

## **Early Entrance to Kindergarten Procedures and Guidelines for Petition**

### **Overview**

Per KRS 158.030, to be eligible to enter Kindergarten, children must be five years of age by August 1.

Senate Bill 24 (SB 24), amends KRS 158.030 by requiring local schools boards to adopt a policy for parents or guardians to petition the board to enroll a child who does not meet the kindergarten age requirement of turning 5 years of age on or before August 1. It is important to note that SB 24 also amends the date of kindergarten entry eligibility. Beginning with the 2017-2018 school year, any child who is five (5) years of age, or who may become five (5) years of age by August 1, may enter a primary school program. This would be a change from the long-standing October 1 entry eligibility requirement.

To be recommended for early entrance to kindergarten, children will need to demonstrate above-average performance and development in academic skills as well as approaches to learning, health and physical well-being, language and communication development, social and emotional development, and cognitive and general knowledge. The standards for early admittance are very high to ensure that students are not frustrated by their advanced grade placement. There will be no consideration, including an appeals process, for children with birthdates beyond November 1. Additionally, final placement considerations will include availability of space and funding.

The process will include multiple measures of the child's readiness for school. These measures will include, but are not limited to the following:

- Parent observation and input (**Parent Questionnaire**)
- Data from prior settings, such as childcare, state-funded preschool, Head Start and other early learning settings (**Early Settings Information**); this form may be duplicated and completed by multiple prior early settings providers
- STAR Early Literacy
- STAR Math
- District-created Pre-Assessments
- Kindergarten Readiness Screen (Brigance) including **Parent Social/Emotional Self-Help Scale**

Parent(s) or guardian(s) will be notified in writing as to the decision for early entrance trial period no later than July 15.

Children meeting the early entrance standards will be recommended for a four-week

probationary period in Kindergarten beginning at the start of the school year. During this time the student’s readiness for kindergarten (general performance, social, emotional, and physical maturity, academic performance, peer relationships and other relating factors) will be monitored.

At the end of the four-week probationary period, the school principal will convene a Child Study Team meeting. Participants will include the parent(s), the student’s teacher, the guidance counselor, the principal and any other invited individuals who may contribute relevant information and/or expertise regarding the individual student. The Child Study Team will be charged with making a recommendation, based on multiple sources of data (Brigance Social/Emotional Self-Help Teacher Report, STAR reading and Math data), to the Superintendent regarding final placement of the child. In the event the participants cannot reach a consensus, the building principal retains the final authority and the responsibility to make the final recommendation to the Superintendent. Based on the recommendation of the committee, assessment data, staff recommendations, and availability of space and funding, the Superintendent shall recommend to the Board whether to grant the request. **It is important to remember that many children who apply for early entrance are developing normally or a rate that is only slightly above average but may not be considered for early entrance to kindergarten.**

**Timeline for the Process**

March 15 – May 1	Completed Application Packet Submitted
May 1 – May 30	Assessments Scheduled & Administered
July 10 – July 15	Parents Notified of Response to Petition

**Procedures for Early Entrance**

A parent request for consideration of early admission can be made by securing and then completing an application for early kindergarten admission. Applications are available from each child’s home elementary school or on line at [simpson.kyschools.us](http://simpson.kyschools.us)

There are three required parts to the application process:

- 1) **Application for Entrance to Kindergarten,**
- 2) **Parent Questionnaire** for early entrance to kindergarten, and
- 3) **Early Settings Information** form completed by a preschool or childcare teacher or other adult providing therapy, education or care for the child

***All forms must be totally completed and submitted/postmarked between March 15 and May 1 for an assessment to be scheduled.***

Students with completed early entrance applications will be scheduled for an assessment between May 1 and May 30. The test will take place in the child’s home school under the supervision of Simpson County Public Schools’ professional staff.

## **Evaluation Process**

The child will be evaluated by qualified school personnel. Upon completion of all assessments, all data collected will be reviewed.

There are two possible outcomes of individual testing:

- The student did not demonstrate the needed readiness skills and is not eligible for early entrance into kindergarten, or:
- The student did demonstrate the needed readiness skills and is eligible for early entrance into kindergarten. Families of students found eligible must complete the regular registration process through their home school to enroll the student into a kindergarten program for the following year.

Your completed application packet, along with supporting documentation, should be mailed to:

Early Kindergarten Entry  
Chief Academic Officer  
Simpson County Schools  
430 S. College Street  
Franklin, KY 42134

**All packets must be postmarked no later than May 1.**

For more information, contact Simpson County Schools' Chief Academic Officer at (270)586-8877.

## Simpson County Public Schools Application for Early Entrance to Kindergarten

Please complete this application if you believe your child demonstrates academic achievement, social, emotional and physical maturity appropriate for kindergarten placement. Your submission of this application serves as petition for your child to be considered for early placement in kindergarten and confirms that your child has a birth date that occurs between October 2 and November 1. Proof of residency in the Simpson County Public Schools district must be provided. Please return this completed application to the Chief Academic Officer at the Simpson County Board of Education Office, 430 S. College Street, Franklin, KY 42134.

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Last First MI

Address \_\_\_\_\_  
Street City State Zip Code

Child's First Language \_\_\_\_\_ Gender: Female Male

Parent/Guardian Name(s) \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

### Early Learning Experience

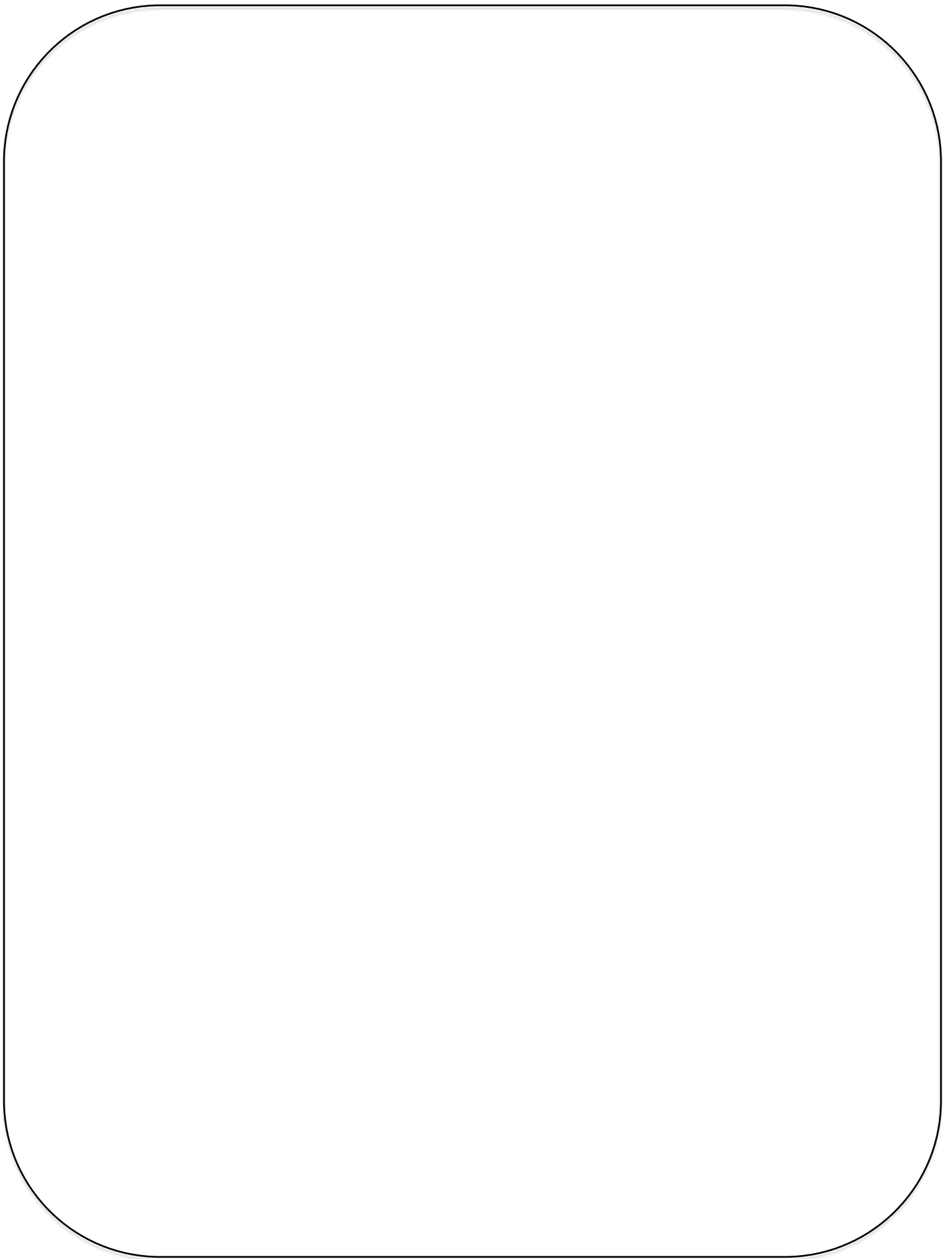
List all preschools (public and private), Head Start, childcares, therapy services and/or other early learning experiences in which your child has participated.

Name of School/Program	Teacher's Name	Dates of Attendance	#Hours/Week
_____	_____	-	_____
_____	_____	-	_____
_____	_____	-	_____

### Parent Questionnaire

**Please answer each question below. If more space is needed, attach additional paper.**

1. Why do you believe your child should be considered for early entrance to kindergarten?



### Parent Questionnaire (Continued)

2. What responsibilities does your child have at home? What types of prompting is required for your child to fulfill those responsibilities?

3. How does your child respond when he/she tries something that is new and challenging? How does your child respond when not successful?

4. How long does your child maintain interest in an activity of their choosing?

In an activity of your choosing?

5. Describe your child's interaction with books at home.

6. What kinds of experiences has your child had with writing tools such as crayons, pencils and markers?

With scissors?

7. What could you child show or tell me about . . .

Letters?

Numbers?

Shapes?

Patterns?

8. How does your child respond to change?

9. On a scale of 1 – 10 how would you rate your child's ability to do things for her/himself? Why did you choose that rating?

10. Describe your child as your child works/plays with other children.

**Simpson County Public Schools  
Early Settings Information**

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Last First MI

Name of Program Attended \_\_\_\_\_

Program Address \_\_\_\_\_  
Street City State Zip Code

Phone \_\_\_\_\_ Dates Attended \_\_\_\_ / \_\_\_\_ / \_\_\_\_ to \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Name of Person Completing the Early Settings Information  
 \_\_\_\_\_

Role or Position \_\_\_\_\_ Signature \_\_\_\_\_

Please respond to each of the following statements by circling the most appropriate choice based on this child's typical performance in your classroom.

**N – Not Yet** – This child demonstrates this skill with accuracy less than 10% of times attempted or does not yet attempt this skill.

**E – Emerging** – This child demonstrates this skill with accuracy more than 10% of times attempted, but less than 80% of times attempted.

**M – Mastered** – This child demonstrates this skill with accuracy more than 80% of times attempted.

Is able to separate from parents, demonstrating security	N	E	M
Demonstrates independent personal care skills (toileting, dressing, feeding)	N	E	M
Follows daily classroom routine without prompt	N	E	M
Transitions from one activity to another without resistance or prompt	N	E	M
Adheres to classroom and outdoor rules with little prompt	N	E	M
Works independently	N	E	M
Is eager to try new things	N	E	M
Is persistent when faced with adversity	N	E	M
Works until a task is completed	N	E	M
Shows pride in efforts and completed tasks	N	E	M
Demonstrates curiosity and a willingness to explore	N	E	M
Works or plays cooperatively with peers	N	E	M
Demonstrates responsibility by caring for materials and the classroom	N	E	M
Understands and follows two-step directions	N	E	M
Is able to attend to a group book reading	N	E	M

Speaks in complete sentences	N	E	M
Participates in turn taking as a part of conversation for at least three exchanges	N	E	M
Is able to retell a story with events in correct sequential order.	N	E	M
Demonstrates understanding of positional words (up, in, near, under, over, behind)	N	E	M
Demonstrates understanding of time (before, after, tomorrow, yesterday)	N	E	M
Demonstrates understanding of sequence (first, next, then)	N	E	M
Recognizes all upper case letters of the alphabet	N	E	M
Distinguishes between printed letter and numeral	N	E	M
Identifies the beginning sound of simple words	N	E	M
Provides two rhyming words when offered a simple word such as "hat"	N	E	M
Writes first name with letters in correct order	N	E	M
Is able to use scissors with control and intentionality	N	E	M
Classifies objects by shape, size or color and can describe rational for	N	E	M
Recognizes and can continue simple patterns	N	E	M
Counts to at least 30 (rote count)	N	E	M
Counts at least 10 objects (meaningfully count)	N	E	M
Matches correct number of objects to written numerals 1-5	N	E	M
Distinguishes which group of objects has more and which group has less	N	E	M
Recognizes first and last name in print	N	E	M
Demonstrates knowledge of front and back of book	N	E	M
Turns pages in a book, one at a time	N	E	M
Understands the difference between text and picture	N	E	M
Demonstrates understanding of reading left to right and top to bottom	N	E	M
Reacts to conflict by using words to problem solve	N	E	M
Seeks to calm self when angry or frustrated	N	E	M

What strengths does this child demonstrate that would facilitate success upon early entry into the kindergarten setting?



What supports might this child need to be successful upon early entry into the kindergarten setting?

Other comments or concerns regarding this child's early entry into the kindergarten setting?

## **Simpson County Public Schools Kindergarten Early Entrance Expectations:**

Kentucky's school readiness definition, "Ready to Grow... Ready to Learn...Ready to Succeed," means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

Five developmental areas (approaches to learning, health and physical well-being, language and communication development, social and emotional development and cognitive and general knowledge), along with a series of readiness indicators, provide an overview of the expectations of primary schools for incoming students. The indicators provide teachers and parents a tool to better inform them about the specific strengths and needs of each individual child.

### **Minimum Early Entrance/School Readiness Indicators**

#### **Health and Physical Well-being**

- Eats a balanced diet
- Gets plenty of rest
- Receives regular medical and dental care
- Has had all necessary immunizations
- Can run, jump, climb and does other activities that help develop large muscles and provide exercise
- Uses pencils, crayons, scissors, and paints and does other activities that help develop small muscles

#### **Language, Math and General Knowledge**

- Uses 5-6 words sentences
- Sings simple songs
- Recognizes and says simple rhymes
- Can recite alphabet and can write most letters
- Can write name and is learning to write address
- Knows the difference between print and pictures
- Listens to stories read to them
- Asks questions
- Is learning to count, understand one-to-one correspondence, and recognize numbers
- Can identify and name basic colors and common shapes
- Beginning to sort and classify objects
- Is able to notice similarities and differences
- Understands simple concepts of time (night/day, today, yesterday, tomorrow)

#### **Social and Emotional Development**

- Follows simple rules and routines
- Is able to express his or her own needs and wants in an appropriate manner
- Accepts direction or limit setting without temper tantrums
- Is curious and motivated to learn
- Explores and tries new things
- Plays/shares with other children
- Is able to be away from parent/family without being upset
- Is able to work well alone
- Has the ability to attend to tasks/listen for 10-15 minutes in a group setting
- Attends to and completes tasks without constant adult direction or assistance

**Self-Help**

- Able to perform self-care task such as using the bathroom, wiping nose, and washing hands independently
- Able to dress self-including outdoor clothing
- Takes care of personal items and classroom materials



**Simpson County Public Schools  
Probationary Data Collection and Child Study Team Review**

Brigance Teacher Self-Help  
Scale Score \_\_\_\_\_ Date Administered \_\_\_\_\_  
Minimum Expectation: Raw Score of 17

Brigance Teacher Social/Emotional  
Scale Score \_\_\_\_\_ Date Administered \_\_\_\_\_  
Minimum Expectation: Raw Score of 16

STAR Early Literacy Score \_\_\_\_\_ Date Administered \_\_\_\_\_  
Minimum Expectation:

STAR Math Score \_\_\_\_\_ Date Administered \_\_\_\_\_  
Minimum Expectation:

**Probationary Data Review, Discussion and Recommendation**

\_\_\_ *Child demonstrated skills necessary for Kindergarten success.*

\_\_\_ *Child did not demonstrate skills necessary for Kindergarten success.*

**Signatures and Titles of Participants (Principal, Parent(s), ECC, Guidance  
Counselor, Kindergarten Teacher(s))**

\_\_\_\_\_, \_\_\_\_\_      \_\_\_\_\_, \_\_\_\_\_  
Signature                      Title                      Signature                      Title

\_\_\_\_\_, \_\_\_\_\_      \_\_\_\_\_, \_\_\_\_\_  
Signature                      Title                      Signature                      Title

\_\_\_\_\_, \_\_\_\_\_      \_\_\_\_\_, \_\_\_\_\_  
Signature                      Title                      Signature                      Title

Chief Academic Officer Notified of Child Study Team Recommendation

on \_\_\_\_/\_\_\_\_/\_\_\_\_      Notification made by: \_\_\_\_\_