

## GUIDELINES FOR KINDERGARTEN EARLY ENTRANCE

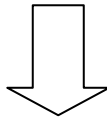
Early Entrance to Kindergarten determinations are based upon the premise that each student shall be challenged and supported in his/her most appropriate placement for learning. In such an instance, when a student who has not yet reached the typical age at which students are admitted to Kindergarten, and a request has been made for evaluation for early entrance to Kindergarten, the following procedures and guidelines shall be followed:

- Children who, pursuant to Ohio Administrative Code 3321.01, will be the proper age for entrance to Kindergarten by January 1 of the given school year, for which admission is requested, shall be evaluated upon the request of the child's parent or legal guardian.
- Parents or legal guardians for a child who are five-years-old by January 1 of the school year for which admission is sought, should contact the school that their child will attend or the Department of Academic Affairs regarding their request. The Kindergarten Early Entrance Application should be submitted by **August 1** to facilitate assessments and enable the child to attend the first day of school, if appropriate. Children who turn 5 after January 1 may be considered for Early Entrance assessment when there exist strong indicators that grade acceleration is essential to the child's learning and in his/her best interests. Discussion of this possibility should begin with the building principal of the school the child will attend for Kindergarten.
- Upon receipt of the parent request, the building secretary or the Department of Academic Affairs will mail an Early Entrance packet to parents. This includes an Early Entrance to Kindergarten Flowchart, Kindergarten Early Entrance Application, Kindergarten Readiness Checklist and additional Kindergarten Early Entrance information. Parents should complete the application and checklist with an additional checklist completed by another person who knows the child well such as a preschool teacher, pediatrician, and/or day-care provider, if possible. The completed application and checklist(s) should be returned to the building secretary or Academic Affairs who will forward it to the building school psychologist.
- Upon receipt of the application and checklists by the school psychologist, the parents will be contacted to review the information and criteria for Early Entrance. An appointment will be made to complete a cognitive assessment.
- If the child meets the criteria of scoring a 115 on a cognitive ability test, then the gifted intervention specialist will schedule achievement testing. This information will be used to complete the Iowa Scale of Acceleration. These assessments would take place on one of three assessment dates: June, August or prior to the start of school. If possible, appointments will be scheduled so that each child can be observed while interacting with peers. If the child does not meet the screening criteria, the process stops and parents are notified.
- A district Kindergarten Early Entrance Gifted Intervention Support Team, including an administrator, school psychologist, kindergarten teacher, and gifted intervention specialist, will review information from screening and assessments, share outcomes with parents, and make a recommendation about the appropriateness of Kindergarten Early Entrance. The results of any testing completed by a private psychologist within the previous 6 months will be taken into consideration by the team.
- If the team recommends the child for Early Entrance, a Written Acceleration Plan (WAP) will be created.
- The evaluation process for possible acceleration shall be concluded within 90 calendar days of receipt of the application and parents will be notified in writing of results. This notification shall include instructions for appealing the outcomes of the evaluation process.
- A parent or legal guardian of the referred child may appeal in writing the decision of the Kindergarten Early Entrance Gifted Intervention Support Team to the Superintendent within 30 days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within 30 days of receiving the appeal. The Superintendent's decision shall be final.

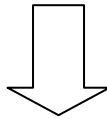


## KINDERGARTEN EARLY ENTRANCE FLOWCHART

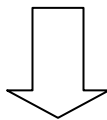
Parent requests Kindergarten Early Entrance packet from building or Department of Academic Affairs.



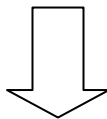
Kindergarten Early Entrance Application and Kindergarten Readiness Checklist(s) returned to school psychologist.



Individual appointment for school psychologist to complete a cognitive assessment.



If a child obtains a Full Scale I.Q. score of at least 115, then the gifted teacher completes achievement testing.



Kindergarten Early Entrance Gifted Intervention Support Team meets with parents to consider all information and make recommendation. Written outcomes sent to parents, The Department of Academic Affairs, and building principal.



**KINDERGARTEN  
EARLY ENTRANCE APPLICATION**

*Return completed form to the attention of the school psychologist in the school building your child will attend for Kindergarten.*

**Student Name:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_

**Parent Name(s):** \_\_\_\_\_

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

**Current Preschool Name:** \_\_\_\_\_

**Current Preschool Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Preschool Teacher's Name(s):** \_\_\_\_\_

**What daycare/preschool experience has your child had?**

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**What are your child's strengths?**

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**What concerns do you have about your child's development?**

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**What are your reasons for exploring Kindergarten Early Entrance?**

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**What special considerations should Sycamore be aware of for your child (health, disabilities, developmental history)?**

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## KINDERGARTEN READINESS CHECKLIST

Readiness for school involves many aspects of development. The statements below generally refer to attributes of mature, beginning Kindergarten students. Please assess your child's current skills to give us more specific information.

### My Child:

ALWAYS	SOMETIMES	NEVER	
			1. Knows <b>right from left</b> hand, knee, leg, etc.
			2. Uses concepts of <b>behind, in front of, under, above, over, below</b> .
			3. Knows not only the <b>largest and smallest</b> object of a group but also the <b>middle</b> one.
			4. Distinguishes which object of equal size is the <b>heaviest, lightest</b> ... Ex: cotton ball vs steel ball.
			5. Understands the concepts of <b>morning, afternoon, evening, night, tomorrow, and yesterday</b> .
			6. Can state the <b>days of the week</b> .
			7. Can tell time to the <b>hour</b> .
			8. Distinguishes things that are <b>similar and different</b> and is starting to verbalize the differences between objects spontaneously.
			9. Counts objects to <b>ten</b> easily and does rote counting to <b>thirty</b> .
			10. Shows <b>cause and effect</b> and sequence of observation verbally by use of words such as "because" and "since".
			11. Produces the correct <b>sound</b> for P, B, M, W, H, D, T, N, G, K, N, Y, and F.
			12. Uses <b>complete sentences</b> containing at least five words.
			13. Remembers and follows <b>three simple commands</b> given at one time and not repeated.
			14. Relates in sequence an <b>unfamiliar story</b> that has been heard only once.
			15. Is <b>well-coordinated</b> when s/he walks, runs, and jumps.
			16. Is consistently <b>right- or left-handed</b> .
			17. Is able to draw a <b>vertical line, horizontal line, and circle</b> .
			18. Is able to draw <b>triangle and diamond</b> .
			19. Correctly <b>labels shapes</b> listed above and <b>colors</b> .
			20. Recites <b>alphabet</b> correctly without having to sing alphabet song.
			21. Is able to <b>concentrate</b> attention on a task without being distracted.
			22. Is able to <b>play cooperatively</b> with other children and engage in some competitive action play.
			23. Is able to <b>wash, dress (except for tying), feed, and toilet</b> self without help.
			24. Is capable of <b>self-criticism</b> and willing to carry some <b>responsibility</b> .
			25. Is able to verbalize <b>anger and frustration</b> instead of acting out.

## DEVELOPMENTAL CHARACTERISTICS BY AGE

### 4-Year-Olds:

- are interested in a variety of experiences
- show increasing independence with self-care, self-entertainment
- make rapid gains in fine motor skills: scissors, paste, using recognizable shapes in drawings, manipulating small objects, coloring
- recognize objects by shape, color, or size
- begin to develop the concept that numbers match with objects
- problem-solving skills emerge with choice-making and a sense of consequences for actions
- rapid increases in gross motor skills in skipping, walking, running, stairs

### 5-Year-Olds:

- understand 1-to-1 correspondence between numbers and objects
- show increased memory for both experiences and more abstract concepts such as similarities and differences
- demonstrate interest in the functions of written language such as signs, writing their name, recognizing functional words
- respond positively to a print-rich environment
- show a growing attention span for projects, stories, especially for interesting material (11 to 12 minutes)
- demonstrate increased self-control by waiting a minute for adult attention, using language to express emotions, beginning to problem-solve and resolve conflict

## DEVELOPMENTAL SKILLS FOR CHILDREN ENTERING KINDERGARTEN

### **Cognitive Skills** (the ability to process and use information and problem-solve)

- begin organizing objects by category, class, or function, i.e., animals, tools, vehicles
- match like objects and pictures
- recall elements of stories read to them
- recall rote information such as counting to 5 or 10, ABC song, or other rhythmic tasks

### **Social Skills** (interactions with others in the environment)

- follow through with familiar routines (dressing, bedtime)
- respond to adult interactions (eye contact, greetings)
- share with peers
- take turns in conversation and activities
- begin to choose own friends

### **Emotional Skills** (coping with the demands of the environment)

- separate from parents appropriately
- express feelings verbally
- accept individual responsibility for tasks
- seek help as needed
- follow simple rules

### **Personal Care Skills**

- button, zip, snap
- put on jacket
- care for toileting needs
- blow nose

### **Fine and Gross Motor Skills**

- walk, skip, run, climb stairs, sit in chair
- color, cut, paste, use crayons and markers to draw recognizable shapes

### **Language Skills** (understanding and communicating with others)

- give full name and address
- articulate clearly except for a few developmentally appropriate sounds
- define words by their function
- recite jingles and rhymes
- enjoy being read to
- recount recent experiences
- ask questions frequently
- enjoy jokes

## TIPS FOR TRANSITIONING TO A SCHOOL SETTING

### 1. PREPARE:

- Visit the site
- Meet the teacher
- Explore the room
- Discuss and practice the transportation to and from school

### 2. DEVELOP ORGANIZATIONAL SKILLS:

- Collect supplies
- Refine the morning routine
- Define a bedtime
- Clarify and practice the bedtime routine
- Use picture checklists
- Define and consistently support clear behavioral rules

### 3. PRACTICE SEPARATION SKILLS:

- Encourage brief separations
- Set a time or marking event for reunion
- Take a personal item
- Talk about school and coming home afterward

### 4. GROW SOCIALLY:

- Spend time with peers
- Encourage making choices
- Problem-solve conflicts together

### 5. PROVIDE A PRINT-RICH ENVIRONMENT:

- Visit the library
- Read together
- Research questions about everyday creatures or objects together

### 6. BE INVOLVED:

- Ask questions about the school experience
- Use available resources