

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 full day kindergarten.

III. GENERAL STATEMENT OF POLICY

- A. Children who will not be five (5) years old prior to September 1 of the school year of requested enrollment may be considered for early entrance in kindergarten under the following procedures:
1. Parents/legal guardians 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 must be assessed for cognitive ability and developmental readiness. The district shall arrange for a cognitive ability and developmental assessment of the child by a licensed psychologist, or trained assessment specialist which shall include the following:
 - a. Cognitive Ability:
(Differential Ability Scales – 2nd Edition (DAS-II) or Kaufman Assessment Battery for Children – 2nd Edition (KABC-II)
 - b. Social and Emotional maturity/readiness:
(Social Skills Improvement Systems Rating Scale (SSRS/SSIS or Preschool and Kindergarten Behavior Scales – 2nd Edition (PL BS-2)
 - c. Academic Readiness
(Kindergarten checklist)
 3. The cost of assessment is the financial responsibility of the parents/legal guardians unless such an expense is determined to be a significant hardship. Fees are subject to payment prior to the testing date.
 4. The criterion of the assessment includes an overall IQ score of 130 or greater, advanced pre-academic skills, and observation of social skills. The school psychologist or trained assessment specialist will provide the school and parents/legal guardian with a report, which includes a definite recommendation concerning the child's early entrance status.
 5. Results of the student's assessment will be sent to the building principal and the Executive Director of Academic Services or designee for review of criteria and results by August 15th. The Executive Director of Academic Services or designee-and the

principal, using the assessment data and cognitive ability and developmental assessment-recommendation, will make the decision regarding early entrance status.

6. The district will consider outside evaluations if submitted by the parents/legal guardians 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 Executive Director of Academic Services is requested by the parents/legal guardians for a decision relative to the approval or disapproval of the early entrance application, as based upon the cognitive ability and developmental assessment data gathered.

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