



GUIDELINES FOR KINDERGARTEN EARLY ENTRANCE

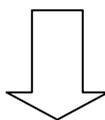
Early Entrance to Kindergarten determinations are based upon the premise that each student shall be challenged and supported in his/her most appropriate placement for learning. In such an instance, when a student who has not yet reached the typical age at which students are admitted to Kindergarten, and a request has been made for evaluation for early entrance to Kindergarten, the following procedures and guidelines shall be followed:

- Regular Kindergarten enrollment requires children to be 5 years old by the first day of school (August 19, 2026). Parents or legal guardians for a child who is 5 years old after the first day of school and before January 1 of the school year for which admission is sought, shall be evaluated upon the request of the child's parent or legal guardian. **Annual deadline for early kindergarten enrollment is one week after the first day of school.*
- Upon receipt of the parent request, the school will provide an Early Kindergarten Entrance packet to parents. This includes an Early Entrance to Kindergarten Flowchart, Kindergarten Early Entrance Application, Kindergarten Readiness Checklist and additional Kindergarten Early Entrance information. Parents should complete the application and checklist with an additional checklist completed by another person who knows the child well such as a preschool teacher, pediatrician, and/or day-care provider, if possible.
- Upon receipt of the application and checklists by the school, the parents will be contacted to review the information and criteria for Early Entrance. All information provided in the application and checklist should be truthfull. An appointment will be made to complete a cognitive assessment. **All information provided must be answered as accurately as possible. GALA reserves the right to reverse early kindergarten admission decisions if it is determined at a later time that intentional false information was provided.*
- If the child obtains a score of at least 41 on the Kindergarten Readiness Assessment (KRA), then the school will consider early kindergarten entrance. If the child scores below 41, the school will not consider early kindergarten entrance.
- If the child scores at least 41 on the KRA, the Kindergarten Early Entrance Team will meet with parents to consider all information (Application, Checklist, Assessment) and make a determination as to whether or not the child demonstrates strong indicators that early kindergarten entrance is essential to the child's learning and in his/her best interests. Written outcomes will be given to parents and records are kept at the school about the appropriateness of Kindergarten Early Entrance.
- A parent or legal guardian of the referred child may appeal in writing the decision of the Kindergarten Early Entrance Team to the Principal within 30 days of being notified of the team's decision. The Principal shall review the appeal and notify the parent or legal guardian who filed the appeal of his/her final decision within 30 days of receiving the appeal. The Principal's decision shall be final.

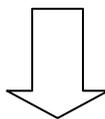


KINDERGARTEN EARLY ENTRANCE FLOWCHART

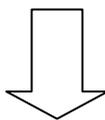
Parent requests Kindergarten Early Entrance packet from school.



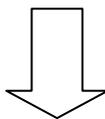
Kindergarten Early Entrance Application and Kindergarten Readiness Checklist returned to school.



Application and Checklist reviewed by the school. If the Application and Checklist demonstrate strong indicators that early kindergarten entrance is essential to the child's learning and in his/her best interests, an individual appointment will be scheduled for the school to complete an early kindergarten assessment.



If the child obtains a score of at least 41 on the Kindergarten Readiness Assessment (KRA), then the school will consider early kindergarten entrance.



The Kindergarten Early Entrance Team meets with parents to consider all information (Application, Checklist, Assessment) and make a determination. Written outcomes will be given to parents and records are kept at the school.



KINDERGARTEN EARLY ENTRANCE APPLICATION

*All information provided must be answered as accurately as possible. GALA reserves the right to reverse early kindergarten admission decisions if it is determined at a later time that intentional false information was provided.

Student Name: _____ **Birth Date:** _____

Parent Name(s): _____

Phone: _____ **Address:** _____

Current Preschool Name: _____

Current Preschool Address: _____

Phone: _____ **Preschool Teacher's Name(s):** _____

What daycare/preschool experience has your child had?

What are your child's strengths?

What concerns do you have about your child's development?

What are your reasons for exploring Kindergarten Early Entrance?

What special considerations should GALA be aware of for your child (health, disabilities, developmental history)?

KINDERGARTEN READINESS CHECKLIST

Readiness for school involves many aspects of development. The statements below generally refer to attributes of mature, beginning Kindergarten students. Please assess your child's current skills to give us more specific information.

*All information provided must be answered as accurately as possible. GALA reserves the right to reverse early kindergarten admission decisions if it is determined at a later time that intentional false information was provided.

My Child:

ALWAYS	SOMETIMES	NEVER	
			1. Knows right from left hand, knee, leg, etc.
			2. Uses concepts of behind, in front of, under, above, over, below .
			3. Knows not only the largest and smallest object of a group but also the middle one.
			4. Distinguishes which object of equal size is the heaviest, lightest ... Ex: cotton ball vs steel ball.
			5. Understands the concepts of morning, afternoon, evening, night, tomorrow, and yesterday .
			6. Can state the days of the week .
			7. Can tell time to the hour .
			8. Distinguishes things that are similar and different and is starting to verbalize the differences between objects spontaneously.
			9. Counts objects to ten easily and does rote counting to twenty .
			10. Shows cause and effect and sequence of observation verbally by use of words such as "because" and "since".
			11. Produces the correct sound for P, B, M, W, H, D, T, N, G, K, N, Y, and F.
			12. Uses complete sentences containing at least five words.
			13. Remembers and follows three simple commands given at one time and not repeated.
			14. Relates in sequence an unfamiliar story that has been heard only once.
			15. Is well-coordinated when s/he walks, runs, and jumps.
			16. Is consistently right- or left-handed .
			17. Is able to draw a vertical line, horizontal line, and circle .
			18. Is able to draw triangle and diamond .
			19. Correctly labels shapes listed above and colors .
			20. Recites alphabet correctly without having to sing alphabet song.
			21. Is able to concentrate attention on a task without being distracted.
			22. Is able to play cooperatively with other children and engage in some competitive action play.
			23. Is able to wash, dress (except for tying), feed, and toilet self without help.
			24. Is capable of self-criticism and willing to carry some responsibility .
			25. Is able to verbalize anger and frustration instead of acting out.

DEVELOPMENTAL CHARACTERISTICS BY AGE

4-Year-Olds:

- are interested in a variety of experiences
- show increasing independence with self-care, self-entertainment
- make rapid gains in fine motor skills: scissors, paste, using recognizable shapes in drawings, manipulating small objects, coloring
- recognize objects by shape, color, or size
- begin to develop the concept that numbers match with objects
- problem-solving skills emerge with choice-making and a sense of consequences for actions
- rapid increases in gross motor skills in skipping, walking, running, stairs

5-Year-Olds:

- understand 1-to-1 correspondence between numbers and objects
- show increased memory for both experiences and more abstract concepts such as similarities and differences
- demonstrate interest in the functions of written language such as signs, writing their name, recognizing functional words
- respond positively to a print-rich environment
- show a growing attention span for projects, stories, especially for interesting material (11 to 12 minutes)
- demonstrate increased self-control by waiting a minute for adult attention, using language to express emotions, beginning to problem-solve and resolve conflict

DEVELOPMENTAL SKILLS FOR CHILDREN ENTERING KINDERGARTEN

Cognitive Skills (the ability to process and use information and problem-solve)

- begin organizing objects by category, class, or function, i.e., animals, tools, vehicles
- match like objects and pictures
- recall elements of stories read to them
- recall rote information such as counting to 5 or 10, ABC song, or other rhythmic tasks

Social Skills (interactions with others in the environment)

- follow through with familiar routines (dressing, bedtime)
- respond to adult interactions (eye contact, greetings)
- share with peers
- take turns in conversation and activities
- begin to choose own friends

Emotional Skills (coping with the demands of the environment)

- separate from parents appropriately
- express feelings verbally
- accept individual responsibility for tasks
- seek help as needed
- follow simple rules
- verbalize anger and frustration instead of acting out

Personal Care Skills

- button, zip, snap
- put on jacket
- care for toileting needs
- blow nose

Fine and Gross Motor Skills

- walk, skip, run, climb stairs, sit in chair
- color, cut, paste, use crayons and markers to draw recognizable shapes

Language Skills (understanding and communicating with others)

- give full name and address
- articulate clearly except for a few developmentally appropriate sounds
- define words by their function
- recite jingles and rhymes
- enjoy being read to
- recount recent experiences
- ask questions frequently
- enjoy jokes

TIPS FOR TRANSITIONING TO A SCHOOL SETTING

1. PREPARE:

- Visit the site
- Meet the teacher
- Explore the room
- Discuss and practice the transportation to and from school

2. DEVELOP ORGANIZATIONAL SKILLS:

- Collect supplies
- Refine the morning routine
- Define a bedtime
- Clarify and practice the bedtime routine
- Use picture checklists
- Define and consistently support clear behavioral rules

3. PRACTICE SEPARATION SKILLS:

- Encourage brief separations
- Set a time or marking event for reunion
- Take a personal item
- Talk about school and coming home afterward

4. GROW SOCIALLY:

- Spend time with peers
- Encourage making choices
- Problem-solve conflicts together

5. PROVIDE A PRINT-RICH ENVIRONMENT:

- Visit the library
- Read together
- Research questions about everyday creatures or objects together

6. BE INVOLVED:

- Ask questions about the school experience
- Use available resources