esteem if the parents present the information positively and stress how much better prepared the child will be after another year in preschool.

What are some reasons children do not meet the criteria?

The basic reason is that most children are developing normally or at a rate that is only slightly above average. Occasionally, results indicate that a child may be delayed in some area of development included in the screening. In such cases, parents are advised of the specific findings the day of the evaluation or by a phone call soon afterward.

Why are the standards for Early Entrance so rigorous?

Past experience and research have shown that most children do better when they enter school with their age group. Children who enter early are placed in a highly competitive situation with others who may be a year older who have had the advantage of additional life experience and development. Only a few advanced children are ready to compete on this level where emotional stress can be intense. High standards in the Early Entrance to Kindergarten process helps ensure that kindergarten readiness is demonstrated consistently among several areas of development.



South St. Paul
Public Schools



Questions?

Kaposia Education Center

1225 First Avenue South
South St. Paul, MN 55075
Main Office: (651) 451-9260
Fax: (651) 457-9453

Lincoln Center Elementary

357 Ninth Avenue North
South St. Paul, MN 55075
Main Office: (651) 457-9426
Fax: (651) 457-9423

South St. Paul Public Schools

104 Fifth Avenue South
South St. Paul, MN 55075
Main Office: (651) 457-9400
Fax: (651) 457-9485

South St. Paul Public School's

Mission Statement

***Ignite a passion in every learner to inquire, continuously improve
and engage in positively changing our world, every day!***

SOUTH ST. PAUL
COMMUNITY
PRESCHOOL



EARLY ENTRANCE TO PRESCHOOL (4s)



Application Guide

IS EARLY ENTRANCE RIGHT FOR MY CHILD?

THINGS TO CONSIDER

Because you are considering Early Entrance to preschool (4s) then to kindergarten, you probably have observed some behaviors in your child that lead you to think he or she might be ready for preschool/ kindergarten. Indeed, some children are ready, and that's why our school district provides a process for Early Entrance.

It's an important decision that can affect your student's academic and social performance for the remainder of his or her school career, so we urge you to take it very seriously. Here are some things to consider:

- *Research indicates that Early Entrance and/or early reading ability is not a predictor of success in school.*
- *Children with strong early reading skills often plateau by third grade.*
- *Children who enter preschool then kindergarten early may demonstrate social or emotional difficulties due to their relative immaturity.*
- *As they progress through school, children who are young for their grade level may have more difficulty fitting in with their peers in social situations.*
- *They may be less likely to excel in sports because of their age and/or their smaller size.*

THREE PERSPECTIVES ON EARLY ENTRANCE

A Parent's Viewpoint...

Parents sometimes assume that an early start in school provides an educational advantage for their child. This assumption runs counter to research that indicates that *children who start early enjoy no long lasting advantage over those of equal ability who start later*. While pursuing what they believe is best for their child, parents may not be considering all of the dimensions of child development; they might also overlook the importance of early success in building confidence for the future.

After considering the possible effects of Early Entrance, some parents choose not to go through with the evaluation. Those who continue with the process understand that over the last six years, 92% of the children do not meet the criteria for acceptance *but still have normal development*. Frequently, parents of students who are accepted for Early Entrance choose to enroll later because they recognize the implications of starting early and want their child to have a positive first school experience.

A Teacher's Viewpoint...

Many experienced teachers express concerns about Early Entrance to preschool and then to kindergarten based on their experience and research on learning. Even the most well-rounded, mature children encounter frustration when exposed to the rigors of a daily school routine, competition with older children, and the challenges of learning. Younger children may also experience social difficulties in a predominantly older group.

Early Entrance to preschool and then to kindergarten is further complicated by the pressure children feel to excel in school. Sometimes, because children are bright, parents expect them to do well and may fail to recognize what the child has accomplished just by starting school early. Some children react by withdrawing from such pressure. They may try to blend in with the group and become average learners.

Teacher observations are included in the Early Entrance assessment process, which extends into the first six weeks of school. Progress and social adjustment are carefully monitored to ensure that the child can cope with the demands over a prolonged period. Parents are encouraged to keep in close contact with the teacher and to provide input.

A School Psychologist's Viewpoint...

Most school psychologists have strong opinions about the topic of Early Entrance. As child advocates and professionals who spend considerable time with children who have learning issues, they are very concerned about early learning experiences and their impact on school success. School psychologists tend to be conservative in making a determination in favor of Early Entrance in an effort to reduce the likelihood of unpleasant or unsuccessful school experiences.

The role of the school psychologist during the assessment process is to gather information regarding the child's independence and readiness, responses to standardized assessment of cognitive functioning and, in some cases, adaptive behavior.

EARLY ENTRANCE CHECKLIST

The importance of early school success and self-image are stressed by the school psychologist. Parents are encouraged to minimize pressure to “pass” and to present the experience more like a visit for an annual physical where measurements are taken to document growth.

Families, early childhood teachers, and caregivers all contribute to a child’s readiness for a positive kindergarten experience. The development of skills varies from child to child. It is expected that children will meet these expectations before entering preschool (4s) and then early into kindergarten.

PARENT CHECKLIST

SOCIAL-EMOTIONAL:

- I can attend to task/listen for 10-15 minutes in a group setting.
- I can manage transitions and accept changes in routines.
- I can respond appropriately to limits and directions.
- I can interact easily with one or more children in a variety of activities.
- I can interact easily with adults asking for help or making their needs known.

SELF-HELP:

- I can perform self-care tasks such as using the bathroom, wiping nose, and washing hands independently.
- I can dress myself, including outdoor clothing.
- I can take care of personal items and classroom materials.
- I can accept disappointment and mistakes.

LANGUAGE AND LITERACY:

- The child listens and responds to stories and books.
- The child is able to follow simple 2-3 step directions.
- The child is able to communicate needs, wants, and thoughts through words and age-appropriate sentence structures.
- The child begins to associate sounds with words or letters.
- The child is able to recognize and name some letters of the alphabet, especially those in own name.
- The child has engaged in writing activities using scribbles, pictures, shapes, or letters using a variety of tools such as crayons, pencils, and paintbrushes.

MATH/PROBLEM SOLVING:

- The child names basic colors and common shapes.
- The child demonstrates understanding of one-to-one correspondence through counting objects.
- The child sorts objects into groups by color, shape, or size.
- The child understands math concepts of “above, under, in front, behind, beside, few, more, big, little, long, and short”.
- The child recognizes and names some numbers.

FINE MOTOR:

- I can use pencils, crayons, and scissors.
- I can use play dough, Legos, puzzles, and stringing beads to strengthen hand muscles.

Application Process

1

CONFIRM ELIGIBILITY

To qualify for enrollment in kindergarten in the state of Minnesota, your child must turn age 5 on or before September 1. **Children who turn 4 between September 2 and November 1 of the school year desired are eligible to apply for Early Entrance to Preschool (4s).**

2

ENSURE EARLY CHILDHOOD SCREENING IS SCHEDULED

[Early Childhood Screening](#) must be scheduled prior to applying for Early Entrance to Preschool (4s). In South St. Paul please call **651-306-3623** to schedule your appointment.

Early Childhood Developmental Screening is required by the State of Minnesota for kindergarten admission and is a careful check of your child's health, well-being, and development. The results of the screening will help identify needs that may require special attention before your child enters school.

3

APPLICATION DEADLINE – April 15 for fall consideration

The Early Entrance to Preschool (4) and Kindergarten Application **must be received** at the elementary building by April 15 for consideration for the following school year.

Please Note:

Acceptance for Early Entrance to Preschool (4s), followed by regular attendance and continuing progress in preschool will allow your child to enter kindergarten early without completing this application process again.

Entrance into kindergarten early is still probationary for the first trimester, and a meeting with school administration and classroom teacher to continue the enrollment beyond the first trimester is required.

Application Deadline: April 15 of prior school year for consideration
Application Requirement: Attach Early Childhood Screening Results



Early Entrance to Preschool (4s) APPLICATION

A. Student

1. Legal Name:
Last First Middle Jr., III, etc.
EXACTLY AS IT APPEARS ON BIRTH CERTIFICATE OR OTHER LEGAL DOCUMENT

2. Preferred First Name:

3. Gender: Male Female

4. Birth Date:
Month Day Year
Must be age 4 between Sept. 2 & Nov. 1

B. Siblings

5. List all of the student's siblings:

Sibling Name	Male	Female	Month	Day	Year
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

C. Early Entrance Preparation

6. Please list your child's experience with groups of other children away from his/her parent(s) guardians, such as nursery school, preschool, etc.:

Name of Facility or Provider	Phone Number	Dates of Attendance	Mo/Day/Year	to	Mo/Day/Year
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. How do you think it would benefit your child to start school a year early?

8. In what ways does your child demonstrate above average intellectual and social readiness for school?

C. Early Entrance Preparation (continued)

9. How does your child feel about school?

Four horizontal text input fields for the answer to question 9.

D. Early Childhood Developmental Screening

10. Provide the location and date your child’s Early Childhood Screening was completed:

Location

Date of Screening

Two horizontal text input fields for location and date of screening.

11. I have attached a copy of the results of my child’s Early Childhood Screening.

Initials of Parent/Guardian:

Text input field for initials of parent/guardian.

E. Assessment and Probationary Admission

12. 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 Preschool (4s) assessment, he/she will not be authorized to continue in the Early Entrance process.

Initials of Parent/Guardian:

Text input field for initials of parent/guardian.

13. I understand that, due to the time and resources required for the Early Entrance to Preschool 4s process, all decisions regarding my child’s eligibility are final.

Initials of Parent/

Text input field for initials of parent.

14. I understand that next year 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.

Initials of Parent/Guardian:

Text input field for initials of parent/guardian.

F. Parent/Guardian

15. Parent Name:

Text input field for parent name.

16. Address:

Two stacked text input fields for address.

17. Telephone: H

Text input field for home phone number.

C

Text input field for cell phone number.

18. I hereby 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.

SIGNATURE:

Text input field for signature.

DATE:

Text input field for date.

Mail, Email or Deliver no later than April 15 of the year prior to request:

**Early Learning Office
FAMILY EDUCATION CENTER
104 Fifth Avenue South
South St. Paul, MN 55075
(651) 457-9418
rkrumrie@sspss.org**

Process

After You Apply

The process of qualifying for Early Entrance to Preschool (4s) has 3 steps and is led by the **Early Entrance to Preschool (4s) Team**. This team could include a district curriculum representative, program administrator, school psychologist, building behavior specialist, and preschool teacher. After each step, children who have met the criteria established for that particular step will be authorized to continue in the Early Entrance to Preschool 4s assessment process.

1. Appointment – Parent Reporting

Upon submission of the application, parent/legal guardian will schedule an appointment with a representative from Early Entrance to Preschool (4s) Team to complete the parent reporting documents of the application process. The parent/home history documentation includes:

- Parent Reporting – (Parent Checklist, see p.2)
- Preschool/Daycare Reporting – (Preschool/Child Care Questionnaire/Checklist see pages 10-11)

2. Observation/Language Literacy and Math Assessment

A representative from the Early Entrance Team will notify parent/legal guardian with the date and time of their child's Observation and Assessment. During this step, the child will be involved in:

- Observation in age alike group (if possible)
- Assessment of reading and comprehension – (IGDI's or FASTBridge: Early Reading English)
- Math assessment – (FastBridge: Early Math)

A child achieving preschool (4s) standard expectations will be advanced to part 3 of the process. The parent/legal guardian will be notified via letter if the child:

- Is recommended to proceed to the Cognitive/Social/Emotional Evaluation part of the process; or
- Is not recommended for Early Entrance to Kindergarten.

3. Cognitive/Social/Emotional Evaluation

If the child is recommended to proceed to the Evaluation/Cognitive Assessment process, a representative from the Early Entrance Team will provide the parent/legal guardian with information regarding testing in district by a School Psychologist/School Behavior Specialists. If Cognitive testing has been completed by an independent, district approved Psychologist, results must be submitted directly to the Early Entrance Team.

- Cognitive Evaluation (WPPSI or Battell)
- Social and Emotional Development

(An IQ score of 125 or above is required for Early Kindergarten Entrance.)

Process (continued)

EVALUATION RESULTS

The representative from the Early Entrance Team will notify the parent/legal guardian via letter if the child:

- May enter preschools 4s early on a probationary admission; or
- Will not be admitted for Early Entrance but may enroll in preschool 4s the following fall.

If the child is recommended for probationary admission, the Building Administrator will provide the parent/guardian with the information needed to enroll the child in preschool (4s).

Probationary Admission



Early Entrance to Preschool (4s) enrollment is probationary until the end of the first trimester.

The child's school will notify parents/guardian by the end of the first trimester if the child is recommended to:

- Continue in preschool (4s); or
- Withdraw for the remainder of the school year and return for preschool (4s) the following fall.

ABOUT PROBATIONARY ADMISSION

Probationary admission means that school staff will be monitoring your child to ensure that preschool (4s) is appropriate to his/her learning, social-emotional, and developmental needs. If the preschool 4s setting is not an appropriate match for the needs of your child, he/she may be removed from school and asked to enroll the following fall. It will be important to attend school conferences, maintain communication with the classroom teacher, and have a back-up plan in the event that preschool (4s) then on to kindergarten is not appropriate for your child at this time. If a child were to be removed prior to the end of the probationary admission period, we highly recommend that the child attend a preschool program.

REMEMBER: Once all acceptance criteria has been met, YOU as the parent/guardian make the final decision to enroll your child through Early Entrance to preschool then to Kindergarten on a probationary basis. You may choose to withdraw your child at any point in time during the Early Entrance to preschool then to Kindergarten process.

Frequently Asked Questions

How should I prepare my child for evaluation?

Once parents have become informed about Early Entrance to preschool then to kindergarten and decided to proceed with the observation, the child should be given every opportunity to perform well. Prepare the child physically by getting him or her to bed early the night before, providing breakfast, comfortable play 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.

The best approach is usually a straightforward one. 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.

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.

How will my child feel if he/she is not among the children who met the criteria for acceptance?

A child’s reaction usually depends on how the situation has been presented and how parents react to the admission decision. Parents who react strongly to the results may send the message to the child that he/she has failed or done something wrong. The child will maintain self-esteem if the parents present the information positively and stress how much better prepared the child will be after another year in preschool.

What are some reasons children do not meet the criteria?

The basic reason is that most children are developing normally or at a rate that is only slightly above average. Occasionally, results indicate that a child may be delayed in some area of development included in the screening. In such cases, parents are advised of the specific findings the day of the evaluation or by a phone call soon afterward.

Why are the standards for Early Entrance so rigorous?

Past experience and research have shown that most children do better when they enter school with their age group. Children who enter early are placed in a highly competitive situation with others who may be a year older who have had the advantage of additional life experience and development. Only a few advanced children are ready to compete on this level where emotional stress can be intense. High standards in the Early Entrance to preschool then to kindergarten process helps ensure that kindergarten readiness is demonstrated consistently among several areas of development.



South St. Paul
Public Schools



Questions?

Early Learning Office
South St. Paul Public Schools
104 Fifth Avenue South
South St. Paul, MN 55075
(651) 457-9418

South St. Paul Public School's

Mission Statement

*Ignite a passion in every learner to inquire, continuously improve
and engage in positively changing our world, every day!*



Preschool/Child Care Questionnaire/Checklist: Early Entrance to Preschool (4s)

(To be completed by current preschool teachers, child care provider, program leader)

Student Name: _____ Date: _____

Teacher Name: _____ Location: _____

Please comment and rate the following items:

1. Gets along with peers, and forms friendships? Shows verbal or physical aggression? Can share?
2. Controls anger or hurt feelings when denied her/his own way?
3. Attends to a task? Can stay seated? Completes tasks independently? Responds when presented new material?
4. Describe fine motor skills: writing, drawing, cutting, etc.
5. How does this child get along with older children, up to one year older?
6. In your judgment what are the benefits and challenges for this child starting preschool then kindergarten early?

Preschool/Child Care Questionnaire/Checklist: Early Entrance to Preschool (4s)

(To be completed by current preschool teachers, child care provider, program leader)

Student Name: _____ Date: _____

Teacher Name: _____ Location: _____

SOCIAL-EMOTIONAL:

- The child can attend to task/listen for 10-15 minutes in a group setting.
- The child can manage transitions and accept changes in routines.
- The child can respond appropriately to limits and directions.
- The child can interact easily with one or more children in a variety of activities.
- The child can interact easily with adults asking for help or making their needs known.

SELF-HELP:

- The child can perform self-care tasks such as using the bathroom, wiping nose, and washing hands independently.
- The child can dress myself, including outdoor clothing.
- The child can take care of personal items and classroom materials.
- The child can accept disappointment and mistakes.

LANGUAGE AND LITERACY:

- The child listens and responds to stories and books.
- The child is able to follow simple 2-3 step directions.
- The child is able to communicate needs, wants, and thoughts through words and age-appropriate sentence structures.
- The child begins to associate sounds with words or letters.
- The child is able to recognize and name some letters of the alphabet, especially those in own name.
- The child has engaged in writing activities using scribbles, pictures, shapes, or letters using a variety of tools such as crayons, pencils, and paintbrushes.

MATH/PROBLEM SOLVING:

- The child names basic colors and common shapes.
- The child demonstrates understanding of one-to-one correspondence through counting objects.
- The child sorts objects into groups by color, shape, or size.
- The child understands math concepts of "above, under, in front, behind, beside, few, more, big, little, long, and short".
- The child recognizes and names some numbers.

FINE MOTOR:

- The child can use pencils, crayons, and scissors.
- The child can use play dough, Legos, puzzles, and stringing beads to strengthen hand muscles.