

**PARENT’S GUIDE FOR EARLY ENTRANCE TO KINDERGARTEN**

### The first year of kindergarten for Trimble County Students begins with students who turn age 5 on or before August 1st. Parents/guardians may, however, request an early enrollment option for their child if his or her birthday falls between August 2nd and October 31st. This booklet is intended to help parents/guardians determine the appropriateness of requesting an evaluation and enrollment for early entrance into kindergarten.

**When is the best time to send a child to kindergarten?**

*The answer to this question often depends on whom one asks. Proponents of starting kindergarten early believe it gives a child a valuable head start in life. Opponents argue that starting a child later, when he or she is more mature, provides an academic and social advantage. Many times readiness, rather than chronological age, should be the deciding factor of when a child should start school. All children that are ready for school benefit from a learning environment where they are appropriately challenged.*

*Obviously parents/guardians must give this question serious thought before making the important decision of requesting early enrollment into kindergarten for their child. Early successful school experiences shape self-confidence and can influence children for the rest of their lives.*

*Furthermore, child development at ages four and five is often not even. Thus, a four year old may appear advanced because of excellent vocabulary and language development, while social skills may be typical of the child’s age. An extra year of preschool development may provide a more even skill profile and more assurance of early school success.*

*For a few carefully selected students, early entrance to kindergarten will be exactly what the child needs. Enrollment should be considered if your child appears to be achieving significantly above his/her actual age in the following areas of development: social, emotional, intellectual, gross and fine motor coordination. Please read further for specific and important developmental skills evident in children ready for kindergarten.*

**DEVELOPMENTAL SKILLS FOR KINDERGARTEN**

The early maturing child quickly shows a broadening of interests, searches for stimulating relationships outside of the family structure, and displays increasingly independent qualities, especially in personal care and concerns. By contrast, the child experiencing difficulty in areas of development shows evidence of poor coordination, limited expressive ability, inappropriate emotional or social responses, and over-dependence on adults to provide support or assistance. *Most children fall between these two extremes***.** A few general skills seen in children ready for kindergarten are listed below.

#### LANGUAGE DEVELOPMENT

The ability to understand spoken language comes before, and is different from, the ability to express one’s thoughts in language. In fact, reading difficulties can sometimes be related to difficulties in associations between the spoken word, its sounds, and its printed form. The amount of talking a child does can also be misleading. More important than the quantity of talking or speech, is the quality of the language and the interaction between the children and/or adults sharing ideas and solving problems together. Characteristics of maturity in this area may include:

* Using most sounds correctly in expressing a complete thought
* Using basic sentence components correctly with appropriate word order
* Using simple and compound sentences to express ideas
* Spontaneously correcting mistakes in grammar
* Carrying out a series of two or three simple tasks or directions after being told once
* Talking spontaneously about a topic of interest
* Making up a story using a least three events

#### SOCIAL-EMOTIONAL MATURITY

The ability to express feelings, work out conflicts, take pride in achievements and take on challenges independently contribute to a child’s self-concept and self-confidence. All of these contribute to a child’s ability to handle new and sometimes difficult situations with a sense of competency. Self-motivation, the ability to function in a more competitive setting, and a sense of cooperativeness are all essential for a successful school experience for a child entering kindergarten. Characteristics of maturity in this area may include:

* Looking forward to entering school
* Separating easily from family members and making transitions when requested
* Playing cooperatively with other children in structured and active play
* Demonstrating a sense of responsibility by doing assigned chores or work at home
* Attending to and completing tasks without constant adult direction or assistance
* Displaying interest in school related activities like working with puzzles, coloring, table games, looking at books, being read to, and doing individual activities
* Accepting direction or limit setting without temper tantrums
* Caring for personal needs independently (dressing, toileting, eating)

#### COGNITIVE DEVELOPMENT

The ability to make associations between everyday experiences, answer questions, understand functions of objects, notice similarities and differences, and classify items are indicators of a child’s cognitive abilities. Characteristics of maturity in this area may include:

* Identifying body parts, as well as distinguishing left and right
* Demonstrating understanding of concepts of size, weight, money, time and location
* Expressing understanding of similarities and differences for objects and pictures
* Counting from at least one to ten and demonstrating understanding of one to one correspondence
* Listening to a story and retelling events from the story
* Responding to questions about previously learned skills, like age and birthday, or personal information

#### MOTOR SKILLS

Often adults minimize the importance of large and small muscle control as it relates to learning. This area is important in many of the classroom activities children engage in during structured and informal learning during kindergarten. Characteristics of maturity in this area may include:

* Using large muscles in a coordinated way to explore the environment and play actively and safely when climbing, running, jumping, and throwing balls
* Alternating feet when walking up and down stairs
* Holding pencils or markers in a mature grasp and copying basic shapes (straight lines, circles, triangles, squares) using a model
* Managing clothing fasteners (buttons, zippers, snaps) independently

**My child’s birthday is between August 2nd and October 31st. I think he or she is ready for kindergarten. What are my next steps?**

1. Complete the ***Kindergarten Early Entrance Request Form and Readiness Checklist***. These forms include important demographic and readiness information that will be considered as a part of the evaluation. Proof of age (birth certificate) and residency are also required as a part of this application.
2. Complete and sign the ***Consent Form***, allowing for an evaluation for Early Entrance into Kindergarten.
3. Complete and sign the ***Consent for Release or Exchange of Information Form***, allowing the school to contact and receive information regarding kindergarten readiness from your child’s preschool or daycare provider.
4. Turn all forms into your home school no later than **May 1**.

**I have completed all my forms. What should I expect next?**

*The school district will contact you to schedule a time for your child to be evaluated. The evaluation will include the administration of The Brigance Kindergarten Screen, as well as other school-level assessments. Following the completion of the evaluation, a determination will be made on the student’s readiness to engage in and benefit from early entry to school.  Considerations may also include availability of space and funding.*

*The decision will be communicated to the parent/guardian within two weeks of the evaluation. A decision denying early entrance due to the child’s lack of readiness may be appealed to the District Appeal Committee consisting of the Chief Academic Officer, the Director of the Department of Pupil Personnel, and the Preschool Principal.  The appeal must be submitted to the Chief Academic Officer within ten (10) days of the decision denying early admission.  The District Appeal Committee will review all of the evaluation documents and those submitted by parents to determine a student’s level of developmental, academic, and social readiness.*

## KINDERGARTEN EARLY ENTRANCE REQUEST FORM

## General Information

## Student Name: Date of Birth: Male Female

## Student’s Elementary School:

## Parent/Guardian 1: Home: Cell: Work:

## Address:

## Email Address:

## Parent/Guardian 2: Home: Cell: Work:

## Address:

## Email Address:

## Previous School Experience

## List the preschools, daycare centers, or other early childhood programs attended. Include the dates of attendance and approximate number of hours attended per week.

|  |  |  |
| --- | --- | --- |
| Name of School/Program | Dates of Attendance | Hours per Week |
|  |  |  |
|  |  |  |
|  |  |  |

## Please state the reasons why you wish your child to enter kindergarten early. Include specific comments on your child’s cognitive skills, language development, social-emotional maturity, and motor skills.

## 

## READINESS CHECKLIST FOR EARLY ENTRANCE TO KINDERGARTEN

## Student Name: Date of Birth:

## Name of Parent/Guardian Completing Checklist:

## Directions

## Readiness for school involves many aspects of development. The statements below generally refer to attributes indicating readiness in a variety of developmental areas. Please rate each statement for your child and provided comments if needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ALWAYS | SOMETIMES | NEVER | COMMENTS |
| Demonstrates an interest in academic tasks. |  |  |  |  |
| Speaks clearly to share thoughts or ideas. Uses complete sentences of at least five words. |  |  |  |  |
| Uses problem-solving skills in everyday situations. |  |  |  |  |
| Identifies and recites letters (without singing) and can identify some beginning sounds. |  |  |  |  |
| Recognizes numbers 0-20. |  |  |  |  |
| Counts orally to at least 20 and counts objects to 10. |  |  |  |  |
| Can recognize and duplicate common shapes. |  |  |  |  |
| Can recognize, duplicate, and extend simple patterns. |  |  |  |  |
| Understands concepts of behind, in front of, under, over, above, below, heavy, light. |  |  |  |  |
| Attends (listens) in a large group for a sustained period of time. |  |  |  |  |
| Follows rules and routines (cleans up at play time, etc.). |  |  |  |  |
| Plays cooperatively with peers with minimal adult direction. Takes turns. |  |  |  |  |
| Follows group directions without individual attention. |  |  |  |  |
| Handles change and transition (separates easily from parents/guardians, transitions easily from one activity to another, etc.). |  |  |  |  |
| Performs self-help tasks independently (dressing, zipping, toileting, eating). |  |  |  |  |
| Uses balance and control to perform large motor tasks (walking, jumping, skipping, climbing, etc.). |  |  |  |  |
| Uses eye-hand coordination to perform fine-motor tasks (correct pencil grip, drawing, writing, cutting, etc.). |  |  |  |  |
| Is consistently right or left-handed. |  |  |  |  |

## READINESS FOR EARLY ENTRANCE TO KINDERGARTEN

## Student Name: Date of Birth:

## Name of Preschool/Daycare Provider:

## Address of Provider: Telephone:

## Directions

## Readiness for school involves many aspects of development. Please provide the following evidence of kindergarten readiness:

## Samples of student work and assessments

## Readiness Checklist

## Record of attendance

## Return this form and evidence of kindergarten readiness to the following:

Trimble County Schools

116 Wentworth Ave

Bedford, KY 40006

Attn: Susan Meredith

Phone # 502-663-0022 Fax # 502-255-5105

## READINESS CHECKLIST FOR EARLY ENTRANCE TO KINDERGARTEN

## (To be completed by Preschool or Daycare Provider)

## Directions: The statements below generally refer to attributes indicating readiness in a variety of developmental areas. Please rate each statement and provide comments if needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ALWAYS | SOMETIMES | NEVER | COMMENTS |
| Demonstrates an interest in academic tasks. |  |  |  |  |
| Speaks clearly to share thoughts or ideas. Uses complete sentences of at least five words. |  |  |  |  |
| Uses problem-solving skills in everyday situations. |  |  |  |  |
| Identifies and recites letters (without singing) and can identify some beginning sounds. |  |  |  |  |
| Recognizes numbers 0-20. |  |  |  |  |
| Counts orally to at least 20 and counts objects to 10. |  |  |  |  |
| Can recognize and duplicate common shapes. |  |  |  |  |
| Can recognize, duplicate, and extend simple patterns. |  |  |  |  |
| Understands concepts of behind, in front of, under, over, above, below, heavy, light. |  |  |  |  |
| Attends (listens) in a large group for a sustained period of time. |  |  |  |  |
| Follows rules and routines (cleans up at play time, etc.). |  |  |  |  |
| Plays cooperatively with peers with minimal adult direction. Takes turns. |  |  |  |  |
| Follows group directions without individual attention. |  |  |  |  |
| Handles change and transition (separates easily from parents/guardians, transitions easily from one activity to another, etc.). |  |  |  |  |
| Performs self-help tasks independently (dressing, zipping, toileting, eating). |  |  |  |  |
| Uses balance and control to perform large motor tasks (walking, jumping, skipping, climbing, etc.). |  |  |  |  |
| Uses eye-hand coordination to perform fine-motor tasks (correct pencil grip, drawing, writing, cutting, etc.). |  |  |  |  |
| Is consistently right or left-handed. |  |  |  |  |

Completed by: Position:

Signature: Date:

## Trimble County Public Schools

## Consent to Screen/Evaluate for Early Entrance to School

## 2017-18

## Child’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DOB\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## I give permission for an individual screening of my child. I understand that the screening will be conducted by qualified district staff through the use of the Brigance Screen III.

## If my child passes the screening at the district set criteria level, further evaluation will be conducted using the DRA Text and Word Analysis and the Brigance Supplemental Assessment.

## I understand that all tools are selected and administered so as not to be discriminatory on racial or cultural basis and administered appropriately for individuals with limited English proficiency. Screening will be administered in the child’s native language or other mode of communication.

## I have been advised in my primary language or other mode of communication and understand the contents of the consent.

## I understand that although my child my meet eligibility of early admission, this does not guarantee him/her certain school or future placement into an Advance Program. He/she will have to apply for these other programs and meet the guidelines for placement in these programs.

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

## Parent/Guardian Name Parent/Guardian Signature Date

**CONSENT FOR RELEASE OR EXCHANGE OF INFORMATION**

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB:\_\_\_\_\_\_\_\_\_\_

The Trimble County Public Schools is hereby authorized to contact:

Agency/Representative:

Address:

Phone Number:

For the following reason(s):

\_\_To release a copy of the indicated record(s) to the Agency/Representative

\_\_To obtain a copy of the indicated record(s) from the Agency/Representative

\_ To discuss information in the indicated record(s) with the Agency/Representative

\_\_To permit the inspection of the indicated record(s) by the Agency/Representative

Check applicable records and specify the reason for release or exchange of information:

**RECORDS** **PURPOSE OF DISCLOSURE**

\_\_ All Cumulative Records \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_ Attendance Records only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_ Grade Records only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_ Standardized Test Data only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_ Due Process Records \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_ Medical Information \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent/Guardian/Student if over 18 Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of School District Representative Date

## REQUENTLY ASKED QUESTIONS ABOUT EARLY ENTRANCE TO KINDERGARTEN

1. **Why is there an Early Entrance to Kindergarten option?**

*KRS 158.030 states that starting with the 2017-2018 school year, children entering kindergarten must be five years old on or before August 1st. The prior cutoff for kindergarten was October 1st. Because all children that are ready for school benefit from a learning environment where they are appropriately challenged, districts are required to establish a policy for early admission that includes an evaluation process to determine readiness for school.*

1. **For whom is this program designed?**

*For a few carefully selected students, early entrance to kindergarten will be exactly what a child needs. Enrollment should be considered if your child will turn 5 between August 2nd and October 31st and appears to be achieving significantly above his/her actual age in the following areas of development: social, emotional, intellectual, gross and fine motor coordination. Please remember that only a few children will meet the eligibility standards.* ***Given this information, parents should proceed with arranging for childcare and/or preschool if needed.***

1. **How do I prepare my child for the day of evaluation?**

*Most of the tasks used in the evaluation are developmental in nature and resemble activities typical of preschool and kindergarten. Do not refer to the session as a test or imply that the child will either pass or fail. You may want to tell your child that he or she will be asked to do some work and other fun things that will show how much they have learned so far. Try to emphasize that they should do their best and enjoy themselves.*

1. **What happens the day of the evaluation?**

*A teacher and/or administrator at your child’s school will spend time with your child individually. The Brigance Kindergarten Screen, as well as other school-level assessments will be administered.*

1. **How will I know whether or not my child has met the criteria for early entrance to kindergarten?**

*Following the completion of the evaluation, the School Committee will make a determination on the student’s readiness to engage in and benefit from early entry to school.  Considerations may also include availability of space and funding.  The decision will be communicated to the parent/guardian within two weeks of the evaluation. A decision denying early entrance due to the child’s lack of readiness may be appealed to the District Appeal Committee consisting of the Chief Academic Officer, the Director of the Department of Pupil Personnel, and the Preschool Principal.  The appeal must be submitted to the Chief Academic Officer within ten (10) days of the decision denying early admission.  The District Appeal Committee will review all of the evaluation documents and those submitted by parents to determine a student’s level of developmental, academic, and social readiness.*

1. **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/guardians react to whether the child met the criteria for acceptance. Parents/guardians who react strongly to the results may send the message to the child that he/she has failed. If the information is presented in a positive way, it will help the child understand that he/she will be better prepared for kindergarten after another year in preschool.*

1. **What are some reasons children do not meet the criteria?**

*Most children are more successful when they enter school with their age group. Furthermore, child development at ages four and five is often not even. Thus, a four year old may appear advanced because of excellent vocabulary and language development, while social skills may be typical of the child’s age. High standards for enrollment are intended to protect children who may appear ready based on advanced skills in one area of development. An extra year of preschool development may provide a more even skill profile and more assurance of early school success.*

1. **Suppose I change my mind after my child has been accepted?**

*If Early Entrance to Kindergarten acceptance criteria have been met, you, as the child’s parent/guardian, make the final decision to enroll your child in kindergarten. Please notify the school in writing if you decide to not enroll your child.*

**SOURCES**

Bainbridge, C. (N.D.). “Early Entrance into Kindergarten for Gifted Children.” In *About.com > Parenting >*

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Society for Research in Child Development Social Policy Report. 16(2).

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<http://www.nytimes.com/2007/06/03/magazine/03kindergarten-t.html>

**ADDITIONAL RESOURCES FOR FAMILES**

Acceleration Institute: <http://www.accelerationinstitute.org>

Davidson Institute: <http://www.davidsongifted.org>

Hoagies’ Gifted Education Page: <http://www.hoagiesgifted.org>

National Association for the Education of Young Children: <http://www.naeyc.org>

National Association for Gifted Children: <http://www.nagc.org>