



Bethalto Community Unit School District #8
101 School Street, Bethalto, Illinois 62010
Phone: (618) 377-7200 - Fax: (618) 551-7628
www.bethalto.org

Dr. Jill Griffin, Superintendent of Schools

Dear Parent:

The enclosed materials are in reference to your request for your child to be considered for early entrance into kindergarten. Please note that contained within this packet are informational items as well as items that need to be completed and collected by you. These items **MUST** be returned to the Bethalto East Building Principal no later than the second Friday in May. There will be no requests accepted after that date.

Respectfully,

Bethalto School District Administration

EARLY ENTRANCE TO KINDERGARTEN

Students who turn 5 on or before December 1 may be assessed to determine readiness for early entrance into kindergarten. There are three steps to the process. The first step is to complete the application and turn in all requested parent/guardian materials. The second step is for your child to go through our pre-school screener. If they pass that at or above the 95%, we will call them back in for additional assessments.

All testing will take place at the Bethalto District Administrative Office or at Bethalto East. All assessments are a one-on-one assessment. Test results will be mailed home within two weeks of the test date. Children will be allowed to enroll into Kindergarten when the parent/guardian presents a letter stating the child has passed the early entrance test to the school registrar. For additional questions regarding early entrance testing, contact us at 618-377-7200.

In order for children to qualify for early entrance into our kindergarten program, students must be able to demonstrate the following basic skills. Please note that the list below describes general concepts that are assessed. The assessment is a secure document and we are unable to list every assessment concept or question.

Social and Emotional Skills

- Communicate clearly and answer questions in complete sentences
- Separate easily from parents/caregivers (without getting upset to the point of disrupting or interfering with education of self or others)
- Interact appropriately with adults
- Follow simple instructions with 2 to 3 step directions
- Know personal information (name, age, etc...)
- Pay attention to a single task for an extended period of time

Academic Skills

- Identify upper and lower case letters
- Count to 20 and identify numbers
- Basic Math skills
- Identify colors
- Identify shapes
- Write his/her own name
- Basic Literacy skills
- Express ideas and thoughts verbally

Fine/Gross Motor Skills

- Use proper grip while using pencil, crayons, and scissors
- Cut with scissors

But how do you know if early admission is appropriate for YOUR child?

The first thing you need to do is to look at your child.

- Are you constantly amazed at the things your child is doing and saying?
- Does your child show a genuine interest in learning?
- Does your child seek out learning opportunities?
- Does your child learn independently?
- Does your child function well in a structured environment?
- Does your child prefer to be with older children?
- Does your child read?
- Does your child understand basic math concepts (not just counting)?

If you are answering yes to these questions, your child may be a candidate for early entry to kindergarten.

Things to consider

It is important that early entry to kindergarten be right for the child - not that early entry be right for the parents' wishes, desires, and convenience. This is not an appropriate option to encourage a child who is "almost there" to do better.

Most children will not benefit from early entrance to kindergarten. Most children will benefit from one more year to develop as a preschooler - allowing their maturity, motor coordination, and thinking skills to grow. Young children have thirteen or more years of education ahead of them.

But, for some children, early entrance to kindergarten will be exactly what the child needs. These children, already seeking learning situations, can benefit from the opportunity to channel their thoughts and efforts. Children who already have a gap between their chronological age and academic abilities may enjoy reduced frustration by attending school with slightly older children.

What now?

If, after careful consideration, you decide that your child may be one of the very few who will benefit from early entrance to kindergarten, then you will need to start compiling the necessary information.

The BCUSD#8 will conduct an assessment of your child to determine their level of kindergarten readiness. The District will use the data collected in determining if your child is appropriate for early entrance to kindergarten.

Data collected shall include the following:

1. **Screening** - *Cognitive, language, motor, self-help, socializing, experience and receptive language.* This data and information will be collected, observed and used by the committee.
2. **Performance** - *Children displaying a need to enter kindergarten early shall be able to perform tasks above their age peers. The parent shall submit a sample of student work showing outstanding examples of ability in any (not all) of the following areas. Art, Math, Writing, Dramatic Play, Creative Productions, Science, etc.*
3. **Observable Student Behavior/Student Interest** - *If a child is to be successful in early admission, he/she should be socially and developmentally mature enough to be in a structured setting for a full school day. The child should be capable of following verbal instructions and functioning independently within a group.* Bethalto Unit School District #8 shall require one recommendation letter with specific documentation of physical and social maturity. The recommendation form is attached.
4. **Motivation to Learn/Student Interest** - *A child ready for early admission to kindergarten should be eager to learn ...be excited about a new school experience ...display a thirst for knowledge.* The District shall gather this information in an informal interview with the child, through the application process, and observations during the assessment.

CONSIDERATION FOR EARLY ENTRANCE TO KDG

Screening Process:

- ***STEP 1: PreK Screener (will be conducted at BE or District office. Child must score at or above the 95% to move to the next step and must have been completed within the last 90 days)***
 - ***Pearson Early Screening Profile:*** Early Screening Profiles is an indispensable tool that uses multiple domains, settings, and sources to measure cognitive, language, motor, self-help, and social development. It also surveys the child's articulation, home environment, health history, and test behavior. The result is an ecologically valid assessment that provides a wealth of practical information to help make accurate screening decisions.
 - ***STEP 2: Additional Assessments (must score at or above the 95% on all to be accepted)***
 - ***Vineland Social-Emotional Early Childhood Scales:*** This assessment measures early childhood social-emotional development. The three scales—Interpersonal Relationships, Play and Leisure Time, and Coping Skills—as well as the Social-Emotional Composite assess usual social-emotional functioning in children from birth through 5:11.
 - ***WJ-IV ECAD (test of early cognitive and academic Development):*** This assessment provides reliable testing specifically for early childhood. Offering unique new tests alongside content adapted from trusted WJ IV material, ECAD is appropriate for use with children ages 2:6 through 7:11
 - ***Beery VMI Assessment:*** Internationally respected and backed by decades of research and clinical use, the Beery VMI, now in its sixth edition, offers a convenient and economical way to screen for visual-motor deficits that can lead to learning, neuropsychological, and behavior problems. The sixth edition of the Beery VMI remains strongly focused upon early childhood education.
- **Students must score at or above the 95% on all assessments to qualify.**

EARLY ENTRANCE TO KINDERGARTEN CHECKLIST

- _____ 1. Letter of Request (parent)
- _____ 2. Certified Birth Certificate (parent)
- _____ 3. Application (parent)
- _____ 4. Work Samples (parent)
- _____ 5. Parent Checklist (parent)
- _____ 6. Recommendation Letter
- _____ 7. Screening Assessment Results (school)

Accepted: YES or NO

If yes, _____ agreement signed on _____.
(date)

AGREEMENT FOR EARLY ADMISSION TO KINDERGARTEN

I/We, _____, understand that my/our child, _____, has substantially met the academic and social screening criteria for early admission to Kindergarten.

I/We further understand and acknowledge that the results of the admissions screening tests are not a guarantee that my/our child is academically or socially ready for Kindergarten.

Accordingly, I/We hereby request that my/our child be admitted to Kindergarten for the _____ school year and that such admission may be terminated if, in the sole and absolute discretion and judgment of our child's teacher, principal, school social worker, or Superintendent or his/her designee, it is determined that my/our child should be removed from Kindergarten at any time during the school year for any social or academic reason(s).

In consideration for District 8 granting my/our child early admission to Kindergarten, I/we hereby voluntarily release, remit, acquit and forever discharge the Board and its individual members, administrative staff, teachers, employees, agents and representatives, in their individual and official capacities, from any and all damages or liability as a result of any claims, damages, causes of action of every kind or nature, at law or in equity, demands, costs or attorney fees which may arise as a result of my child's removal from Kindergarten after he/she is granted early admission to Kindergarten.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

EARLY ADMISSIONS APPLICATION
BETHALTO COMMUNITY UNIT SCHOOL DIST. 8
(TO BE COMPLETED BY THE PARENT OR GUARDIAN)

Child's Legal Name: _____

Date of Birth: _____

Name(s) of Guardian(s): _____

Address: _____

Home Telephone: _____ Cell Phone: _____

With whom does your child live? (Please circle)

mother/father mother father grandparents foster parent legal guardian
mother/step-father father/step-mother affidavit guardian

Why are you applying for consideration of your child's early entrance to school?

I, as parent/guardian, am requesting admission to kindergarten for my child. My signature below indicates consent for any and all levels of screenings and evaluations as explained to me by school staff. I understand that I may revoke my consent at any time and that any screening and evaluation results will be provided to me.

Date: _____ Parent/Guardian Signature: _____

BACKGROUND INFORMATION

PARENT INFORMATION

Father's occupation: _____

Mother's occupation: _____

Children in the family (in order, oldest to youngest)

Name	Age

What does your child like to do with either or both parents/guardians?

EXPERIENCES

What type of group experience has your child had?

	Location	Age	Length of Enrollment
Preschool			
Day Care			
Other			

What do you consider your child's greatest assets?

What do you consider your child's greatest challenges?

In what kinds of physical activities does your child participate?

How does your child handle challenging or difficult tasks?

How would you describe your child most of the time? (circle all that apply)

<i>happy</i>	<i>difficult</i>	<i>strong-willed</i>	<i>quiet</i>	<i>aggressive</i>
<i>confident</i>	<i>cooperative</i>	<i>curious</i>	<i>resistant</i>	<i>active</i>
<i>cautious</i>	<i>social</i>	<i>shy</i>	<i>talkative</i>	<i>reluctant</i>
<i>outgoing</i>	<i>perfectionist</i>	<i>fearful</i>	<i>responsible</i>	<i>other: _____</i>

Comments:

Please list a few of your child's interests or activities:

What is your child's interest in reading? (check all that apply)

<input type="checkbox"/> <i>frequently chooses to read books</i>	<input type="checkbox"/> <i>likes to be read to</i>
<input type="checkbox"/> <i>goes to the library with an adult</i>	<input type="checkbox"/> <i>does not like to read</i>
<input type="checkbox"/> <i>reads only when coaxed</i>	

What experiences has your child had that have required separating from you?

How does your child react to new situations?

What regular responsibilities does your child have? **and** How well does she/he carry them out?

What do you enjoy most about your child?

What else would you like us to know about your child?

Parent Signatures _____
(Mother) (Father)

Accelerated Placement Recommendation Form

(Not to be completed by a family member)

(Required to be mailed by the person completing the form)

Child's Name _____ Birthdate _____

Name of Person Completing This Recommendation _____

Title of Person Making This Recommendation _____

1. How do you know the applicant?

2. Do you feel the applicant would be prepared for Kindergarten in August of 2019? Please explain why or why not.

3. Briefly state the characteristics you see in the applicant that you feel make him/her school ready.

4. Briefly describe child's strengths and weaknesses.

For priority consideration, please return this form so that it arrives no later than the second Friday in May to,
Bethalto East Principal, 309 Albers Place, Bethalto, IL 62010

BETHALTO SCHOOL DISTRICT PARENT CHECKLIST FOR EARLY ENTRANCE

The seven broad developmental dimensions provide the framework for the kindergarten instructional program. The checklist will help in determining your child's readiness for our kindergarten program. Please reach each statement and indicate your child's abilities as listed below by checking the appropriate column.

	Frequent	Sometimes	None of the Time
Physical Well-Being and Motor Development			
Performs self-help tasks independently (dressing, zipping, tying)			
Uses eye/hand coordination to perform fine motor tasks (drawing, writing, and cutting)			
Uses balance and control to perform large motor tasks (walking, jumping and skipping)			
Personal and Social Development			
Shows eagerness to learn (is curious, likes to investigate)			
Follows rules and routines (cleans up at play time)			
Handles change and transition (dinner time to bedtime)			
Interacts with one or more children			
Language and Literacy			
Listens for meaning in stories, discussions and conversations			
Speaks clearly, to share ideas and thoughts			
Can identify letters			
Can identify beginning sounds			
Uses letters and words to write			
Writes name			
Mathematical Thinking			
Can recognize numbers 0-20			
Can orally count forward to 30			
Can recognize, duplicate, and extend simple patterns (circle-triangle, circle-triangle, circle-triangle)			

Can recognize and describe attributes of shapes			
	Frequent	Sometimes	None of the Time
Scientific Thinking			
Uses a magnifying glass to look at different objects			
Identifies, describes, and compares properties of objects			
Describes characteristics and basic needs of living things (food, water, shelter)			
Citizenship			
Recognizes self and others as having same and different characteristics			
Describes roles and responsibilities of people (firefighters put out fires)			
Recognizes the reasons for rules			
The Arts			
Likes to paint and draw			
Likes to sing and dance			
Can share ideas about drawing/painting			