

INDEPENDENT SCHOOL DISTRICT 719
PRIOR LAKE - SAVAGE AREA SCHOOLS**509.1 KINDERGARTEN EARLY ENTRANCE****I. PURPOSE**

The purpose of the Early Entrance to Kindergarten policy is to set forth the guidelines to assist families, school psychologists, and administrators in determining the child's competency, both academically and socially, to enter kindergarten prior to age 5.

II. DEFINITIONS

"Kindergarten" means either half day or extended day kindergarten.

III. GENERAL STATEMENT OF POLICY

- A. Children reaching the age of five (5) between September 2nd and October 15th may be considered for early entrance in kindergarten under the following procedures:
1. Parents inform the appropriate elementary principal on or before June 1 of the desire to have their child considered for early entrance. In specific instances, the June 1 deadline may be waived at the discretion of the principal.
 2. Students considered for early entrance to kindergarten will be assessed by a licensed psychologist. The cost of the psychological referral shall constitute a financial responsibility of the parents and be subject to payment prior to the testing date.
 3. The district shall arrange for a psychological test of the child by a licensed psychologist which shall include the following:
 - Cognitive Ability:
(Differential Ability Scales – 2nd Edition (DAS-II) or Kaufman Assessment Battery for Children – 2nd Edition (KABC-II)
 - Social and Emotional maturity/readiness:
(Social Skills Improvement Systems Rating Scale (SSRS/SSIS or Preschool and Kindergarten Behavior Scales – 2nd Edition (PL BS-2)
 - Academic Readiness
(Kindergarten checklist)
 4. The criterion of the psychological test includes an overall IQ score of 121 or greater, advanced pre-academic skills, and observation of social skills. The school psychologist will provide the school and parents with a report, which includes a definite recommendation concerning the child's early entrance status.
 5. Results of the student's psychological assessment will be sent to the building principal and the Coordinator of Student Support Services for review of criteria and results by August 15th. The Coordinator of Student Support Services and the principal, using the assessment data and psychological recommendation, will make the decision regarding early entrance status.
 6. The district will consider outside evaluations if submitted by the parents and following the criteria set forth in this policy.

7. If there are discrepancies between subtests and cluster scores, or between the three main criteria components (e.g IQ score, social skills scores, and observed pre-academic skills), a team of three building principals will be convened to review the data and determine the early entrance status. This recommendation is final unless determination by the Director of Teaching and Learning is requested by the parents for a decision relative to the approval or disapproval of the early entrance application, as based upon the psychological data gathered.

School Board Adoption: June 11, 2018

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