



KINDERGARTEN APPLICATION 2023-2024

Please bring the following documents
for student enrollment

- Original Certificate of Indian Blood (CIB)
- Original Birth Certificate
- Original Social Security Card
- Current Immunization Record from UNHS
- Current Temporary Legal Guardianship
- COVID-19 Vaccination Record Card

Bureau of Indian Education
Naatsis'Aan Community School Inc.
Student Enrollment Application

Grade Level: _____

Boarding: _____

Day / Bus: _____

BIA Form 2648
OMB No. 1076-0122
NCS/Rev. 12/30/14
Exp. 6/30/2020

Entry Date: _____	Withdrawal Date: _____
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Native American Student Information System (NASIS) ID No. _____

Student's Last Name	First	MI	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	Date of Birth: / /	Enrollment Number	Degree of Blood
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Box No.	City	State	Zip Code	Birth Place - - - - -	Tribal Affiliation	Chapter Affiliation
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Physical Address (Write below) - - - - -	Language most Spoken at home: <input type="checkbox"/> Navajo <input type="checkbox"/> English	Language most Spoken by Student: <input type="checkbox"/> Navajo <input type="checkbox"/> English
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With whom does the student live? <input type="checkbox"/> Both Parents <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Grandparents <input type="checkbox"/> Guardian <input type="checkbox"/> Other	Did student participate in English Language Learner (ELL) ? <input type="checkbox"/> Yes <input type="checkbox"/> No	Did Student participate in Special Education? <input type="checkbox"/> Yes <input type="checkbox"/> No
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Guardianship or Custodial issues must include proper notarized/court documentation, unless we receive copies that assigns custody to one parent, we must assume that both parents can visit/pick up the student from school. Who has legal guardianship of the student?

Father: Tribal Affiliation: _____ Census No.: _____ Address: (City, State, Zip) _____ Home Location: _____ Home Phone: _____ Work Phone: _____ Email: _____ Cell/Pager: _____ Employer: _____ Contact Allowed: <input type="checkbox"/> Yes <input type="checkbox"/> No Received Student Mailing? <input type="checkbox"/> Yes <input type="checkbox"/> No	Mother: Tribal Affiliation: _____ Census No.: _____ Address: (City, State, Zip) _____ Home Location: _____ Home Phone: _____ Work Phone: _____ Email: _____ Cell/Pager: _____ Employer: _____ Contact Allowed: <input type="checkbox"/> Yes <input type="checkbox"/> No Received Student Mailing? <input type="checkbox"/> Yes <input type="checkbox"/> No
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Guardian Name: _____ Address: (City, State, Zip Code) _____ Home Location: _____ Home Phone: _____ Work Phone: _____ Other: _____ Employer: _____ Email: _____	Contact Allowed? <input type="checkbox"/> Yes <input type="checkbox"/> No Received Student Mail? <input type="checkbox"/> Yes <input type="checkbox"/> No
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Emergency Information: (Other than Parents/Guardian) : _____	Emergency Information: (other than Parents/Guardian): _____		
Relationship to Student <input type="checkbox"/> Yes <input type="checkbox"/> No	May pick up Student? <input type="checkbox"/> Yes <input type="checkbox"/> No	Relationship to Student <input type="checkbox"/> Yes <input type="checkbox"/> No	May pick up Student? <input type="checkbox"/> Yes <input type="checkbox"/> No
Home Phone: _____	Work Phone: _____	Home Phone: _____	Work Phone: _____
Cell: _____	Other: _____	Cell: _____	Other: _____

Continue in the back

School History:

For students whose last academic year was 8th grade: **N/A**

Name of School: _____	Grade Completed: _____	Dates Attended: _____
Address: _____	Phone No: _____	Fax No: _____

List all schools you have attended:

Previous School Attended: _____	Address: _____		Phone No: _____
Reason for transferring: _____	Grade Completed _____	Dates Attended _____	
Previous School Attended _____	Address _____		Phone No: _____
Reason for transferring _____	Grade Completed _____	Dates Attended _____	

Has the student ever been removed or is the student in the process of being removed from a previous school due to disciplinary action? _____

I am legally responsible for this student and hereby apply for his/her admission to Naatsis'Aan Community School. I understand that additional may be required by the school before this student is officially enrolled

I recognize that this is a public document and that falsification of information on this document may constitute violation of the criminal laws. I further hereby certify the information contained herein is true and correct. I understand that any legal update of the information on this enrollment form is my responsibility.

Print name of Parent/Legal Guardian Signature of Parent/Legal Guardian Date

OFFICE USE ONLY	VERIFIED BY:		
I certify that the above named student is enrolled member with the Navajo Tribal Indian Census as being of: _____ Degree of Indian Blood _____ Enrollment/Census Number _____ Agency			
APPROVAL OF SCHOOL APPLICATION: _____ Approved _____ Not Approved			
_____ Signature of Principal or Registrar	_____ Date	_____ Signature of Education Program Administrator	_____ Date

INDIAN STUDENT CERTIFICATION

I certify that this individuals one quarter (1/4) degree or more Indian Blood and a member of a federally recognized tribe as defined in 25 CFR Part 32.4

Signature of authorized official for the BIA or Local Tribe

Date

Name of eligible student

Address (Box Number, City and Zip Code)

PART I - MEMBERSHIP INFORMATION

Who is a member of a tribe band, or other organized group of Indian. Check one of the boxes below and answer the question.

- 1 Student 2 Natural Parent (ancestor, 1st degree) 3 Natural Grandparent (ancestor, 2nd degree)

If you check 2 or 3, enter the name of the parent or grandparent: _____

A. What is the Name of the tribe, band, or other organized group of Indian? _____

B. The tribe, band, or their organized group is: Check box that applies

- Federally recognized Eskimo, Aleut, or other Alaskan Native

C. What is the individual's membership number: (Where applicable) _____

- Enrollment Number Other (Explain) _____

D. 1 Is there an office of organization which maintains membership data for the tribe, band, or other organization group?

- Yes No

2 If yes, give the name and address of the organization/office.

Name of Organization or Office	Address
Western Navajo Agency, Tribal Enrollment Office	Tuba City, Arizona 86044

PART II - SCHOOL INFORMATION

(Print Name and address of the school the student now attends and enter the student's grade level)

Name of School	Address	Child's Date of Birth	Grade
Naatsis'Aan Community School, Inc	Box 10010, Tonalea, Arizona, 86044		

PART III - PARENT INFORMATION

I UNDERSTAND that falsification information on this form is substance to penalty under law.	Signature of Parent/Guardian	Address	Date
I CONSENT to release this form to student membership count purpose	Signature of Parent/Guardian		

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION
WASHINGTON, DC 20202
TITLE VII STUDENT ELIGIBILITY**

Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

Parents: Please return this completed form to your child's school. In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. This form will become part of your child's school record and will not need to be completed every year. This will be maintained at the school and information on the form will not be release without your written approval.

Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD: _____ **DATE OF BIRTH:** _____
(As shown on school enrollment records)

School Name: Naatsis'Aan Community School, Inc. **Grade:** _____

NAME OF TRIBE, BAND OR GROUP: _____

Tribe, Band or Group is: (check one)

<input checked="" type="checkbox"/> Federally Recognized, including Alaska Native	<input checked="" type="checkbox"/> State Recognized	<input type="checkbox"/> Terminated	<input type="checkbox"/> Organized Indian Group Meeting # 5 of the Definition Above
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Name of individual with tribal membership: _____

Individual named is (check one): Child Child's Parent Child's Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) _____ **OR**
Other (Explain) _____

Name and address or organization maintaining membership data for the tribe, and or group:

I verify that the information provided above is accurate:

PARENT'S SIGNATURE: _____ **DATE:** _____

Mailing address: _____ **Telephone:** _____

Notice: Public Reporting Burden on Reverse Side.

**BIE Home Language Survey
2023-2024 School Year**

Naatsis'Aan Community School

First Name: _____ **Grade:** _____

Federal Code: 25: CFR 32.3

"It's the responsibility of the federal government to provide comprehensive education programs and services for Indians and Alaska Natives."

Federal requirements direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. BIE has contracted with WIDA (World Class Instructional Design and Assessment) to provide English Learner Assessments and Supports identified in this Home Language Survey.

BIE Mission Statement:

"Provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well-being..."

School Mission Statement:

"With critical thinking skills and tools, we will seek richer quality of life"

Purpose: The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services. As parents or guardians, your cooperation is requested in complying with these requirements.

Please respond to each of the questions listed as accurately as possible.

For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

If you have any questions you have the right to share them before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents/guardians) use more often when speaking with your child?

4. Which language is spoken more often by other adults in the home? _____
5. Do you believe your child might need additional support learning the academic language for math, science, reading, or writing? _____

Additional Information (Optional)

Please sign and date this form in the spaces provided below, then return this form to your child's school.
Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

School Official Verification _____

Criteria for Screening

If a language other than English is identified for any of the primary language questions above, your child will be recommended for screening.

***** Please Note: SOME items in this template can be modified to represent specific needs of LEAs in efforts to better gain knowledge of student EL status. Questions 1-3 are not negotiable and must remain as stated per federal requirements. Additionally, the Federal Code, BIE Mission Statement, and Purpose sections remain as stated. Thank you.**

BIE Sample Form HLS, Revised July 2021



Day Student Transportation & Supervision and Release Policy School Year 2023-2024

Names of student(s):

_____	Grade: _____	_____	Grade: _____
_____	Grade: _____	_____	Grade: _____
_____	Grade: _____	_____	Grade: _____

Bus Route: Arizona () NHA Housing () Paiute Canyon () School Campus () Other () _____

My child(ren) will: Ride the AM bus. Yes No Ride the PM bus. Yes No

GPS, Plus Code or Directions to your resident using NCS as starting point: _____

**The students will be dropped off at the designated bus stop.
The school's liability ends after the student exits the bus.**

NOTICE

1. If a parent wants a temporary change, please notify the bus driver during the morning bus run, provide a written note with your child(ren) to allow your child to walk home, or a phone call to the office. Reminder, the school's liability ends after the student leaves the school premises.
2. A day students that ride the bus to school will ride the bus home unless notified by the parent.
3. In my absence, I grant permission for my child to be checked out during school hours by the following individuals. High School students will not be allowed to take a student. Individuals must be over 21 years of age.

Please initial: _____

_____	_____
_____	_____

All Day students who are not attending school-sponsored functions (i.e., tutoring, extracurricular activities, sports, school clubs, school-sponsored fundraising, or school-related events) are to go straight home and will not be allowed to remain on campus. **This notice will serve as a liability release for the school if your child does not go directly home after school and remains to play and an accident should occur.**

DAY STUDENT NOON SUPERVISION

All students are permitted to eat lunch at school. After they eat lunch, they are under the supervision of the dormitory or assigned personnel. **Roll call will be taken at noon for accountability. Students leaving the school campus without a release will be counted as AWOL.**

_____	Phone Number (In case of emergency)
Parent / Guardian Signature	(____) _____
_____	Phone Number (in case of emergency)
Date	(____) _____

FLUORIDE VARNISH AND DENTAL SEALANT CONSENT FORM

Dental sealants are one of the best ways to prevent tooth decay. They are hard plastic coatings which protect the grooved surfaces of permanent teeth. They seal the deep pits and grooves of teeth, keeping bacteria out and preventing decay. By having sealants placed now, your child may be spared future, more extensive dental work. The application is painless and does not require numbing of the mouth or drilling.

This preventative measure has very few risks. In rare cases, as with any dental procedure, gagging or swallowing of dental materials may occur. In addition, your child may notice minor changes in bite that should become less noticeable as excess material wears away over time. Please keep in mind that sealants only protect the chewing (grooved) surfaces of teeth. Therefore, fluoride toothpaste and mouth-rinse are also recommended to protect the smooth surfaces of the enamel.

Fluoride varnish can be painted on the teeth to prevent tooth decay delivering a safe and effective dose of fluoride. The varnish sets up on contact with saliva so children usually cannot swallow the varnish. The varnish will cause the teeth to look yellow for several hours and will gradually wear off. Used at the right levels, it is safe and effective. Swallowing too much fluoride can cause stomach upset or make white or brown spots on permanent teeth.

As a service to our patients, students are transported in with their teachers and classes to the Inscription House Health Center IHS Dental Clinic for screening exams and, if indicated, the placement of sealants.

Please answer ALL the questions below, sign, and return to the school.

MEDICAL HISTORY

Has your child EVER had:

Allergies Yes ___ No ___

If Yes, to what? _____

Bleeding tendencies Yes ___ No ___

Heart/Vascular Disease Yes ___ No ___

Liver Disease/Hepatitis Yes ___ No ___

Heart Murmur Yes ___ No ___

Seizures Yes ___ No ___

Medication Usage Yes ___ No ___

If yes, what? _____

Under MD's care Yes ___ No ___

If yes, for what? _____

I DO _____ DO NOT _____ give consent for my child to receive fluoride varnish.

I DO _____ DO NOT _____ give consent for my child to participate in the dental sealant program.

Student's name: _____

Mailing Address: _____

School: _____

Grade & Teacher: _____

Date of Birth: _____

Chart Number: _____

Signature of parent or legal guardian

Date

Utah Navajo Health System, Inc.

**AUTHORIZATION FOR PERSONAL REPRESENTATIVES TO
PROVIDE HEALTHCARE DECISION-MAKING FOR A MINOR
CHILD OR DEPENDENT**

I, _____ (Parent/Guardian Name) hereby declare I am the legal guardian and have rights to authorize the following to accompany my minor child or other dependent from **Naatsis'Aan Community School** to Utah Navajo Health System, Inc. clinics and to act in my place for healthcare decision making as it pertains to that minor child or dependent. *(This authorization can only be given to other adults, age 21 or older, and not to minors).*

Student Name

Phone Number:

Relationship:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I may revoke this authorization in writing at any time except to the extent that action has been taken in reliance on this authorization. To revoke I will need to fill out and sign a Revocation Form and complete a new Authorization Form.

This consent expires one year from date of signature date or sooner if listed here: _____.

Print Patient Name

Signature of Parent or Guardian

Relationship

Date

Print Name of Witness

Signature of Witness

Authorization to Accompany Minor Patient to Appointments Kayenta Service Unit

Kayenta Health Center
Hwy 160 M.P. 394.3
P.O. Box 368
Kayenta, AZ. 86033

Inscription House Health Center
P.O. Box 7397
Shonto, AZ. 86054

Dennehotso Health Station
P.O. Box 368
Kayenta, AZ. 86033

I, _____, the legally authorized representative of

_____, give permission
(Patient Full Name) (Date of Birth)

to: Naatsis'Aan Community School Staff, or _____, _____, to
(Name of Adult) (Relationship to Patient)

take my child to Outpatient appointment(s) in the _____.
(Specify Department)

I understand this authorization is for routine care only and that immunizations, test or procedures will not be performed without my authorization, except under emergency circumstances. I further authorize this facility to disclose pertinent medical information regarding my child's appointment(s) or outpatient treatment(s) or outpatient treatments(s), including necessary follow-up instructions, to the individual identified herein.

Revocation and Expiration of Authorization: unless otherwise revoked, in writing, by legally authorized representative, this authorization will expire automatically six (6) months from the date signed below.

Signature of Patient's Legally Authorized Representative

Date & Time

Printed Name of Patient's Legally Authorized Representative

Relationship to Patient

Witness Signature

Date & Time

Witness Printed Name





Consent and Administration Record

Naatsis'Aan Community School, Inc. COVID-19 SCHOOL-BASED TESTING

Naatsis'Aan Community School, Inc. is using this form to receive your consent to test your child for COVID-19 and to share collected data with relevant authorities.

What is the test for?

With your consent, your child will receive a free diagnostic test for the virus that causes COVID-19. Collecting a specimen for testing involves inserting a small swab, similar to a cotton swab, into both nostrils.

How will I find out about the results of the test?

If your child has a specimen collected for testing at school, you will be notified of the test result or informed of how the test result will be received (for example: by phone, text, or email).

What should I do when I receive my child's test results?

If the test is positive, this means that the virus was detected in your child's specimen. You will hear from your child's school or a trained professional about this test. You will be asked to pick your child and you will be provided information about keeping your child home, following up with your health care provider, and when your child can return to school. If your child test results are negative, this means that the virus was not detected in your child's specimen at this time. You will be asked to follow the instruction by your child's school following this test result.

CONTACT INFORMATION Completed by parent/guardian or student (if 18 years of age or older) - Please Print

Student Last Name:		Student First Name:		MI:
Street Address:		City:	State:	Zip:
Date of Birth (MM/DD/YYYY):	Age:	Student ID Number:	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Gender:				
<input type="checkbox"/> Male	<input type="checkbox"/> Transgender - Male to Female	<input type="checkbox"/> Transgender - Female to Male	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Female	<input type="checkbox"/> Transgender - Unspecified or Gender Non-Specified		<input type="checkbox"/> Prefer not to answer	
Race: (Check all that apply)			Ethnicity:	
<input type="checkbox"/> Asian	<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> White	<input type="checkbox"/> Hispanic	
<input type="checkbox"/> African American or Black	<input type="checkbox"/> Native Hawaiian or other Pacific Islander	<input type="checkbox"/> Multi-Race	<input type="checkbox"/> Non-Hispanic	
<input type="checkbox"/> Prefer not to answer	<input type="checkbox"/> Other		<input type="checkbox"/> Prefer not to answer	
Parent / Legal Guardian Last Name:			Phone Number:	

My signing below, I attest that:

- I have signed this form freely and voluntarily, and I am legally authorized to make decisions for the child named above
- I consent that the school may notify my child of the test results.
- I consent for my child to be tested for COVID-19 when necessary and understand that my child may be tested multiple times.
- I consent for my child to be tested by school staff, contracted healthcare personnel, Local and Tribal Health Department Staff, and/or other trained personnel as directed by the school.
- I understand that this consent form will be valid through June 2023, unless I notify and designated contact person from my child's school in writing that I revoke my consent.
- I understand that test results may be shared with the school, the ordering physician, county, and other local state, and federal public health authorities, as well as other testing partners as permitted by law.

Visit the CDC's Coronavirus webpage for the information on the disease and keeping you and your family safe: www.cdc.gov/coronavirus.

SIGNATURE - Parent/Guardian or student (if 18 years of age or older)	Date Signed:
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COMPUTER USE AGREEMENT 2023-2024

1. I will use the computer for schoolwork and to learn.
2. When using school computers, I will:
 - ✓ Use good manners.
 - ✓ Use appropriate language.
 - ✓ Never tell anyone my home address or phone number.
 - ✓ Never post my picture on the Internet without permission from my parent(s) and teacher.
 - ✓ Do not look at or use anyone else's work without permission.
3. I will show respect for all hardware and software that I use.
4. I will not install "pirated software" or knowingly use disks with viruses on any equipment.
5. I will use only appropriate language when writing on the computer.
6. I will limit my use of the Internet to only appropriate learning activities.
7. I will not share personal information about myself or anyone else on the Internet. This includes name, address, phone number, photograph, etc.
8. I understand that anyone can read the messages I send from the computer and that the work stored on the computer is not private.
9. I understand that from time to time the computer or Internet connection may not be working when I plan to use it.
10. I will share the computer and the network.
11. I will keep my passwords private.
12. I will not run a business on the Internet.
13. I will not use anything from the computer or the Internet or send anything over the Internet that belongs to someone else without his or her permission.
14. If I do not know how to use any or part of the computer system, I will ask for help.
15. **If the Laptop is damaged, stolen, or lost. The parent is liable to pay for repairs or replacement costs.**

I understand these rules and promise to follow them. If I do not know to follow these rules, my computer privileges will be restricted or taken away.

I have discussed these rules with my child and my child agrees to follow them.

Name of Student (please Print)

Grade

Student Signature

Parent Signature



PARENT PERMISSION FORM FOR PHOTOS 2023 - 2024

During the course of the year at NCS, students will be photographed and videotaped as a means of documentation. Occasionally NCS uses some of these photos and videos of a child or children for school-related purposes, such as school publicity, teacher training, or a slide show at an NCS event.

Photos of children engaged in school activities are a great way of conveying the true nature of our school - its philosophy, environment, daily activities, art materials, etc. No child's name will ever be used on the website. A picture or video clip of your child will only be used for the aforementioned purposes if you sign the written release below.

I give NCS, Inc. permission to use pictures of my child(ren) for school-related purposes, such as school yearbook, school publicity, teacher training, website, or a slide show at an NCS event.

Student Name: _____	Grade: _____
Student Name: _____	Grade: _____
Student Name: _____	Grade: _____
Student Name: _____	Grade: _____
Student Name: _____	Grade: _____

(Parent/Guardian signature)

(Date)

Kindergarten Readiness Checklist

Name: _____ Grade: Kindergarten Birth Date: / / Age: _____

Please check () those that apply.

Verbal Skills	Gross Motor Skills	Math
Speaks clearly; can be understood without context clues	Runs (with good stamina)	Sorts by color, shape, and size
Speaks in sentences	Skips	Orders several objects based on 1 attribute
Uses appropriate volume when speaking	Hops (on both feet and one foot)	Recognizes simple patterns and can duplicate (copy)
Can express and describe feelings	Gallops	Counts to 20
	Leaps	Counts objects with meaning to 10
Listening Skills	Jumps	Matches numerals
Listens with understanding of directions	Somersaults *advanced skills	Identifies 4 shapes: circle, squares, triangle, and rectangle
Follows 1-step & 2-steps directions	Pedals and steers a tricycle	Demonstrates understanding of directional concepts (up/down, right/left, over/under)
	Climbs a playground ladder	Shows understanding of and uses comparative words (big/little, short/long, slow/fast)
Reading Readiness	Throws a ball with direction	
Listens well to reading instructions	Catches a throw ball with arms and body	Crafts & Arts
Shows interest in reading related activities	Bounces a ball	Identifies 10 colors: red, yellow, blue, green, orange, purple, black, white, brown, pink
Understands left to right movement of reading		Explores different art materials
Retells information from a story	Fine Motor Skills	Draws lines and shapes
Sequences 3 pictures to tell a story	Stacks 10 one-inch blocks	Interprets pictures
Uses imagination	Buttons	
	Strings beads	Music and Movement
Alphabet	Zips	Participates in group music experiences
Recites the alphabet	Snaps	Participates in creative movement/dance
Identifies uppercase & lowercase letters	Laces	Plays simple instruments
Matches uppercase letters to lowercase letters	Grasps crayon and pencil correctly	Moves rhythmically to music (dances)
Identifies the sounds each letter makes	Complete a simple puzzle (7+ pieces)	Sings
	Good Scissor skills	
Writing	Uses glue neatly	Creative Drama
Uses scribbles to write words or ideas	Uses tweezers	Makes believe with object
Traces letters and numbers	Completes a pattern	Takes on pretend roles and situations
Writes a few letters without tracing	Makes a pancake, snake, and ball from play dough	
Uses pictures to communicate idea	Copies: vertical line, horizontal line, circle, cross, square, V, triangle	

SCHOOL READINESS CHECKLIST

Child's Name _____ **Date** _____
Address _____ **Birthdate** _____
 _____ **Age** _____

YES	NO
-----	----

- | | | | | | | | | | |
|---|--|--|--|-------|-------|-------|-------|-------|-------|
| <p>1 Will your child be 5 years 6 months or older when she/he begins kindergarten? _____</p> <p>2 Is your child at or above the following height and weight averages? _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Boys
 Weight: 40 lbs.
 Heights: 43 inches </td> <td style="width: 50%; vertical-align: top;"> Girls
 Weight: 37 lbs.
 Height: 42 inches </td> </tr> </table> <p>3 Can strangers easily understand your child's speech? _____</p> | Boys
Weight: 40 lbs.
Heights: 43 inches | Girls
Weight: 37 lbs.
Height: 42 inches | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> </table> | _____ | _____ | _____ | _____ | _____ | _____ |
| Boys
Weight: 40 lbs.
Heights: 43 inches | Girls
Weight: 37 lbs.
Height: 42 inches | | | | | | | | |
| _____ | _____ | | | | | | | | |
| _____ | _____ | | | | | | | | |
| _____ | _____ | | | | | | | | |

CAN YOUR CHILD:

- | | | | | | | | | | | | | | | | | | |
|--|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <p>4 Pay attention to a short story when it is read and answer simple questions about it. _____</p> <p>5 Draw and color, beyond an simple scribble? _____</p> <p>6 Cut with scissors? _____</p> <p>7 Zip or button up a coat? _____</p> <p>8 Walk backward for a distance of 5 to 6 feet? _____</p> <p>9 Stand on one foot for 5 to 10 seconds? _____</p> <p>10 Alternate feet walking down stairs? _____</p> <p>11 Walk a straight line? _____</p> <p>12 Fasten buttons? _____</p> <p>13 Tell left hand from the right? _____</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> </table> | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
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PRACTICAL STILLS: Can your child:

- | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|
| <p>14 Use a knife for spreading jam or butter? _____</p> <p>15 Take care of his/her toilet needs by himself/herself? _____</p> <p>16 Travel alone in a neighborhood (2 blocks) to store, school, playground or to a friends' home? _____</p> <p>17 Be away from parent 2 - 3 hours without being upset? _____</p> <p>18 Cross a street or road by himself/herself safely? _____</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> </table> | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
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| _____ | _____ | | | | | | | | |

REMEMBERING: Can your child:

- | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|
| <p>19 Repeat a series of 4 numbers without practice, such as say after me 6 - 1 - 7 - 4? _____</p> <p>20 Repeat 8 - 10 word sentences if you say it ONCE, "The boy ran all the way home from the store"? _____</p> <p>21 Remember instructions and carry out 2 or 3 simple errands or tasks in the home after being told <u>once</u>?
 ("Pick up the book," "Bring me the pencil," and "Close the door.") _____</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> <tr> <td style="width: 50%; height: 15px;">_____</td> <td style="width: 50%; height: 15px;">_____</td> </tr> </table> | _____ | _____ | _____ | _____ | _____ | _____ |
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UNDERSTANDING: Can your child:

YES	NO
-----	----

- 22 Tell you the meaning of simple words like bicycles, hammer, apple, gum, shoe, water, shirt, horse?

- 23 Count 4 objects?

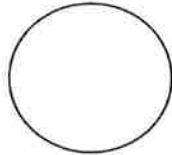
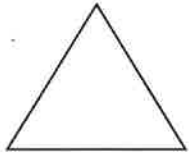
- 24 Supply the last word to all the following statements?
Mother is a woman; father is a _____
A fire is hot; an ice cube is _____
A plane goes fast; a turtle goes _____
- 25 Put together a simple puzzle of 3 - 6 pieces?

- 26 Tell what parts are missing if you draw a stick picture of a person and leave out a leg and an arm?

- 27 Draw or copy this square?



- 28 Name correctly these drawings?



GENERAL KNOWLEDGE: Can your child tell you:

- 29 How many feet he/she has?

- 30 How many ears a dog has?

- 31 Which goes faster, a motor scooter or a bike?

- 32 What or where meat comes from?

- 33 What things are made of, like cars, chairs, shoes?

- 34 What a key is for?

- 35 What his/her eyes are used for?

- 36 What his/her ears are used for?

- 37 The names of at least 6 colors that you point out?

- 38 Tell in what ways a sweater, shoe and hat are the same?

ATTITUDES AND INTEREST:

- 39 Do you have magazines, books and newspaper in your home that your child may look at?

- 40 Is your child not afraid of going to school?

- 41 Does your child ask often when he will go to school?

- 42 Does your child present to read?

- 43 Have you attempt to create in your child the idea of looking forward to school experience rather than fear of school.

HOW TO USE THE RESULTS OF THIS FORM:

Count the number of items you were able to answer with a "Yes" response.

Consult the table on page 4 for information relative to state of readiness for school.

Number of Items Answered "Yes"	Approximate State of Readiness for school	Possible Action
40 to 43	Readiness reasonably assured	School Entrance
35 to 39	Readiness very possible	School Entrance
31 to 34	Readiness questionable	Consultation with teacher and/or Principal Desirable
26 to 30	Readiness doubtful	Consultation with teacher and/or Principal
25 or below	Readiness unlikely	Consultation with Teacher and/or Principal highly

The combination of skills adding up to readiness should be carefully considered. School should generally be a pleasant experience for children. A child's readiness for school is an extremely important part of a good educational experience.

THINGS TO REMEMBER ABOUT LEARNING READINESS

- 1 Learning occurs most effectively when the child has reached a psychological and physical state of readiness to learn.
- 2 The stage of readiness is not effectively predicted by the child's chronological age.
- 3 Learning forced upon a child before he/she is ready often results in unsatisfactory feelings about school and self images.

Not all children at 5 years of age are ready for school. Many children each year are pressured to learn material for which they are not ready. This often results in early failure, and may be the beginning of a long series of unhappy school experiences. If a child is thought not to be ready for school, we want to help parents understand what we believe to be the reasons. We hope this form has been of help to you in arriving at a better understanding of your child's need to be ready for school and the important this will have on a successful kindergarten experience.

QUESTIONS PARENT ASK ...

1 Why is so much emphasis being place on the first year of school?

The first year is the foundation upon which the remainder of an individual's education is built. Success breeds confidence and self-assurance; failure leads to frustration, uncertainty, and a feeling of inadequacy. Children who begin an academic program before they are ready may suffer for the rest of their lives because of this one mistake in timing.

2 What is meant by "School Readiness"?

School readiness means preparedness of the whole child to master school tasks. Readiness depends upon physical, neurological, emotional, and social maturation as well as upon previous learning. The "ready" child learns and usually experience joy in his/her learning.

3 What is maturation? What is meant by maturational levels of development?

Maturation is the process of orderly growth according to the individual's own biological "time table". Physical, intellectual, emotional, and social development follows a sequential pattern which is determined by genetic factors. Maturation can take place without learning, but learning must always be preceded by maturation.

4 Is too much importance being attached to maturation?

No! Maturation is an essential ingredient of all readiness. We can neither PRODUCE IT, HURRY IT, nor IGNORE IT. The only wise alternative patience for it to develop.

5 Failure is a part of life. Why is there so much concern about over placement?

Failure does help children learn to develop strength to cope with disappointment and frustration. However, today's child will encounter ample failure. Its is estimated that as many as 50% of the nation's six year old children are over placed in the first grade. The most common outcome of over placement is academic failure. The intellectually gifted child may achieve academic success and fail in social, emotional, or physical development. The school, along with parents, is concerned with optimal development of the whole child.

6 Is it true that children vary greatly in the rate of development?

Yes! Normal first grade children may vary as much as two years in their stages of development. Generally girls develop more rapidly than boys. At age six the average boy is six month behind the average girl. However, one must not assume that all girls develop faster than boys. We speak here only of averages.

7 My child has been examined and I am told he is developmentally young. What did I do wrong?

Nothing. This is not reflection on you as a parent, nor on him/her as a child. Every child has his/her own rate of development.

8 If there are three summer months before school starts, what can I do to prepare my child so he will be ready.

Time is the chief ingredient of maturity. However, there are important things which parents can do. Grant your child as much independence as possible; give him freedom to explore, experiment, and discover; allow him opportunity to make decisions to make mistakes without undue reprimand; provide him with a variety of objects which he/she can handle, take apart and rebuild; assist him in acquiring words, concepts, and meaning for object, places, persons, and ideas in his/her world.

9 If my child is immature now, how is he going to mature:

Activities that seem to be play actually are mental and physical exercises. Remember, play is children's work. It is not how fast one goes through school that counts most. The quality of one's learning is the vital consideration.

10 Won't my child be terribly disappointed if he is not placed with his friends?

As educators and parents, we have the responsibility of providing what is best for our children. We certainly wouldn't let a child ride a bicycle in the street before he could control his balance....even if it did disappoint him. How can we be less intelligent when thinking of his education. Most important is the parent's attitude. If you, as parent, accept the placement, feel it is best, and support it, the child will more readily accept it.

Student Enrollment Update

Grade: _____

Student residing in the dorm? () Yes () No

Student Name:

First: _____ MI: _____ Last: _____

Date of Birth: _____

Tribe: _____ Census Number: _____

Social Security Number: _____ - _____ - _____

With whom does the student live?

() Both Parents () Mother () Father () Grandparents () Guardian () Other _____

If you checked Grandparents or Guardian, please provide a copy of the legal guardianship document.

Parent/Guardian Name:

Mother: _____ Father: _____ Guardian: _____

Mother's CIB: _____, _____ Father's CIB: _____, _____ Guardian: _____, _____

For the purpose of the School Clothing Order Form

Email: _____

Mailing Address:

P.O. Box: _____ City: _____ State: _____ Zip: _____

GPS, Plus Code, or Directions to your resident (use NCS as the starting point).

Phone Numbers:

Mother: (_____) _____ - _____ Father: (_____) _____ - _____

Guardian: (_____) _____ - _____ Other: (_____) _____ - _____

Work: (_____) _____ - _____

Please keep your contact numbers updated with the school office.

Does your child have allergies? () Yes () No If Yes, to what?

Food: _____ Medication: _____ Plants: _____

Insects: _____ Other: _____

Does your child have Asthma? () Yes () No

Are there any other medical conditions your child has that the school should be aware of?
