

DOUG ROBINSON
SUPERINTENDENT

Dear Parent/Guardian:

The first year for primary school for Grayson County Schools begins with students who turn 5 years old on or before August 1st. In accordance with KRS 158.031(6), GCS has established criteria for early entrance to Kindergarten. Students who turn five years old between August 2nd and October 1st will be eligible to enroll provided that the student meets criteria established by the Board of Education.

Criteria for Early Entrance

1. Child must be a resident of Grayson County, Kentucky; and
2. Child must turn five between August 2nd and October 1st of the admission year; and
3. Score at or above the 95th percentile on the DIAL 4; and
4. Score at or above the 95th percentile on the Brigance Kindergarten Screen assessment

The Early Admissions Committee will make a decision based on the information collected above for early entrance. This decision will be sent you in writing or by phone by July 25th.

If you are interested for admission for the current school year, please complete and return the following items by **May 31** to the Elementary Supervisor of Instruction, Grayson County Board of Education, 790 Shaw Station Rd, Po Box 4009 Leitchfield, KY 42754

Petition for Early Enrollment to Kindergarten application requirements

1. Application Packet & Questionnaire
2. BRIGANCE Self-Help and Social-Emotional Scale completed by parent/guardian
3. BRIGANCE Self-Help and Social-Emotional Scale completed by childcare provider or pre-K teacher

Upon receipt of all required paperwork, you will be notified of the date for screening.

If you have questions about the process, please contact the Elementary Supervisor of Instruction, at 270-259-4011.



Application for Early Entrance to Kindergarten

(Parent Forms and Information)

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 between August 2 and October 1**. Proof of residency in the Grayson County Public Schools district must be provided.

Please return this completed application to:

Elementary Supervisor of Instruction
Grayson County Board of Education
790 Shaw Station Rd, PO Box 4009
Leitchfield, KY 42754

Overview

Per KRS 158.030, to be eligible to enter Kindergarten, children must be five years of age by August 1, beginning in the 2017-2018 school year. Senate Bill 24 (SB 24), amends KRS 158.030 by requiring local school boards to adopt a policy for parents or guardians to petition the board to enroll a child who does not meet the kindergarten age requirement of turning 5 years of age **on or before August 1**.

To be recommended for early entrance to kindergarten, children will need to demonstrate **above average performance** and development in academic skills as well as approaches to learning, health and physical well-being, language and communication development, social and emotional development, and cognitive and general knowledge. The standards for early admittance are very high to ensure that students are not frustrated by their advanced grade placement. There will be no consideration, including an appeals process, for children with birthdates beyond **October 1**. Additionally, final placement considerations will include availability of space and funding.

The process will include multiple measures of the child's readiness for school. These measures will include, but are not limited to the following:

- *DIAL 4*
- BRIGANCE© kindergarten screen
- Parent questionnaire and input
- If applicable, data from prior settings, such as child care, state-funded preschool, Head Start and other early childhood programs (i.e. anecdotal records, including observations regarding following group instructions, his/her attention and focus for extended periods of time, and appropriate interaction with peers and adults)
- Classroom teacher observation
- Other data as needed

Parent(s) or guardian(s) will be notified in writing as to the decision for an early entrance trial period no later than **July 25**.

Children meeting the early entrance standards will be recommended for a **four-week trial period** in Kindergarten beginning at the start of the school year. During this time the student's readiness for kindergarten (general performance, social, emotional, and physical maturity, academic performance, peer relationships and other relating factors) will be monitored.

At the end of the *four-week* trial period, the school principal will convene a meeting. Participants will include the parent(s), the student's teacher, the guidance counselor, the principal, elementary supervisor of instruction and any other invited individuals who may contribute relevant information and/or expertise regarding the individual student. Participants will be charged with making a recommendation, based on multiple sources of data, to the Superintendent regarding final placement of the child. In the event the participants cannot reach a consensus, the building principal retains the final authority and the responsibility to make the final recommendation to the Superintendent. Based on the recommendation of the committee, assessment data, staff recommendations, and availability of space and funding, the Superintendent shall recommend to the Board whether to grant the request.

Timeline for the Process

March 15- May 31- parents complete and submit the application packet

May - June 30- assessments are scheduled

By July 25- parents are notified of status

Procedures for Early Entrance

A parent request for consideration of early admission can be made by securing and then completing an application for early kindergarten admission. Applications are available from each child's home elementary school or from the Board of Education. There are three **required** parts to the application process:

- 1) The application for entrance to kindergarten,
- 2) The parent profile questionnaire for early entrance to kindergarten, and BRIGANCE Self-Help and Social-Emotional Scale
- 3) If applicable, a completed BRIGANCE Self-Help and Social-Emotional Scale completed by a pre-K teacher or child care provider.

All forms must be totally completed and submitted/postmarked between March 15 and May 31 for an assessment to be scheduled. Students with completed early entrance applications will be scheduled for an assessment between April 15 and June 30. The test will take place in designated locations under the supervision of Grayson County Schools' professional staff.

Evaluation Process

- Individual testing
- Families are notified of the testing results
There are two possible outcomes of individual testing:
 - The student **did not** demonstrate the needed readiness skills and **is not eligible** for early entrance into kindergarten, or:
 - The student **did** demonstrate the needed readiness skills and **is eligible** for early entrance into kindergarten. Families of students found eligible must complete the regular registration process through their home school to enroll the student into a kindergarten program for the following year.
- *Trial Period*
Students eligible for early entrance who enroll in a kindergarten program are assigned a trial period beginning at the start of the school year. Within four weeks, a committee will review the child's performance in the classroom to determine whether the child should continue as a kindergarten student. The team is charged with making a final recommendation to the Superintendent regarding placement. All decisions of the Superintendent are final and no appeals process will be offered. It is important to remember that many children who apply for early entrance are developing normally or at a rate that is only slightly above average, but may not be accepted for Early Entrance.

Grayson County Schools
Kindergarten Early Entrance Expectations

Kentucky's School Readiness Definition: *Ready to Grow... Ready to Learn...Ready to Succeed*

This 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 parents a tool to better inform them on 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 asuch 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



Application for Early Entrance to Kindergarten

Please return completed application to:
Elementary Supervisor of Instruction
Grayson County Schools
790 Shaw Station Road, PO Box 4009
Leitchfield, KY 42754

Please complete this application if you feel that your child demonstrates academic achievement, social, emotional, and physical maturity appropriate for kindergarten placement, and should be considered for early placement in kindergarten and has a birthdate that occurs between August 2 and October 1.

Child's Name _____ Birthdate ____/____/____
Last First MI

Address _____
Street City State Zip Code

Gender : __Male __Female Child's First Language _____

Parent/Guardian Name _____ Home Phone _____ Cell _____ Work _____

Early Learning Experience

List the preschools, Head Start, special education program, and/or other child care programs attended. Include the dates of attendance and the approximate number of hours per week attended.

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

Consent to Screen for Early Enrollment

Because my child will turn five (5) years old between August 2 and October 1 of the current school year, I am requesting early entrance to Kindergarten in Grayson County Schools, pursuant KRS 158.030.

I give permission for an individual screening of my child to determine if my child meets the District's criteria for early entrance admission.

I understand that the screening will be conducted by qualified District staff through the use of the DIAL 4 (Development Indicators for the Assessment of Learning) and the BRIGANCE® Early Childhood Screen to include the basic assessment (motor skills, communication skills, and academic skills), self-help rating scale, and social-emotional rating scale. The assessment tools are selected and administered so as not to be discriminatory on a racial or cultural basis and administered appropriately for individuals with limited English proficiency.

Parent/Guardian Signature

Date

Parent Questionnaire

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

1. Why do you feel your child should be considered for early entrance to kindergarten?
2. How long does your child maintain interest in an activity of their choosing? In activity of you're choosing?
3. What responsibilities does your child have at home? What types of prompting is required for your child to fulfill those responsibilities?
4. How does your child respond when he/she tries something that is new and challenging? How does your child respond when not successful?
5. Describe your child's interaction with books at home?
6. What kinds of experiences has your child had with writing tools, such as crayons, pencils, and markers?
7. What could your child show or tell me about...
 - Letters?
 - Numbers?
 - Shapes?
 - Patterns?
8. How does your child respond to change?
9. Describe how your child interacts with other children? Please explain and consider whether or not your child shares, takes turns, and cooperates with peers?
10. On a scale of 1-10, how would you rate your child's ability to do things for her/himself? Why did you choose this

Please complete the BRIGANCE Self-Help and Social-Emotional Scale. **A BRIGANCE Scale should be completed by the parent and a scale should also be completed by a pre-K teacher or child care provider.**

For Office Use Only: Date Received / /

Initials of Receiver

Date for Appointment / /

Parent Report—Self-help and Social-Emotional Scales

Child's Name _____ Child's Date of Birth _____ Today's Date _____

Parent's/Caregiver's Name _____ Teacher's Name _____

Directions: Read each item and circle the response or description that best reflects your child's behavior or skill level.

SELF-HELP SKILLS			
A. Eating Skills			
1.	Does your child use a spoon? If yes, does your child place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?		
	Rarely/No	Sometimes	Most of the time
2.	Does your child use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?		
	Rarely/No	Sometimes	Most of the time
3.	Does your child hold a fork in his/her fingers, not in his/her fist?		
	Rarely/No	Sometimes	Most of the time
B. Dressing Skills			
4.	Does your child put on his/her shoes? Criteria: Buckling, tying, or Velcro® fastening is not required for credit.		
	No	Yes (sometimes on wrong feet)	Yes (each shoe on correct foot 90% of the time)
5.	Does your child dress himself/herself unsupervised?		
	Rarely/No	Sometimes	Most of the time, except for help with difficult fasteners
	Yes (completely dresses himself/herself, putting all clothes on correctly and fastening all fasteners)	Yes (completely dresses himself/herself, including tying shoelaces and fastening all fasteners)	
6.	Does your child put on his/her socks?		
	Rarely/No	Sometimes	Most of the time

C. Toileting Skills			
7.	Does your child get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?		
	Rarely/No	Sometimes	Most of the time
8.	Does your child have bowel movements ("poop") in the toilet or potty (no more than one accident a week)?		
	Rarely/No	Sometimes	Most of the time
9.	Does your child urinate ("pee") in the toilet or potty (no more than one accident a week)?		
	Rarely/No	Sometimes	Most of the time
10.	Does your child attempt to wipe himself/herself after toileting?		
	Rarely/No	Sometimes	Most of the time
	OR	Does your child wipe himself/herself independently after toileting?	
	Rarely/No	Sometimes	Most of the time
11.	Does your child take care of his/her toileting needs?		
	Rarely/No	Sometimes	Yes (flushing the toilet most of the time after using it) Yes (flushing the toilet and washing and drying his/her hands most of the time)
12.	Does your child go to the bathroom on his/her own without being asked or reminded?		
	Rarely/No	Sometimes	Most of the time

Parent Report—Self-help and Social-Emotional Scales *(continued)*

SOCIAL AND EMOTIONAL SKILLS			
D. Relationships with Adults			
13.	Does your child respond with feelings of pride and enthusiasm when he/she earns positive feedback?	Rarely/No	Most of the time
		Sometimes	
14.	Does your child look forward to sharing his/her feelings with you when he/she is happy?	Rarely/No	Most of the time
		Sometimes	
15.	Does your child enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?	Rarely/No	Most of the time
		Sometimes	
16.	Does your child share his/her thoughts and ideas with you?	Rarely/No	Most of the time
		Sometimes	
E. Play and Relationships with Peers			
17.	Does your child have several friends but one who is a special or best friend?	No	Yes
18.	Does your child have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?	No	Yes
19.	Does your child play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?	Rarely/No	Most of the time
		Sometimes	
20.	Does your child give verbal directions or incorporate verbal directions into play activities?	Rarely/No	Most of the time
		Sometimes	

F. Motivation and Self-Confidence			
21.	Does your child maintain interest when engaged in a small-group activity or project?	Rarely/No	Most of the time
		Sometimes	
22.	Does your child show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?	Rarely/No	Most of the time
		Sometimes	
23.	Does your child approach new tasks with confidence and a “can-do” attitude?	Rarely/No	Most of the time
		Sometimes	
24.	Does your child remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?	Rarely/No	Most of the time
		Sometimes	
G. Prosocial Skills and Behaviors			
25.	If supervised by an adult, does your child take turns without undue objection?	Rarely/No	Most of the time
		Sometimes	
26.	Does your child understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn’t asked to?	Rarely/No	Most of the time
		Sometimes	
27.	Does your child ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?	Rarely/No	Most of the time
		Sometimes	
28.	Does your child react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?	Rarely/No	Most of the time
		Sometimes	