



## Procedures for Early Entrance to Kindergarten and First Grade

The purpose of these guidelines is to provide criteria and procedures for early entrance for students into the Lakeville School District. Based on teacher input and committee research we recognize that early entrance student success is contingent on advanced cognitive, social/emotional/behavioral development. The early entrance assessment is designed to select students who demonstrate superior development in all of these areas. Only a small number of students are recommended for early entrance to kindergarten. State law indicates, “No person shall be admitted to any public school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences... except that any school board may establish a policy for admission of selected pupils at an earlier age.” (Statute 120A.20 Admission to Public School)

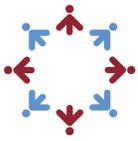
### **Part 1: Initial Screening**

1. Children 5 years of age, on or before September 1, are eligible to enter kindergarten. If a child’s birth date falls on a date after September 1<sup>st</sup> and before October 15<sup>th</sup>, parents may request early entrance. Early entrance will not be considered for a child that would be accelerated to the same grade as an older sibling.
2. A request for early entrance must be made in writing (email or U.S. mail) by March 1<sup>st</sup> of the preceding school year directly to the district gifted services coordinator. The request must include the child’s birthday, attendance area school and reason for request. After the request has been received, information about the process will be given to the parent. The gifted services coordinator will coordinate the process and inform the building principal of all updates related to the request.
3. A licensed school psychologist must do initial testing. The cost of the test will be borne by the parent. The most recent edition of the Wechsler Preschool and Primary Intelligence Scale (WPPSI) is the only test the district will accept. While the target score for early entrance is a Full Scale IQ score of 130, a child must obtain a minimum score of 125 or higher to be considered eligible. Parents should be aware only five percent of children obtain a score this high. This high standard is in place to minimize the risks associated with entering kindergarten early.
4. The psychologist’s summary shall include the results of the WPPSI and the relevant observations of the child’s behavior during the evaluation (e.g., ability to sustain attention, follow directions, problem solve, impulse control, tolerate frustration, activity level, social interaction skills and other behaviors that are important to success in a formal kindergarten classroom). Results are requested by April 1<sup>st</sup>.

### **Part 2: Data Gathering**

If the process continues, the gifted services coordinator, or designee will administer the Woodcock Johnson Test.

1. A parent questionnaire will be completed.
2. Although preschool is not required, it is highly recommended. The parent will obtain information from the preschool teacher that would indicate areas that this child exceeds expectations, using a form provided by the district. Any explanations or examples that would benefit the early entrance committee should be included.
3. All data must be collected and submitted to the gifted services coordinator by May 1<sup>st</sup>.



### **Part 3: Criteria for Early Entrance**

A Full Scale score of IQ 130 or better on the most recent edition of the Wechsler Preschool and Primary Intelligence Scale (WPPSI) must be achieved.

- Students who have Full Scale score between 125 and 129 will be considered if other criteria are met at a high standard.
1. Academic achievement results on the Woodcock Johnson (or equivalent as approved by the Early Entrance Committee) must be at the 90<sup>th</sup> percentile or better.
  2. Advanced social/emotional/behavioral development and strong academic motivation must be demonstrated.

### **Part 4: Recommendation Procedures**

1. A district committee will meet to consider each early entrance candidate. This committee is comprised of at least four of the following staff members; the district gifted services coordinator, an elementary school principal, a kindergarten teacher, a school psychologist, a gifted specialist, an elementary school learning specialist or other members as needed to represent each school with a candidate.
2. Parents will be notified of the decision of the committee by June 1. If early entrance is not recommended, parents may request a meeting with a representative of the committee.
3. If early entrance is recommended, the district gifted services coordinator will notify the building principal of the decision. Documentation data will be placed in the student's cumulative file. This includes all testing documents and observation inventories submitted by the family for consideration. The district gifted coordinator will compile this data and submit to the building office manager.
4. If early entrance is recommended, the building principal will inform the incoming classroom teacher of the placement. The principal, classroom teacher and elementary school gifted specialist will determine a timeline for periodic classroom observations. All early entrance placements are on a trial basis.
5. During the first six weeks of school the elementary school gifted specialist, classroom teacher, or principal will conduct classroom observations and note whether the child is: socially integrated, progressing academically, able and willing to follow directions, demonstrating acceptable emotional maturity and appropriate independence.
6. As a result of the observations, a building review team including the gifted specialist, the classroom teacher, and the building principal will determine whether the placement is appropriate.
7. If the building team determines the placement is not appropriate, a meeting with the parents will be arranged. The child will be withdrawn from kindergarten or first grade. The appropriate course of action will be discussed.