

*Kerrville ISD*  
**Transitional Class  
Guidelines**

# ***Kerrville ISD Transition Class***

## **Overview**

Kerrville independent School District provides a program for children who have good ability **and potential** but are developmentally young.

The students placed in the Transition Class are chronologically six years old, but are younger in total development and need additional maturing time.

Placement in the transition class involves the kindergarten teacher recommendation, parent permission for the administration of the Gesell Developmental Test, and parent permission for placement.

The kindergarten teacher's recommendation for transitional placement is based on criteria that involve maturation and not lack of mastery of kindergarten material. In fact, transitional children need to have mastered at **least** 70% of the kindergarten curriculum. Transition placement is intended to be the "fix" for the child who is having maturational troubles in school as shown on the check list that the kindergarten teacher submits when requesting Gesell Testing.

## **Criteria for Placement**

1. Maturationally young children usually have May, June, July, or August birthdays.
2. Students should have an average intelligence. Student placement should not be based on known learning disabilities.
3. Students should have mastered 70% of the kindergarten curriculum.
4. The maturational level from the Gesell test should not be more than six months behind the student's chronological age. (Anything more indicates a need for a different type of testing and different placement.)
5. After results of the Gesell test are known, the kindergarten teacher will conference with the parent and recommend transitional placement. The parent must sign permission to either agree with the recommendation or not. Transitional placement is not possible without the parent's permission.

## **Procedures and Timeline for Transitional Placement**

1. Conference with the Parent - Parents should be informed of the teacher's observations of youngness at each conference during the year. (This is referred to as drip-conference – making the parent aware a little at a time.)
2. Obtain permission for Gesell Testing – During the fourth six weeks of school, the teacher shall conference with the parent and request permission for testing the student.
3. If permission for testing is granted, the teacher will submit the checklist and the parent's permission for testing to the Gesell examiner.
4. The testing should be completed and a recommendation should be made to the parent during the fifth six weeks of school.
5. Also during the fifth six weeks, a recommendation regarding the student's placement should be given to the student's parents at a conference. The parent's acceptance or rejection of the recommendation should be obtained and documented on the "Parent Permission for Placement" form as soon as possible after the conference. (Placement is not possible without the parent's permission.)

## **Guidelines**

1. No child who was in a KISD Kindergarten will be tested for the transition class after the child has been promoted to first grade, unless the kindergarten teacher recommended testing the previous year and the parent refused testing.
2. No child who was in a KISD Kindergarten will be placed in the transition class after the child has been promoted to first grade, unless the child was tested, qualified, and then the parent denied placement.
3. A child new to KISD who might need the transitional placement can be tested during the first six weeks of school and placed at that time.
4. A child, who arrives in KISD after the first six weeks of school, should not be admitted to the transition class based on the fact that the child is academically behind. (The child must be of a deficit maturational level.)
5. Transitional placement must never be made based on a child's learning disability. This program is not designed to address the needs of learning disabilities.

\*\* Exceptions to the above listed guidelines can only be made at the building principal's discretion and only after conferencing with both the previous year's teacher (if available) and the current year's teacher. All efforts should be made to make sure the student's needs are based on a maturational delay, not a learning disability, or low aptitude.

# ***Transitional Class***

## ***Parent Permission for Placement***

The Kerrville Independent School District recognizes the need for a Transitional class for children who do not appear to be developmentally ready for first grade. Based on the observation of your child's teacher and the results of the "Gesell School Readiness Test," it is the professional judgment of both the teacher and the Gesell examiner that your child would benefit from placement in the Transition class.

You have conferenced with your child's teacher and have been shown the results of the "Gesell School Readiness Test." We are now asking for your permission to place your child in the Transitional class next school year.

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

\_\_\_\_\_ I have conferenced with my child's teacher and have been shown the results of the "Gesell School Readiness Test." I have given my permission for my child to be placed in the Transition Class.

\_\_\_\_\_ I have conferenced with my child's teacher and have been shown the results of the "Gesell School Readiness Test." However, I do not agree and request that my child be promoted to first grade.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

# TRANSITIONAL CLASS

## TEACHER CHECK LIST

Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Please rate this child as follows:

- 0 - normal behavior
- 1 - moderate concern
- 2 - severe concern

- \_\_\_\_\_ 1. short attention span
- \_\_\_\_\_ 2. withdrawn
- \_\_\_\_\_ 3. constant chatter
- \_\_\_\_\_ 4. shows frustration through disruptive behavior
- \_\_\_\_\_ 5. tenseness
- \_\_\_\_\_ 6. had trouble adjusting to school
- \_\_\_\_\_ 7. does not complete tasks
- \_\_\_\_\_ 8. good language development
- \_\_\_\_\_ 9. fine motor (colors, scissors, glue)
- \_\_\_\_\_ 10. large motor development
- \_\_\_\_\_ 11. direction following skills
- \_\_\_\_\_ 12. organizational skills
- \_\_\_\_\_ 13. listening skills
- \_\_\_\_\_ 14. teacher dependent
- \_\_\_\_\_ 15. easily distracted
- \_\_\_\_\_ 16. loves to play
- \_\_\_\_\_ 17. tired by midday
- \_\_\_\_\_ 18. difficulty staying in chair
- \_\_\_\_\_ 19. stands up while working
  
- \_\_\_\_\_ 20. letter recognition (visual)
  - less than 75% (2 points)
  - 75% to 90% (1 point)
  - 90% to 100% (0 points)
  
- \_\_\_\_\_ 21. letter sound recognition
  - less than 50% (2 points)
  - 50% to 75% (1 point)
  - more than 75% (0 points)
  
- \_\_\_\_\_ 22. school experience (relocation within last two years)
  - 2 interruptions (2 points)
  - 1 interruption (1 point)
  - no interruptions (0 points)