



# ***Early Entrance to Kindergarten Information and Referral Packet***

South Euclid Lyndhurst Schools  
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Telephone: 216-691-2026

[www.sel.k12.oh.us](http://www.sel.k12.oh.us)

***Packets must be returned to the  
Director of Exceptional Students and Educational  
Interventions no later than June 2nd, 2022***

- Early entrance to kindergarten is considered one type of academic acceleration as defined by the Ohio Department of Education. Students who do not meet the age requirement for kindergarten but who exhibit the ability and readiness for kindergarten on the Iowa Acceleration Scale (IAS) will be offered the opportunity to enroll in kindergarten early.
- **Before August 1<sup>st</sup>?** If your child turns 5 before August 1, he or she is eligible for kindergarten. There is no need to request Early Entrance.
- **Between August 1<sup>st</sup> and September 30<sup>th</sup>?** Your school district will choose of these two dates as the cut-off date to enroll your child in kindergarten.
- **Between September 30<sup>th</sup> and December 31<sup>st</sup>?** Each district develops its own procedures for screening children for Early Entrance in this age bracket. Your district will use its process and objective criteria to determine if Early Entrance is an appropriate placement for your child.
- **Jan 1<sup>st</sup> or later?** If your child has a birthday on or after January 1<sup>st</sup>, the school will use the Iowa Acceleration Scale to evaluate him or her for an Early Entrance.

## Is Early Entrance to Kindergarten the Best Choice for Your Child?

Early entrance should be viewed as a means of meeting a child's *needs*. The key to determining whether or not early entrance is recommended is to evaluate the student's ability, achievement, and aptitude. These attributes are defined as follows:

Ability - measures a student's general potential to succeed in a school setting

Aptitude – measures an individual's problem solving ability for learning new content material that has not yet been formally presented to the learner

Achievement – measures a student's learning in specific subject matter

Early entrance is *designed for the exceptional child* who is both academically ready as well as developmentally mature when compared to others his or her chronological age. Some children may appear exceptional simply because of their access to opportunities (i.e., preschool programs, parents working with them on skills, or access to learning materials). Early entrance is designed for the child who has high ability **and** easily achieves when presented with new material.

Some considerations when determining if early entrance is right for a child:

- Is my child capable of working in a classroom setting with children who are one year older than he/she?
- Will my child be frustrated by this placement?
- What are the possible long-term impacts as my child progresses through elementary, middle, and high school (i.e., beginning college at a younger age)?
- Do I understand the expectations for students in kindergarten today?

Once the decision has been made for early entrance, the choice is difficult to reverse. If a child is evaluated as a good candidate for early entrance to kindergarten, it is important that all stakeholders are supportive of the decision.

## What is Expected of Students in Kindergarten?

Kindergarten has changed considerably over the last couple of decades. Today's kindergarten students are engaged in a rigorous instructional program. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. Parents can access the *Ohio Learning Standards* for English Language Arts, Mathematics, Science and Social Studies at the following website:

<http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>

The Ohio Department of Education's website provides information about the kindergarten readiness assessment, which all kindergarten students take within the first six weeks of school. Parents can access the website at:

<http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment>

## Applying for Early Entrance to Kindergarten

The South Euclid Lyndhurst's Board of Education states that "a child is eligible for kindergarten if he/she attains the age of five (5) on or before September 30<sup>th</sup> of the coming school year." Children who do not meet the age criteria may apply for early entrance.

Early entrance to kindergarten may be permitted if all of the following requirements are met:

1. The child's cognitive ability, academic achievement, and aptitude result in an acceptable composite score on the Iowa Acceleration Scale, 3<sup>rd</sup> Edition.
2. The child possesses and demonstrates social and emotional characteristics that permit conformity with behavior commonly expected of children in kindergarten.

To request early entrance into kindergarten for your child, please follow the steps outlined below:

1. Complete and submit the following documents found in this Early Entrance Packet.
  - *Early Entrance to Kindergarten Application*
  - *Early Entrance to Kindergarten Checklist*
  - *Early Entrance to Kindergarten Evaluation and Review Permission Form*
2. Provide a copy of your child's birth certificate indicating your child will be turning five during the next school year.

Return the items listed above to the **South Euclid Lyndhurst Board of Education/Director of Exceptional Students and Educational Interventions** no later than June 2nd to ensure evaluation prior to the start of the coming school year.

## Early Entrance to Kindergarten Evaluation Procedure

The South Euclid Lyndhurst Schools evaluates students for Early Entrance to Kindergarten in accordance with *ODE Model Policy for Academic Acceleration*. As required, an Acceleration Evaluation Committee will review the results of the comprehensive evaluation and determine the most appropriate available learning environment for your child.

The Acceleration Evaluation Committee Members:

1. The child's receiving principal or assistant principal
2. A teacher at the grade level to which the student may be accelerated
3. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred child
4. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the district, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

Once all of the required acceleration documents have been received, arrangements will be made to begin the evaluation process.

1. You will be contacted by a staff member to schedule your child's individual cognitive ability assessment.
2. When your child's cognitive score is calculated:
  - a. You will be contacted by a staff member to schedule your child's individual achievement and aptitude assessment.
  - OR**
  - b. You will be notified in writing if your child's ability score is below the recommended score that is two standard deviations above the norm.
3. When your child's IAS results are complete, the Acceleration Evaluation Committee will be convened to conduct a fair and thorough evaluation of the child.
4. The Acceleration Evaluation Committee will issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. This notification shall include instructions for appealing the outcome of the evaluation process.
5. The Acceleration Evaluation Committee will develop a Written Acceleration Plan (WAP) for students who will be admitted early to kindergarten.

Please note: The *Iowa Acceleration Scale, 3<sup>rd</sup> Edition* identifies the following issues as critical to the success of an accelerated student and does not recommend accelerating students if:

- The student would be accelerated into the same grade as (or higher grade than) a sibling.
- The student currently has a sibling in the same grade.
- The student indicates that he/she does not want to be whole-grade-accelerated.



**EARLY ENTRANCE TO KINDERGARTEN CHECKLIST**  
**South Euclid Lyndhurst Schools**

Children who are strong candidates for early entrance to kindergarten typically exhibit many of the following characteristics as compared to other children.

<b>OBSERVED BEHAVIORS and CHARACTERISTICS</b>	<b>YES</b>	<b>NO</b>
Understands the meaning and use of words better than other children her age		
Is curious about many things and ask questions often		
Is very good at working puzzles or solving problems		
Has a good memory and remembers details of conversations or stories		
Is interested in difficult concepts such as time and space		
Has an active imagination that may include imaginary friends		
Concentrates on certain activities much longer than other children her age		
Has a great sense of humor and understands jokes more than other children his age		
Reads or figures out math-related problems at an early age		
Shows talent in music, art, or drama		
Recognizes relationships between information and concepts better than children the same age		
Is a fast learner		
Likes to work independently		
Is willing to persist on challenging tasks		
Is very observant		
Solves problems in unique ways		
Asks thoughtful questions		
Is able to express themselves well		
Is unusually able to order things in a logical sequence		
Uses previously learned things in a new context		

Child's Name \_\_\_\_\_  
First
Middle
Last

**EARLY ENTRANCE TO KINDERGARTEN**  
**EVALUATION AND REVIEW PERMISSION FORM**  
**South Euclid Lyndhurst Schools**

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Referred by: \_\_\_\_\_

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In giving my permission, I understand that any or all of the following may occur in accordance with the *Ohio Department of Education Model Policy for Academic Acceleration*:

Administration of Assessments (e.g. cognitive, achievement, aptitude, and any other appropriate measures to determine appropriate placement);

Review of relevant records (releases of information will be included);

Observation(s) of my child;

Interview with caregiver and/or parent/guardian;

No assessment, evaluation or review will be done without your written permission.

I understand that if I grant permission, my child will receive assessment(s) by designated school personnel and that their information may be shared, as required, with teachers, principals, and other appropriate school personnel.

Permission is given to conduct the evaluation and review

Permission is denied

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Print Name of Custodial Parent/Legal Guardian

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Signature of Custodial Parent/Legal Guardian

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Date

**\*Please Note: *Granting Permission does not guarantee access to acceleration options.***