

## Pine-Richland



### School District

[www.pinerichland.org](http://www.pinerichland.org)

#### **Administrative Offices**

702 Warrendale Road  
Gibsonia • PA 15044  
(724) 625-7773  
(724) 625-1490 Fax

#### **Special Education/ Psychological Services**

(724) 443-7230, ext 6500  
(724) 443-7374 Fax

#### **Pine-Richland High School**

700 Warrendale Road  
Gibsonia • PA 15044  
(724) 625-4444  
(724) 625-14640 Fax

#### **Pine-Richland Middle School**

100 Logan Road  
Gibsonia • PA 15044  
(724) 625-3111  
(724) 625-3144 Fax

#### **Eden Hall Upper Elementary School**

3900 Bakerstown Road  
Gibsonia • PA 15044  
(724) 443-1450  
(724) 443-1451 Fax

#### **Hance Elementary School**

5518 Molnar Drive  
Gibsonia • PA 15044  
(724) 443-1541  
(724) 443-1290 Fax

#### **Richland Elementary School**

3811 Bakerstown Road  
Gibsonia • PA 15044  
(724) 443-1558  
(724) 443-2180 Fax

#### **Wexford Elementary School**

250 Brown Road  
Wexford • PA 15090  
(724) 935-4631  
(724) 935-3733 Fax

Dear Parent:

Thank you for inquiring about our early school entrance policy. This letter explains the school district's policy and the procedures to follow should you wish to consider early entrance for your child.

This Early Entrance Information Packet contains the parent nomination referral and parent questionnaire forms for early entrance to kindergarten or first grade. You should already know that this early entrance policy applies to children who turn five or six years old on September 1, but before December 31.

Should you believe that your child may qualify for early entrance to school, we recommend that you complete the Early Entrance Information Packet at your earliest convenience. While the Board Policy allows for parents to apply for early admission anytime before July 1, we would request that if at all possible you complete the referral packet and formally apply for early admission by May 15<sup>th</sup>. This will allow the elementary school principal and school psychologist to finalize the decision to evaluate for early admission and for the evaluation to be scheduled at a convenient time during the summer months. When it has been determined that an early admission evaluation is appropriate, you will be contacted by the psychological services office and an evaluation will be scheduled with a certified school psychologist. Following the completion of the evaluation, you will be contacted in writing regarding early entrance eligibility for your child.

Sincerely,

Psychological Services



Book	Policy Manual
Section	200 Pupils
Title	Admission of Students
Code	201
Status	Active
Adopted	November 22, 2010
Last Revised	December 10, 2018

### **Authority**

The Board shall establish age requirements for the admission of students to first grade and to kindergarten that are consistent with state law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)

### **Guidelines**

#### First Grade

**Beginners** are students entering the lowest grade of the primary school above the kindergarten level. Beginners shall be admitted to school during the first two (2) weeks of the annual school term and thereafter at the district's discretion. A child who is eight (8) years of age shall be admitted to school at any time during the school year.[\[4\]](#)[\[5\]](#)

The Board establishes the district's entry age for beginners as not less than five (5) years and seven (7) months before September 1 and not more than six (6) years before the first day of the school term (i.e., students who are seven years old or older on the first day of school must be enrolled in second grade).[\[4\]](#)[\[6\]](#)

The Board may admit as a beginner a child who is five (5) years old and demonstrates readiness for entry by the first day of the school term, upon the written request of the parent/guardian, recommendation of the district psychologist, and approval of the Superintendent.[\[7\]](#)

The Board is not required to admit as a beginner any child whose age is less than the district's established admission age for beginners.[\[7\]](#)

#### Kindergarten

The Board establishes the district's entry age for kindergarten as not less than four (4) years and no months and not more than five (5) years and six (6) months before the first day of the school term.[\[8\]](#)

Kindergarten students will not be enrolled after the second week of any school year unless the student has been attending a kindergarten class in another district.

#### Early Admission

The district will consider early admission to kindergarten or first grade even though a child does not meet the established admission age requirements, provided s/he demonstrates readiness for entry by

the first day of the school term. Children having a birthday falling between September 1 and December 31 may seek early entrance to kindergarten or first grade in accordance with the following guidelines: [7]

1. Parent/Guardians may contact the school office to obtain an early entrance packet that will describe the requirements for early entrance, which must be completed and returned to the school before July 1.
2. The psychologist and building principal will review the early entrance packet to determine if the child should be evaluated individually.
3. If a child is evaluated individually and displays the necessary characteristics, the recommendation for early entrance will be sent to the Superintendent for approval.

### **Delegation of Responsibility**

The Superintendent or designee shall require that the parent/guardian of each student who registers for entrance to school shall submit proof of age, residency, and required immunizations.[9][10]

Legal

1. 24 P.S. 1301
  2. 22 PA Code 11.12
  3. 22 PA Code 11.41
  4. 24 P.S. 1304
  5. 24 P.S. 1326
  6. 22 PA Code 11.15
  7. 22 PA Code 11.16
  8. 22 PA Code 11.14
  9. Pol. 200
  10. Pol. 203
- 24 P.S. 503  
22 PA Code 4.41



# Early Entrance

# Information Packet

**Psychological Services**

**3811 Bakerstown Road • Gibsonia • PA • 15044 • (724) 443-7230, extension 6500**

Maura L. Paczan, Lead Psychologist ..... [mpaczan@pinerichland.org](mailto:mpaczan@pinerichland.org)

Please return this completed packet of information to Psychological Services by May 15<sup>th</sup>.  
If you have any questions, please contact Psychological Services at (724) 443-7230, extension 6500.

## Parent Nomination for Early Entrance to School

### Demographic Information:

Date: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Child's Name: \_\_\_\_\_ School: \_\_\_\_\_  
Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
Work Phone: \_\_\_\_\_  
Mother's Name \_\_\_\_\_ Father's Name: \_\_\_\_\_

Are you nominating your child for Early Entrance to Kindergarten or First Grade? \_\_\_\_\_

Please list the preschool experiences your child has had:

<i>School</i>	<i>Location</i>	<i>Dates</i>	<i>Age</i>

### Parent Questionnaire:

*Your answers to this set of questions will help us get a sense of your child's abilities, interests and personal style. Please feel free to add any information you think might be useful in giving us a picture of what your child is like. Use the back of the questionnaire or extra paper if necessary. Please try to be as specific as possible in describing your child's interests and accomplishments. If you can spare some copies of your child's creative work, we would be delighted to have them.*

1. Please describe the kinds of things your child has done which you think might indicate advanced intellectual ability.

2. Please describe any early milestones in your child's development (e.g., walking, talking, responses to people, problem solving, etc.) which seemed to you to be unusual in any way. Please note the ages at which these milestones occurred.

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3. What kinds of building or art work does your child do? Please describe your child's favorite building or art materials and the work he/she creates. For instance, does your child build walled castles with wooden blocks? Scribble enthusiastically with pen or pencil? Make animals out of playdough? Paint geometric designs with watercolors?

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4. Does your child like to make up stories, rhymes, or intentional puns? Please describe any ways in which your child has used language creatively.

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5. Please describe how your child adapts to the spatial environment. For instance, does your child give you directions on how to drive to a familiar destination? Does he/she show understanding of how to find his/her way around the house? In the immediate neighborhood?

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6. Please list by name or describe the books your child most enjoys looking at, listening to, or reading.

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*For each of the following questions, please check either "yes" or "no, not yet." If you're not sure whether or not your child can perform the behavior in question and you feel it would be appropriate, please ask him/her to try the task once.*

*The questions in this part cover a variety of behaviors that some children display during the years from two to five and beyond. The questions are not listed in any particular order. Your comments are most welcome and very helpful; how a child does something is often as important as whether a particular skill has been mastered.*

*As you go through this part, keep in mind that we have tried to design a set of questions of varying difficulty in several different skills areas. We have found with similar questionnaires that parents of advanced younger children frequently answer "no" to most of the items. Even the brightest four and five year olds may not have advanced skills in all the areas covered by this questionnaire.*

1. Can your child solve problems that involve the addition of small numbers whose sums are between three and nine? For example, if you gave your child three pennies and then asked how many pennies he/she would have if you gave him/her four more, could your child tell you that the answer would be seven pennies?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
2. Can your child use the names of the days of the week correctly? For example, if today were Thursday, could your child tell you that tomorrow would be Friday and that yesterday was Wednesday?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
3. Has your child written a brief letter composed of real words to a relative or friend? (It doesn't matter if it contained mistakes in spelling, grammar, or punctuation.)	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
4. Is your child able to recognize familiar words on signs, such as "STOP, McDonald's, Wal-Mart"?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
5. Does your child tell time by the hands of the clock, including both the hour and the half hour?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
6. Does your child intentionally rhyme real words, such as "bee and tree" or "hat and cat"?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
7. Can your child put together jigsaw puzzles of over six pieces in which the pieces are all part of the same picture?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
8. If you were to tell your child a phone number, would he/she be able to immediately repeat or dial it without an error? (If your child is not permitted to use the telephone, could he/she simply repeat aloud the number sequence?)	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
9. Is your child able to recognize his/her own name in print?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
10. Does your child remember his/her telephone number?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
11. Does your child remember his/her birthday (month and day)?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
12. Is your child able to identify pictures like the following: leaf, boat, horse and fence?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
13. Has your child put together a jigsaw puzzle of over thirty pieces?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
14. Has your child recited or sung from memory the complete alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
15. Does your child ever make up snatches of a song or story elaborating on new ideas or words?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet

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16. Can your child solve problems which involve the addition of two or three digit numbers without carrying? (For example, could your child accurately add together numbers like 126 + 33?)	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
17. Does your child recite nursery rhymes such as "Twinkle, twinkle little star; Hickory, dickory dock," or other poems or prayers of similar length?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
18. Is your child able to read independently and comprehend books which contain long stories and few pictures, such as "Winnie the Pooh or Little House on the Prairie"? (Examples of sentence found in these books are, "He split each log straight down the middle" and "Nothing had ever been so tempting as that watermelon, on that hot day.")	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
19. Can your child recognize and identify correctly all the numerals from one through nine?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
20. If you omit or change part of a familiar story while reading to your child, does he/she comment on what you have done?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
21. Does your child print letters, stories, or other original compositions using substantially correct capitalizations and punctuations?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
22. Is your child able to identify at least six colors?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
23. Does your child comment on words which have two or more meanings, such as "whole and hole," "knot and not," and "play (for fun activities) and play (for a dramatic presentation)"?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
24. Is your child consistently able to distinguish his/her right hand from his/her left hand?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
25. Does your child use appropriately in conversation words that are highly abstract and/or complex, such as "faith, sincerity and grief"?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
26. On a large scale map of your city, such as a street map, is your child able to point out familiar landmarks, such as bodies of water, parks, freeways and bridges?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
27. Is your child able to read the easiest Dr. Suess books (Hop on Pop, One Fish, Two Fish), the "Early I Can Read" series (Cat and Dot), or other simple books? Some examples of phrases found in these books are "I can hop on top of pop" and "Here I come."	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
28. Can your child consistently recognize and name all two-digit numerals (i.e., eleven through ninety-nine)?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
29. Has your child asked the meaning of abstract words that he/she has heard in conversation, such as "peace, justice and infinity"?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
30. Does your child know his/her address (number and street)?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
31. Is your child able to recognize and name six of the following capital letters: A, S, M, N, C, E, P, D?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
32. Can your child solve problems that involve simple division? For example, is your child able to solve problems like the following without using actual objects: "If nine pieces of candy were divided equally among three children, how many pieces would each child get?"	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet



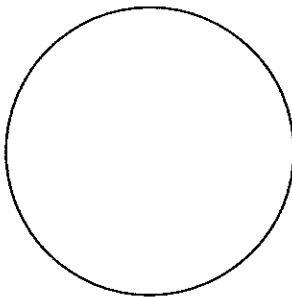
Please return this completed packet of information to Psychological Services by May 15<sup>th</sup>.  
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33. Has your child commented that two objects are similar because of their shapes? For example, has he/she remarked that a banana is like a moon or that an orange is like a ball because they have the same shape?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
34. Is your child able to count a set of objects from a larger group? For example, if you were to ask your child to "count out" five blocks from a pile of eight or more blocks, would he/she be able to do so?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
35. In conversation, is your child able to use appropriately common words, such as "hat, shoe, nail and bicycle"?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet
36. Can your child solve problems that involve the subtraction of small numbers between three and nine? For example, could your child solve the following type of problem without using actual objects: "If there were six apples and three of them were eaten, how many would be left"?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Not Yet

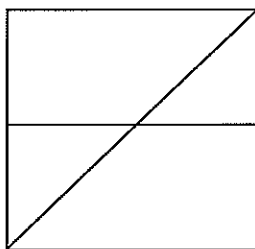
*The purpose of the following is to permit us to evaluate a standard sample of your child's writing and drawing. You are asked to have your child copy shapes, print letters, and draw a person. These tasks require some skills that many children do not master between the ages of two and five years, and it is possible that your child may not yet be ready to attempt them. If you feel that asking your child to try any of these tasks would not be appropriate, please feel free to omit all or some of the following.*

1. If your child has learned how to print letters of the alphabet, please ask him/her to print any six of the following letters: B, C, G, H, I, K, L, S, T. Please name the letters one by one and ask your child to write them in the space to the right.

2. Please ask your child to draw or copy this circle. Tell your child "Draw one that looks just like this" and point to the other half of the page.



3. Please ask your child to draw this figure. Point to the example and tell your child "Draw one that looks just like this" and point to the other half of the page.



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Please ask your child to draw a picture of a child on this page. Give your child only these instructions:  
"Please draw a picture of a child, right here on this page."

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Portions of this parent questionnaire were adopted from: Child Development Research Group, University of Washington, Seattle, Washington 98195.

Pine-Richland School District • 3811 Bakerstown Road • Gibsonia • PA • 15044 • (724) 443-7230