



# RUSSELL COUNTY SCHOOLS

## Application for Early Entrance to Kindergarten

Please complete this application if you believe your child demonstrates academic achievement, social, emotional, and physical maturity appropriate for kindergarten placement. Your submission of this application serves as petition for your child to be considered for early placement in kindergarten and confirms that **your child will turn 5 years old on or before October 1**. Proof of residency in the Russell County School District must be provided.

***The completed application must be submitted to the school principal no later than June 30. Assessment will take place prior to the July school board meeting as the enrollment of any child meeting the following criteria must be approved by the local school board.***

### CRITERIA FOR EARLY ENTRANCE

- Proof of Age - must be turning 5 between August 2 and October 1
- Proof of Residency – student must reside in the Russell County School District
- Early Entrance Application
- Scores at or above the 95<sup>th</sup> percentile in all domains of the DIAL-4 Assessment
- Letter of Recommendation from child care provider, if applicable
- Determination of opening based on state student-teacher ratios within 14 calendar days of the 1<sup>st</sup> day of school

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_  
Last First MI

Address \_\_\_\_\_  
Street City State Zip Code

Child's First Language \_\_\_\_\_ Gender: Female Male

Parent/Guardian Name(s) \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

## Parent Questionnaire

Please answer each question below. If more space is needed, attach additional paper.

1. Why do you believe your child should be considered for early entrance to kindergarten?
2. What responsibilities does your child have at home? What types of prompting is required for your child to fulfill those responsibilities?
3. How does your child respond when he/she tries something that is new and challenging? How does your child respond when not successful?
4. How long does your child maintain interest in an activity of his/her choosing? In an activity of your choosing?
5. Describe your child's interaction with books at home.
6. What kinds of experiences has your child had with crayons, pencils, markers, and scissors?
7. What could your child show or tell me about letters, numbers, shapes, and patterns?
8. How does your child respond to change?
9. On a scale of 1 – 10 how would you rate your child's ability to do things for her/himself? Why did you choose that rating?
10. Describe your child as your child works/plays with other children.

Permission is granted for my child to be assessed/screened for possible early enrollment. I also understand that if my child is granted early enrollment, he/she may not have 6 or more unexcused absences or tardies during the school year, and I understand that if this occurs, he/she will be dropped from enrollment and will return the next school year as a Kindergarten student.

\_\_\_\_\_  
Parent/Guardian 1

\_\_\_\_\_  
Parent/Guardian 2

## Early Settings Information

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_  
Last First MI

Name of Program Attended \_\_\_\_\_

Program Address \_\_\_\_\_  
Street City State Zip Code

Phone \_\_\_\_\_ Dates Attended \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Person Completing the Early Settings Information \_\_\_\_\_

Role or Position \_\_\_\_\_ Signature \_\_\_\_\_

Please respond to each of the following statements by circling the most appropriate choice based on this child's typical performance in your classroom.

- N – Not Yet** – This child demonstrates this skill with accuracy less than 10% of times attempted or does not yet attempt this skill.
- E – Emerging** – This child demonstrates this skill with accuracy more than 10% of times attempted, but less than 80% of times attempted.
- M – Mastered** – This child demonstrates this skill with accuracy more than 80% of times attempted.

Is able to separate from parents, demonstrating security	N	E	M
Demonstrates independent personal care skills (toileting, dressing, feeding)	N	E	M
Follows daily classroom routine without prompt	N	E	M
Transitions from one activity to another without resistance or prompt	N	E	M
Adheres to classroom and outdoor rules with little prompt	N	E	M
Works independently	N	E	M
Is eager to try new things	N	E	M
Is persistent when faced with adversity	N	E	M
Works until a task is completed	N	E	M
Shows pride in efforts and completed tasks	N	E	M
Demonstrates curiosity and a willingness to explore	N	E	M
Works or plays cooperatively with peers	N	E	M
Demonstrates responsibility by caring for materials and the classroom environment	N	E	M
Understands and follows two-step directions	N	E	M
Is able to attend to a group book reading	N	E	M
Speaks in complete sentences	N	E	M
Participates in turn taking as a part of conversation for at least three exchanges	N	E	M
Is able to retell a story with events in correct sequential order.	N	E	M
Demonstrates understanding of positional words (up, in, near, under, over, behind)	N	E	M
Demonstrates understanding of time (before, after, tomorrow, yesterday)	N	E	M
Demonstrates understanding of sequence (first, next, then)	N	E	M
Recognizes all upper case letters of the alphabet	N	E	M
Distinguishes between printed letter and numeral	N	E	M
Identifies the beginning sound of simple words	N	E	M
Provides two rhyming words when offered a simple word such as "hat"	N	E	M
Writes first name with letters in correct order	N	E	M
Is able to use scissors with control and intentionality	N	E	M
Classifies objects by shape, size or color and can describe rationale for classification	N	E	M
Recognizes and can continue simple patterns	N	E	M
Counts to at least 30 (rote count)	N	E	M
Counts at least 10 objects (meaningfully count)	N	E	M
Matches correct number of objects to written numerals 1-5	N	E	M
Distinguishes which group of objects has more and which group has less	N	E	M
Recognizes first and last name in print	N	E	M
Demonstrates knowledge of front and back of book	N	E	M

Turns pages in a book, one at a time	N	E	M
Understands the difference between text and picture	N	E	M
Demonstrates understanding of reading left to right and top to bottom	N	E	M
Reacts to conflict by using words to problem solve	N	E	M
Seeks to calm self when angry or frustrated	N	E	M

What strengths does this child demonstrate that would facilitate success upon early entry into the kindergarten setting?

What supports might this child need to be successful upon early entry into the kindergarten setting?

Other comments or concerns regarding this child's early entry into the kindergarten setting?

**Early Learning Experience**

List all preschools (public and private), Head Start, childcares, therapy services and/or other early learning experiences in which your child has participated.

Name of School/Program	Teacher's Name	Dates of Attendance	#Hours/Week
_____	_____	_____ - _____	_____
_____	_____	_____ - _____	_____
_____	_____	_____ - _____	_____

## **Kindergarten Early Entrance Expectations:**

Kentucky's school readiness definition "Ready to Grow... Ready to Learn...Ready to Succeed" means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

Five developmental areas (approaches to learning, health and physical well-being, language and communication development, social and emotional development and cognitive and general knowledge), along with a series of readiness indicators, provide an overview of the expectations of primary schools for incoming students. The indicators provide teachers and parent a tool to better inform them about the specific strengths and needs of each individual child.

### **Minimum Early Entrance/School Readiness Indicators**

#### **Health and Physical Well-being**

- Eats a balanced diet
- Gets plenty of rest
- Receives regular medical and dental care
- Has had all necessary immunizations
- Can run, jump, climb and does other activities that help develop large muscles and provide exercise
- Uses pencils, crayons, scissors, and paints and does other activities that help develop small muscles

#### **Language, Math and General Knowledge**

- Uses 5-6 words sentences
- Sings simple songs
- Recognizes and says simple rhymes
- Can recite alphabet and can write most letters
- Can write name and is learning to write address
- Knows the difference between print and pictures
- Listens to stories read to them
- Asks questions
- Is learning to count, understand one-to-one correspondence, and recognize numbers
- Can identify and name basic colors and common shapes
- Beginning to sort and classify objects
- Is able to notice similarities and differences
- Understands simple concepts of time (night/day, today, yesterday, tomorrow)

#### **Social and Emotional Development**

- Follows simple rules and routines
- Is able to express his or her own needs and wants in an appropriate manner
- Accepts direction or limit setting without temper tantrums
- Is curious and motivated to learn
- Explores and tries new things
- Plays/shares with other children
- Is able to be away from parent/family without being upset
- Is able to work well alone
- Has the ability to attend to tasks/listen for 10-15 minutes in a group setting
- Attends to and completes tasks without constant adult direction or assistance

#### **Self-Help**

- Able to perform self-care task such as using the bathroom, wiping nose, and washing hands independently
- Able to dress self including outdoor clothing
- Takes care of personal items and classroom materials

## **FREQUENTLY ASKED QUESTIONS**

### **What is the DIAL-4?**

The DIAL-4 tests a child's motor skills (skipping, jumping, cutting, writing), conceptual skills (knowledge of colors, counting), and language skills (knowledge of letters and words, ability to solve problems). In addition, the Parent and Teacher Questionnaires measure a child's self-help skills (dressing, feeding, bathing) and social-emotional skills (getting along with others, staying on task). The skills measured by the DIAL-4 are proven to help predict a child's success in the classroom.

### **What does scoring at or above the 95% percentile mean?**

A percentile takes the raw score (number of correct responses) and compares it to the scores of other children who are the same age. When compared to 100 children who were administered the test, a child who scored at or above the 95<sup>th</sup> percentile did better than 95 of them.

### **Where will the assessment be given?**

When possible, the assessment will be given at the school where the child will be attending and will be administered by a qualified staff member.

### **How will results be reported to parents?**

Parents will receive a letter with the results of the assessment.

### **Can my child be retested, or is there an appeal procedure?**

The assessments will only be given once, and there is not an appeal procedure.

### **Will bus transportation be provided?**

If approved for early entrance, your child will be entitled to bus transportation like all other Kindergarten students. Please be aware that because of our rural setting, students in Kindergarten ride the same bus as students who are in Grades 1 through 12.

### **Since we are obtaining early entrance at a younger age, is my child still subject to compulsory attendance laws?**

Although your child is not subject to compulsory attendance laws, since you are choosing to enroll your child in Kindergarten, he or she will be subject to good attendance. If your child becomes a truant, he/she may be dropped from enrollment in Russell County Schools and will be asked to return the next year as a Kindergarten student.

A truant is a student "who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days". A warning from the school will be issued at (3) unexcused absences or tardies. A letter from the Director of Pupil Personnel officially withdrawing your child from school will be issued at (6) unexcused absences or tardies.