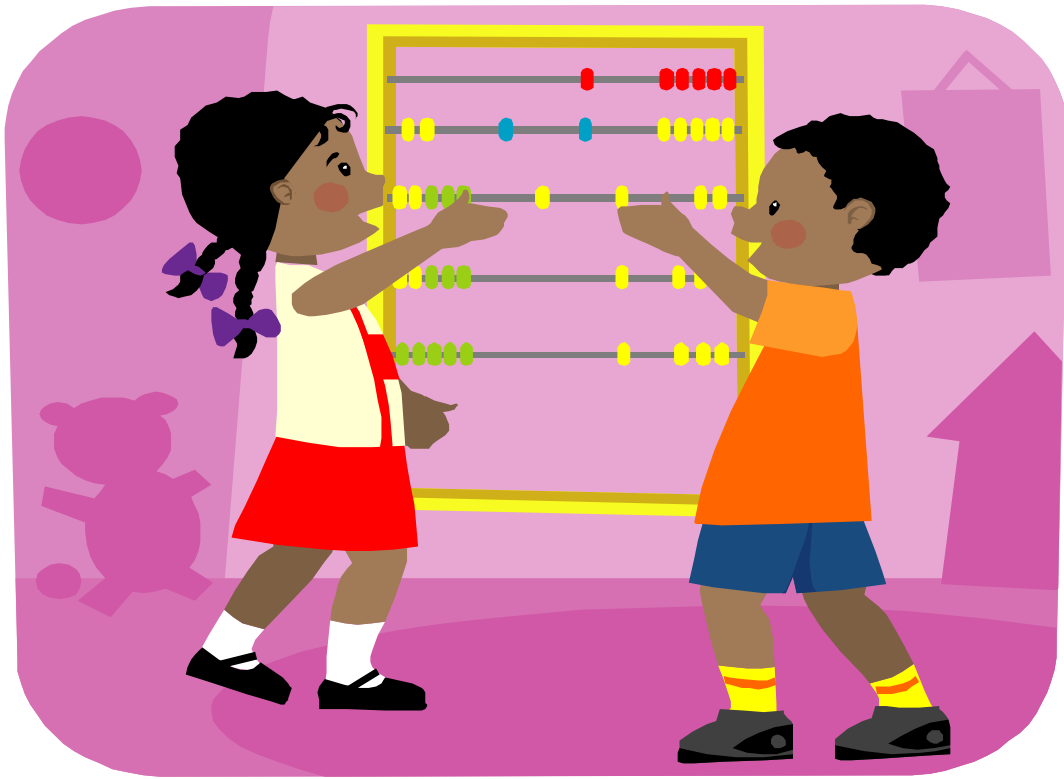
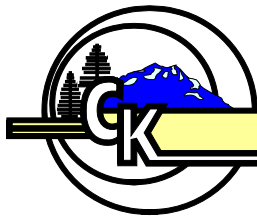


EARLY ENTRANCE To KINDERGARTEN



2012-13

Central Kitsap School District
Silverdale, Washington



DEPARTMENT OF CURRICULUM & INSTRUCTION

Central Kitsap School District, Silverdale, Washington 98383

Dear Parent:

You have expressed interest in the Central Kitsap School District early entrance procedures for kindergarten. The School Board policy defines early entrants as children whose chronological age is not 5.0 years on August 31, yet they demonstrate strength in cognitive (or academic) ability and promise of success in kindergarten if admitted.

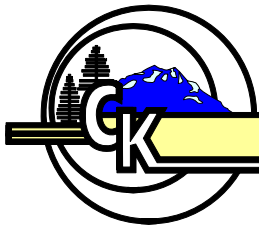
When your child is assessed for early entrance, he or she **must perform in the percentile rankings noted in this guide in order to be admitted** to school. Your child must demonstrate performance at the specified level in each of the areas measured (mental ability, fine and gross motor skills, social/emotional development, auditory and visual discrimination, communication skills, and readiness-to-learn skills).

Any child born after November 30 is not eligible to be considered for early entrance to kindergarten.

In the majority of cases, the Central Kitsap School District encourages you to delay entering your child into kindergarten until he or she is chronologically eligible. This information is provided to you prior to your decision to pursue or not pursue formal testing thereby incurring personal expense.

Sincerely,

Bonnie Fulton
Student Services Specialist



*Policy & Procedures
for
Early Entrance to Kindergarten*

According to Central Kitsap School District Board Policy 3110:

“To be admitted to a kindergarten program, which commences in the fall of the year, a child must be not less than 5 years of age on or before September 1 of that school year. To be admitted to a first grade program, which commences in the fall of the year, a child must be not less than 6 years of age as on or before September 1 of that school year, or successfully completed an accredited program of 450 or more hours, including instruction in language arts, arithmetic, and reading. Special exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the exception shall be based upon an analysis of the child’s (1) mental ability, (2) gross motor skills, (3) fine motor skills, (4) visual discrimination, (5) auditory discrimination, and (6) emotional/social development. The superintendent shall develop procedures for granting exceptions. Fees for assessing exceptions will reflect actual cost to the District.

1. The kindergarten early entrance procedures are designed to identify and place those children in kindergarten who:
 - a. will turn 5 years of age between September 1 and November 30;
 - b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
 - c. are selected on the basis of testing by district personnel with evidence of strength in mental ability, fine and gross motor ability, visual and auditory discrimination emotional/social development, and communication skills.
2. Obtain an Early Entrance to Kindergarten packet from the Curriculum Department located at the Jenne-Wright Administration Building, 9210 Silverdale Way, Silverdale, WA, or telephone (360) 662-1713.
3. Fill out the early entrance application forms, which include a parent questionnaire. Please obtain and attach a reference letter from someone who is well acquainted with your child but not related to any family member. The person providing this reference

should know your child well enough that they can speak with some expertise about your child's attributes and abilities. The reference letter should indicate whether this person recommends your child be schooled with children who will be a year older than he/she is; if yes, what evidence would this person provide about your child that speaks to his/her mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

4. Return the parent questionnaire, with payment of \$125, to the Curriculum Department, Central Kitsap School District, P.O. Box 8, Silverdale, WA 98383, no later than June 22. Make your check payable to the Central Kitsap School District (CKSD). (If payment causes a hardship, assistance is available. Call (360) 662-1713 for more information.)
5. Your application will be reviewed and you will receive a phone call to set up an appointment for the first assessment session. Level I Testing sessions are scheduled June 28-July 2.
6. During Level I and II Testing sessions you may not remain with your child, but we ask that you remain in the building. If you bring other children, please bring material to keep them occupied. Please remain in close proximity so we may reach you if testing finishes early. Testing consists of evaluation of mental ability, auditory discrimination, visual discrimination, fine motor skills, gross motor skills, and social/emotional development. At the end of Level I testing the school psychologist will talk to you about the test results.
7. Following Level I testing, a letter will be sent to parents informing them of the child's specific scores in ability testing.
8. If your child advances to the second level of testing, you may schedule this individual evaluation in the Curriculum office, or you will be called to schedule. The fee for the second round of testing is \$75, due prior to testing taking place. You will be notified of the specific date, time, and location.
9. The parents of early entrance candidates will be notified of the testing results and recommendations no later than the Friday before the first day of school. Those candidates recommended for early entrance placement will begin kindergarten the following week.
10. If you need further information, please call Vickie Lee in the Curriculum Department, at (360) 662-1713.

Early Entrance Evaluation in Central Kitsap School District

Washington State does not require districts to offer an early entry option into kindergarten. However, should districts like Central Kitsap choose to offer such an option, the law requires that children being considered for early entrance to kindergarten be evaluated in the following six areas:

- mental ability
- gross motor development
- fine motor development
- visual discrimination
- auditory discrimination
- social/emotional development

Each school district determines how the evaluation will be done and what evaluation tools will be used. In addition to the state's six areas, Central Kitsap School District also evaluates the child's communication skills and identified academic/readiness skills. CKSD stresses mental ability and social emotional development over the others. Therefore, depending upon the child's progress through the levels of the evaluation process, he/she may or may not experience every portion of the total evaluation.

Level I Testing

The first testing session is up to 1 1/2 hours in length and is conducted by a school psychologist.

Mental Ability: The Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III) is given to the child and scored by the school psychologist. It measures how well a child approaches new learning tasks by asking them to engage in both verbal and performance tasks. These tasks measure general aptitude and include: concentration, listening, problem solving, alertness, practical knowledge, ability to organize, verbal abilities, memory, attention to details, sequencing ability, and ability to persist and attend.

Social Emotional Assessment: The child will be evaluated on their social/emotional readiness by the testing administrator. Overall score, and/or an individual score will be used to determine eligibility for the next level of testing.

The WPPSI-III score is reported by percentile, and a child (according to age) must score in the following percentile range in all areas (verbal, non-verbal, and overall) in order to continue to Level II:

Birth Date

September 1-15
September 16– October 15
October 16– November 30

Percentile

85th percentile– Intellectually Strong
90th percentile– Intellectually Proficient
95th percentile– Gifted/Exceptional Ability

The child must also meet standard on the social/emotional development rubric.

Level II Testing

Level II testing takes approximately one hour in length and is conducted by a kindergarten teacher. A performance assessment on entry-level skills is done using observation, anecdotal records, short performance tasks, the Central Kitsap Kindergarten Assessment Tool, DIBELS, Read Well reading assessments, and Social/Emotional Development Rubric. The following areas are evaluated:

Academic Development: Parts of the Central Kitsap Kindergarten Assessment Tool, DIBELS Reading Test, and Read Well assessment will be used to assess the child's introductory math and language skills.

Gross Motor Development: Skills such as walking, running, skipping, hopping, jumping, throwing, catching, knowing left and right. A game, such as Simon Says, is used for providing directions and observing the child's accuracy in following those directions.

Fine Motor Development: A writing sample and picture sample are collected. It is noted how the child uses space, direction, formation, and writing tools.

Visual Discrimination: The child is asked to compare and identify the difference or sameness between letters and words.

Auditory Discrimination: The child is asked to listen and identify differences or sameness in sounds between letters and words.

Communication Skill Development: The child's use of language in conversation about familiar topics, answering questions, and responding to specific directions is listened to and documented.

Social/Emotional Assessment: The child will be evaluated on their social/emotional readiness by the testing administrator. Overall score, and/or an individual score will be used to determine eligibility for the next level of testing.

Social/Emotional Development: The following areas are observed:

- Child's comfort level when asked to engage in activities presented and in conversations with the adult.
- Child's ability to follow directions when asked.
- Child's ability to transition from one activity to another (stopping and starting).
- Child's ability to focus attention on task or speaker while in a stimulating environment.
- Child's ability to sustain interest over a period of time.
- Child's positive approach to new tasks.
- Child's ability to handle mistakes in a positive way.
- Child's level of independence.

Criteria to move to Provisional Kindergarten Placement: The child must meet the standard in all areas on the second step of evaluation in order to qualify for the provisional kindergarten placement.

Provisional Kindergarten Placement

- A. If the student meets the criteria set in Level II testing, then the student will be placed in kindergarten on a provisional basis for a period of time, not to exceed 30 calendar days. During this time the student's readiness for kindergarten will be monitored.
- B. If it is observed that the student may not be ready for kindergarten, then a standardized social/emotional assessment will be administered. The results of the assessment will be used in making a final determination for placement.
- C. If this assessment is administered, the principal will convene a meeting. Participants will include the parent(s), the student's teacher, the principal and other invited individuals who may contribute relevant information and/or expertise regarding the individual student. At this meeting, the participants will consider the student's general performance, their social, emotional and physical maturity, academic skills, peer relationships and other relating factors.
- D. Based on the information provided by the participants of the meeting, and the test results, the recommendation may be made that the student is, or is not yet ready for kindergarten. In the event the participants in the decision cannot reach a consensus, the building principal retains the authority and the responsibility to make the final decision.

Laws & Policies on Early Entrance to 1st Grade

According to Washington Administrative Code (WAC) 392-335-020

“Any child not otherwise eligible for entry to first grade who successfully has completed a kindergarten program in a public or private school shall be permitted entry to the school program: Provided, That the kindergarten program standards substantially equaled or exceeded the applicable basic education program requirements of RCW 28A.150.220 and WAC 180-16-200 through 180-16-220, each as now or hereafter amended...”

What do “accredited” and “approved” mean?

According to the State Board of Education, verification that a private school has “substantially equaled or exceeded the applicable basic education program requirements” is evidenced by a school that is **approved** by the Washington State Office of the Superintendent of Public Instruction (OSPI) or that is **accredited** by a national agency acknowledged by the Washington State Board of Education. OSPI **approval** is available only to private schools that provide education in first grade or higher. A list of OSPI **approved** schools is available at <http://www.k12.wa.us/PrivateEd/PrivateSchools/pubdocs/ApprovedPrivateSchoolsDirectory.pdf>.

According to Central Kitsap School District Board Procedure 3110:
Special Placement For Students Who Have Completed 450 Hours of non-”Accredited” or Non-”Approved” Kindergarten

Students, who are not age eligible for first grade, whose birthdates fall between and including September 1 and November 30, and who have completed 450 hours of kindergarten in a private school which has not been accredited by OSPI or approved by an agency recognized by OSPI as having that authority, may be placed as follows:

- A. The parent will meet with the building principal and present that information obtained from the private kindergarten as well as other sources which causes the parent to conclude that the student will be successful in first grade in spite of his/her younger age.
- B. If the principal concludes that the evidence presented by the parent sufficiently supports the likelihood that the student will be successful in first grade in spite of his/her younger age, then the student will be placed in a combination of kindergarten (half day) and first grade (half day) for a period of time, not to exceed 30 calendar days.

- C. Before the end of those 30 days, at the principal’s discretion, the principal will convene a meeting. Participants will include the parent(s), the student’s teacher, the principal and other invited individuals who may contribute relevant information and/or expertise regarding the individual student. At this meeting, the participants will consider the student’s general performance, their social, emotional and physical maturity, academic skills, peer relationships and other relating factors.
- D. Based on the information provided by the participants of this meeting, the student will be placed in either kindergarten or first grade for the remainder of the year. In the event the participants in this decision can’t reach a consensus, the building principal has the authority and the responsibility to make the final decision. Following the completion of this year, the student is subject to the other provisions of this policy.

KITSAP COUNTY OSPI APPROVED SCHOOLS

Approved School Name	City	Grade Span	Phone Number
Alta Vista School	Bremerton	7-12	360.479.7438
Bethany Lutheran Elementary	Port Orchard	P-8	360.876.1300
Burley Christian School	Port Orchard	P-12	253.857.6200
Carden Country School	Bainbridge Island	K-12	206.842.2721
Christ the King Lutheran School	Bremerton	P-8	360.692.8799
Crosspoint Academy	Bremerton	K-12	206.546.7211
Discovery Depot Montessori	Bremerton	P-3	360.337.1400
Discovery Montessori	Port Orchard	P-8	360.337.5745
Gateway Christian Schools (formerly Christ the King Academy)	Poulsbo	K-8	360.779.9189
Hyla Middle School	Bainbridge Island	6-8	206.842.5988
Kitsap Adventist Christian School	Bremerton	K-8	360.377.4542
Madrona School	Bainbridge Island	P-8	206.855.8041
Martha & Mary Children's Learning Center	Poulsbo	P-1	360.394.4058
Montessori Country School	Bainbridge Island	P-1	206.842.4966
Our Lady Star of the Sea School	Bremerton	P-8	360.373.5162
Peace Lutheran School	Bremerton	P-8	360.373.2116
Poulsbo SDA School	Poulsbo	1-8	360.779.6290
Silverwood School	Poulsbo	1-6	360.697.7526
South Kitsap Christian School	Port Orchard	P-12	360.876.5595
St. Cecilia Elementary School	Bainbridge Island	P-8	206.842.2017
The Island School	Bainbridge Island	K-5	206.842.0400
Voyager Montessori	Bainbridge Island	1-6	206.780.5661
West Sound Academy	Poulsbo	6-12	360.598.5954

High Achiever, Gifted Learner, Creative Thinker

<i>High Achiever...</i>	<i>A Gifted Learner...</i>	<i>A Creative Thinker...</i>
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answers the questions in detail.	Ponders with depth and multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert, abstracting beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

**Superintendent
Gregory J. Lynch**

Department of Curriculum and Instruction

**Dan Dizon
Executive Director**

2012 Board of Directors

**Chris Stokke, President
Mark Gaines, Vice President
Bruce Richards, Legislative Representative
Christy B. Cathcart, Member
Eric Greene , Member**

**Central Kitsap School District #401
Post Office Box 8
Silverdale, WA 98383**

The Central Kitsap School District provides equal educational and employment opportunity without regard to race, creed, color, national origin, sex, sexual orientation, including gender expression or identity, marital status, the presence of a disability, and other bases protected by applicable law.

Curriculum 01/12