

## ***POLICY AND PLAN FOR EARLY ENTRANCE (ACCELERATION) TO KINDERGARTEN***



**Chippewa Local Schools  
56 North Portage Street  
Doylestown, Ohio 44230**

### OHIO DEPARTMENT OF EDUCATION ACCELERATION DEFINITION

Early entrance to kindergarten is a subject typically addressed through gifted education. It is covered in the State of Ohio's *Model Student Acceleration Policy*. According to the Ohio Revised Code (3324.01), "gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under Division (A), (B), (C), or (D) of Section 3324.03 of the Revised Code.

### DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

### PARENT INFORMATION

In Ohio, a parent may request **early** admission to kindergarten if the child turns five years of age after the district's kindergarten entrance date. School districts are permitted to determine the Kindergarten entrance date (either August 1 or Sept. 30). The Chippewa Local School District has chosen **August 1** as its Kindergarten entrance date. Therefore all students who enter kindergarten **must by five years old before August 1**. The local board of education shall determine entrance for children turning five years old after August 1 of the requested school year, through a standardized testing program.

### POLICY FOR EARLY ENTRANCE

Chippewa Local Schools accepts students who will not be five years old by August 1, if the student successfully completes the early entrance (acceleration) policy outlined in this document. Remember that Hazel Harvey Elementary offers a **full day** kindergarten program.

### CONSIDERATION FOR EARLY ENTRANCE

Please read through the Ohio Department of Education's Kindergarten Readiness Checklist to see if your child could be ready for early entrance to kindergarten. It is also recommended to read ODE's *The Young Gifted Child: A Guide For Families* in order to see if your child displays characteristics of a gifted child. This document may be found at: [https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/The-Young-Gifted-Child/YGChild\\_Web.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/The-Young-Gifted-Child/YGChild_Web.pdf.aspx)

# Kindergarten Readiness Checklist

To do well in school, children need to be supported and nurtured in all areas of development.

It is also important that your child is physically, socially and emotionally ready for school. This checklist can help serve as your guide. But please remember, young children change so fast! If they cannot do something this week, you may see them do it a couple of weeks later.

Get your child ready for kindergarten. Ask yourself these questions:

## Physical Skills

Does your child...

enjoy outdoor play such as running, jumping, and climbing;  
draw and trace basic shapes;  
cut with scissors;  
bounce a ball; or  
ride a tricycle?



## TIPS TO HELP YOUR CHILD WITH PHYSICAL SKILLS

Materials that will help your child develop the motor skills needed to learn to write include crayons, markers, pencils, glue, scissors, paper and paint, puzzles, legos and blocks.

Activities that will help your child's coordination include climbing, jumping, skipping, playing ball, using playground equipment and riding a tricycle.



## Health and Safety Needs

Has your child...

had required shots;  
had a dental exam;  
had a vision exam;  
learned own first and last name;  
learned first and last name of parent;  
learned to watch for cars when crossing the street;  
learned to not talk to strangers;  
developed a set routine for going to bed;  
learned to follow rules for safety?

## Personal Needs

Without your help, can your child ...

use the bathroom;  
wash hands;  
brush teeth;  
use tissue to blow nose;  
button and zip up shirts and pants;  
put on and take off coat;  
tie and/or velcro shoes?



### TIP TO HELP YOUR CHILD WITH PERSONAL NEEDS

Create morning and bedtime bathing and tooth-brushing routines.  
Allow your child to dress themselves.  
Practice putting shoes on.  
Help your child learn to use their words to tell other grownups when they are feeling sick or hurt.



## Social and Emotional Skills

Does your child...

play well with other children;  
separate from a parent without being upset;  
share with other children;  
care about the feelings of others;  
follow routines;  
put toys away when asked?

### TIPS TO HELP YOUR CHILD WITH SOCIAL AND EMOTIONAL SKILLS

Give your child small chores to learn responsibility.  
Help your child learn to follow directions by giving simple steps.  
Encourage your child to share.  
Praise your child when he or she does something well.  
Provide guidance when your child is having difficulty.

For more information please visit: <http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Kindergarten-Readiness-Checklist>

## PROCEDURE FOR EARLY ENTRANCE

The Chippewa Local Schools Board of Education adopted the State of Ohio's **Model Student Acceleration Policy for Advanced Learners**:

"Children who are referred for evaluation (by parent/guardian, educator within the district, preschool educator who knows the child, or pediatrician or psychologist who knows the child) for possible accelerated placement 60 or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school."

**Step 1** Complete the following form in this packet:

**CHIPPEWA LOCAL SCHOOLS ACADEMIC ACCELERATION FOR ADVANCED LEARNERS REFERRAL– EARLY ENTRANCE** and return it to Hazel Harvey Elementary by **April 1** in the year which early entrance to kindergarten is being considered.

**Step 2** Evaluation Process:

All evaluations will be coordinated through Hazel Harvey Elementary and the Gifted Services Department. Once an application has been received, parents will be called to schedule an individual gifted screening assessment at Hazel Harvey Elementary, utilizing the KRA (Kindergarten Readiness Assessment) and the STAR Early Literacy Enterprise.

If a student's birthdate falls **between August 1 - September 30** of the requested school year, the student must successfully complete the KRA (Kindergarten Readiness Assessment) with an "On Track" score and the STAR Early Literacy Enterprise with a score of 95% or higher, showing acceleration of skills, and then they may be admitted to kindergarten early and forgo additional testing.

Students whose birthdates **fall after October 1** of the requested school year, and who show readiness and high levels of achievement on these initial assessments will then move on to a formal intelligence and developmental screening (IOWA Acceleration Scale, 3rd Edition), to be conducted at a later date at Hazel Harvey Elementary with the Chippewa Local School District's School Psychologist. An observation by a district representative (elementary guidance counselor and/or school psychologist) in a preschool setting **may** need to be scheduled for your child in order to complete all components of the evaluation. **Parents will be contacted if this observation is needed.**

While some children may be cognitively ready for kindergarten, they may not be developmentally ready. Because developmental readiness is important for success in kindergarten, students are given the KRA developmental screening. Students who are viable candidates for Early Entrance to Kindergarten are expected to be developmentally "on track" with the typical kindergarten student. Should a student meet the cognitive criteria but fail to meet the developmental readiness assessment, the acceleration team (principal, kindergarten teacher, gifted services specialist, parent and/or legal guardian(s), guidance counselor, and school psychologist) will then discuss and reach consensus as to what placement is best for the child. If the team cannot agree, majority vote is used for a final determination.

\*\*\*Our evaluation teams will err on the side of caution and recommend that a child wait another year should there be any concerns. Our goal is to ensure that a child's first exposure to school is successful.

**CHIPPEWA LOCAL SCHOOLS ACADEMIC ACCELERATION/EARLY ENTRANCE REFERRAL**



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ABOUT EARLY ENTRANCE A unique type of whole-grade acceleration is early entrance to school (i.e., kindergarten). For academically talented young children, early entrance to school may be an excellent option. There is abundant evidence that bright children who are carefully selected for early entrance generally perform very well, both academically and socially. (A Nation Deceived: How Schools Hold Back America's Brightest Students, 2004)

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Child Name \_\_\_\_\_ Birth Date: \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Type of Acceleration Requested: Early Entrance to Kindergarten (my child will be 5 before August 1)

\*Children who will benefit from early entrance may not exhibit all of the characteristics listed below; however, strong candidates will exhibit more of these characteristics than other children.

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**What to look for in the areas of ability/achievement/aptitude/behavior?**

The child seems advanced beyond other children his/her age in these ways:

- Understands the meanings and use of words better than other children his/her age;
- Is curious about many things and asks questions often;
- Is very good at working puzzles or solving problems;
- Has a great sense of humor and understands jokes more than other children his/her age;
- Has a good memory and remembers details of conversations or stories;
- Is interested in difficult concepts such as time and space;
- Concentrates on certain activities much longer than other children his/her age;
- Reads (and understands text) in picture books or chapter books;
- Figures out math-related problems better than other children his/her age

**What are some important school and academic factors?**

The child:

- Enjoys learning new information or skills;
- Participates in community-sponsored activities such as sports, dance, gymnastics, library and museum programs;
- Believes he/she is capable of succeeding at new tasks.

**What are some important developmental factors?**

The child has the following developmental characteristics;

- He/she has average fine and large motor coordination (i.e., holding a pencil, skipping);
- He/she is able to use the computer to play games or find information

**What are some important interpersonal skills for entering school?**

The child:

- Thoughtfully considers feedback and criticism and modifies behavior appropriately;
- Often behaves in a way that is positive and effective;
- Has good interpersonal skills with age-mates, as well as with both older and younger children and with adults;
- Has excellent interpersonal relationships with adults in a teaching role.

**What are some important attitudes and supports necessary for success in school?**

- The child is enthusiastic about going to kindergarten.
- A child’s success in school depends on support provided at home. Every child requires additional support for a transition to a new setting with much higher academic demands than he/she encountered in preschool.

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I believe that this child exhibits a number of the characteristics listed above that indicate he/she might benefit by entering kindergarten early. I have reviewed the considerations and do not feel they would negatively impact the child’s success in school. I request evaluation for this child for possible early entrance to kindergarten.

Referral By \_\_\_\_\_ Date \_\_\_\_\_

The referral request will be processed and parents will receive the final determination for early entrance in 60 days from the date the referral is received. The early entrance (acceleration) process will be overseen by the Hazel Harvey Elementary principal and the Chippewa Local Schools District Gifted Coordinator.

**School Representative Receiving Referral:** \_\_\_\_\_

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