



# **Greenup County Schools**

*The gold standard in education; the foundation of our community.*

45 Musketeer Drive  
Greenup, KY 41144  
606.473.9819  
Fax: 606.473.5710  
Sherry Horsley, Superintendent

Dear Parent/Guardian:

The first year for primary students entering Greenup County Schools begins with students who turn age five on or before August 1<sup>st</sup>. In accordance with KRS 158.031(6), Greenup County Schools has established criteria for early entrance to kindergarten, for students who have mastered P1 or kindergarten benchmarks before age five. Students who turn five years old between August 2<sup>nd</sup> and September 30<sup>th</sup> will be eligible to enroll provided that the student meets criteria established by the Board of Education.

## Criteria for Early Entrance (Kindergarten)

1. Child must be a resident of Greenup County, Kentucky; and
2. Child must turn five between August 2<sup>nd</sup> and September 30<sup>th</sup> of the admission year; and
3. Score at or above the 98<sup>th</sup> percentile on the Brigance Kindergarten Screen Three core assessments, self-help and social-emotional scales; and
4. Score at or above the 90<sup>th</sup> percentile on the PPVT4-(Peabody Picture Vocabulary Test)

The Early Admission Committee will make a decision based on the information collected above for early entrance. This committee consist of the elementary principal, preschool coordinator, kindergarten teacher, and school counselor. This decision will be sent to you, in writing, within two weeks of your child's assessment.

If you are interested in admission for the 2017-18 school year, please complete and return the following items by May 1, 2017 to Preschool Coordinator, Board of Education, 45 Musketeer Drive Greenup, KY 41144.

1. Application for Early Entrance to Kindergarten
2. Consent to Screen/Evaluate for Early Entrance to Kindergarten
3. Skills Checklist for Early Entrance (to be completed by a preschool, Head Start, or daycare provider)
4. Parent Skills Checklist

Upon receipt of the completed packet, you will be notified the date of the Brigance and PPVT Screens.

If you have questions about the process, please contact Melissa Latimer at the Greenup Board of Education (606-473-7936).



**Early Admission to Kindergarten - Things to Consider**

**Is Early Entry to Kindergarten the best choice for my child?**

The early entrance for kindergarten process is designed to provide an opportunity for students to enter kindergarten early. The process is designed for students who are not only academically ready and advanced, but who are also demonstrating advanced characteristics socially, emotionally, and developmentally that would demonstrate readiness for the elementary classroom environment. Students who are ready for kindergarten early are advanced in multiple areas when compared to their same-aged peers. Advancement is necessary in multiple areas as kindergarten's expectations are heavily based on academics and preparing our students for the 21<sup>st</sup> century. Many students can demonstrate academic ability based on the exposure provided by parents and day care settings; however, few children will demonstrate the aptitude, or thinking ability, needed to enter kindergarten early. When considering early entrance into kindergarten, keep in mind it is a process designed to meet the academic and social needs of the child, not as a replacement for childcare. Students accepted into kindergarten early will be placed in a class where peers could be up to two years older.

The following factors and questions should be considered when determining if the early entrance process is something, you wish to pursue for your child.

Questions to consider	Characteristics to Consider
<ul style="list-style-type: none"> <li>• Is my child capable of working successfully with children who are one to two years older?</li> <li>• Does my child adapt well to change, or will the adjustment frustrate him/her?</li> <li>• What long-term impacts will early kindergarten placement have on my child's academic career (e.g. beginning college and high school a year early)?</li> <li>• Does my child ask questions to advance his/her learning?</li> <li>• Can my child read, comprehend, and/or make connections to a story? Can my child decode challenging words?</li> <li>• Does my child have an understanding of basic math concepts, such as shapes, time, and number recognition?</li> <li>• Does my child demonstrate leadership with same-age peers?</li> <li>• Is my child able to maintain interest for long periods?</li> <li>• Does my child demonstrate a curiosity about learning new things?</li> <li>• Does my child demonstrate strong memory and recall skills?</li> <li>• Is my child able to maintain a structured schedule for longer periods than same-age peers?</li> </ul>	<p><b>My child</b></p> <ul style="list-style-type: none"> <li>• Believes he/she can experience success at new tasks</li> <li>• Can maintain personal care and hygiene with little assistance from adults (e.g. use the bathroom, tie shoes, button and zip garments)</li> <li>• Thoughtfully considers feedback and adjusts behavior appropriately</li> <li>• Has the ability to focus attention for long periods of instruction</li> <li>• Demonstrates fine and large motor skills coordination</li> <li>• Can be separated from a parent without being upset</li> <li>• Demonstrates strong interpersonal skills with same age and older peers</li> <li>• Follows routines and schedules</li> <li>• Is enthusiastic about elementary school</li> <li>• Follow given and multi-step directions</li> </ul>



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## Early Kindergarten Entry Candidate Information Sheet

Student Name: \_\_\_\_\_

(Please Print Clearly) Last First Middle

Birthdate: \_\_\_\_\_

Parent(s) Name(s): \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Preferred Contact Number: \_\_\_\_\_

Alternate Contact Number: \_\_\_\_\_

Email: \_\_\_\_\_

Elementary School Zone: Argillite Greysbranch Wurtland McKell  
(Circle One)

### PRIOR Setting(s) in the last 12 months – Please check all that apply.

**State-Funded Preschool:** \_\_\_\_\_  
District Name  
Date of Attendance: \_\_\_\_\_ Hours per week: \_\_\_\_\_

**Head Start:** \_\_\_\_\_  
Facility Name/District  
Date of Attendance: \_\_\_\_\_ Hours per week: \_\_\_\_\_

**Child Care:** \_\_\_\_\_  
Facility Name  
Date of Attendance: \_\_\_\_\_ Hours per week: \_\_\_\_\_

**Home with Parent/Guardian**  **Other:**  **Private Sitter**  **Family**

*Children who will not yet be the proper age for entrance to kindergarten by August 1 of the school year for which admission is requested shall be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, a parent, or pediatrician or psychologist who knows the child.*



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## Consent to Screen For Early Entrance to School

I, \_\_\_\_\_ give consent for Certified Staff to evaluate my child, \_\_\_\_\_ for possible Early

Entrance to Kindergarten for fall of \_\_\_\_\_. This comprehensive evaluation includes achievement testing, observations, and data collection from multiple sources including prior setting daycares and pre-school programs. Some assessments may take up to three (3) hours to complete. The parent/guardian must remain at the test site but may not stay in the testing room.

All 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. Screens will be administered in the child's native language or other mode of communication.

**I understand that testing my child does not guarantee placement in Kindergarten for \_\_\_\_\_.**

After review of this form, you will be contacted by telephone and written letter to notify you of a date, time, and location for your child's evaluation to take place. If you have any further questions concerning this process, please call Melissa Latimer at (606) 473-7936. **Please return this form no later than May 1, \_\_\_\_\_ in order for your child to be evaluated. Referrals and requests will not be accepted after May 1<sup>st</sup> of the upcoming school year. Please send referral form to: Superintendent's office: 45 Musketeer Drive, Greenup, KY 41144.**

*I have been advised in my primary language or other mode of communication and understand the contents of the consent.*

\_\_\_\_\_  
*Parent Signature*

\_\_\_\_\_  
*Date*

### For Central Office Use Only

#### Early Admission to Kindergarten Placement:

\_\_\_ Yes \_\_\_ No

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Notification mailed to parent on: \_\_\_\_\_



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## Parent Observational Checklist

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

This checklist is designed to provide essential information about your child in determining school readiness. Please check the description that most accurately reflects your child's performance and behavior. Please check only one box in each row.

<b>Approaches to Learning</b>			
<b>CHARACTERISTICS</b>	<b>Not Observed</b>	<b>Sometimes Observed</b>	<b>Frequently Observed</b>
1. My child can sit still and pay attention for short periods of time. (up to 15 minutes)			
2. My child shows an interest in books and reading daily.			
3. My child listens to an age appropriate story without interrupting.			
4. My child is keenly observant about things going on around him/her.			
5. My child works independently for short periods of time.			
6. My child is able to make simple choices independently.			
7. My child will finish one task before starting another task.			
8. My child approaches tasks with flexibility and imagination.			
9. My child is eager to learn about and discuss a wide range of topics, ideas, and tasks.			
10. My child will respond to basic request ask by adults and peers.			
11. My child is persistent in and completes a variety of tasks, activities, and projects.			
12. My child ask questions about things going on around him/her.			
13. My child demonstrates increasing ability to set goals and follow plans.			
14. My child understands the difference between real and pretend.			



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15. My child is a "self-starter" who works well along needing few directions and little supervision.			
16. My child is able to speak comfortably with other children and adults.			

## Physical and Motor Development

CHARACTERISTICS	Not Observed	Sometimes Observed	Frequently Observed
1. My child can grip a pencil, crayon, and or marker correctly.			
2. My child can use scissors, glue, and paints independently.			
3. My child can trace a line or a simple shape independently.			
4. My child can attempt to tie his or her shoes with little to no assistance.			
5. My child can bounce a ball two or more times independently.			
6. My child can kick a ball with alternating feet independently.			
7. My child can walk in a straight line independently.			
8. My child can stand on one foot maintaining balance independently.			
9. My child can throw and catch a medium sized ball from a distance of 15 or more feet away.			
10. My child can dress him or herself (coat, shoes, zippers, buttons).			
11. My child can climb stairs with alternating feet independently.			
12. My child can have a dominant hand and or foot. Indicate right or left by circling one.			

## Social and Emotional Development

CHARACTERISTICS	Not Observed	Sometimes Observed	Frequently Observed
1. My child can share and take turns with others.			
2. My child can play independently for 15 minutes.			
3. My child can manage bathroom needs independently.			
4. My child can wash and dry hands independently.			



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5. My child can follow one-step and two-step directions independently.			
6. My child can follow rules and routines.			
7. My child can separate from parents for a few hours without emotional trauma.			
8. My child is able to initiate and join playgroups with peers.			

Language and Communication			
CHARACTERISTICS	Not Observed	Sometimes Observed	Frequently Observed
1. My child is able to identify upper and lowercase letters of the alphabet.			
2. My child is able to identify and match letters and sounds.			
3. My child is able to identify the beginning sounds of some words.			
4. My child is able to write his/her first name with uppercase and lowercase letters.			
5. My child is able to speak in complete sentences.			
6. My child uses advanced vocabulary for his/her age in oral communication.			
7. My child can recognize common sight words (mom, dad, and stop, go).			
8. My child can identify rhyming words.			
9. My child can recite full name, address, telephone number, and birthday.			
10. My child can recognize his or her printed first name by sight.			
11. My child can retell a simple story.			

Cognitive and General Knowledge			
CHARACTERISTICS	Not Observed	Sometimes Observed	Frequently Observed
1. My child can count to 30 independently.			
2. My child can write the numbers from 1 to 10 independently.			
3. My child can classify objects by size, color, and shape.			



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4. My child can draw a circle, square, and a triangle independently.			
5. My child knows basic colors (red, blue, yellow, green).			
6. My child understands simple object relationships (over/under, more/less).			
7. My child can identify groups of 2,3,4, or 5 objects.			
8. My child can recognize and extend a simple patterning sequence (ABABAB).			
9. My child understands and recognizes basic concepts of time.			
10. My child can identify missing parts in pictures.			

Please supply any additional information or provide documentation of your child's exceptional ability in social, emotional, cognitive and physical development that would be helpful to the early admission committee in consideration for placement in the Kindergarten program.



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## Greenup County Schools Early Admission Skills Checklist (To be completed by Preschool or Daycare Provider)

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Preschool or Daycare Provider \_\_\_\_\_

Address of Provider \_\_\_\_\_ Phone: \_\_\_\_\_

Please rate each statement regarding the above named child. Circle one number for each statement, and comment as appropriate on the reverse side.

	Weak	-----	Strong
• Shows interests in academic tasks	1	2	3 4 5
• Shows beginning reading and math skills	1	2	3 4 5
• Uses critical/creative thinking skills	1	2	3 4 5
• Uses problem solving skills in everyday situations	1	2	3 4 5
• Fine motor skills	1	2	3 4 5
• Gross motor skills	1	2	3 4 5
• Expresses self easily in group	1	2	3 4 5
• Uses and understands language to meet needs	1	2	3 4 5
• Demonstrates turn taking skills	1	2	3 4 5
• Attends in large group (20-25)	1	2	3 4 5
• Follows group direction without individual direction	1	2	3 4 5
• Plays cooperatively with minimal adult direction	1	2	3 4 5
• Follows routines, responsible for materials	1	2	3 4 5
• Sustains working mode for full day	1	2	3 4 5
• Handles frustration appropriately	1	2	3 4 5
• Self-selects free choice activities	1	2	3 4 5
• Self-directed	1	2	3 4 5

Completed by: \_\_\_\_\_

Name

Signature

Position

Date