

Renville County West School District

OUR MISSION

The Renville County West School District prepares students to be contributing members of a changing society through supportive and relevant educational strategies.

Early Entrance to Kindergarten



This document is intended to inform interested parents about the Early Entrance to Kindergarten process for Renville County West Public School. If you have further questions, please see contact information below.

**District Gifted Services
Coordinator**

301 3rd Street NE, PO Box 338

Renville, MN 56284

320-329-8362

**Renville County West Policy #513.1
Early Entrance to Kindergarten**

I. PURPOSE

The purpose of this policy is to define the age eligibility requirements of kindergarten students.

II. GENERAL STATEMENT OF POLICY

Children who become five (5) years of age on or before September 1 of the calendar year in which the school year commences are eligible to enter kindergarten. A legal birth certificate or passport will be required as proof of age.

Students who demonstrate superior academic readiness will be considered for early entrance to kindergarten if they will be turning five (5) years of age between September 2 and August 31 of their early entrance school year.

Renville County West's Early Admission Plan describes their process and procedures for a comprehensive evaluation in cognitive, social, and emotional development domains to help determine the child's ability to meet Kindergarten grade expectation and progress to first grade in the subsequent year.

All children in Minnesota are required to begin attending school by the age of seven. Children are not required by statute to complete kindergarten before beginning first grade. The district recommends that children attend kindergarten before entering first grade.

Cross References: School Board Policy 513 (Student Promotion, and/or Retention, and Program Design)

Is Early Entry to Kindergarten the best choice for your child?

The early entrance for kindergarten process is designed to provide an opportunity for students to enter kindergarten early. The process is designed for students who are not only academically ready and advanced, but who are also demonstrating advanced characteristics socially, emotionally, and developmentally that would demonstrate readiness for the elementary classroom environment. Students who are ready for kindergarten early are advanced in multiple areas when compared to their same-age peers, or other four year-olds of the same birth month. Advancement is necessary in multiple areas as kindergarten's expectations are heavily based on academics and preparing our students for the 21st century. Many students can demonstrate academic ability based on the exposure provided by parents and day care settings; however, few children will demonstrate the aptitude, or thinking ability, needed to enter kindergarten early. When considering early entrance into kindergarten, keep in mind it is a process designed to meet the academic and social needs of the child, not as a replacement for child care. Students accepted into kindergarten early will be placed in a class where peers could be up to two years older.

The following factors and questions should be considered when determining if the early entrance process is something you wish to pursue for your child:

Questions to consider	Factors/Characteristics to Consider
<ul style="list-style-type: none"> • Is my child capable of working successfully with children who are one year older? • Does my child adapt well to change, or will the adjustment frustrate him/her? • What long term impacts will early kindergarten placement have on my child's long term academic career (e.g. beginning college and high-school a year early)? • Does my child ask questions to advance his/her learning? • Can my child read, comprehend, and/or make connections to a story? Can my child decode challenging words? • Does my child have an understanding of basic math concepts, such as shapes, time, and number recognition? • Does my child demonstrate leadership with same-age peers? • Is my child able to maintain interest for long periods of time? • Does my child demonstrate a curiosity about learning new things? • Does my child demonstrate strong memory and recall skills? • Is my child able to maintain a structured schedule for longer periods of time than same-age peers? 	<p>My child...</p> <ul style="list-style-type: none"> • Believes he/she can experience success at new tasks • Can maintain personal care and hygiene with little assistance from adults (e.g. use the bathroom, tie shoes, button and zip garments) • Thoughtfully considers feedback and adjusts behavior appropriately • Has the ability to focus attention for long periods of instruction • Demonstrates fine and large motor skills coordination • Can be separated from a parent without being upset • Demonstrates strong interpersonal skills with age-mates and older peers • Follows routines and schedules • Is enthusiastic about elementary school • Follow given and multi-step directions

Is early entrance right for my child?

Most children, including most gifted children, will benefit from one more year of pre-school to allow their social skills, motor coordination and thinking skills to grow. However, for a very few children, early entrance to kindergarten will be exactly what the child needs. These children, already seeking learning situations, can benefit from the opportunity to channel their thoughts and efforts. Children who already have a gap between their chronological age and academic abilities may enjoy reduced frustration by attending school with slightly older children.

“Early entrance is the first of many acceleration options that will be open during a child’s school career. Choices will include adapted curricula, advancement in one or more subjects, grade-skipping, special advanced programs, summer classes, AP classes, and early entrance to college. This is not an all-or-none affair. When the decision about early entrance is border line, a conservative stance is best with many options available later on.”

Dr. Nancy Robinson, Professor Emerita of Psychiatry and Behavioral Sciences at the University of Washington

Parents considering Early Entrance to Kindergarten for their child should research the issue of Early Entrance and the impact it has on academic, social, and emotional development. Some resources to begin this research are listed below.

http://www.davidsongifted.org/db/Articles_id_10123.aspx

<http://www.ctd.northwestern.edu/resources/displayArticle/?id=40>

<https://www.creators.com/advice/sylvia-rimm-on-raising-kids/disadvantages-of-early-entrance-into-kindergarten.html>

<http://giftedkids.about.com/od/educationoptions/i/earlyentry.htm>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2140009/>

http://digitalcommons.pcom.edu/cgi/viewcontent.cgi?article=1114&context=psychology_dissertations

Early Entrance to Kindergarten Checklist

- Complete Early Childhood Screening
- Contact **Gifted Services Coordinator** to indicate interest in Early Entrance to Kindergarten (by May 1st)
- Complete Parent Survey, Parent Input Form, and Parent Inventory for Finding Potential (PIP) and/or Teacher Inventory of Learning Strengths (TILS) (if applicable)
- Parent research Early Entrance to Kindergarten
- Request the start of assessment process with **Gifted Services Coordinator**
- If further testing is requested, the K-BIT-2 assessment would be administered
- The Gifted and Talented Committee (including parents) reviews pertinent data and makes recommendation for placement
- Final decision made by Curriculum and Instruction Coordinator and/or Superintendent

*Early admission to Kindergarten shall not automatically result in the placement of the child in a program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time within that time frame, school officials determine whether the child has adjusted satisfactorily and shall be allowed to remain in school. If further assessments for gifted services are requested, **the Gifted Service Coordinator** will use the Iowa Acceleration Scale to assess the data. The Gifted and Talented Committee shall then review the child's information to determine whether the child meets expectations and would be eligible to receive gifted services. If the team determines the child is eligible to receive these services, refer to Attachment 1 of the Gifted and Talented Identification Criteria and Process.*

Renville County West Early Entrance to Kindergarten

Parent Survey

Name:

Date of Referral:

School:

Please rate the student on the following characteristics by placing an "X" under the appropriate description.

Learning Characteristics	Often describes this child	Sometimes describes this child	Rarely describes this child
Possesses a large storehouse of information about a variety of topics			
Can see relationships among apparently unrelated ideas			
Has creative thoughts, new ideas, and/or the ability to make up games and activities			
Exhibits strong desire for knowledge and independence			
Exhibits strong curiosity and displays varied interests			
Extends knowledge to new situations or unique applications			

Non-Verbal: Math/Science Characteristics	Often describes this child	Sometimes describes this child	Rarely describes this child
Has an avid interest in math			
Attempts to use accurate mathematical language			
Recognizes mathematical patterns and relationships			
Intuitively knows the answer to many mathematical problems			
Enjoys and/or initiates science related explorations			
Is observant; sees details			
Has an unusually large science vocabulary			
Manipulates symbols/logical thinker			

Verbal: Language Arts/Social Studies Characteristics	Often describes this child	Sometimes describes this child	Rarely describes this child
Is a reader; prefers advanced level books and materials			
Is a writer			
Has unusually advanced vocabulary for age			
Uses colorful and expressive language in speech			
Has an intense curiosity in historical, world, or current events			
Makes connections between past and present events			

General Characteristics	Often describes this child	Sometimes describes this child	Rarely describes this child
Sets high standards for self			
Child shows good organizational skills and likes structure			
Resists drill and repetition			
Child appears to be a perfectionist			

Parent Input Form

Name:

Birthdate:

The intent of this input form is to give parents an additional opportunity to provide insight and information regarding their child's exceptional behaviors. It is used as a part of the overall early entrance consideration process.

1. **Ability to Learn**

Students with an exceptional ability to learn may exhibit some of these characteristics: Exhibits exceptional memory, demonstrates in-depth knowledge, displays persistent / intense focus on one or more topics, is highly reflective and/or sensitive to his/her environment, readily learns and adapts to new cultures, learns quickly and easily, is acquiring language at a rapid pace, learns skills independently, makes connections or understands concepts without formal instruction, seems to be capable of completing academic work two years or more above current grade level.

Give a detailed example(s) of your child's exceptional ability to learn:

2. **Application of Knowledge**

Students with an exceptional ability to apply knowledge may exhibit some of these characteristics: Demonstrates highly developed reasoning and/or understanding of logical processes, employs complex problem-solving strategies, uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts, understands / applies / transfers abstract concepts, including cause and effect relationships, uses technology in advanced applications, acts as an interpreter, translator, and/or facilitator to help others, makes advanced connections and transfers learning to other subjects / situations / cultures, communicates learned concepts through role playing and/or detailed artwork.

Give a detailed example(s) of your child's exceptional ability to apply knowledge:

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3. **Creative/Productive Thinking**

Students displaying exceptional levels of creative/productive thinking may exhibit some of these characteristics:

Sees the familiar in unusual ways / does not conform to typical ways of thinking or perceiving, is highly creative and/or inventive, demonstrates unusual fluency and flexibility in thinking a problem-solving, expresses ideas, feelings, experiences, and/or beliefs in original ways and/or from multiple points of view and/or with great detail, displays deep sense of humor, is highly curious, generates new ideas / new uses /new solutions, perceives and manipulates patterns, colors, and/or symbols, constructively criticizes own ideas or work.

Give a detailed example(s) of your child's exceptional creative and/or productive thinking:

4. **Motivation to Succeed**

Students with an exceptional motivation to succeed may exhibit some of these characteristics: Initiates, plans and directs activities with peers, meets exceptional personal and/or academic challenges, independently explores, researches, questions topics / ideas / issues, is poised with adults and engages them in adult conversations, exhibits a strong sense of loyalty and responsibility, demonstrates exception ability to adapt to new experiences, strives to achieve high standards especially in areas of strength and/or interest, shows initiative, self-direction, and/or high level of confidence.

Give a detailed example(s) of your child's exceptional level of motivation:

Parent Inventory for Finding Potential (PIP)

Renville County West School District
 Parent Inventory for Finding Potential (PIP)

Adapted from K.B. Rogers, Re-forming Gifted Education Matching the Program to the Child, 2002

Student _____ Grade _____ Age _____ Birthdate _____

Teacher(s) _____ School _____ Date _____

Parent Completing Inventory _____

Phone # _____ Email _____

Please indicate how often you observe the following behaviors in your child. Check the box that indicates your response.

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. <i>Reflective</i> - when asked a complex question or given a new task, tends to take time to think before jumping in				
2. <i>Connective</i> -makes connections with what is already known or tries to apply new information to other contexts				
3. <i>Focused</i> - stays attentive and alert when new or complex information is being given: long attention span				
4. <i>Retentive</i> - remembers information in vast quantities easily				
5. <i>Enjoys School</i> - loves attending school and even “plays” school at home.				
6. <i>Enthusiastic</i> - enters into most activities with eagerness				
7. <i>Sensitive to Problems</i> - ready to question or change situations, see inconsistencies, suggest improvements				
8. <i>Abstract Thinker</i> -makes generalizations and draws conclusions that summarize complex information easily				
9. <i>Persistent in Own Interests</i> - tries to follow through on self-initiated work				
10. <i>Curious</i> - pursues interests to satisfy own curiosity; wants to know why and how				
11. <i>Perceptive</i> - is alert, observant beyond years				
12. <i>Aesthetically Responsive</i> - responds to beauty in arts and nature				
13. <i>Independent Thinker</i> - follows own ideas, rather than others’				
14. <i>Sensitive to Others</i> - easily understands how others feel or think; easily hurt by others’ negative actions				
15. <i>Independence</i> - uses own set of values to dictate behavior; concerned with free expression of own ideas				
16. <i>Sensitive to Ideas, Stories</i> - upset with sad, negative, hurtful events related through some form of communication				
17. <i>Independent in Action</i> - plans, organizes activities; evaluates results				

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18. <i>Processing Speed</i> - learns new information easily; recalls rote information rapidly				
19. <i>Verbal</i> – learned to speak and read considerably earlier than age mates; uses extensive vocabulary				
20. <i>Fair</i> - looks out for welfare of others; compassionate; concerned with justice and fairness				
21. <i>Sense of Humor</i> - can laugh at self; enjoys lighter moments, sensitive to hidden meanings, puns				
22. <i>Self-Accepting</i> - understands, accepts own feelings, thoughts, and how best to learn; views self realistically				
23. <i>Intense</i> - highly motivated and skilled in specific subject area or domain				
24. <i>Self-Critical</i> - mistrust own ability; lower self-concept than age mates; hard on self in self-evaluation				
25. <i>Achievement Need</i> - strong drive to be “the best”, recognized as expert, master domain of knowledge or set of skills				
26. <i>Persistent in Assigned Tasks</i> - concerned with completion and follow through when given a task to do				
27. <i>Elaborative</i> - concerned with detail, complexity; involved with implications of situation				

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<h3>Renville County West School District Parent Inventory for Finding Potential (PIP)</h3>
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Student _____

Please indicate how often you observe the following behaviors in your child. Check the box that indicates your response.

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
28. <i>Dominant</i> - asserts self with influence in group situations				
29. <i>Uneven</i> - is not balanced in skills and abilities; very good in some things but not everything				
30. <i>Flexible</i> - approaches ideas from a number of perspectives; is adaptable				
31. <i>Structurer</i> - shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests				
32. <i>Risk-Taker</i> - takes mental, emotional , and physical risks easily				
33. <i>Tolerant of Ambiguity</i> - comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve				
34. <i>Confident</i> -feels can produce at will; positive about own abilities				
35. <i>Inner Locus of Control</i> - attributes success and failure to own efforts and ability				
36. <i>Fluent</i> - produces large number of ideas easily				
37. <i>Original</i> - uses original methods; creates unusual, unique products				
38. <i>Imaginative</i> - freely responds to ideas, producing mental images, fanciful insights				

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39. <i>Physically Expressive</i> - enjoys physical activities as means for self-expression				
40. <i>Energy Level</i> - has available pep and vigor for carrying on most activities				
41. <i>Task Analytic</i> - breaks down tasks into sequential steps through backwards planning				
42. <i>Global Scanner</i> - scans complex information quickly to pick out important items				
43. <i>Perceptual Perspective Taker</i> - can orient self and figures in space easily				
44. <i>Popular</i> - others enjoy and want to be with this person				
45. <i>Accepting of Others</i> - relates to others with genuine interest, concern; seeks out others, is warm				
46. <i>Physically Able</i> - is coordinated, agile; participates well in organized games				
47. <i>Socially Mature</i> - able to work with others; can give and take; sensitive to others' wants				
48. <i>Happy</i> - cheerful; has satisfied look on face most of the time				
49. <i>Emotionally Controlled</i> - expresses and displays emotions appropriately				
50. <i>Stable</i> - can cope with normal frustrations of living; adjusts easily to change				
51. <i>Associative</i> - finds similarities, differences between cognitive, verbal and visual pairs easily				

Additional Information:

Return this inventory to the Gifted Service Specialist.

(Adapted from K.B Rogers, Reforming Gifted Education Matching the Program to the Child, 2002

Teacher Inventory of Learning Strengths (TILS)

**Renville County West School District
Teacher Inventory of Learning Strengths (TILS)**

Adapted from K.B. Rogers, Re-Forming Gifted Education Matching the Program to the Child, 2002

Student _____ Age ____ School _____ Grade ___ M or F (circle)

Teacher(s) Completing Inventory _____ Subject/Class _____ Date _____

Please indicate how often you observe the following behaviors in your child. Check the box that indicates your response.

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. <i>Reflective</i> - when asked a complex question or given a new task, tends to take time to think before jumping in				
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