



Engage, Equip, Empower

Submit this application to the principal of your child's prospective building. This completed application must be received by the principal by March 30.

Early Entrance Application

Child _____	Birthdate _____
FIRST NAME LAST NAME	
Parent/Guardian (print) _____	
FIRST NAME LAST NAME	
Street Address _____	
Daytime Phones _____	Email _____

My child will not be five by Jan. 1 of the school year requesting enrollment. As required by Ohio Revised Code 3321.01, attached is a referral from a district educator, a preschool teacher, a physician, or a psychologist who has knowledge of my child:

- Yes, this applies to my child. No, my child is five before Jan. 1.

Formal Schooling/Program Experiences: List the preschools or special programs attended and attach progress reports and work samples if available.

<u>Preschool or Program</u>	<u>Attendance Dates</u>	<u># of Hrs./Wks./Months</u>

Rationale: State below why you believe your child should be considered for early entrance based on what you know about Ohio law and district policy for early entrance consideration and how you know your child's cognitive, academic, social-emotional, and physical skills:

Check the frequency for which your child displays these developmental characteristics:

Physical and Motor Development	Frequently	Sometimes	N/A
Performs self-help task independently (dressing, undressing, zipping, tying, toileting, eating)			
Uses eye/hand coordination to perform fine motor tasks (drawing, writing, cutting)			
Uses balance and control to perform large motor tasks (walking, jumping, skipping)			
Personal and Social Development	Frequently	Sometimes	N/A
Shows eagerness to learn (curious, likes to investigate)			
Follows rules and routines (e.g., cleans up after play time)			
Handles change and transition (dinner time to bed time)			
Interacts easily with one or more children			
Separates easily from parent			
Has ability to listen attentively for at least 10 minutes			
Language and Literacy	Frequently	Sometimes	N/A
Listens for meaning in stories, discussions, conversations			
Speaks clearly to share ideas and thoughts			
Can identify most letters (uppercase, lowercase)			
Can identify some beginning sounds			
Uses some letters and words to write			
Mathematical Thinking	Frequently	Sometimes	N/A
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	N/A
Can describe and sort objects by one or more properties			
Uses the five senses to make observations about the natural world			
Social Studies Thinking	Frequently	Sometimes	N/A
Recognizes self and others as having the same and different characteristics			
Describes roles and responsibilities of people (e.g., mom is a doctor; she helps sick people)			
Recognizes rules and reasons for these			
Arts	Frequently	Sometimes	N/A
Likes to paint and draw			
Likes to sing and dance			
Can share ideas about drawing and painting			
Can recognize basic colors			

Children who are ready for early entrance to kindergarten will exhibit most if not all of these intellectual characteristics. Check those your child displays on a regular basis:

	Understands the meanings and uses of words better than other children my child's chronological age.
	Is curious about many things and often asks questions

	Is very good at working puzzles and solving problems
	Has a good sense of humor and understands jokes more than other children of the same 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 of the same age
	Reads and understands text in picture books and chapter books
	Figures out math-related problems better than children of the same age

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

Developmental Factors	
	Has average fine and large motor coordination (i.e., holding a pencil, skipping)
	Is able to use the computer to play games or find information

Interpersonal Skills for Entering School	
	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 relationship with adults in a teaching role

Attitudes for Success in School	
	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 my child transition to a new setting with much higher academic demands than my child encountered in preschool or other programming.

Additional Consideration	
	My child has one or more siblings in the grade in which my child will be placed if admitted for early entrance, which may cause social-emotional issues in my family. In this case, acceleration may not be advisable.
	My child often did not want to attend or often missed preschool because of illness or family issues.

My child exhibits a number of the above characteristics that indicate my child would benefit from early entrance.

Parent/Guardian (signature) _____

DATE

For Principal Use Only	
Principal (signature)	_____
Received:	<input type="checkbox"/> by March 30 <input type="checkbox"/> after March 30 _____



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Submit this authorization to the principal of your child's prospective building by March 30.

Authorization for Assessment / Early Entrance

Child _____	Birthdate _____
FIRST NAME LAST NAME	
Parent/Guardian (print) _____	
FIRST NAME	LAST NAME
Street Address _____	
Daytime Phones _____	Email _____

Consideration for early entrance requires the district to assess your child. The following assessments may be administered:

- Kaufman Brief Intelligence Test (2nd Ed.) (K-BIT2) Iowa Acceleration Scale (IAS)
- Kaufman Assessment Battery for Children (2nd Ed.) (KABC-II)
- Woodcock Johnson IV Ability and Achievement Tests (WJIV)
- Weschler Individual Achievement Test (3rd Ed.) (WIAT)
- Weschler Intelligence Scale for Children (5th Ed.) (WISC-V)
- Kaufman Test of Educational Achievement (3rd Ed.) (KTEA-III)

Assessment requires your written permission and does not guarantee early entrance:

"I understand that if I grant permission my child will be administered assessments determined by school personnel and that the information will be shared with those who serve on the acceleration committee. I understand and agree that the information collected will be reviewed to determine if my child meets the criteria for early entrance. I will be notified of the decision and will be provided a written copy of the data collected and used to inform the acceleration committee's decision."

- I give permission to assess my child.
- I give permission to contact my child's preschool teacher(s) – name/institution/phone:

Parent/Guardian (signature) _____ DATE

For Principal Use Only	
Principal (signature) _____	
Received:	<input type="checkbox"/> by March 30 <input type="checkbox"/> after March 30 _____