



## EARLY ADMISSION TO KINDERGARTEN PROCESS

### ABOUT EARLY ADMISSION

Thank you for your interest in early admission to kindergarten for your child. We are very pleased to provide information and assistance to families as they consider the many options available for their children at Arbor Park School District 145.

According to regulations of the Illinois State Board of Education:

- To enter **Kindergarten**, children must be 5 years old by September 1<sup>st</sup> of Kindergarten year

Pursuant to the same regulations, exceptions to this age requirement may be made if the school district determines that a child demonstrates capabilities warranting early admission. To be eligible for early admission, children's birthday must fall between September 2 and October 15 and the child must be clearly ready for, and able to benefit from, the academic standards-based curriculum offered in the school district's classrooms.

The academic standards Arbor Park School District 145 utilizes for early admission are very high to ensure that young children are not frustrated by the challenges and expectations of the curriculum. To demonstrate that they meet these rigorous standards, children must have exceptional ability in the areas of academic, social emotional, and cognitive development.

The process by which Arbor Park School District 145 will consider your child for early admission to kindergarten include the following:

### EARLY ADMISSION PROCESS

1. As the child's parent or guardian, please complete Sections 1-3 of the Early Admission Packet.
2. Have a teacher, principal, teacher's assistant, or childcare provider complete Section 4 of the Early Admission Packet. Students applying to Kindergarten must have one Preschool/Daycare Provider checklists complete.
3. Return a completed Early Admission Packet to Kimberly Heights School attention to the building Principal. A member of the Screening Team, which is made up of highly qualified professionals in early childhood education, will contact you to schedule an early admission screening date for your child. The screening will take approximately an hour. Parents are to wait for their child in the school's waiting area for the duration of the screening.
4. Your child must meet the criteria that is set by Arbor Park School District 145.
5. You will be notified by mail regarding the early admission decision. If your child is eligible, you may take the letter as proof of admission to the district's registration office.



## EARLY ADMISSION REQUIREMENTS FOR KINDERGARTEN

- Proof of residency within District 145
- Child's date of birth (e.g. 5<sup>th</sup> birthday between September 2<sup>nd</sup> and October 15<sup>th</sup> of that school term).
- Child's attendance records from early childhood center/non-public preschool.
- Completion of Parent Questionnaire (forms on district website).
- Completion of Teacher Questionnaire (forms on district website).
- The child must demonstrate above average social-emotional development. This may be determined by interview, observation in the current school placement, and/or adaptive behavior rating scales (e.g. Vineland) completed by District Staff.
- The child must score in the superior range on academic tasks in both early literacy and numeracy. The child must meet Kindergarten grade-level targets on end-of-year AIMSweb probes. If further screening/testing is deemed appropriate, the child must score above 120 on an individually administered academic achievement test (e.g., KTEA, WIAT).
- If deemed appropriate, the child must score in the *very superior* (130+) range of intelligence as measured by an individually administered intelligence test (e.g. WPPSI) completed by the District.

**Phase I:** Assessments Utilized for Screening: Teacher and Parent Questionnaires, Adaptive Behavior Rating Scale (e.g., Vineland), AIMSweb Tests of Early Literacy and Tests of Early Numeracy (end of year Kindergarten targets applied), and student observation data. Based on this data, the screening process will end for some at this juncture. Parents will be called and a letter will be mailed home.

Students who meet the aforementioned criteria above may move on to Phase II (if deemed appropriate)...

**Phase II:** If warranted based on the screening data above, a one-on-one cognitive assessment will also be administered by Arbor Park School District Psychologist (WPPSI) and an achievement assessment (WIAT or KTEA). Parents will be contacted with details and asked to provide consent. Upon completion of a formal report, parents will be asked to meet to discuss the results of the testing and discuss the recommended placement.



TIMELINE FOR EARLY ADMISSION TO KINDERGARTEN

| Early Admission Procedures  | Dates for Current School Year                |
|---|--|
| Parent/Guardian submit Sections 1-4 of Early Admission Packet to the Kimberly Heights School Office. <b>The packet forms must be received by the school no later than May 31<sup>st</sup> of the year of the request.</b> | April 1 <sup>st</sup> - May 31 <sup>st</sup> |
| Once a completed packet has been received, the child's parent/guardian is contacted by a Kimberly Heights School staff member to schedule a date for an early admission screening.  | April 1 <sup>st</sup> - May 31 <sup>st</sup> |
| Children are screened at Kimberly Heights School  | April - May                                  |
| Parent/Guardian receives notification letter regarding acceptance or denial for early admission. Request for further assessments may be warranted at this time.   | May – June                                   |

If you have any questions or need additional information about the early admission process, please contact us at (708) 532-6434. We will be happy to assist you.

Sincerely,

Arbor Park School District 145 Early Admissions Team

**Is early admission the best choice for my child?**

Please consider the following:

- Younger students need to be capable of working in a classroom setting with children older by a year or more
- Entering school early is a long-term decision that parents are making for their child. The potential social/emotional impact on the child as he or she progresses through elementary, middle, and high school, and beyond, is not predictable.

**Why do applicants for Early Admission have to be assessed when other children entering kindergarten are not?**

Children who are not age-eligible must demonstrate above-average performance in academics as well as social/emotional development. The standards for early admission are high to ensure that students are not frustrated with their accelerated placement.

**How should children be prepared for the screening?**

Parents/Guardians should ensure that their child has rested adequately and had sufficient nourishment to participate in the screening. Children do not need any type of special preparation.

**How long is the screening? Who is administering the screening?**

The screening is approximately 1 hour long and is administered by highly qualified early childhood education specialists. Parents/guardians are required to wait for their child while the screening is being administered.

**If my child misses the screening date, can my child re-take the screening?**

The screening is only administered one time to each child. Children cannot be rescreened for any reason. The screening date cannot be rescheduled.

**If my child is not accepted for early admission, does it mean that he or she is behind their peers academically?**

No, not at all. The qualifications for early admission include the demonstration of exceptional skills and competencies. The screening is not meant to assess 'readiness' but rather exceptionality that would warrant accelerated placement for your child. Arbor Park School District 145 classes are highly differentiated, since students enter school with a wide variety of strengths and needs.



APPLICATION FOR EARLY ADMISSION

Please ensure that all documents included in this packet are completed and submitted to:

**Kimberly Heights School 6141 Kimberly Drive, Tinley Park, IL 60477**

A child will not be screened until ALL documents have been submitted and received.

SECTION 1: PERSONAL INFORMATION (TO BE COMPLETED BY PARENT/GUARDIAN)

Child's name (last, first, middle initial): \_\_\_\_\_

Child's date of birth (must be between Sept. 2 and Oct. 15): \_\_\_\_\_

Parent/Guardian names: \_\_\_\_\_

Email Address: \_\_\_\_\_

Address (where the child resides): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone number(s) (Put a check next to the best number in which to contact you):

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

SECTION 2: PRIOR SCHOOL EXPERIENCE (TO BE COMPLETED BY PARENT/GUARDIAN)

List the preschool, Head Start, and/or child care programs your child attended. Include the dates of attendance.

| Name of School/Program | Dates of Attendance |
|------------------------|---------------------|
|                        |                     |
|                        |                     |





**SECTION 4: TEACHER/CHILD CARE PROVIDER QUESTIONNAIRE**

Please read each statement and indicate the student's abilities as listed below by checking the appropriate column.

| <b>PHYSICAL WELL-BEING &amp; MOTOR DEVELOPMENT</b>                            | <b>Always</b> | <b>Frequently</b> | <b>Sometimes</b> | <b>Never</b> |
|---|---------------|-------------------|------------------|--------------|
| Runs, jumps, and climbs with balance and control                              |               |                   |                  |              |
| Uses crayons, markers, & pencils to write and draw with control               |               |                   |                  |              |
| Cuts with scissors independently  |               |                   |                  |              |
| Knows and follows rules and understands the reasons for rules                 |               |                   |                  |              |
| <b>PERSONAL &amp; SOCIAL DEVELOPMENT</b>                                      | <b>Always</b> | <b>Frequently</b> | <b>Sometimes</b> | <b>Never</b> |
| Interacts cooperatively with adults and other children                        |               |                   |                  |              |
| Persists with tasks long enough to complete them or attain a goal             |               |                   |                  |              |
| Follows directions, rules, and routines without much assistance from an adult |               |                   |                  |              |
| Shares toys easily and takes turns with other children                        |               |                   |                  |              |
| <b>LANGUAGE AND LITERACY</b>  | <b>Always</b> | <b>Frequently</b> | <b>Sometimes</b> | <b>Never</b> |
| Expresses ideas clearly; uses an extensive or advanced vocabulary             |               |                   |                  |              |
| Writes name   |               |                   |                  |              |
| Can identify letters  |               |                   |                  |              |
| Uses letters to write words   |               |                   |                  |              |
| Writes sentences and stories  |               |                   |                  |              |
| <b>MATHEMATICS &amp; SCIENCE</b>  | <b>Always</b> | <b>Frequently</b> | <b>Sometimes</b> | <b>Never</b> |
| Can recognize numbers 0-20  |               |                   |                  |              |
| Use problem solving strategies to gain understanding                          |               |                   |                  |              |
| Writes numbers 1-10   |               |                   |                  |              |
| Can recognize shapes and talks about their attributes                         |               |                   |                  |              |
| Puts objects in order from smallest to largest                                |               |                   |                  |              |
| Describes characteristic and basic needs of living things                     |               |                   |                  |              |
| Observes objects and is curious about how they work                           |               |                   |                  |              |

Teachers Name: \_\_\_\_\_

School: \_\_\_\_\_

Signature: \_\_\_\_\_

Phone Number: \_\_\_\_\_