

## BP 5111 Admission

## KPBSD Policy Manual

BP 5111

**Students**  
**ADMISSION**

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent shall verify compliance with all entrance requirements established by law or Board policy.

*(cf. 5112.1 - Exemptions from Attendance)*  
*(cf. 5112.2 - Exclusions from Attendance)*  
*(cf. 5112.6 - Education for Homeless Children and Youths)*  
*(cf. 5116 - School Attendance Boundaries)*  
*(cf. 5141.3 - Health Examinations)*  
*(cf. 5141.31 - Immunizations)*

A child five years of age on or before September 1 may be admitted to kindergarten. A child six years of age on or before September 1 may be admitted to first grade. A child may be considered for early entrance by meeting criteria established in *AR 5111 Early Entrance* and with the approval of the Superintendent. Students under school age who were previously enrolled in public school or who exhibit the ability to perform satisfactorily shall be admitted to school at the grade level determined by the Superintendent. Proof of age shall be required of all enrolling students.

*Legal Reference:*

ALASKA STATUTES  
 14.30.010 *When attendance compulsory*  
 14.03.020 *School year*  
 14.03.070 *School age*  
 14.03.080 *Right to attend school*  
 14.30.045 *Grounds for suspension or denial of admission*

ALASKA ADMINISTRATIVE CODE  
 4 AAC 06.055 *Immunizations required*  
 4 AAC 06.076 *Determination of School Age*

*United States Code, Title 42*  
 42 U.S.C. 11432 - 11433 *McKinney -Vento Homeless Assistance Act*

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**  
**Adoption Date: 8/09/2010**

AR 5111 Early Entrance  
 E5111(a) Early Entrance Screening  
 E5111(b&c) Early Entrance Parent's Questionnaire  
 E 5111d Early Entrance Approval

## AR 5111 Early Entrance

## KPBSD Policy Manual

AR 5111

**Students****EARLY ENTRANCE****Student Criteria for Early Entrance:**

1. To be considered for early entrance students must turn 5 years old between September 2 and October 1 for Kindergarten or turn 6 years old between September 2 and October 1 for first grade.
2. Requests for early entrance screening will not be accepted after October 1.
3. Students under school age were previously enrolled in programs outside of the District (i.e. home schooling, a private correspondence program or a private school) must meet the early entrance criteria before they will be enrolled.
4. To be admitted through early entrance procedures, as itemized in *E 5111(d) Early Entrance Approval Checklist*, the child must pass an early entry screening and demonstrate intelligence falling within the superior range.
5. If the child meets the criteria for early entrance and is enrolled in kindergarten, it is important that parents and staff recognize that it is still a provisional placement. The parent and staff should re-evaluate within two weeks and again in a month to see if the child is making the transition smoothly.

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT****Revised: 2/15/10**

BP 5111 Admission

E 5111(a) Early Entrance Screening

E 5111(b&amp;c) Early Entrance Parent's Questionnaire

E 5111d Early Entrance Approval

**EARLY ENTRANCE SCREENING**

Child's Name \_\_\_\_\_ Age \_\_\_\_\_ Birthdate \_\_\_\_\_

Date of Screening \_\_\_\_\_

Parent/guardian's Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone number (day time) \_\_\_\_\_

The purpose of this screening tool is to provide information in helping to determine the most appropriate placement for a child being considered for early entrance into kindergarten.

If a parent inquires about screening for early entrance:

1. The request for testing must be made no later than the first two weeks after school starts. Children will not be accepted for screening after October 1, whichever comes later. The child's birthdate must fall between September 2 and October 1 as stated in School Board policy.
2. The building administrator should explain state law, Board policy, **School District guidelines**, and the procedures to be followed. Also, included in this discussion should be the research that is available on early entrance and its effects on children.
3. Parent should fill out the parent questionnaire.
4. The screening should be completed by the building administrator. Screening results should be explained to the parent by the building administrator. The test itself should be retained in school file.
5. If the child passes the screening, the school psychologist should be contacted and **a norm-referenced intellectual assessment** should be completed as soon as possible. **A full-scale IQ score on a norm-referenced instrument falling within the superior range (plus or minus one standard error of measurement for the selected instrument) must be obtained. Ex. WPPSI-R 120 (+/- 3) Wechsler Preschool and Primary Scale of Intelligence - Revised**
6. If the child meets the criteria for early entrance and is enrolled in kindergarten, it is important that parents and staff recognize that it is still a provisional placement. The parent and the staff should re-evaluate within two weeks and again in a month to see if the child is making the transition smoothly.

Early Entry  
Parent Questionnaire

Child's Name \_\_\_\_\_ Age: \_\_\_\_\_ Birthdate: \_\_\_\_\_  
 Parent/Guardian \_\_\_\_\_  
 Address \_\_\_\_\_ Date: \_\_\_\_\_

Circle the number of each item, which applies to your child. Add pertinent information to each as applicable.

1. Started to walk and talk before most other children you know about.
2. Is at least a little taller, heavier and stronger than others her/his age.
3. Shows an interest in time- clocks, calendars, yesterday and tomorrow and days of the week.
4. Learned to read even though not yet five years old. Likes to read.
5. Arranges toys and other possessions, putting the same kinds together.
6. Knows which numbers are larger than others.
7. Can count, and point to each item as s/he correctly says the number.
8. Creates make-believe playmates as s/he "plays house" or different games.
9. Is interested in what is on television and in newspapers, in addition to cartoons.
10. Learns easily, so that you have to tell him/her something only once.
11. Shows impatience with jobs around the house that seem to have no meaning - like putting toys away when s/he is just going to have to take them out again.
12. Asks "Why?" often, and really wants to know the answer. Is curious about a lot of things from a tiny insect and how it's made, to a car and how it works.
13. Doesn't like to wait for other children to catch up.
14. Sticks with a task longer than others do. Won't give up easily.
15. Does things differently in ways that make good sense, whether it's piling up blocks, setting the table, or drying dishes.
16. Likes to be with older children, and can keep up with them.
17. Collects things, likes to organize them, and doesn't want anyone to mess them up- but doesn't always collect neatly.
18. Can carry on a conversation, and enjoys it. Wants your ideas and likes you to listen to hers/his. Uses big words and knows what they mean.
19. Shows an interest in drawing and music; knows colors and has rhythm.
20. Makes up jokes; has a good sense of humor.



## EARLY ENTRANCE APPROVAL CHECKLIST

Child's Name \_\_\_\_\_ Age \_\_\_\_\_ Birthdate \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number (day time) \_\_\_\_\_

## Early Entrance Checklist:

- Initial meeting with school principal and parent/guardian requesting early entrance (Oct. 1)  
Principal Responsibilities:
- Explain the State Law (AS 14.03.080 Right to Attend School).
  - Explain the Board policy and regulation (*BP 5111 Admission & AR 5111 Early Entrance*).
  - Requirements for consideration/criteria for early entrance placement.
- Parent Questionnaire: *E5111(b&c) Early Entry Parent Questionnaire* completed and returned to school principal  
Principal Responsibilities:
- Explain screening results to parents.
  - Contact school psychologist if screening results are passing.
- Initial screening by school level principal: *E5111(a) Early Entrance Screening, E5111(b&c)* and screening test.

Test Administered by: \_\_\_\_\_ on: \_\_\_\_\_ School Name: \_\_\_\_\_

School psychological screening which includes a **norm-referenced intellectual assessment** should be completed as soon as possible. **A full-scale IQ score on a norm-referenced instrument falling within the superior range (plus or minus one standard error of measurement for the selected instrument) must be obtained.** (Ex. WPPSI-IV 120 (+/-3) Wechsler Preschool and Primary Scale of Intelligence – Revised.) A psychological evaluation of the student and written report are prepared, presented to school principal and parent/guardian.

Principal to meet with parent, explain results, and inform the parent if the child will or will not be recommended to the superintendent for provisional placement.

All documentation to be forwarded to the Director of Elementary Education whether the child is recommended for early entrance or not.

Director of Elementary Education submits a copy of all paperwork and, as appropriate, a letter requesting early entrance to Assistant Superintendent of Instruction for approval by the Superintendent.

Assistant Superintendent of Instruction submits entire early entrance request file to Department of Education and Early Development.

Director of Elementary Education contacts school principal following Superintendent approval.

Approved by:

\_\_\_\_\_  
Director of Elementary Education\_\_\_\_\_  
Date\_\_\_\_\_  
Superintendent\_\_\_\_\_  
Date

**Kenai Peninsula Borough School District**  
**EARLY ENTRANCE SCREENING TEST**

1. **Child writes first name.**

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

To pass the child must spell name correctly and reversals are acceptable. The name may be written in capitals, lower case or a combination of both.

**2. Child draws a person.**

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

To pass the child must complete ten of eleven items: head, legs, eyes, ears, nose, mouth, neck, trunk, arms, hands, and feet. (Brigance, 1985).

**3. Can the child recognize and name colors?**

Names colors without assistance

YES	NO	
_____	_____	RED
_____	_____	ORANGE
_____	_____	PURPLE
_____	_____	BLACK
_____	_____	GREEN
_____	_____	YELLOW
_____	_____	BLUE
_____	_____	WHITE
_____	_____	BROWN
_____	_____	PINK
_____	_____	GRAY

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

Directions: Display color crayons on a table and ask the child to pick up the appropriate color or pick up a crayon and ask the child what color the crayon is.

To pass the child must name a minimum of ten of the eleven colors. (Brigance, 1985).

**4. Can the child adequately cut a straight line, zigzagged line and curved line?**

Provide the child with an appropriate-handed, child sized pair of scissors and the attached pages to cut. Direct the child to cut on the line. An example may be given, but no actual help may be given during the task.

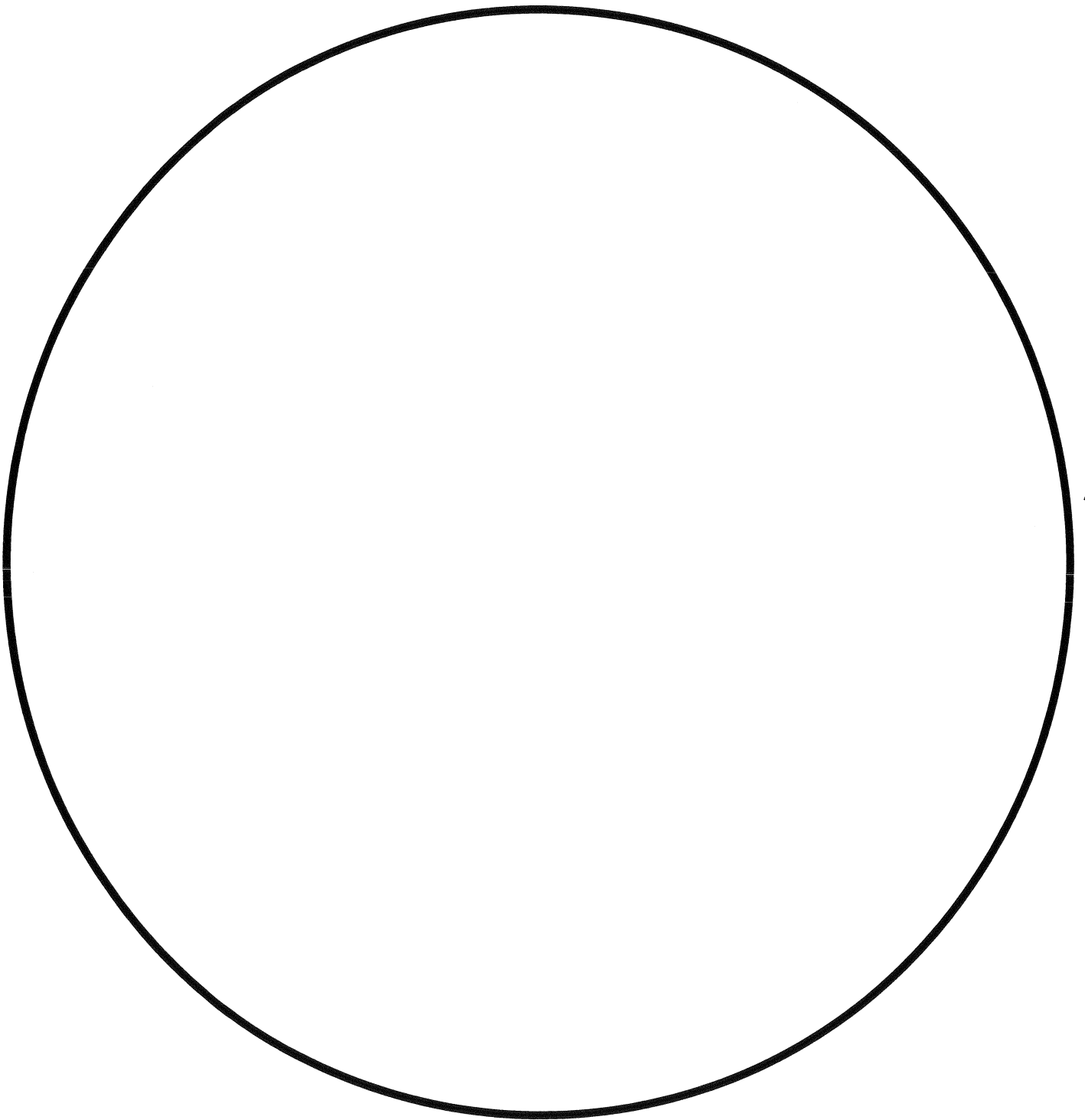
pass: \_\_\_\_\_

needs work: \_\_\_\_\_

To pass the child must cut three of the three lines keeping within 1/4 inch of the line







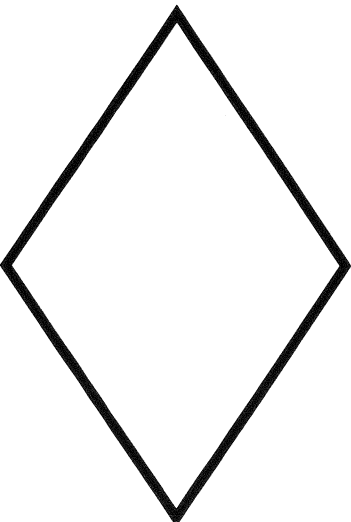
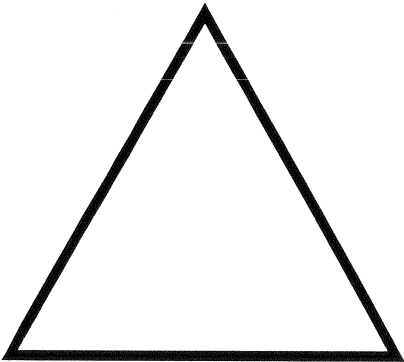
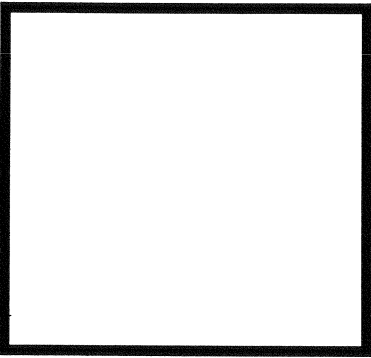
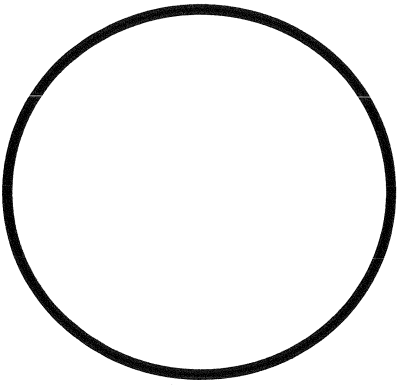
**5. Can the child copy a circle, square, triangle and a diamond?**

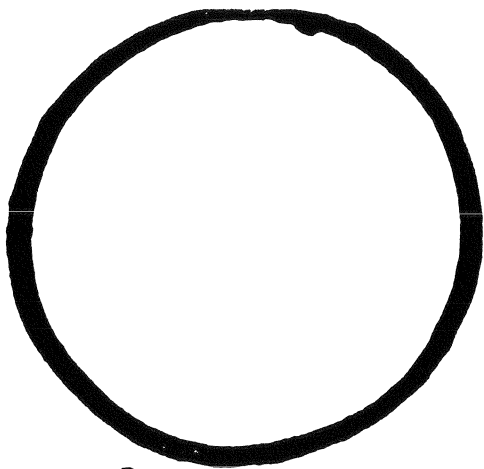
Provide the child with a primary-sized pencil and ask the child to make "one just like this." Start with the circle, then square, triangle, and finally the diamond. Allow up to three tries (if needed) on any item.

pass: \_\_\_\_\_

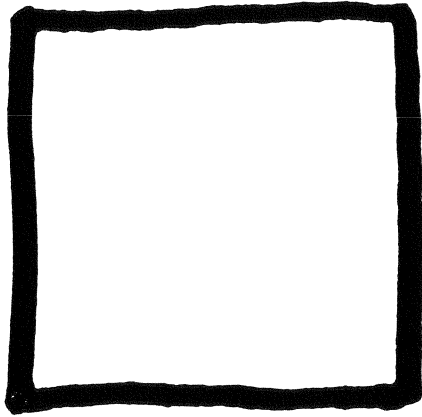
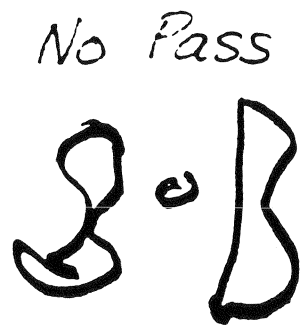
needs work: \_\_\_\_\_

To pass the child must pass three of the four shapes using the attached scoring guide.

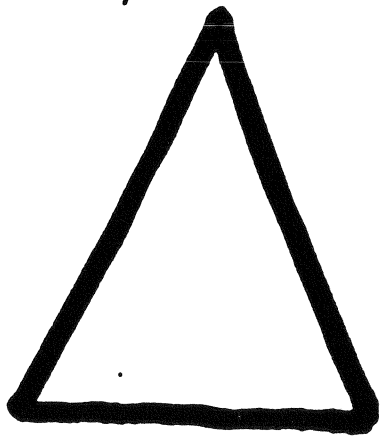
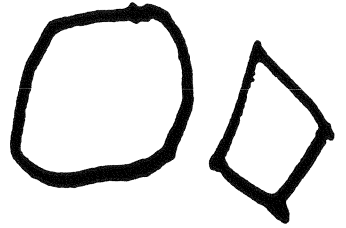
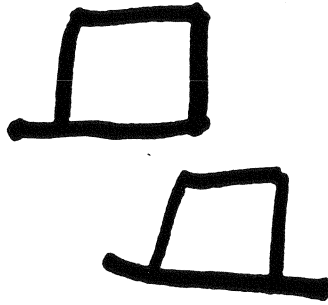




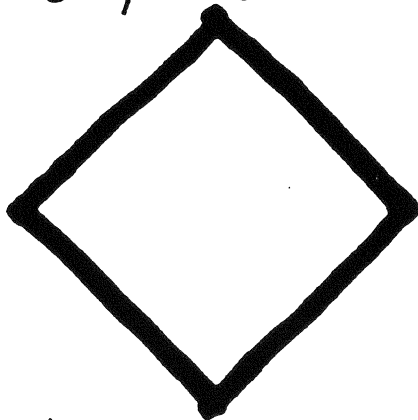
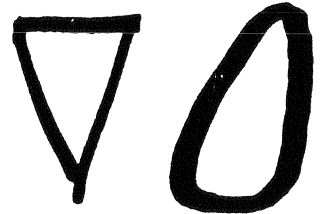
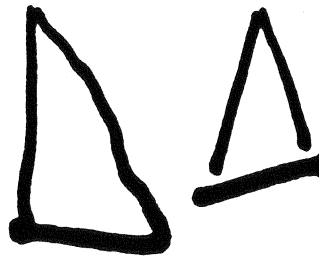
3 years



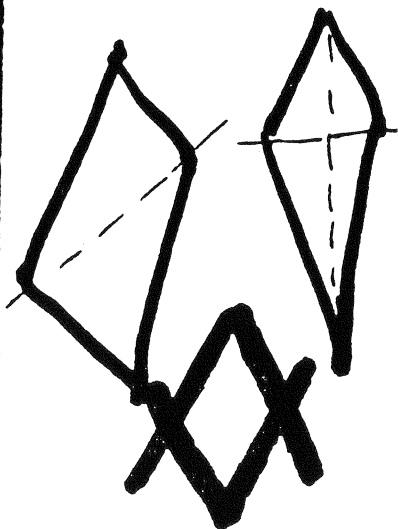
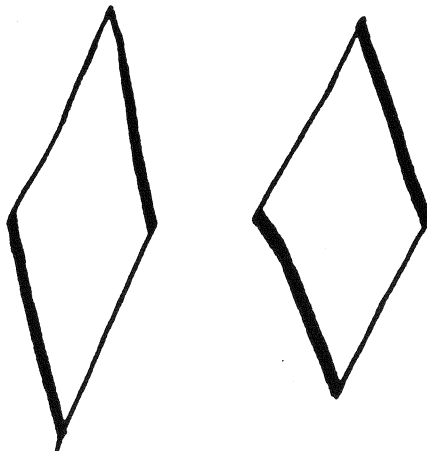
4 years



5 years



6 years



**6. Can the child understand basic position in space concepts, which are essential to following directions in the classroom?**

Ask the child to demonstrate her/his knowledge of the following basic concepts. Provide the child with a small object and a box or similar container and ask them to hold the object or place the object in the following positions: i.e.: ("Hold the block above the box.")

<u>Concept</u>	<u>Pass</u>	<u>Needs work</u>
above	_____	_____
below	_____	_____
beside	_____	_____
under	_____	_____
over	_____	_____
between	_____	_____
inside	_____	_____
behind	_____	_____
outside	_____	_____
center	_____	_____
away from	_____	_____

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

To pass the child must correctly respond to ten of the eleven items.

**7. Does the child show satisfactory vocabulary development in that s/he knows the meaning of common words appropriate to her/his age level?**

Ask the child to tell the meaning of the words listed below. The meaning of the word must be accurate, though the definitions need not be logically developed or have smooth expression. Use caution not to lead the child to the correct response through questioning, though questioning can be used to clarify. A statement as "tell me more" is acceptable. The examiner should not indicate whether the answer given is correct or incorrect.

<u>Vocabulary Word</u>	<u>Correct</u>	<u>Incorrect</u>	<u>Response</u>
What is a puddle?	_____	_____	_____ mud or water, you walk/play in it
What is an eyelash?	_____	_____	_____ says on your eyes and points
What is a top?	_____	_____	_____ lid/spinning toy
What is a bicycle?	_____	_____	_____ something you ride (has two wheels, a bike)
What is a swing?	_____	_____	_____ something you play on (that goes back and forth)
What is a dollar?	_____	_____	_____ money, something to spend
What is a parrot?	_____	_____	_____ A bird (that can talk)
What is a leaf?	_____	_____	_____ a green thing on trees
What is a net?	_____	_____	_____ something to catch things in (made of mesh)

Continued on next page

(Continued)

7. Does the child show satisfactory vocabulary development in that s/he knows the meaning of common words appropriate to her/his age level?

<u>Vocabulary Word</u>	<u>Correct</u>	<u>Incorrect</u>	<u>Response</u>
What is an orange?	_____	_____	_____ a fruit
What is a straw?	_____	_____	_____ used to drink with
What is an envelope?	_____	_____	_____ put letter in it
What is a castle?	_____	_____	_____ a place where a king and queen live
What does roar mean?	_____	_____	_____ Makes sound/says lion or dinosaur sound
What is a moth?	_____	_____	_____ A bug, an insect (like a butterfly)

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

(The composite list is based on selected items from published norm-referenced assessments)

To pass the child must answer 13 out of the 15 correctly.

**8. Can the child count to twenty?**

Ask the child to count aloud to twenty. S/he may use fingers.

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

To pass child must count to twenty without any errors.

**9. Can the child order numbers to ten?**

Put out ten objects in a line and ask the child to point to them and count them.

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

To pass the child must be able to point to each object and count to ten.

**10. Does the child understand number concepts or the meaning of numbers?**

Present the child with ten identical objects such as blocks, buttons, or counters, etc.

Ask the child to give you the following amounts of the objects you have provided

<u>Number of objects</u>	<u>Correct</u>	<u>Incorrect</u>
1 object	_____	_____
3 objects	_____	_____
5 objects	_____	_____
2 objects	_____	_____
6 objects	_____	_____
9 objects	_____	_____
all of the objects	_____	_____
none of the objects	_____	_____

**Instructions for the following items:**

*Place the appropriate number of blocks in front of the child and perform the required action while reading the item to the child.*

- 1) You have three blocks and I am giving you two more blocks. How many blocks do you have now?
- 2) You have one block and I am giving you two blocks. How many blocks do you have now?
- 3) You have six blocks and you give me two blocks. How many blocks do you have left?

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

To pass the child must be accurate ten of the eleven items.

**11. Does the child have satisfactory short-term recall for simple directions?**

Ask the child to listen carefully and then follow your directions. Tell the child to:

1. Stand up and go to the door.
2. Stand up, touch your toes, and count to three.
3. Draw a line on the paper (which you have provided), go to the door, clap your hands once and return to your seat.

pass: \_\_\_\_\_

needs work: \_\_\_\_\_

To pass the child must be able to follow all three sets of directions correctly.

**12. Can the child recall simple personal facts?**

- a. Can the child give his/her birthday? (month/day) \_\_\_\_\_  
correct \_\_\_\_\_ incorrect \_\_\_\_\_

Can the child give his/her telephone number?

- b. correct \_\_\_\_\_ incorrect \_\_\_\_\_

To pass the child must be able to accurately complete one of the two questions.

## SUMMARY RESULTS

Sections	Pass	Needs work
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
Total	_____	_____

A child who passes ten of the twelve items on the screening and appears attentive and at ease could be considered a low risk candidate for early entrance. If the child passes the screening s/he should be referred to the school psychologist for further evaluation.

Based on the recommendation provided by the school psychologist the building administrator shall contact and apprise the parent/guardian of the decision.

Early entrance placement in kindergarten is always on a provisional basis and should be re-evaluated several weeks after the child enters school.