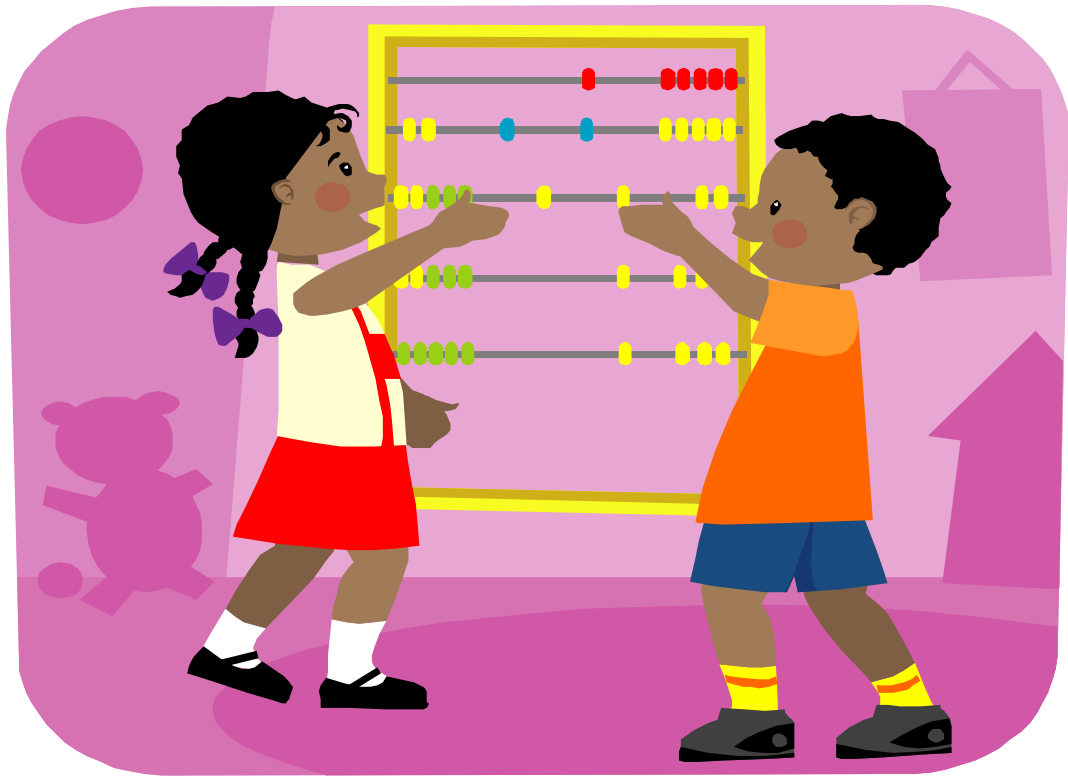


EARLY ENTRANCE To KINDERGARTEN



2016-17

**Central Kitsap School District
Silverdale, Washington**

– Board of Directors –

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Central Kitsap School District

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9210 SILVERDALE WAY NW
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www.ckschools.org

Dear Parent/ Guardian:

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 before September 1, 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 formal testing, thereby incurring personal expense.

Sincerely,

Jenni Narimatsu
Student Services Specialist



Central Kitsap School District

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Policy & Procedures for Early Entrance to Kindergarten

According to Washington Administrative Code (WAC) 392-335-010

“a child must be five years of age as of midnight August 31 of the year of entry to be entitled to enter kindergarten.”

According to Central Kitsap School District Board Policy 3110:

“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
 - c) benefit from advanced grade placement; and 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 Student Services Department located at the Jenne-Wright Administration Building, 9210 Silverdale Way, Silverdale, WA, or contact Kim Burchett, in Student Services at (360) 662-1734 or by email kimbu@ckschools.org
3. Fill out the early entrance application forms, which include a parent questionnaire and letter of reference form. Please obtain 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, to the Student Services office (with payment of \$175 to the Business Office), Central Kitsap School District, P.O. Box 8, Silverdale, WA 98383, no later than June 15. Make your check payable to the Central Kitsap School District (CKSD). (If payment causes a hardship, assistance is available. Call (360) 662-1734 for more information.)
5. You may schedule the Level I Assessment in the Student Services office, or you will be called to schedule as soon as the application, letter of reference and payment has been received. Level I Testing sessions are scheduled in June after the last day of school.
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. If your child advances to the second level of testing, you may schedule the Level II assessment in the Student Services office, or you will be called to schedule. The fee for the second round of testing is \$125, due prior to testing taking place. At the end of Level II testing the test administrator will talk to you about the test results. Level II Testing sessions are scheduled following completion of Level I.
8. The parents of early entrance candidates will receive written notified of the testing results. Those candidates recommended for early entrance placement will receive written notification of the kindergarten registration and provisional process.
9. If you need further information, please contact Kim Burchett in the Student Services Department, at (360) 662-1734 or email kimbu@ckschools.org

Early Entrance Evaluation in Central Kitsap School District

Washington State does not require districts to offer an early entry option into kindergarten.

For districts that chose to offer early entrance, school district determines how the evaluation will be done and what evaluation tools will be used.

Level I Testing

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

Mental Ability: The Woodcock-Johnson Tests of Cognitive Ability—Fourth Edition (WJ-Cog-IV) is given to the child and scored by a school psychologist. The WJ-Cog-IV measures how well a child reasons and problem solves by asking them to engage in problem solving with both verbal information and visual information. These tasks measure general learning aptitude as well as attention, concentration, problem solving, practical knowledge, ability to organize, verbal abilities, memory, formation of concepts, and persistence.

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 WJ-Cog-IV scores are reported by percentile, and a child (according to age) must score in the following percentile range in all areas (General Intellectual Ability (GIA), Comprehension-Knowledge, Fluid Reasoning, and Short-Term Working Memory) in order to continue to Level II:

<u>Birth Date</u>	<u>Percentile</u>
September 1-15	85th percentile– Intellectually Strong
September 16 – October 15	90th percentile– Intellectually Proficient
October 16 – November 30	95th percentile– Gifted/Exceptional Ability

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

Level II Testing

Level II testing takes up to one hour and is conducted by a teacher. A performance assessment on entry-level skills is done using observation, anecdotal records, short performance tasks, the Central Kitsap Kindergarten Assessment Tool, *DIBELS Next*, and Social/Emotional Development Rubric. The following areas are evaluated:

Academic Development: Parts of the Central Kitsap Kindergarten Assessment Tool, *DIBELS Next*, Reading Test 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 (probational) 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. Once the assessment is administered, the principal will convene a meeting. Participants will include the parent(s), the student's teacher, and 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 information provided by participants in the meeting and the test results, a determination will be made as to whether or not the child will remain in kindergarten.
- E. 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: Provided further, That if the district of entry has reason to believe that an individual child so qualified may not succeed in the district's first grade program, the district shall have the option of placing the child in either kindergarten or the first grade for evaluation in the areas specified in WAC [392-335-025](#) and a final determination of the child's appropriate grade level placement no later than the thirtieth calendar day following the child's first day of attendance.”

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/ApprovedPrivateSchoolsList.xls>.

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	Phone Number	Grades
Bethany Lutheran Elementary	Port Orchard	360.876.1300	P-8
Burley Christian School	Port Orchard	253.851.8619	P-12
Carden Country School	Bainbridge Island	206.842.2721	K-8
Christ the King Lutheran School	Bremerton	360.692.8799	P-8
Crosspoint Christian School (formerly Crosspoint Academy and formerly Kings West School)	Bremerton	360.377.7700	K-12
Discovery Depot Montessori	Bremerton	360.337.1400	P-3
Discovery Depot Montessori Schoolhouse	Bremerton	360.337.1400	P-1
Discovery Montessori	Port Orchard	360.337.5745	P-8
Gateway Christian Schools (formerly Christ the King Acad)	Poulsbo	360.779.9189	P-5
Hyla Middle School	Bainbridge Island	206.842.5988	6-8
Kitsap Adventist Christian School	Bremerton	360.377.4542	K-8
Kitsap Christian Academy (formerly Christian Life Center Academy 2015 and So Kitsap Christian Sch)	Port Orchard	360.876.5595	P-12
Madrona School	Bainbridge Island	206.855.8041	P-8
Montessori Country School	Bainbridge Island	206.842.4966	P-6
Our Lady Star of the Sea School	Bremerton	360.373.5162	P-8
Peace Lutheran School	Bremerton	360.373.2116	P-8
Poulsbo SDA School	Poulsbo	360.779.6290	1-8
Silverwood School	Poulsbo	360.697.7526	K-6
St. Cecilia Catholic School (formerly St. Cecilia Elementary School)	Bainbridge Island	206.842.2017	P-8
The Island School	Bainbridge Island	206.842.0400	K-5
West Sound Academy	Poulsbo	360.598.5954	6-12

Central Kitsap Highly Capable Program Description and Definition

The Central Kitsap School District (CKSD) strives to provide access to accelerated learning and enhanced instruction for highly capable students. CKSD defines highly capable students as learners who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences and environment. Characteristics of these academically advanced students include the capacity and willingness to:

- Learn with unusual depth of understanding, to retain what has been learned and to transfer learning to new situations;
- Deal with increasing levels of abstraction and complexity earlier than their chronological peers;
- Make unusual connections among ideas and concepts;
- Learn quickly in their area(s) of intellectual strength; and
- Concentrate and focus intensely.

CKSD offers highly capable services for students who demonstrate both aptitude and achievement in verbal and/or quantitative skill areas. There is a process to identify and retain students who will benefit the most from CKSD highly capable services.

Characteristics of giftedness

*(Based on research compiled by Dr. J. Renzulli for the National Association for Gifted Children)
Reprinted from the Mensa Gifted Youth Handbook*

Learning characteristics

- Has unusually advanced vocabulary for age or grade level.
- Has quick mastery and recall of factual information.
- Wants to know what makes things or people tick.
- Usually sees more or gets more out of a story, film etc., than others.
- Reads a great deal on his or her own; usually prefers adult-level books; does not avoid difficult materials.
- Reasons things out for him or herself.

Motivational characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems.
- Is easily bored with routine tasks.
- Needs little external motivation to follow through in work that initially excited him or her.
- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products.
- Prefers to work independently; requires little direction from teachers.
- Is interested in many "adult" problems such as religion, politics, sex and race.
- Stubborn in his or her beliefs.

Creativity characteristics

- Constantly asking questions about anything and everything.
- Often offers unusual, unique or clever responses.
- Is uninhibited in expressions of opinion.
- Is a high-risk taker; is adventurous and speculative.
- Is often concerned with adapting, improving and modifying institutions, objects and systems.
- Displays a keen sense of humor.
- Shows emotional sensitivity.
- Is sensitive to beauty.

Leadership characteristics

- Carries responsibility well.
- Is self-confident with children his or her own age as well as adults.
- Can express him or herself well.
- Adapts readily to new situations.
- Is sociable and prefers not to be alone.
- Generally directs the activity in which he or she is involved.

Renzulli, Dr. J., "Characteristics of Giftedness." National Association for Gifted Childre. Mensa Gifted Youth Handbook. Mensa. Web. 23 Apr. 2015.

Board of Directors

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Scott Woehrman– Legislative Representative
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Robert C. MacDermid – Member

Superintendent

David McVicker

Affirmative Action/Title IX Officer

Jeanne Beckon, Executive Director of Human Resources
(360) 662-1680

Section 504 Compliance Officer

Christina Wyatt, Director of Student Services
(360) 662-1677

U.S. Department of Education, Office for Civil Rights, Region X

Henry M. Jackson Federal Building
Mail Code 10-9010
915 Second Avenue
Seattle, WA 98174-1099

Central Kitsap School District

9210 Silverdale Way NW
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Silverdale, WA 98383-0008
TEL (360) 662-1610
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The Central Kitsap School District provides equal educational and employment opportunity without regard to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation – including gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, the use of a trained dog guide or service animal by a person with a disability, HIV/Hepatitis C status, or other bases protected by applicable law. Equal access to activities, facilities and programs is provided to the Boy Scouts of America and other designated youth groups.

Inquiries regarding compliance or complaint procedures may be directed to the School District's Title IX Officer/Section 504/RCW 28A.640 compliance Officer or to the U.S. Department of Education, Office for Civil Rights.