



A Parent's Guide for  
EARLY ENTRANCE TO  
KINDERGARTEN

## Legislation Governing Early Entrance to Kindergarten

- A parent may request early admission to kindergarten if the child turns 5 years of age after the district's kindergarten entrance date (Aug. 1) and before January 1st.
- Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January in the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a preschool educator who knows the child or pediatrician or psychologist who knows the child.
- Acceleration is the (House Bill 79 amended to House Bill 66 as of June 30th, 2006. Please refer to the State of Ohio's Model Student Acceleration Policy for more information).

## Jackson-Milton Local School District

- Jackson-Milton considers a child eligible for entrance into "regular" kindergarten if he/she reaches the age of five before August 1st of the year he/she applies for entrance. A child under the age of 6 who is enrolled in kindergarten will be considered of compulsory school age.
- By parental request, a child may be tested for early admission to kindergarten if he or she will be 5 years of age between August 1st and January 1st, inclusive, and exhibit the mental, social and emotional standards established by the Jackson-Milton Board of Education. A checklist will be provided for the student's parent to complete. If your child turns 5 years of age after January 1st and you believe he or she is a viable candidate for early entrance, please contact the director of student services at Jackson-Milton local schools.
- On October 21st, 2010, the Jackson-Milton local Board of Education adopted an Academic Acceleration Policy:  
"Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school."  
"Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted."

## Is Early Entrance to Kindergarten the Best Choice for Your child?

Early entrants should be reviewed as a means of meeting a child's needs. Developmental Readiness is the key to determining whether or not early entrance is appropriate. Even though a child may have a great deal of ability, he/she may not be ready for kindergarten. Social maturity, personal development and motor development are important factors for a child's success in school. Early entrance is designed for the exceptional child who is both academically ready as well as developmentally sure when compared to others of his or her chronological age. This opportunity is designed as a measure to meet individual differences in school readiness.

### ***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 year older than him or her?
- Will my child be frustrated by this placement?
- What are the possible long - term impacts for my child as he/she progresses through elementary, middle and high school (e.g., beginning college at a younger age)?
- Early entrance is not designed as a replacement for childcare. Is this a need or a want?
- Do I understand the expectations for students in kindergarten today? For example, students are expected to ask and answer questions about key details in a text, retell familiar stories with details, ask and answer questions about unknown words in a text and identify similarities and differences between two texts on the same topic.

There is a difference between ability and achievement. Some children may appear exceptional simply because of their access to opportunities (eg., preschool programs, parents working with them on skills or access to learning materials). Early entrance is designed for the child who not only has ability but easily achieves when presented with new material.

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

## What is Expected of Students in Kindergarten?

Kindergarten, like many other areas of education, has changed considerably over the past couple of decades. Today's kindergarten students are engaged in a rigorous instructional program. Please take the time to review the following information:

- Parents can easily access the Early Learning content standards as well as the subject-specific academic content standards for English language arts, mathematics, science and social studies on the Ohio Department of Education website.
- Please see the attached kindergarten readiness checklist on the next page, which provides guidance in determining your child's Readiness for kindergarten. Kindergarten in the Jackson-Milton Local school district is a full-day program. The full-day program begins at 8:40 a.m. and ends at 3:25 p.m. students are expected to participate in the academic program throughout the day.

Ohio Department of Education (ODE)  
[www.ode.state.oh.us](http://www.ode.state.oh.us)  
 Kindergarten Readiness Checklist

To do well in school, children need to be supported and nurtured in all areas of development.

It is also important that your child is physically, socially and emotionally ready for school. This checklist can help serve as your guide. But please remember, young children change quickly. They may not be able to complete the task this week, but could easily complete the same task a few weeks later.

**Is your child ready for kindergarten? Ask yourself these questions:**

Development Area	Tips and Activities to Help Prepare Your Child
<p><b>Physical skills</b> Does your child...</p> <ul style="list-style-type: none"> <li>● Enjoy outdoor play such as running, jumping and climbing?</li> <li>● Draw and trace basic shapes?</li> <li>● Cut with scissors?</li> <li>● Bounce a ball?</li> <li>● Ride a tricycle?</li> </ul>	<ul style="list-style-type: none"> <li>● Materials that will help your child develop the motor skills needed to learn to write include crayons, markers, pencils, glue, scissors, paper and paint, puzzles, Legos and blocks.</li> <li>● Activities that will help your child's coordination include climbing, jumping, skipping, playing ball, using playground equipment and riding a tricycle.</li> </ul>
<p><b>Health and safety needs</b> Has your child...</p> <ul style="list-style-type: none"> <li>● Had required shots (or provide a signed waiver)?</li> <li>● Had a dental exam</li> <li>● Had a vision exam</li> <li>● Learned their own first and last name?</li> <li>● Learned first and last name of parents?</li> <li>● Learned to watch for cars when crossing the street?</li> <li>● Learned to not talk to strangers?</li> <li>● Developed a set routine for going to bed?</li> <li>● Learned to follow safety rules?</li> </ul>	<ul style="list-style-type: none"> <li>● Help your child learn his or her full name, address and telephone number.</li> <li>● Help your child to look both ways when crossing the street.</li> <li>● Talk with your child about strangers and who to go to for help.</li> <li>● Use bedtime as the opportunity to read to and talk with your child.</li> </ul>
<p><b>Personal needs</b> Without your help, can your child...</p> <ul style="list-style-type: none"> <li>● Use the bathroom?</li> <li>● Wash hands?</li> <li>● Brush teeth?</li> <li>● Use tissue to blow nose?</li> <li>● Button and zip up shirts and pants?</li> <li>● Put on and take off coat?</li> <li>● Tie and/or use velcro shoes?</li> </ul>	<ul style="list-style-type: none"> <li>● Create morning and bedtime bathing and tooth-brushing routines.</li> <li>● Allow your child to dress themselves.</li> <li>● Practice putting on shoes.</li> <li>● Help your child learn to use their words to tell other grown-ups when they are feeling sick or hurt.</li> </ul>
<p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>● Does your child...</li> <li>● Play well with other children?</li> <li>● Separate from a parent without being upset?</li> <li>● Share with other children?</li> <li>● Care about the feelings of others?</li> <li>● Follow routines?</li> <li>● Put toys away when asked?</li> </ul>	<ul style="list-style-type: none"> <li>● Give your child small chores to learn responsibility.</li> <li>● Help your child learn to follow directions by giving simple steps.</li> <li>● Encourage your child to share.</li> <li>● Praise your child when he or she does something well.</li> <li>● Provide guidance when your child is having difficulty.</li> </ul>

## Applying for Early Entrance to Kindergarten

- If you believe that your child may be a good candidate for early entrance, please obtain information from the school secretary or Building principal. You may call the school at 330-538-2257 to have information mailed or you can download it from our web page.
- Once the application has been completed, it must be returned to the Building Principal.
- An observation by a District representative in a preschool setting may need to be scheduled for your child. Parents will be contacted if this observation is needed. While some children may be cognitively ready for kindergarten, they may not be developmentally ready. This additional information may be needed to assess the social and emotional skills necessary to be successful in a school environment.
- The school psychologist will coordinate the evaluation process.
- Once the evaluations are complete, an acceleration evaluation committee will convene for the purpose of conducting a fair and thorough evaluation of the child. This committee meeting will occur in late spring/early summer but prior to the school year in question for the child to enroll. This committee may include the following:
  1. The principal
  2. A kindergarten teacher
  3. Parent or legal guardian of the referred student
  4. School Psychologist
  5. Director of Student Services
  6. School Counselor

## How Will My Child be Evaluated for Early Entrance to Kindergarten?

Because developmental Readiness is important for success in kindergarten, students who are viable candidates for early entrance to kindergarten are expected to be developmentally on track with the typical kindergarten student. Should a student meet the identification criteria for Superior cognitive identification but fail to meet the developmental Readiness assessment, the acceleration team will then discuss and reach consensus as to what placement is best for the child.

### Instrument used:

Your child may be administered one of the following ability assessments:

- Wechsler Preschool and Primary Scale of Intelligence- Fourth Edition (WPPSI-IV) (or the most recent version at time of testing)
- Woodcock-Johnson Test of Cognitive Abilities- Fourth Edition (WJ-COG IV) (or the most recent version at the time of testing)

According to the Iowa Acceleration Scale, a student who achieves a score of 115 or higher on the administered ability assessment, they are a viable candidate for acceleration. Students who do not achieve this score will not be considered for early entrance to kindergarten.

If your child scores a 115 or higher on the ability assessment, they will be administered the following academic assessment:

- Woodcock-Johnson Test of Achievement- Fourth Edition (WJ-Ach IV) (or the most recent version at time of testing)

### IMPORTANT

Very few children qualify for early entrance to kindergarten. Please make sure you proceed with childcare arrangements as a contingency. If you are selecting a preschool program, please understand that those programs routinely fill up quickly. Please register your child as you normally would, but let the preschool know that your child is being screened for early entrance to kindergarten.

# Application Early Entrance to Kindergarten

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

Child's Name \_\_\_\_\_

Last

First

Middle

Birthday \_\_\_\_/\_\_\_\_/\_\_\_\_

Male \_\_\_\_\_ Female \_\_\_\_\_

Address \_\_\_\_\_

Street

City

State

Zip Code

Custodial Parent(s)/Guardian(s) Name \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

Email \_\_\_\_\_

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

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

Names of School/Program

Dates of Attendance

Number of Hours/Weeks

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Return Application and Permission for Review

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Signature, Custodial Parent/Guardian

Date

# Application

## Early Entrance to Kindergarten

### Early Entrance to Kindergarten Checklist

The seven broad development dimensions provide the framework for the kindergarten instructional program. This checklist will help in determining your child's readiness for a kindergarten program. Please reach each statement indicated by placing a "checkmark" how you rate your child's abilities.

#### Physical Wellbeing and Motor Development

- Performs self-help tasks independently (dressing, undressing, zipping, tying, toileting and 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)

Frequently	Sometimes	None of the time
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### Personal and Social Development

- 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 parents.
- The ability to listen (attend) for at least 10 minutes.

Frequently	Sometimes	None of the time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### Language and Literacy

- Listens for meaning in stories, discussions and conversations.
- Speaks clearly, to share ideas and thoughts.
- Can identify most letters (uppercase and lowercase).
- Can identify some beginning sounds.
- Use some letters and words to write.

Frequently	Sometimes	None of the time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### Mathematical Thinking

- Can recognize numbers 0-20.
- Can orally count to 20.
- Can recognize, duplicate and extend simple patterns. (circle-triangle, circle-triangle, circle-triangle).
- Can recognize and duplicate basic shapes.

Frequently	Sometimes	None of the time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### 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**

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.

Frequently	Sometimes	None of the time
_____	_____	_____
_____	_____	_____
_____	_____	_____

**The Arts**

Likes to paint and draw.  
Likes to sing and dance.  
Can share ideas about a drawing/painting.  
Can recognize basic colors.

Frequently	Sometimes	None of the time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

