



This completed application must be received by the principal of your child's prospective school **by March 31.**

Early Entrance to Kindergarten/First Grade Application

Child _____	Birthdate _____
FIRST NAME	LAST NAME
Parent/Guardian (print) _____	
FIRST NAME	LAST NAME
Street Address _____	
Daytime Phones _____	Email _____
Application for Early Entrance to (check one): <input type="checkbox"/> Kindergarten <input type="checkbox"/> First Grade	

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>

Outside Activity Experiences: List any outside organized activities in which your child participates, and any awards or honors received, if applicable. (sports teams, special classes, faith groups, etc.)

<u>Activity</u>	<u>Attendance Dates</u>	<u># of Hrs./Wks./Months</u>	<u>Honors/Awards</u>

Rationale: State, in general, 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 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	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/guardian			
Has the 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 (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 consistent 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).
	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 relationships with adults in a teaching role.

Attitudes for Success in School

	Is enthusiastic about going to Kindergarten/First Grade.
	As a parent/guardian, I am able to give my child additional support at home 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

	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.
	Often did not want to attend or often missed preschool because of illness or family issues.

Yes – I believe my child exhibits a number of the above characteristics that indicate my child would benefit for early entrance to kindergarten. I do not believe early entrance to kindergarten would negatively impact my child's success in school.

Parent/Guardian (signature) _____

For Principal Use Only	
Principal (signature) _____	Date Received: _____