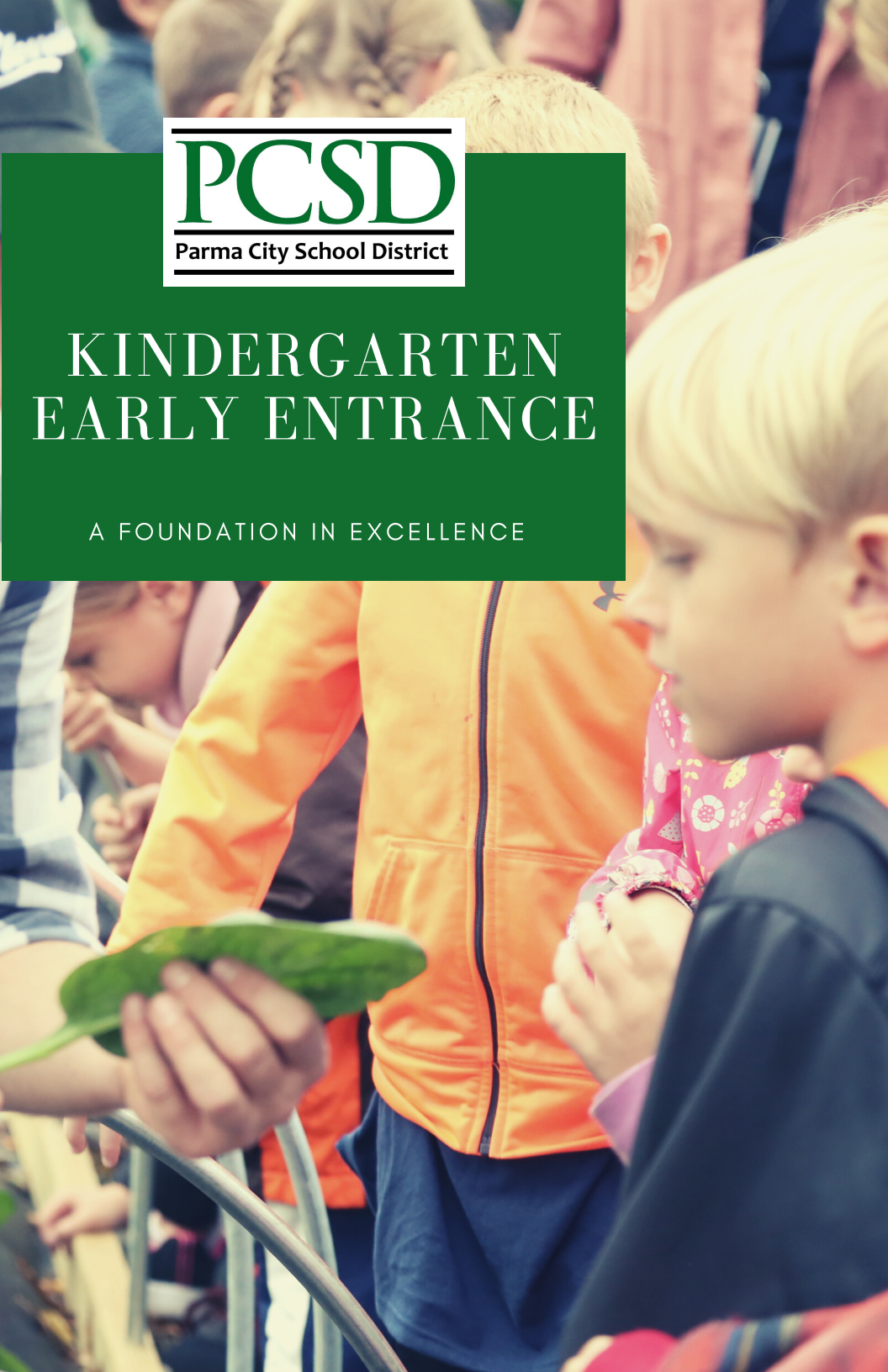


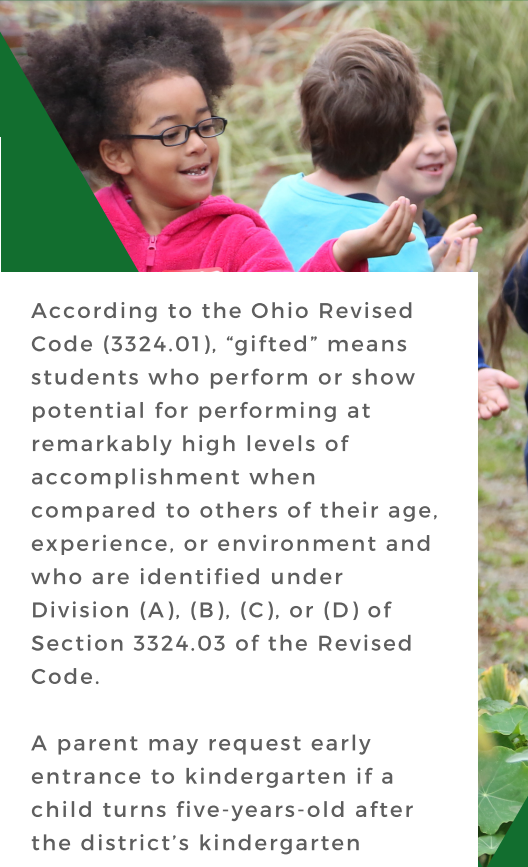


KINDERGARTEN EARLY ENTRANCE

A FOUNDATION IN EXCELLENCE



WHAT IS KINDERGARTEN?



Kindergarten has changed considerably over the last few decades. Today’s kindergarten students are engaged in a rigorous instructional program throughout a full day of school.

The Parma City Schools District offers families a full-day kindergarten experience where students are expected to self-regulate, communicate with their peers and teachers, and problem solve.

Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

Kindergarten is offered to students who turn five-years-old on or before September 30.

WHAT IS EARLY ENTRANCE?

Early entrance is designed for the exceptional child who is **both academically ready as well as developmentally mature** when compared to others his or her chronological age.

Early entrance to kindergarten is addressed through gifted education. It is covered in the State of Ohio’s Model Student Acceleration Policy.

According to the Ohio Revised Code (3324.01), “gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under Division (A), (B), (C), or (D) of Section 3324.03 of the Revised Code.

A parent may request early entrance to kindergarten if a child turns five-years-old after the district’s kindergarten entrance date of September 30 and before January 1.

A child is eligible for kindergarten if he/she attains the age of five on or before September 30 of the current school year. Children who do not meet the age criteria may apply for early entrance if their birthday is from October 1- December 31 of the current school year.



IS EARLY ENTRANCE RIGHT FOR MY CHILD?

Early entrance should be viewed as a means of meeting a child's advanced needs. The key to determining whether or not early entrance is appropriate for a child is **developmental readiness**. Even though a child may have a lot of ability, he/she may not be ready for kindergarten. Other important factors to consider are social maturity, personal development, and motor development.

Some considerations when determining if early entrance is right for a child:

- Is my child capable of working in a classroom setting with children who are one to two-years older than he/she?
- Will my child be frustrated by this placement?
- What are the possible long-term impacts as my child progresses through elementary, middle, and high school (i.e., beginning college at a younger age)?
- Do I understand the expectations for students in kindergarten today?

There is a difference between ability and achievement. Some children may appear exceptional simply because of their access to opportunities (i.e., preschool programs, parents working with them on skills, or access to learning materials). **Early entrance is designed for the child who has high ability and easily achieves when presented with new material.**

Once the decision has been made for early entrance, the choice is difficult to reverse. If a child is evaluated as a good candidate for early entrance to kindergarten, it is important that all stakeholders are supportive of the decision.

EARLY ENTRANCE EVALUATION PROCESS

The Parma City School District evaluates students for Early Entrance to Kindergarten using the Iowa Acceleration Scale, 3rd edition (IAS) in accordance with ODE Model Policy for Academic Acceleration. As required, an Acceleration Evaluation Committee will review the results of the comprehensive evaluation and determine the most appropriate available learning environment for your child.

The Acceleration Evaluation Committee Members:

- The child's receiving principal or assistant principal
- A teacher at the grade level to which the student may be accelerated
- A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred child
- A gifted education coordinator or school psychologist

Once all of the required acceleration documents have been received, arrangements will be made to begin the evaluation process. You will schedule your child's individual cognitive ability assessment at the Registration Department.

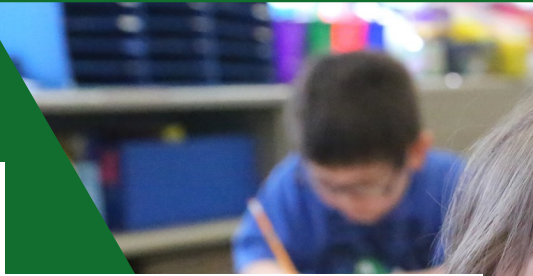
1. Once completed, within two weeks of the completed assessment:

- You will be contacted by a staff member to schedule your child's individual achievement and aptitude assessment. -OR-
- You will be notified in writing of your child's ability score and early entrance will not be recommended at that point.

2. Once your child's individual achievement and aptitude assessment is completed, you will be notified of your child's complete IAS results. The Acceleration Evaluation Committee will be convened to conduct a fair and thorough evaluation of the child if your child's Academic Ability, Achievement, and Aptitude (AAAA) Subscale Score is >10 per the Iowa Acceleration Scale, 3rd edition (IAS).

3. The Acceleration Evaluation Committee will issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. This notification shall include instructions for appealing the outcome of the evaluation process.

4. The Acceleration Evaluation Committee will develop a Written Acceleration Plan (WAP) for students who will be admitted early to kindergarten. Please Note: The Iowa Acceleration Scale, 3rd Edition identifies the following issues as critical to the success of an accelerated student and does not recommend accelerating students if: The student would be accelerated into the same grade as (or a higher grade than) a sibling. The student currently has a sibling in the same grade. The student indicates that he/she does not want to be whole-grade accelerated.





HOW DO I REQUEST EARLY ENTRANCE?

Early entrance to kindergarten may be permitted if all of the following requirements are met:

1. The child's cognitive ability, academic achievement, and aptitude result in an acceptable composite score on the Iowa Acceleration Scale, 3rd Edition.
2. The child possesses and demonstrates social and emotional characteristics that permit conformity with behavior commonly expected of children in kindergarten.

Additional considerations in which early entrance is **NOT** advisable:

- 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.
- My child often did not want to attend preschool or missed preschool often because of illness or family issues.

To request early entrance into kindergarten for your child, please follow the steps outlined below to ensure that the process is completed properly and in a timely manner:

1. Obtain an Early Entrance Application from the District Administration Office or website.
2. Return the following items listed below to the Registration Department:
 - Completed and signed Early Entrance to Kindergarten Application
 - Completed Kindergarten Readiness Checklist
 - The Evaluation and Review Permission Form
 - A copy of your child's birth certificate indicating your child will be turning five during the next school year.

HOW DO I KNOW IF MY CHILD IS READY TO BEGIN KINDERGARTEN?

Below are characteristics of early entrance candidates. Review the following characteristics, considering your child with each of them. Children may be strong candidates for early entrance if they exhibit the majority of the following characteristics more than their same-age peers. If your child does not exhibit many of these characteristics, early entrance may not be a good choice.

This list **does NOT guarantee** your child will meet the qualifications for early entrance.

Communication

- Speaks understandably-speech is understood by a non-parent
- Talks in complete sentences of 5-6 words
- Tells/re-tells familiar stories
- Has conversations with at least two to three turns
- Understands the meanings and use of words better than other children his/her age
- Follows two to three-step directions - complete simple jobs at home

Fine Motor Skills

- Displays hand dominance - correct pencil grip
- Independently and accurately uses scissors to cut basic shapes
- Legibly writes first and last name on a line

Gross Motor Skills

- Walks a balance beam or curb
- Skips, hops, jumps, and stands on one foot
- Catches, throws, and dabbles a ball
- Swings independently

Self Care

- Independently manages: buttons, snaps, and zippers
- Packs up school bag
- Uses toilet independently - wash hands
- Puts on and takes off a coat
- Eats independently with utensils
- Knows first/last name, address, and telephone number
- Makes a decision when given a few choices

Intellectual Skills

- Is curious about many things and asks questions often
- Is very good at working puzzles or solving problems
- Has a good memory and remembers details of conversation 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

Academic Skills

- Has often been read to
- Sits and listens to a complete story without interrupting
- Recognizes name in print
- Knows colors/basic shapes
- Knows rhyming words - nursery rhymes
- Identifies all alphabet upper and lowercase letters
- Knows the difference between a letter, number, words
- Is able to match sounds to letters
- Is able to read simple sight words (I, to, me, you, etc.)
- Is able to count to 100
- Is able to complete simple math facts (addition and subtraction)
- Starts and completes a task for five to ten minutes without supervision

Interpersonal Skills

- 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
- Believes he/she is capable of succeeding at new tasks

Social Skills

- Separates from a parent without getting upset
- Accepts minor disappointments or limits without tears
- Interacts and share with others in play
- Listens to and follows rules
- Pays attention to adult-directed tasks
- Functions in a group of 25-30 children
- Begins to use self-control
- Enjoys learning new information or skills
- Participates in community-sponsored activities such as sports, dance, gymnastics, library and museum projects
- Believes he/she is capable of succeeding at new tasks

Child Attitude

- My child is enthusiastic about going to kindergarten or first grade.
- My child will receive additional support from his/her parents and family in order to meet the increased academic demands of a school placement

PCSD

Parma City School District

Registration Department
216.885.8334

Parma Board of Education
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Parma, Ohio 44134