



Huber Heights City School District

5954 Longford Road, Huber Heights, OH 45424
Telephone (937) 237-6300 | Fax (937) 237-6307

Kate Little – Director of Student Services
Sarah Schleeauf – Coordinator of Gifted Services
Tami Jorgensen – Administrative Assistant

Date:

Dear Parent or Guardian:

You have requested an application for Academic Acceleration/Early Entrance

Kindergarten. Please find enclosed the following documents:

1. Board Policy regarding Academic Acceleration (IKEB)
2. Board Policy regarding Early Entrance to Kindergarten (JEBA)
3. Information Regarding Academic Acceleration for Advanced Learners: Early Entrance Sheet
4. Request for Testing for Early Entrance Form
5. Kindergarten Readiness Checklists (parent and pre-school teacher)

Applications received 60 or more days prior to the start of school will be evaluated in advance of the start of the school year so that the child who is determined eligible may be placed in the accelerated placement on the first day of school. (See Board Policy, IKEB) The cutoff date to be considered for evaluation for early entrance for the 2024 – 2025 school year is **6/14/2024**. *The school district must receive the application by the cutoff date.*

The application will be reviewed, and you will receive an email to select a date and time for cognitive and academic testing by appropriate staff members. When testing is completed, the student's assessment results will be reviewed if the student is a potential candidate, then the Acceleration Evaluation Committee will be convened to determine the most appropriate learning environment for your child. (See Board Policy, IKEB)

Sincerely,

Kate Little

Director of Student Services



Book	Policy Manual
Section	Section I: Instruction
Title	Acceleration
Code	IKEB
Status	Active
Adopted	July 20, 2006
Last Revised	May 7, 2015

Acceleration

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of **acceleration** are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. **Whole-grade acceleration:** The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. **Individual subject acceleration:** The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
3. **Early admission to kindergarten:** The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
4. **Early high school graduation:** The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to postsecondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments.

The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written **recommendation** to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a **written acceleration plan** for any student who is admitted early to kindergarten, offered whole-grade **acceleration** or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to follow the guidelines established by the Ohio Department of Education's model acceleration policy.

CROSS REFS.: Ohio Department of Education Model Acceleration Policy for Advanced Learners
Student Handbooks

THIS IS A REQUIRED POLICY

Legal

[ORC 3321.01](#)

[ORC 3324.01 et seq.](#)

[OAC 3301-51-15](#)

Cross References

[IGBB - Programs for Students Who Are Gifted](#)

[IKFA - Early Graduation](#)

[JB - Equal Educational Opportunities](#)

[JEB - Entrance Age \(Mandatory Kindergarten\)](#)

[JEBA - Early Entrance to Kindergarten](#)



Book	Policy Manual
Section	Section J: Student
Title	Early Entrance to Kindergarten
Code	JEBA
Status	Active
Adopted	May 7, 2015

Early Entrance to Kindergarten

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child. Following an evaluation in accordance with such a referral, the Board decides whether to admit the child.

If a child for whom admission to kindergarten or first grade is requested will not be five or six years of age, respectively, prior to January 1 of the school year in which admission is requested, the child is admitted only in accordance with the District's acceleration policy adopted under State law.

THIS IS A REQUIRED POLICY

Legal	ORC 3314.06 ORC 3314.08 ORC 3321.01 ORC 3324.01 et seq. OAC 3301-51-15
Cross References	IGBB - Programs for Students Who Are Gifted IKEB - Acceleration JEB - Entrance Age (Mandatory Kindergarten)



Information Regarding Academic Acceleration for Advanced Learners: Early Entrance

Please sign that you have read this information sheet and return with your application packet.

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' old Back America's Brightest Students, 2004*)

What to look for in the areas of ability, achievement, aptitude and/or behavior.

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.

- Has understanding of the meanings and uses of words beyond that of other children of the same age.
- Is curious about many things and asks questions often.
- Is very good at working puzzles or solving problems.
- Has developed a sense of humor and understands jokes other children of the same age do not.
- Has a good memory and remembers details of events, conversations or stories.
- Is interested in difficult or abstract 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, chapter books or non-fiction information.
- Figures out math-related problems children of the same age do not.

What are some important school and academic factors?

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

What are some important developmental factors?

- The child has average fine and large motor coordination (i.e., holding a pencil, skipping).
- The child is able to use the computer to play games *and* find information.

What are some important interpersonal skills for entering school?

- The child thoughtfully considers feedback and criticism and modifies behavior appropriately.
- The child often behaves in a way that is positive and effective.
- The child has good interpersonal skills with age-mates, as well as with both younger or older children and adults.
- The child 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 or first grade.
- As a parent, you understand that a child's success in school depends on support provided at home. You are able to give your child additional support to help in the transition to a new setting with much higher academic demands than were encountered in pre-school.

Some considerations:

- Your child has one or more siblings in the grade in which the child would be placed if admitted early entrance which may cause social and/or emotional issues in the family. In which case, acceleration may not be advisable.
- Your child often did not want to attend preschool 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 early entrance to kindergarten. I have reviewed the considerations and do not feel they would negatively impact my child's success in school. I request and give consent for an evaluation for my child for possible early entrance to kindergarten.

Parent/Guardian Signature _____ Date _____

Please submit this form and the following items to the Huber Heights City Schools Special Services Department:

- Completed *Request for Testing for Early Entrance* form.
- A copy of your child's birth certificate.
- Proof of residency.

Referral requests will be processed and parents or guardians will receive final determination for early entrance no later than sixty (60) days from the date the referral is received.



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Request for Testing for Early Entrance

Academic Acceleration for Early Entrance will be based upon the results of cognitive and academic testing as well as guidelines established by the Ohio Department of Education and policies adopted by the Huber Heights City School District. When testing is completed, a committee, which will include parents or guardians of students who are determined to be eligible, will review and make a recommendation regarding early entrance.

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

Child's Name: _____
(First) (Middle) (Last)

Child's Date of Birth: _____ Phone #: _____
(mm/dd/yyyy)

Home Address: _____

Email Address: _____

Person making this Referral: _____
(Name) (Relationship)

(Parent or Guardian signature) (Date)

(Address if different from above) (Phone # if different from above)

Did this child attend pre-school? _____
(If yes, please provide name, number, and contact person.)

Did this child attend day-care? _____
(If yes, please provide name, number, and contact person.)

Return this form, a copy of the child's birth certificate, and proof of residency (mortgage, lease, current DP&L or Vectren bill or a letter or paycheck from your employer indicating residence) to the address above. The cutoff date for the 2024-2025 school year is 6/14/2024.



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Kindergarten Readiness Parent/Guardian Checklist

Directions: Please circle either **YES** or **NO** to the statements below.

My child is able to...

follow one and two-step directions.	YES	NO
participate in an activity for 15 minutes of their choice.	YES	NO
participate in an activity for 15 minutes NOT of their choice.	YES	NO
use the restroom independently.	YES	NO
recognize all 26 letters (upper and lower).	YES	NO
read some words.	YES	NO
recognize numbers 1 to 20.	YES	NO
show an interest in learning.	YES	NO
adjust and handle disappointment appropriately.	YES	NO
accept behavioral correction or redirection.	YES	NO
socialize with other children.	YES	NO
write their name (first and/or last).	YES	NO
hop on one foot.	YES	NO

Parent/Guardian Name Completing Form (print): _____

Parent/Guardian Signature: _____

Phone Number: _____ Date: _____



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Kindergarten Readiness Pre-School Teacher Checklist

Directions: Please circle either **YES** or **NO** to the statements below.

My child is able to...

follow one and two-step directions.	YES	NO
participate in an activity for 15 minutes of their choice.	YES	NO
participate in an activity for 15 minutes NOT of their choice.	YES	NO
use the restroom independently.	YES	NO
recognize all 26 letters (upper and lower).	YES	NO
read some words.	YES	NO
recognize numbers 1 to 20.	YES	NO
show an interest in learning.	YES	NO
adjust and handle disappointment appropriately.	YES	NO
accept behavioral correction or redirection.	YES	NO
socialize with other children.	YES	NO
write their name (first and/or last).	YES	NO
hop on one foot.	YES	NO

Pre-School Teacher Name Completing Form (print): _____

Pre-School Teacher Signature: _____

Phone Number: _____ Date: _____