

**ROLLINGSTONE COMMUNITY SCHOOL
POLICY 501
EARLY ADMISSION TO KINDERGARTEN POLICY**

Approved: 07/12/2022

Revised:

Children who are not yet 5 years old on or before September 1 may be considered for early entrance into kindergarten. Minnesota Statutes, section 124D.02, allows for school districts to permit selected children for early admission into kindergarten if there is an early admission policy established by the school board. Rollingstone Community School, as a charter school authorized by Minnesota Guild, has this discretion to set an early admission to kindergarten policy.

Per the Minnesota Statutes, Rollingstone has adopted an early entrance policy with a comprehensive evaluation procedure to help determine the child's cognitive, social, and emotional development and the child's ability to meet kindergarten grade expectations and progress to first grade the following year.

The comprehensive evaluation for early entrance into kindergarten at Rollingstone includes:

1. A parent/child meeting with the child study team made up of the Lead Teacher and Kindergarten and/or 1st grade teachers.
2. Is aligned with state kindergarten expectations.
3. Includes a parent and/or pre-school teacher/daycare provider report of the child's knowledge, skills, and abilities.
4. Completion of a Kindergarten readiness checklist by the pre-school teacher/daycare provider and/or parent/guardian.
5. Completion of a standardized Kindergarten assessment instrument and follow-up discussion with Lead Teacher and Kindergarten and/or 1st grade teachers.

Rollingstone Community School's minimum requirements for early admission to kindergarten is the following:

- A. Children considered for early admission to kindergarten need to be turning 5 years of age between September 1st and October 10th of the fall of admission to kindergarten.
- B. The student must show adequate academic readiness as determined by the comprehensive evaluation conducted by the child study team.
- C. The student must demonstrate equal or greater social-emotional development as compared to peers.