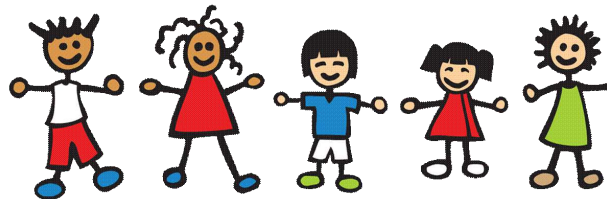




***A Parent's Guide and
Application for***

**Early Entrance
to Kindergarten
or 1st Grade**



Early Entrance to Kindergarten/1st Grade **Academic Acceleration**

Legislation and Board of Education Policies

Compulsory Age

The compulsory age for enrollment in school is age six. A child under six years of age enrolled in kindergarten shall also be considered "of compulsory school age." The Newark Board of Education policy states that a child is eligible for entrance into kindergarten if she/he attains the age of five (5) on or before September 30th of the year in which she/he applies for entrance. The Board may admit a younger child to kindergarten if the child satisfies the Board's early entrance criteria. A child must be toilet trained before enrollment to the kindergarten program.

Acceleration

In June of 2006, Newark City Schools adopted the Ohio's updated model policy on student academic acceleration, including early entrance to kindergarten and first grade. Academic acceleration is when a school or district places a student in a higher grade level than is typical given the student's age for the purpose of providing the student access to appropriately challenging learning opportunities. Newark City School Board of Education believes that all children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. Additionally, the Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

Referral

Any student, parent/guardian, or teacher may make a referral for any child residing within the Newark City School District. If a child turns five years of age after September 30 and before January 1, the child's parent/guardian, an educator employed by the district, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child may, following District policy, refer the child for evaluation for early entrance to kindergarten or first grade. For a child who turns five or six after January 1, the referral for early entrance **must** be completed by an educator employed by the district, a pre-school educator who knows the child, or a pediatrician or psychologist who knows the child.

Equity

Equal access will be available to all students for screening, further assessment, identification, and placement for eligible services, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.

Early Entrance to Kindergarten/1st Grade FAQs

What is Early Entrance?

Early entrance to kindergarten or 1st grade is a unique type of whole-grade acceleration designed for the child who is both academically exceptional and developmentally mature compared to others his/her chronological age. Newark City Schools utilizes this practice for the purpose of providing early access to appropriately challenging learning opportunities.

Is Early Entrance Best for Your Child?

Early entrance should be viewed as a means of meeting a child's needs. Developmental readiness is the key to determining whether or not early entrance is appropriate. Although a child may have a great deal of ability, she/he may not be ready for kindergarten. Social skills, maturity, personal development and motor development are important aspects of a child's success in school.

Things to consider when determining if early entrance is right for your child:

- Is my child capable of working in a classroom setting?
- Will my child be frustrated by this placement?
- Early entrance is not designed as a replacement for child care. Is this a need or a want?
- What are the possible long-term impacts for my child as she/he progresses through elementary, middle and high school (e.g., beginning high school at a younger age)?
- Do I understand the academic expectations for Ohio students in kindergarten today?

Which Early Admission Is Right For My Child?

There are four types of acceleration that parents may be request for early entrance:

- **Kindergarten:** child will be 5 before January 1st.
- **Kindergarten:** child will **not** be 5 before January 1st.
- **1st Grade:** child will be 6 before January 1st
- **1st Grade:** child will **not** be 5 before January 1st.

What is Expected of Students in Kindergarten?

Kindergarten, as with most areas of education, has significantly changed over the past few decades. Today's kindergarten students are engaged in a rigorous academic program. Kindergarten is a full-day in Newark City Schools. The hours are from 8:15 am—3:15 pm or 8:45 am—3:45 pm, depending on the start time at your child's school.

Is your child ready for kindergarten? Ask yourself these questions:

- Does your child use classroom tools and toys effectively?
- Does your child demonstrate self-help skills?
- Does your child use self-control?
- Does your child show positive social development?

(see Kindergarten Readiness Checklist on Page 4)

Early Entrance to Kindergarten/1st Grade Procedures for Referral Consideration

1. Early Entrance Application packets are available on the District website or by submitting a written request to:

Gifted Coordinator
Newark City Schools
621 Mount Vernon Rd.
Newark, OH 43055

Email: newarkgifted@newarkcityschools.org

2. Parent will complete the Early Entrance Application packet and return to the Gifted Coordinator by April 15th for evaluation to be completed so that child may be placed in the accelerated placement on the first day of school.
3. Upon receipt of the completed application packet, the parent/guardian will be contacted to schedule the evaluations of their child. The evaluations will include the following:
 - Cognitive Assessment
 - Academic Achievement Assessments (Mathematics and Reading)
 - Iowa Acceleration Scale
4. If child meets the minimum testing outcomes outlined in the *Iowa Acceleration Scale*, the Gifted Coordinator will schedule a meeting for the Acceleration Evaluation Committee to discuss the results, complete the *Iowa Acceleration Scale*, and make recommendations for early entrance or delay of entrance.
5. Final placement requires a consensus of the Acceleration Evaluation Committee. If consensus cannot be met, placement will be determined by a majority vote of the Committee.
6. A written summary of the of the evaluation and team decision will be provided to parent/guardian after the Acceleration Evaluation Committee meeting.
7. If early entrance is denied, a parent/guardian of the student may appeal the decision of the Acceleration Evaluation Committee to the Superintendent within 30 days of the Committee's decision. The Superintendent shall review the appeal and notify the parent/guardian of his/her final decision within 30 days of receiving the appeal. The Superintendent's decision shall be final.
8. Students qualifying for Early Entrance will be placed on a Written Acceleration Plan (WAP) and given a transition period at the beginning of the school year where student will be carefully observed by teacher. Following the transition period, a conference will be scheduled with the parent to review student's progress and determine if early entrance will be finalized.

Early Entrance to Kindergarten/1st Grade 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.

Is your child ready for kindergarten? Ask yourself these questions:

Development Area	Tips and Activities to Help Prepare Your Child
<p style="text-align: center;">Physical Skills</p> <p>Does your child...</p> <ul style="list-style-type: none"> • enjoy outdoor play such as running, jumping, and climbing; • draw and trace basic shapes; • cut with scissors; • bounce a ball; or • ride a tricycle? 	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Health and Safety Needs</p> <p>Has your child...</p> <ul style="list-style-type: none"> • 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; • follow rules for safety? 	<ul style="list-style-type: none"> • Help your child learn their full name, address and telephone number. • Help your child to look both ways when crossing the street. • Talk with your child about strangers and who to go to for help. • Use bedtime as the opportunity to read to and talk with your child.
<p style="text-align: center;">Personal Needs</p> <p>Without your help, can your child ...</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Social and Emotional Skills</p> <p>Does your child...</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 her or she does something well. • Provide guidance when your child is having difficulty.

**Early Entrance to Kindergarten/1st Grade
Referral for Acceleration Consideration**

Please complete this referral form if you feel that your child demonstrates academic achievement, social, emotional, and physical maturity appropriate for kindergarten placement and should be considered for early entrance in kindergarten.

REFERRAL FOR:

Child's Name _____
Last First Middle Initial

Potential School _____

Address _____

Birthdate _____ / _____ / _____

*Please attach copy of child's birth certificate and proof of residency (i.e., utility bill).

Male _____ **Female** _____

Custodial Parent(s)/Guardian(s) Name _____

Relationship to child _____

Home #: _____ **Work #:** _____

Cell #: _____ **Email:** _____

Type of Acceleration Requested:

- _____ Early entrance to kindergarten (my child will be 5 before January 1)
- _____ Early entrance to kindergarten (my child will **not** be 5 before January 1)
- _____ Early entrance to 1st grade (my child will be 6 before January 1)
- _____ Early entrance to 1st grade (my child will **not** be 6 before January 1)

Preschool Experience - *(please attach preschool report card if available)*

List the nursery schools, Head Start, special programs, and other day care programs attended.

Name of School/Program/Day Care	Dates of Attendance	# of Hours/Week
_____	_____	_____
_____	_____	_____
_____	_____	_____

Why do you feel that your child would be ready for a kindergarten program? Comment on your child's social behavior and academic skills. *(Use additional paper, if needed)*

These seven developmental dimensions provide the framework for the kindergarten instructional program. This checklist will help in determining your child’s readiness for a kindergarten program.

Please read each statement and indicate by placing a “checkmark” how you rate your child’s abilities.

Physical Well-Being and Motor Development

Frequently

Sometimes

Never

- Performs self-help tasks independently
(dressing, undressing, zipping, tying, toileting, eating)
- Uses eye/hand coordination to perform fine motor tasks
(drawing, writing, and cutting)
- Uses balance and control to perform large motor tasks
(walking, jumping, and skipping)

Personal and Social Development

Frequently

Sometimes

Never

- Shows eagerness to learn (curious, likes to investigate)
- Follows rules and routines (cleans up at play time)
- Handles change and transition (dinnertime to bedtime)
- Interacts easily with one or more children
- Separates easily from parent
- The ability to listen for at least 10 minutes

Language and Literacy

Frequently

Sometimes

Never

- Listens for meaning in stories, discussions, and conversations
- Speaks clearly, to share ideas and thoughts
- Can identify most letters (uppercase and lowercase)
- Can identify some beginning sounds
- Use some letters and words to write

Mathematical Thinking

Frequently

Sometimes

Never

- Can recognize numbers 0-20
- Can orally count forward to 20
- Can recognize, duplicate, and extend simple patterns
(circle-triangle, circle-triangle, circle-triangle)
- Can recognize and duplicate basic shapes

Scientific Thinking

Frequently

Sometimes

Never

- Can describe and sort objects by one or more properties
- Uses the five senses to make observations about the natural world

Social Studies

Frequently

Sometimes

Never

- Recognizes self and others as having same and different characteristics
- Describes roles and responsibilities of people
(Mom is a doctor, she helps sick people)
- Recognizes the reasons for rules

The Arts

Frequently

Sometimes

Never

- Likes to paint and draw
- Likes to sing and dance
- Can share ideas about a drawing/painting
- Can recognize basic colors

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 their age.

Please read each statement and place a “checkmark” for each characteristic you have observed.

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

My 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?

My 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?

My 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?

My 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?

- My child is enthusiastic about going to kindergarten.
- As a parent*, I understand that a child’s success in school depends on support provided at home. I am able to give my child additional support to help in his/her transition to a new setting with much higher academic demands than he/she encountered in preschool.

Some considerations:

My child:

- Has one or more older siblings in the grade in which he/she will be placed if admitted by Early Entrance which may cause social/emotional issues in the family. In which case, acceleration may not be advisable.
- Often did not want to attend or missed preschool often because of illness or family issues.

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

Signature of Parent / Guardian

_____/_____/_____
Date

**Early Entrance to Kindergarten/1st Grade
Professional Referral**

REFERRAL FOR:

Child's Name _____
Last First Middle Initial

Birthdate ____ / ____ / ____

The above named child is applying for early entrance to kindergarten. Please respond to the questions to recommend this child for consideration as an early entrance applicant.

1. How long have you known or worked with this student and how long have you been aware of this student's abilities?

2. Describe the setting in which you have observed this student.

3. Briefly describe the abilities, accomplishments, and achievements this student has demonstrated that may qualify him/her for early entrance to kindergarten.

Name (Type or Print)

Business / Organization

Signature

(_____) _____
Telephone Number

Email Address

____ / ____ / ____
Date

*Professional Referral is required if your child's will not attain the proper age for entrance to Kindergarten or 1st grade by January 1st of the school year for which admission is requested.

**Early Entrance to Kindergarten/1st Grade
Permission for Acceleration Assessment**

In order to evaluate the appropriateness of early entrance to kindergarten, I give permission for Newark City Schools to administer one or more of the following assessments to my child, _____:

Child's Name

- Cognitive Abilities Test
- Weschler Preschool & Primary Scale of Intelligence
- Weschler Intelligence Scale for Children
- Woodcock Johnson Test of Abilities and/or Achievement
- Naglieri Nonverbal Ability Test
- Iowa Assessments
- TerraNova 3 Complete Battery
- Iowa Acceleration Scale

No assessment will be done without written permission. Please complete the attached questionnaire to help us learn more about your child. If you have questions, contact Cathy Allen, Gifted Coordinator, at callen@newarkschools.us or (740) 670-7053.

I understand that if I grant permission, my child will receive assessment(s) by designated school personnel and that the information may be shared with teachers, principals, and other appropriate school personnel. I further understand and agree that the information collected by the school district will then be reviewed by the Acceleration Evaluation Committee to see if my child meets the criteria for early entrance to kindergarten, in accordance with state and district policy.

_____ Permission is given to conduct the assessment(s)

_____ Permission is denied

Parent/Guardian (print)

Potential School

____/____/_____
Child's DOB

Signature

Relationship to Child

____/____/_____
Date

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**Early Entrance to Kindergarten/1st Grade
Acceleration Assessment Background Information**

Student: _____ Date Completed: _____

Person completing this form: _____

Relationship to student: _____

1. What are the names and ages of this student's siblings?

<i>Name</i>	<i>Age</i>	<i>Grade</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Has this student ever been formally evaluated by a psychologist, social worker, or learning specialist? Yes ___ No ___ (Please attach all available results)

When was the evaluation? _____

Why was the child evaluated? _____

3. Has the student been on medication within the last year for control of behavior or emotions? Yes ___ No ___

4. Does the student have a diagnosed learning or physical disability?

Yes ___ No ___ If "yes," please specify: _____

5. Has the student ever received special educational services?

Yes ___ No ___ Please explain: _____

6. Does your child prefer to play with pre-packaged games or games he/she creates?

Explain and/or give examples. _____

7. How does your child approach a challenging task? Provide at least one example.

8. How does your child relate to his/her age peers? _____

9. Describe your child's preferred playmates. _____

10. How does your child interact with adults (i.e., community members, strangers, neighbors, and/or lesson instructors)? _____

11. Does your child participate in any activities or lessons (i.e., dance, art, sports, music, etc.)? If so, please include a description and any special awards or recognition received. _____

12. How does your child handle frustration? _____

13. Provide any additional information about your child which you believe is important for us to know. _____

Early Entrance to Kindergarten/1st Grade Resources for Families

Hyperlinks and complete web address have been provided.

Legislation

- [Ohio Revised Code \(ORC\) 3321.01](https://codes.ohio.gov/ohio-revised-code/section-3321.01)— <https://codes.ohio.gov/ohio-revised-code/section-3321.01>
- [Ohio's Model Student Acceleration Policy for Advanced Learners](https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Policies-for-Academic-Acceleration/Ohio-Model-Acceleration-Policy-for-Advanced-Learners.pdf.aspx?lang=en-US)— <https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Policies-for-Academic-Acceleration/Ohio-Model-Acceleration-Policy-for-Advanced-Learners.pdf.aspx?lang=en-US>

Board Policies

- [Board Policy 5112](http://go.boarddocs.com/oh/newark/Board.nsf/goto?open&id=B35R7E6C9956)— <http://go.boarddocs.com/oh/newark/Board.nsf/goto?open&id=B35R7E6C9956>
- [Board Policy 5408](http://go.boarddocs.com/oh/newark/Board.nsf/goto?open&id=AZGA8W6E88C8)— <http://go.boarddocs.com/oh/newark/Board.nsf/goto?open&id=AZGA8W6E88C8>

Ohio Department of Education | Kindergarten Readiness

- [Ohio's Kindergarten Learning Standards](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards/Kindergarten-Standards.pdf.aspx?lang=en-US)— <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards/Kindergarten-Standards.pdf.aspx?lang=en-US>
- [Kindergarten Readiness Checklist](https://education.ohio.gov/Topics/Early-Learning/Kindergarten/Kindergarten-Readiness-Checklist)— <https://education.ohio.gov/Topics/Early-Learning/Kindergarten/Kindergarten-Readiness-Checklist>
- [Kindergarten Entry - Learning and Development Standards](https://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand)— https://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand
- [Preparing a School-Ready Child](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_preparing_a_school_ready_child.pdf) — https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_preparing_a_school_ready_child.pdf
- [ODE for Parents](https://education.ohio.gov/Parents)— <https://education.ohio.gov/Parents>
- [The Ready Family](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_The_Ready_School_The_Ready_Family.pdf)— https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_The_Ready_School_The_Ready_Family.pdf

Early Entrance to Kindergarten/1st Grade Application Checklist

Make sure the following items are complete before submitting the Early Entrance Application Packet.

- | | |
|---|------------|
| <input type="checkbox"/> Referral for Acceleration Consideration | Page 5 |
| <input type="checkbox"/> Seven Developmental Dimensions Checklist | Page 6 |
| <input type="checkbox"/> Student Characteristics Checklist | Page 7 |
| <input type="checkbox"/> Professional Referral (if required) | Page 8 |
| <input type="checkbox"/> Permission for Acceleration Assessment | Page 9 |
| <input type="checkbox"/> Acceleration Assessment Questionnaire | Page 11-12 |

Return the Early Entrance Application Packet tor by April 15th to:

Gifted Coordinator
Newark City Schools
621 Mount Vernon Rd.
Newark, OH 43055

Email: newarkgifted@newarkcityschools.org

FAX: 740-670-7052

IMPORTANT

Very few children qualify for early entrance to kindergarten.

Please make sure you proceed with child care arrangements as a contingency. If you are selecting a preschool program please understand that those programs often fill up quickly. Please register your child as you normally would, but let the preschool office know that your child is being screened for early entrance.