

Early Entrance

Early Entrance into Kindergarten

1. Part One: All applicants complete steps a.-e.
 - a. Application for early entrance consideration should be submitted prior to the third Monday in August before the upcoming school year, using the Request for Early Entrance into Kindergarten form (Appendix A).
 - b. The student's fifth birthday will occur after September 1 but before October 1 of the year that early entrance will be considered.
 - c. The principal will interview the parent using the Parent Interview Dialogue form (Appendix C).
 - d. The principal will complete the Developmental History form with the parent (Appendix D).
 - e. A kindergarten teacher will screen the student; this will not be the classroom teacher if early entrance is granted. The principal or other designated staff member will screen the student if a teacher is not available, using the Kindergarten Assessment Packet (Appendix E).
2. Part Two: To be completed per parent request
 - a. To continue beyond the early entrance screening process, the parent and principal will complete the Request for an Early Entrance Evaluation form (Appendix F). The parent will be responsible for the actual cost to the school district to have this evaluation completed by members of the LCSD assessment team, or by other designated, qualified evaluators. The evaluation may include, but is not limited to, the following tests (a description of each is included in Appendix G):
 - (1) Wechsler Preschool and Primary Scales of Intelligence Revised;
 - (2) Kaufman Survey of Early Academic and Language Skills;
 - (3) Vineland Social-Emotional Early Childhood Scales;
 - (4) Social Skills Rating System.

*Note: At any time in this process a decision to stop can be made by either the principal/team or the parent. If the principal/team makes the decision and the parent disagrees, the parent may continue the process. The principal/team can also make the decision anywhere in the process to accept the application.

Early Entrance into First Grade

1. Part One: All applicants complete steps a.-e.

- a. Application for early entrance consideration should be submitted prior to the third Monday in August before the upcoming school year, using the Request for Early Entrance into First Grade form (Appendix B).
 - b. The student's sixth birthday will occur after September 1 but before October 1 of the year that early entrance will be considered.
 - c. The principal will interview the parent using the Parent Interview Dialogue form (Appendix C).
 - d. The principal will complete the Developmental History form with the parent (Appendix D).
 - e. A first grade teacher will screen the student; this will not be the classroom teacher if early entrance is granted. The principal or other designated staff member will screen the student if a teacher is not available, using a teacher-selected First Grade Assessment packet.
2. Part Two: To be completed per parent request.
- a. To continue beyond the early entrance screening process, the parent and principal will complete the Request for Early Entrance Evaluation form (Appendix F). The parent will be responsible for the actual cost to the school district to have this evaluation completed by members of the LCSD assessment team, or by other designated, qualified evaluators. The evaluation may include, but is not limited to, the following tests (a description of each is included in Appendix G):
 - (1) Wechsler Preschool and Primary Scales of Intelligence-Revised;
 - (2) Kaufman Survey of Early Academic and Language Skills;
 - (3) Vineland Social-Emotional Early Childhood Scales;
 - (4) Social Skills Rating System.

*Note: At any time in this process a decision to stop can be made by either the principal/team or the parent. If the principal/team makes the decision and the parent disagrees, the parent may continue the process. The principal/team can also make the decision anywhere in the process to accept the application.

List of Appendices

Appendix A - Request for Early Entrance into Kindergarten

Appendix B - Request for Early Entrance into First Grade

Appendix C - Parent Interview Dialogue

Appendix D - Developmental History

Appendix E - Kindergarten Assessment Packet

Appendix F - Request for an Early Entrance Evaluation

Appendix G - Early Entrance Evaluation Procedures

APPENDIX A

Request for Early Entrance into Kindergarten

Child’s Name: _____ Date of Birth: _____
(Required: 5 years old by September 30)

School: _____

Parent Name: _____ Phone: _____

Parent Address: _____

We are requesting consideration for early entry into kindergarten for our child based on the following reasons:

This form must be submitted to the school, prior to the third Monday in August before the upcoming school year.

APPENDIX B

Request for Early Entrance into First Grade

Child’s Name: _____ Date of Birth: _____
(Required: 6 years old by September 30)

School: _____

Parent Name: _____ Phone: _____

Parent Address: _____

Our child would normally enroll in kindergarten this school year. We are requesting that our child skip kindergarten and be placed in grade 1 based on the following reasons:

This form must be submitted to the school, prior to the third Friday in August before the upcoming school year.

APPENDIX C

Parent Interview Dialogue

* I would like to ask you some questions and provide you with some information and considerations before you decide to file a request for early entrance into kindergarten/first grade.

1. Questions:

- a. Why do you believe your child should: (a) enter kindergarten early; or (b) enter first grade early?
- b. What skills do you believe your child has that would make him/her ready for an early entrance?
- c. Please give me a brief family background and history (siblings, placement in family, etc.).
- d. What kind of activities has your child participated in, outside of the family (kindergarten, swimming, ballet, piano lessons, etc.)? Describe the experience. (Elicit responses to denote interest, self-reliance, self-confidence.)
- e. What activities do you do with your child at home?
- f. What responsibilities or chores does your child have at home?
- g. Does your child follow through with chores without your constant reminders?
- h. Does your child go down the street alone or run short errands?
- i. Does your child take naps in the afternoon?
- j. Will your child be able to handle a full day of school? (Take into consideration bus transportation.)
- k. How do you think you are going to handle your child's early entrance into kindergarten or first grade?
- l. How will your child handle the change of early entrance into kindergarten or first grade?
- m. Does your child want to be in school a year early?

2. Information/Considerations:

- a. By entering your child early, do you understand that he/she may be an average learner rather than an academic leader if he/she waits a year?
- b. Do you realize that your child may be graduating at the age of 15-17?
- c. Have you considered how your child will deal with being younger for high school activities, dating, driving, and with physical maturation differences?
- d. Have you considered your child entering college or the job market after graduating from high school early?
- e. What are your plans if your child does not meet the early entrance criteria?

APPENDIX D

Developmental History
Lincoln County School District

Student Name: _____ Age: _____ Completed By: _____

Date: _____ Grade: _____

Teacher: _____

Please answer the following questions concerning your child’s development:

1. How was the mother’s health during pregnancy?
2. Describe complications during delivery.
3. Was the pregnancy full term? _____ What was the child’s birth weight? _____
4. Were there health problems immediately following birth?

5. At what age did the child:	Age	Stage		
sit independently	_____	early	average	late
crawl	_____	early	average	late
walk	_____	early	average	late
say first word	_____	early	average	late
string two or more words together	_____	early	average	late
consistently use toilet	_____	early	average	late
stay dry all night	_____	early	average	late
dress independently	_____	early	average	late
tie shoes	_____	early	average	late
ride bicycle	_____	early	average	late

Comments:

6. Please check if your child has been diagnosed with the following problems:

- | | | |
|---|---|---|
| <input type="checkbox"/> hyperactivity disorder | <input type="checkbox"/> attention deficit disorder | <input type="checkbox"/> severe allergies |
| <input type="checkbox"/> asthma | <input type="checkbox"/> chronic otitis media | <input type="checkbox"/> seizure disorder |
| <input type="checkbox"/> diabetes | <input type="checkbox"/> lead poisoning | <input type="checkbox"/> fetal alcohol syndrome |
| <input type="checkbox"/> serious head injury | <input type="checkbox"/> infectious disease | |

Explain above difficulties or describe any further health problems (including accidents and infections).

7. Is your child taking prescription medication for:

- | | | |
|---|---|------------------------------------|
| <input type="checkbox"/> seizure activity | <input type="checkbox"/> diabetes | <input type="checkbox"/> allergies |
| <input type="checkbox"/> asthma | <input type="checkbox"/> hyperactivity/attention problems | <input type="checkbox"/> other |

Please list medications:

8. Does your child have trouble with any of the following:

- | | |
|---|--|
| <input type="checkbox"/> balance, throwing a ball, skipping | <input type="checkbox"/> understanding when others speak |
| <input type="checkbox"/> writing, drawing and buttoning | <input type="checkbox"/> paying attention and poor concentration |

9. Does your child:

- | | |
|--|--|
| <input type="checkbox"/> have discipline problems | <input type="checkbox"/> get along with brothers and sisters |
| <input type="checkbox"/> get along with other children | <input type="checkbox"/> have a good self image |

10. What types of discipline is most effective:

What kind of incentives/rewards is the most effective?

Who does your child mind best?

11. Has your child been in any type of special education program, if so, when and for how long?

12. Has your child ever been retained? _____ If so, what grade? _____

What reason?

13. What are your main concerns?
14. When did you first notice a problem?
15. What are your child's greatest strengths?
16. Do other family members (parents, siblings, extended family) have learning, attentional or emotional problems that may be related to your concerns (Please explain)?
17. How much time per week does your child watch TV?
18. How much time per week does your child play computer games?

Other comments:

Upper Case Letters

Letters checked are the ones I know!
The words underneath are words that begin with that letter sound!

M L Z O A F R E U

K P S J C X G D T

W I B V N H Y Q

Lower Case Letters

Letters checked are the ones I recognize;
Letters circled are the sounds I know!

m l z o a f r e u

k p s j c x g d t

w i b v n h y q

Numbers I Know

1	5	3	2	8
7	4	9	6	
15	54	10	37	
18	11	40	12	
100	19	33	14	

Big Numbers I Know

136	345	762	475
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Counting I Know

I can count by ones to _____







I can count by tens to _____

I can count by fives to _____

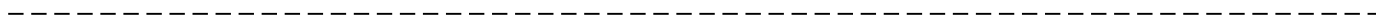
I can count by twos to _____

Shapes I Know

Name these shapes

Draw the shapes



Colors I Know

_____ Red

_____ Blue

_____ Yellow

_____ Orange

_____ Purple

_____ Green

_____ Brown

_____ Black

_____ White

_____ Pink

APPENDIX F

Request for an Early Entrance Evaluation

To the Principal: Use this form when an evaluation is requested in order to determine the predictable success of Early Entrance into kindergarten or first grade.

Send to: Lincoln County School District Office
Newport, Oregon
Attn: Carol Foster, Bob Gerke

Date: _____

Student's Name: _____ DOB: _____

Parent: _____

Address: _____

Phone: _____

Principal Comments: _____

School: _____

Principal: _____

APPENDIX G

Early Entrance Evaluation Procedures

- G **Parent Consent for Evaluation:** Consent for Evaluation form (No. 581-5150B-X)
- G **Parent Interview form:** Suggested Questions form (Appendix C)
- G **Developmental History form:** Brief parent interview form (Appendix D)
- G **Early Entrance Screening:** Kindergarten/First Grade Assessment packet, completed by a designated staff member (Appendix E)
- G **Wechsler Preschool and Primary Scales of Intelligence-Revised (WPPSI-R):** An individually administered, global intelligence test that provides a standardized measure of verbal and performance abilities and a composite intelligence score, for students aged 3 years, 0 months through 7 years, 3 months
- G **Kaufman Survey of Early Academic and Language Skills (K-SEALS):** An individually administered, norm-referenced test that measures a student’s achievement skills with vocabulary, pre-academic skills involving numbers, letters and words, and articulation skills; this test is normed for ages 3 years, 0 months through 6 years, 11 months
- G **Vineland Social-Emotional Early Childhood Scales (SEEC):** A norm-referenced test that utilizes parent report to gather social/emotional information about a student; standard scores are provided in the areas of interpersonal relationships, play and leisure-time skills and coping skills.
- G **Social Skills Rating System (SSRS, Preschool or Elementary level):** A norm-referenced, multi-rater assessment that measures a student’s social behaviors that may affect teacher-student relations, peer acceptance and academic performance; parents, teachers and the elementary student can rate the student’s social behaviors on this scale