

EARLY ENTRANCE PROCESS

1. Parent makes Early Entrance request to home school principal by predetermined date (proposed date April 1 in order to meet by May 1st). Parent will submit the following documents by **April 1**:

- a.) Early Entrance Request Form
- b.) Teacher questionnaire
- c.) Birth certificate (look at age range),
- d.) Proof of residency
- e.) Parent questionnaire

2. Documents (a. - d.) will be reviewed by principal and school psychologist to determine if child is eligible to proceed with early entrance assessment process.

3. Meeting scheduled with parent, principal and school psychologist no later than **May 1st** to review information and discuss assessment procedure and criteria. Following this discussion, if parents and district choose to move forward with assessment, evaluation date will be scheduled with school psychologist.

4. Assessment Procedures. Testing will be completed by mid-June.

- a.) School Psych administers cognitive assessment
- b) STAR for K or 1st

5. Follow Up

a.) Inform parent of the decision through phone call with principal and psychologist

b.) Provide Early Entrance Approval Checklist ("Yes/No")

- 1.) Age requirement
- 2.) Birth Certificate
- 3.) Proof of residency
- 4.) Parent and Teacher Questionnaire
- 5.) Child score in superior range on cognitive test
- 6.) Possible share of academic screener data

EARLY ENTRANCE APPROVAL CHECKLIST
(Copy provided to parent/guardian once process is complete)

Child's name: _____
 (First) (Middle) (Last)

Requesting Early Entrance to: Kindergarten _____ 1st Grade _____

School: _____

To qualify for early entrance, ALL of the following criteria must be met. Please indicate by circling a "Yes" (the child has met this criteria) or "No" (the child does not meet this criteria) below:

1. Yes No - The child meets the district's age requirement for early entrance consideration

2. Yes No - At pre-evaluation meeting with building principal and school psychologist, the parent/guardian provided a certified copy of child's birth certificate, proof of residency, completed Early Entrance Request Form & Teacher Questionnaire

3. Yes No The evaluation includes:

 _____ The child obtained a score at or above 130 on the intelligence assessment administered by D155 staff.

 _____ b) STAR K or 1st

4. Yes No The principal and school psychologist reviewed the above information. Student meets Early Entrance criteria.

Approved By: _____ Date: _____

Early Entrance Parent Questionnaire

Child's name: _____ DOB: _____

Child's first language if other than English: _____

Years in preschool: _____ Name of preschool: _____

Please answer each question below. If additional space is needed, please use back of this form.

1.) How long does your child maintain attention in a play activity or game at a given time?

2.) How does your child respond when he/she tries but cannot do something?

3.) How does your child interact with children? Please explain and consider whether or not your child shares, takes turns, and cooperates with peers.

4.) Describe your child's behavior when separating from you?

5.) What types of reading activities does your child engage in at home?

6.) What does your child know about numbers and shapes?

7.) What kinds of experiences has your child had with writing and drawing?

8.) How does your child handle transitions and new situations?

9.) Why do you feel your child should be considered for early entrance?

EARLY ENTRANCE TEACHER QUESTIONNAIRE

Student Name: _____ DOB: _____

Teacher Name: _____

Name of Preschool: _____

Teacher Qualifications (i.e. license/certificate type): _____

Time Knowing Student: _____

Student Preschool Schedule (i.e. daily, ½ day, full day): _____

Please rate the student in the following areas:

	Rarely	Sometimes	Often	N/A
Child attends in group of 20-24 students for 15 minutes				
Child initiates play with other students				
Child demonstrates appropriate verbal language skills (can form complete sentences, uses specific language)				
Child listens, participates, and engages in a group discussion				
Child follows multiple step direction that are given to a group				
Child demonstrates coping strategies to deal with social conflict				
Child works independently				
Child completes work in a timely fashion				
Child cuts with scissors				
Child follows directions without multiple reminders				

Child separates from parents easily				
	Rarely	Sometimes	Often	N/A
Child asks for help appropriately				
Child is responsible for self (puts away own snack, backpack, coat)				
Child has positive strategies to ask for attention from peers (not physical)				
Child is patient when they are not first				
Child gets along well with other children				
Child takes care of bathroom needs independently				
Child needs a nap during the day				
Child has the stamina for a full school day				
Child follows 3-step directions				
Child demonstrates appropriate self-regulation skills (can calm self easily and quickly when frustrated)				

Additional comments:
