



APPLICATION

Early Entrance to Kindergarten/First Grade

RETURN COMPLETED FORM TO THE BUILDING ADMINISTRATOR

A unique type of whole-grade acceleration is early entrance to school (i.e., kindergarten or first grade). 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 Hold Back America's Brightest Students, 2004*)

Please complete both pages of this application if you feel that your child demonstrates academic achievement, social, emotional, and physical maturity appropriate for kindergarten/first grade placement and should be considered for early placement.

Child's Name: _____
Last First Middle Initial

Birth date: ____/____/____ **Male** **Female**

Type of Acceleration Requested (CHECK ONE):

- 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 First Grade (my child will be 6 before January 1)
- Early Entrance to First Grade (my child will **NOT** be 6 before January 1)*

*If your child will not be the proper age for entrance to kindergarten or first grade by January 1 of the school year for which admittance is requested, an Academic Acceleration Referral must be completed by an educator in the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child.

Address: _____
Street City Zip

Custodial Parent/Guardian Name: _____ **Relationship to child:** _____

Home Phone: _____ **Work Phone:** _____ **Cell Phone:** _____

Email: _____

Preschool Experience (Please attach preschool report card if available.)

List the nursery schools, Head Start, special programs, and other day care programs attended. Include the dates of attendance and the approximate number of hours per week attended.

| <u>Name of School/Program</u> | <u>Dates of Attendance</u> | <u>Number of Hours/Week</u> |
|-------------------------------|----------------------------|-----------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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.

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 or first grade.

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 preschool or missed preschool often because of illness or family issues.

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

I believe that my child exhibits a number of the characteristics listed above that indicate he/she might benefit by entering the grades K-12 program. 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 or first grade.

Print Custodial Parent/Guardian Name Signature of Custodial Parent/ Guardian Date

The referral request will be processed and parents will receive the final determination for early entrance in 45-60 days from the date the referral is received.

School Representative receiving referral _____ Date _____



PARENT CHECKLIST

EARLY ENTRANCE TO KINDERGARTEN/FIRST

The seven broad 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 | None of the time |
|--|-------------------|------------------|-------------------------|
| 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 | None of the time |
| 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 (attend) for at least 10 minutes | | | |
| LANGUAGE AND LITERACY | Frequently | Sometimes | None of the time |
| Listens for meaning in stories, discussions, and conversations | | | |
| Speaks clearly, able to share ideas and thoughts | | | |
| Can identify most letters (uppercase and lowercase) | | | |
| Can identify some beginning sounds | | | |
| Uses letters and words to write | | | |
| MATHEMATICAL THINKING | Frequently | Sometimes | None of the time |
| 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 | None of the time |
| Uses a magnifying glass to look at different objects | | | |
| 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 | None of the time |
| 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 | None of the time |
| Likes to paint and draw | | | |
| Likes to sing and dance | | | |
| Can share ideas about a drawing/painting | | | |
| Can recognize basic colors | | | |



PERMISSION FOR REVIEW

Early Entrance

I, _____, hereby give my permission for the
Custodial Parent / Legal Guardian Name

Fairview Park City School District to respond to a request for assessment for:

Name of Child

In giving my permission, I understand that any or all of the following may:

1. Review of relevant records (releases of information will be included);
2. Interviews with caregiver and/or parent/guardian;
3. Observation(s) of my child;
4. Assessment (e.g. curriculum-based, screening, and other appropriate measures to determine placement); and/or;
5. Other, as needed.

I further understand and agree that the information collected by the school district will then be reviewed by the team for the purpose of evaluating my child as a candidate for Early Entrance.

PRINT NAME of Custodial Parent / Legal Guardian

SIGNATURE of Custodial Parent / Legal Guardian

Date