

EARLY ENTRANCE To KINDERGARTEN



2024 - 2025

Central Kitsap School District
Silverdale, Washington

– Board of Directors –

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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 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
- readiness-to-learn skills

Any child born after November 30 is not eligible to be considered for early entrance to kindergarten. Washington State does not require districts to offer an early entry option into kindergarten. **For districts that chose to offer early entrance, the school district determines how the evaluation will be done and what evaluation tools will be used.**

In most cases, the Central Kitsap School District encourages you to delay entering your child into kindergarten until he or she is chronologically eligible. Final determination for placement will be made by the Assistant Director of Student Services.

This information is provided to you prior to your decision to pursue formal testing, thereby incurring personal expense.

Sincerely,

A handwritten signature in black ink that reads "Amy Archuleta". The signature is written in a cursive style.

Amy Archuleta
Assistant Director of Student Services



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 five 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 based on 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. Applications are available on the Central Kitsap School District website. If you would like it emailed to you, contact Kim Burchett at Kimbu@ckschools.org or 360-662-1734.
3. Sign up to inquire about testing at the Early Entrance to Kindergarten Inquiry form. You can find the sign-up form at https://www.ckschools.org/academics/kindergarten/early_kindergarten_entry
4. Fill out the early entrance application and return it by email to Kimbu@ckschools.org, and make the payment of \$200 online at: <https://wa-centralkitsap.intouchrecepting.com/>
(If payment causes a hardship, assistance may be available. Call (360) 662-1734 for more information.)
5. After the above steps are completed, you may schedule testing by emailing or calling the Student Services office (360-662-1734). Testing sessions are scheduled at the end of June.
6. We ask that you remain on the premises during testing. If you bring other children, please bring material to keep them occupied. Please remain in proximity so we may reach you if testing finishes early.

7. Testing consists of evaluation of mental ability, auditory discrimination, visual discrimination, fine motor skills, gross motor skills, and social/emotional development.
8. If your child requires additional testing, a staff member will contact you by phone or email to schedule.
9. The parents or guardians of early entrance candidates will receive written notification of the test results by email within a week of testing. Those candidates recommended for early entrance placement will be told next steps for kindergarten registration and the provisional process.

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 choose to offer early entrance, the individual school district determines how the evaluation will be done and what evaluation tools will be used.

Part I Testing

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

Mental Ability: The Differential Ability Scales, Second Edition (DAS-II) is given to the child and scored by a school psychologist. The DAS-II 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 Social Skills Improvement System (SSIS) will assess your child's social/emotional skill development. The SSIS provides a broad assessment of a student's social behaviors, behaviors that can affect teacher-student relations, and peer acceptance. Overall score, and/or an individual score will be used to determine eligibility for the next level of testing.

The DAS-II cognitive and SSIS social/emotional scores are reported by percentile. A child (according to age) must score in the following percentile range in all their respective domains to continue to Level II:

<u>Birth Date</u>	<u>Percentile</u>
September 1-15	85th percentile
September 16 – October 15	90th percentile
October 16 – November 30	95th percentile

Part II Testing

The next testing can also take up to one hour. The Bracken School Readiness Assessment, Fourth Edition (BRSA-4), will be utilized to evaluate early academic achievement. The BRSA4 evaluates children's school readiness in terms of understanding of basic concepts that are strongly related to early childhood cognitive and language development as well as early academic achievement.

Fine and gross motor tasks will be evaluated utilizing the Ages and Stages Questionnaire (ASQ), Third Edition (ASQ-3). After successful completion of Part I testing, you will be provided with the questions to complete this portion of the testing in the home setting. These items will be stored electronically and reviewed by the proctor at time of testing appointment. Scores will be compared with age-appropriate developmental expectations.

Criteria to move to Provisional Kindergarten Placement:

The Bracken scores are reported by percentile. A child (according to age) must score in the following percentile range in all their respective domains:

<u>Birth Date</u>	<u>Percentile</u>
September 1-15	85th percentile
September 16 – October 15	90th percentile
October 16 – November 30	95th percentile

The ASQ classifications will be utilized to confirm endurance for kindergarten tasks involving movement. The child must demonstrate on-schedule development on the ASQ.

Final determination for placement will be made by the Assistant Director of Student Services.

Provisional (probationary) Kindergarten Placement

- A. If the student meets the criteria, then the student will be placed in kindergarten on a provisional basis for a period, not to exceed 30 calendar days. During this time the student's readiness for kindergarten will be monitored.
- B. If during these 30 days 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/guardian(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 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 <https://www.sbe.wa.gov/our-work/private-schools>.

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 despite 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 despite 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, 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.*

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 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 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.

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Erin Prince, PhD

Civil Rights Coordinator/Title IX Officer

Jeanne Beckon, Assistant Superintendent of Human Resources
(360) 662-1680

Section 504 Coordinator

Andrea Bowman, Assistant Director of Student Supports
(360) 662-1739

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
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The Central Kitsap School District complies with all applicable federal and state rules and regulations and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities, or employment related matters, and provides equal access to the Boy Scouts and other designated youth groups. The following employees are designated to handle questions and complaints of alleged discrimination in writing or by telephone: Assistant Superintendent of Human Resources, District Civil Rights/Title IX Compliance Coordinator, Jeanne Beckon (360) 662-1680; Assistant Director of Student Supports, Section 504 Coordinator for 28A.540 and 28A.642 RCW, Andrea Bowman, (360) 662-1739.

The Central Kitsap School District will also take steps to assure that national origin persons who lack English language skills can participate in all educational programs, services, and activities. For information regarding interpretation and translation services or transitional bilingual education programs, contact Student Services in writing or by telephone: 1400 NE McWilliams Road, Bremerton, WA 98311, (360) 662-1734.