WARREN COUNTY PUBLIC SCHOOLS
WHERE CHILDREN PREPARE FOR SUCCESS

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 is at least 4 years old on or before August 1**. Proof of residency in the Warren County Public Schools district must be provided.

The completed application must be submitted to your child's school.

Child's Name_____Birthdate_____/_____/_____
Last First MI

Address_____
Street City State Zip Code

Child's First Language_____ Gender: Female Male

Request Petition for Early Enrollment at Which School? _____

Parent/Guardian Name(s)_____

Home Phone_____ Cell_____ Work_____

Early Learning Experience
List all preschools (public and private), Head Start, child cares, 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
_____	_____	_____-_____	_____
_____	_____	_____-_____	_____
_____	_____	_____-_____	_____

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?

Parent Questionnaire (Continued)

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 their 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 writing tools such as crayons, pencils and markers?

With scissors?

7. What could your child show or tell others about…..

Letters?

Numbers?

Shapes?

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 herself/himself? Why did you choose that rating?

10. Describe your child as he/she works or plays with other children.

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?

Warren County Public Schools
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 parents 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

Your child will be evaluated by qualified school personnel. Upon completion of all assessments, all data collected will be reviewed.

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 kindergarten registration process through their home school to enroll the student into a kindergarten program for the following year.**

Your completed application packet, along with supporting any documentation, should be submitted to your child's school

For more information, contact the Director of Elementary Education at 270-781-5150.