



Chancy and Bruce

Dear Parents,

This year your child will be age-eligible to enter the school system. Being age-eligible for entrance and being developmentally ready to meet with school success are two entirely different matters. Many states and schools have an age requirement for school entrance that says a child must be 5 years old on or before a specific date. The majority of states and schools use between June 1 and September 1 for the cut-off date. Recent legislation, SB 1381, has changed California's cut-off date to September 1.

The decision as to when your child will enter the school system is one of the most important decisions a parent must make. To make this decision parents need viable information concerning their child's development.

Your school is offering our service to help you in guiding your decision about school readiness. We will provide you with information to the following questions:

- What development is necessary for school success?
- Is my child's development at a level to meet with continued success based on the demands of the school's curriculum?
- What is today's classroom like?
- What information should I have before I decide to enroll my child in school?

TIME FOR SCHOOL WHAT IS READINESS?

WHAT IS SCHOOL READINESS?

School readiness is the development and maturity that is necessary for a child to "cope and learn" within the school system over a 13+ year period of time.

WHO SHOULD BE SCREENED FOR SCHOOL READINESS?

All children who are age-eligible for school entrance should be screened before entering school.

WHY SHOULD I HAVE MY CHILD SCREENED FOR SCHOOL READINESS?

Being age-eligible for entrance to school and being developmentally ready to meet with school success are two different matters. Before entering the school setting there are certain levels of skill development and social-emotional maturity a child must attain if the school experience is to be a successful one. A Screening provides an organized way of looking at your child's readiness. A screening pinpoints the child's strengths and weaknesses and aids parents in making viable decisions about their child's readiness for school entrance.



WHAT TYPE OF SCREENING IS APPROPRIATE?

Your child will be screened on THE SCHOOL READINESS DEVELOPMENTAL PROFILE. This screening assesses the child's ability to process information and not achievement based on rote memorization of facts. The assessment is a 30-minute, Criterion Referenced Screening. This means your child will be asked to perform school readiness tasks in the areas of:

1. Gross Motor Skills
2. Fine Motor Skills
3. Visual Discrimination Skills
4. Visual Memory Skills
5. Auditory Discrimination Skills
6. Auditory Memory Skills
7. Receptive Language Skills
8. Expressive Language Skills
9. Reasoning Comprehension
10. Social-Emotional Maturity

WHAT RESULTS WILL I RECEIVE?

Your results will be sent to your school for distribution (unless prearranged with Chancy & Bruce). At this time you will be given a profile showing your child's readiness in each of the skill areas. A recommendation on your child's readiness for school entrance will also be presented to you.

A trained professional in Early Childhood Assessment individually administers THE SCHOOL READINESS DEVELOPMENTAL SCREENING to your child.

WHO IS CHANCY AND BRUCE?

Chancy and Bruce was founded in the early 1980's as a unique service to help parents and educators understand the developmental process for learning, as well as the importance of making good decisions regarding school readiness. We specialize in the developmental assessment of children, parent education, staff development, and prescriptive intervention. The founders have extensive background in the field of Early Childhood Education, and advanced degrees in Special Education, Assessment of Young Children, and Learning Disabilities. Longitudinal Research is conducted continuously in the validation of Developmental Milestones in children and appropriate recommendations given to parents and educators. Personnel are educators who have completed extensive training in Early Childhood Assessment.

HOW DO I ENROLL IN THIS PROGRAM?

JUST COMPLETE THE ATTACHED PERMISSION FORM AND RETURN IT TO YOUR SCHOOL,

EARLY CHILDHOOD EXPERTS AGREE: "Children walk when they are ready, they talk when they are ready, and should be given the opportunity to start school when they are ready."

POINTS TO PONDER ABOUT SCHOOL READINESS:

School Readiness is defined as “the ability to cope, learn, and achieve without undue stress.” Memorizing a list of facts is not the same as having the developmental processing skills and maturation needed for success in school. School Readiness and intellectual capacity (I.Q.) do not necessarily correlate. Each child is a unique human being who grows and develops at his/her own individual rate. The decision as to when a child should enter the school system, either public or private, is one of the most important decisions a parent must make. Many states and schools have an age requirement for school entrance that says a child must be five years of age on or before a specific date. The majority of states and private schools use a date that falls between June 1 and September 1. Recent legislation has changed California’s cut-off date to September 1.

Many states, including California, have started to legislate performance standards for each grade level including Kindergarten and have adopted the new Common Core Curriculum. Along with these standards, the elimination of social promotion has been legislated. Research has indicated that a child who has not begun reading by First Grade becomes at risk for learning at grade level standards. There has also been new research about the importance of early intervention for those children who are demonstrating delays in their processing skills. The observations of a young child by their parents and extended caregivers becomes critical in helping to make decisions about the proper school setting and age at which to begin the formal learning process.

Different type of curriculum and the delivery of that curriculum require certain maturation levels in processing skills, attending maturity, and social-emotional maturity. It is important that parents are aware of the demands of the kindergarten curriculum in the school setting in which their child will be attending. Questions as to the expectations of reading, writing, and staying self-directed at a task are important. Class size is also important to know, as all schools do not have a 20 to 1 ratio at the Kindergarten level.

In reviewing the content standards for the State of California and also reviewing curriculum demands from many of the private schools in Southern California, Chancy and Bruce has found that a child should be developmentally at the 5 1/2 years of developmental age (regardless of their chronological age) to be successful in school and to begin the reading process no later than first grade. Many schools have an expectation for reading to begin by the end of Kindergarten. Children who are demonstrating delays in their processing skills are best supported with appropriate intervention strategies. Children who are developmentally young do best in school when they are given the opportunity to develop and mature in a setting that does not put undue stress on them. This would be a Pre-K, Preppy K, Junior K, or Transitional K and is provided through a Pre-School, Private School, or Public School.

It is recognized that children grow at different stages and are on different developmental timetables, which makes the need for parent education in the area of school readiness critical. Chancy and Bruce has assessed over 275,000 children since 1982 and does longitudinal studies following children from Kindergarten through High School and four years post high school.