Foley Public Schools Adopted by the Board: 7/18/2022

652 PROCEDURE FOR EARLY KINDERGARTEN ENTRANCE

1. An Application Questions form completed with birth certificate attached turned into the building principal office by April 1st. To be considered for early entrance, a child must turn five years of age by December 1st.

2. The child must participate in the District preschool screening program and the results will be evaluated. Above average results would be expected on the preschool screening assessment.

3. Interview with the building principal. Parents and child must be present.

4. Dependent upon results of interview, a psychological test may be required.

5. The fee for the psychometric tests will be paid for by the parents. Above average to superior performance would be expected on the psychological assessment.

6. The testing results will be given to the Early Entrance Evaluating Team for their recommendation to the principal.

7. A parental conference will be held at this time to discuss the results from the interview and the assessments to determine the most appropriate placement for your child at our school.

8. Those students meeting eligibility for early entrance will attend a trial period (until first quarter) after which a decision will be made regarding their continued placement in Kindergarten. The final decision lies with the school district.

9. All information shall be regarded as confidential.

*Application Forms for Early Entrance into Kindergarten are located at the Elementary Principal's Office.

*See reverse side for Early Entrance into Kindergarten Factors

Factors to consider for Early Entrance into Kindergarten

A child may be evaluated for early entrance into Kindergarten upon request of the parent or guardian. The fifth birthday of the child must fall between September 2 and December 1 in order to be considered. The purpose of early entrance is to give those children who are truly ready for formal instruction an opportunity to attend kindergarten. The only acceptable reason for early entrance is that the child has special talents or abilities and is ready mentally, socially, emotionally, academically, and physically. This determination requires a great deal of assessment in all of these areas.

In general, those children who can profit from early entrance fall within the upper 5% of the general population with respect to mental ability and may be penalized if entrance into school is delayed. Students within the upper 5% with respect to mental ability generally are 14 to 16 months advanced in mental age over chronological age. Additionally, children should be within the upper 25% of their peers in verbal development and social/emotional developments. The child's physical growth and development should also be sufficient to benefit from early admission to school. Although the parents make the request, the school makes the ultimate decision relative to the child being accepted at a younger age.

The first requirement for the child to be considered for the early entrance process is to be assessed as part of the pre-school screening program sponsored by the school district. An Early Entrance Application must be completed by the parent or guardian, followed by an interview with the school principal. Following the interview, a decision will be made as to whether further assessment will be pursued. The parent or guardian must pay the fee to have the child assessed by a school psychologist. The school will provide a list of names of recommended psychologists. An Early Entrance Evaluating Team will review the results from the interview and assessments to determine the best placement for the child. This team will consist of the school principal, kindergarten teachers, and the psychologist employed by the school district. If the child is approved for early entrance, there will be a trial period followed by a conference to review the child's status and whether or not he/she should continue in the kindergarten class.

Results of research indicate that with rare exceptions children adjust more adequately and later achieve better in classes of children of like ages. It is felt that it is not to a child's advantage to enter school early unless it can be predicted that he/she can compete successfully with older children. Good physical health, emotional maturity, good social adjustment and superior intelligence are factors which will be noted in making an evaluation for school entrance under this program. Thought must also be given to the long range effects of early entrance. The child will be younger than his peers through all the grades including Intermediate School and High School when peer relationships are so important. And, of course, the child would graduate at a younger age. All of these factors must be considered before making the decision to start the evaluation process and especially before the placement of the child in the school.

Foley Public Schools Adoption Record: 12-18-2017