



FARMINGTON SCHOOL DISTRICT NO. 192	<i>ISD 192 Policy 1006</i> <i>Orig. 1992</i> <i>Revised: 11-2022</i> <i>Adopted: 1-2014</i>
POLICIES AND REGULATIONS	

ISD 192 SPECIFIC POLICIES

1006 EARLY ENTRANCE INTO SCHOOL

Children five years of age on or before September 1st are automatically eligible to enter kindergarten. Children six years of age on or before September 1st and who have completed kindergarten are eligible to enter first grade. If a child's birth date falls on a date after September 1st and before October 31st, parents/guardians may request early entrance. A request must be made in writing directly to the elementary school principal no later than May 1st.

DISTRICT 192 EARLY ENTRANCE PROCEDURES:

A. ASSESSMENT

All assessments related to early entrance will be arranged by and at the expense of the parent/guardian. This assessment must address the basic question, "Will this child be compatible physically, emotionally, socially and academically with a classroom of children, some of whom will be at least one year older?" The school psychologist or school building office staff will provide an approved list of persons or agencies that can provide the required assessment. A district school psychologist may be available to complete this evaluation for a fee.

B. CRITERIA FOR EARLY ADMISSION INTO KINDERGARTEN

1. Early Childhood Screening

Children seeking early admission to Kindergarten must first be screened through the Early Childhood Screening Program. This screening is provided at no cost to the family and is required by statute of all children for admission to Kindergarten. A report from this screening will be provided to the principal, prior to the consideration for assessment.

2. Academic Potential

The child must score at the 95th percentile or better to be considered eligible for early entrance into school on a current intellectual assessment administered by a licensed psychologist. In addition, the child needs to show a high level of demonstrated performance readiness to meet kindergarten standards as evidenced in early childhood experiences.

3. Physical Maturity

The child's gross motor, fine motor and speech should be commensurate with a child one year past his/her chronological age.

4. Emotional/Social Maturity

An assessment of the child's maturity for early entrance shall be gathered through the clinical observations of the psychologist administering the intellectual assessment. Behavioral rating scales may also be administered. A recommendation from the child's pre-school teacher will be requested if the child has been or is enrolled in a program.

5. Adaptive Skills

Adaptive skills are the practical, everyday skills needed to function and the ability to independently care for oneself (i.e. independent toileting, safety skills, communication skills, etc.) at a developmentally appropriate level. Students should demonstrate average or above average adaptive skills.

D. TRANSFERRING STUDENTS

Students transferring from other states or countries, whose admission laws are not consistent with Minnesota admission laws, will have transcripts reviewed by the building principal for determination of placement.

E. PROCEDURE

The results of the assessment will be provided to the principal for review. The principal will decide whether the child should or should not be admitted on an early entrance basis. In cases where the principal questions early admission even though the child meets the academic potential requirements for early admission, a team will be convened to review the data and make a recommendation. The team will consist of a school psychologist, a teacher from the grade the child's parents are requesting admission into and the principal. A team decision will be then made.