

Early Entrance to Kindergarten or First Grade



Marysville Exempted Village Schools

Edgewood Elementary—937-578-6800

Mill Valley Elementary—937-578-6900

Navin Elementary—937-578-7000

Northwood Elementary—937-578-7100

Raymond Elementary—937-578-7200

What is the Marysville Early Entrance policy?

Stage I – Referral

1. A child whose birth date falls later than the state and district established cut-off date for entrance to kindergarten or first grade, and who would not be age-eligible at the beginning of the school year based on this criterion, may be referred and assessed for early entrance by the Marysville Exempted Village School District.
2. The child's parent or guardian initiates this process by filing a request with the building principal sixty (60) or more days prior to the start of the school year. Parents will receive an application packet to complete, providing student information that will become part of the assessment process.

Stage II – Assessment

1. The Iowa Acceleration Scale, Third Edition is used for early entrance acceleration. The assessment process is conducted by reviewing information from multiple resources.
2. The evaluation team includes the school psychologist who will administer state approved tests to obtain an ability score. Recent results from psychological testing conducted outside the district may also be considered if the testing instrument is among those approved for gifted identification by the Ohio Department of Education.
3. A nurse conducts a vision screening and a hearing assessment.
4. A speech therapist screens the student's level of speech and language development.
5. Parent and preschool teacher (if applicable) surveys will also be reviewed and considered as evidence for the team.

Is early entrance the best choice for your child?

Early entrance is to be viewed as a way to meet a child's educational needs. The developmental readiness of a child is important in determining the appropriateness of early entrance. Even if a child exhibits strong ability, he/she may not be a good candidate for early entrance. It is important to also consider the child's social maturity, personal development, and motor development.

Early entrance is designed for the exceptional child who is both academically ready as well as developmentally mature when compared to others of his or her chronological age. Some considerations in determining the appropriateness of early entrance are:

- Is my child capable of working in a classroom setting with children who are one year older?
- 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?
- Early entrance is not designed as a replacement for child care. Is this a need or a want?
- Do I want my child to come to school just because their birth date has missed the cut-off by a matter of days?

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

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

What is expected of students in kindergarten and first grade?

Kindergarten and first grade expectations have changed considerably over the last couple of decades. Today's young learners are engaged in a rigorous instructional program. Please review the Early Learning Content Standards on the Ohio Department of Education website. To access this document, go to www.ode.state.oh.us and search "early learning content standards." The state of Ohio is phasing in the Common Core Standards for grades K-12 and those can be accessed at the ODE website as well.

How will my child be evaluated for early entrance?

If you believe your child may be a good candidate for early entrance, please contact the school that serves your attendance area. If you are unsure which school serves your area, you may call the district office at (937) 644-8105. An information/application packet can be picked up at the school.

Once the application has been completed, it needs to be returned to the building principal as soon as possible in order to set a date for testing. The goal will be to complete testing before the end of the school year so that parents and the school can make appropriate arrangements.

The following documentation must also be included with the application:

- A copy of the child's birth certificate
- Proof of Marysville School district residency such as a current utility bill, lease agreement or home purchase contract (cell phone bill is not acceptable)
- Custody papers (if applicable)

The early entrance testing is a two-step process. The first step is for the child to participate in an individual cognitive screening administered by a school psychologist. The child's ability (measured by IQ) needs to be higher than one standard deviation above the mean (a score of 115 or higher) to move on to the next stage of early entrance assessment. Results will be shared with you within a week of the assessment.

If your child meets the required cognitive score, he/she will be invited back to participate in the full assessment for early entrance. This evaluation session could be at least two hours long and contains two full battery assessments to evaluate academic and cognitive ability. Results will be shared with you within a week of the assessment.

The following instruments may be used in the screening and evaluation process: Wechsler Intelligence Scale for Children (WISC-IV), Weschler Individual Achievement Test (WIAT), Woodcock Johnson Tests of Achievement (WJ-ACH), Differential Ability Scales-II(DAS-II), Kaufman Assessment Battery for Children (K-ABC-2).

The decision for early entrance is a team decision. Using the Iowa Acceleration Scale, the team evaluates all the factors to make a recommendation for placement. Along with the parents or guardian, members of this team may include:

- 1. The elementary school principal
- 2. A gifted education coordinator
- 3. A school psychologist
- 4. The school nurse and/or speech/language pathologist

IMPORTANT:

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



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Acceleration Referral Form

Child: _____ Date of Birth: _____

Address: _____

Parent/Guardian: _____ Phone: _____

School: _____ Grade: _____ Referred by: _____

The above student is being referred for a possible acceleration for advanced learners in the following area/areas:

Evidence

Early Entrance

*Admitting a student to kindergarten who
has not yet reached the typical age*

Forms are included in packet.

Whole-grade Acceleration

*Assigning a student to a higher grade
level for all subjects on a full-time basis*

Individual Subject Acceleration

*Assigning a student to a higher grade level
for a certain subject(s)*

- Mathematics**
- Reading/Writing**
- Science**
- Social Studies**

Early High School Graduation

*Completion of the High School program
in less than 4 years*

Signature of Person Initiating Referral

Position or Relationship to Child

Email

Date

**PLEASE RETURN FORM TO:
Building Principal**



Permission for Acceleration Placement Evaluation

To the Parents/Guardian of _____ Date of Birth: _____

Address: _____

Parent/Guardian: _____ Phone: _____

School: _____ Grade: _____ Referred by: _____

Your child has been referred for a possible educational alternative for advanced learners in the following area/areas:

- _____ Early Entrance – admitting a student to kindergarten who has not yet reached typical age
_____ Whole-grade Acceleration – assigning a student to a higher grade level for all subjects on a full time basis
_____ Individual Subject Acceleration – assigning a student to a higher grade level for certain subject(s)
_____ Early High School Graduation – completion of the High School program in less than 4 years

Assessments are required for placement evaluation. With your permission, the district shall evaluate your child for this placement. The evaluation will consist of an evaluation committee (principal, gifted coordinator, current grade level teacher, teacher at the grade level to which the student may be accelerated, nurse, speech/language pathologist, and the parent), to determine the most appropriate learning environment for the referred student. If may also be necessary to do some testing for evaluation purposes. No assessment will be done without your written consent. Other data sources, maturity, desire for acceleration and past performance may also be taken into consideration. Please read the information below and return this paper to the building principal within seven days. If you have questions, please contact your child's building principal.

I understand that if I grant permission, my child may receive assessment(s) and/or an acceleration placement evaluation by designated school personnel and that the information may be shared with teachers, principals, and other appropriate school personnel. I also understand I will be informed of the results of this evaluation and will be a part of the evaluation and planning team when a decision is made regarding acceleration.

Parent/Guardian Signature _____ Date _____

PLEASE RETURN ENTIRE FORM TO: Building Principal



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**Early Entrance into Kindergarten
Or First Grade Application
Student History/Teacher Survey**

Child's Name: _____ DOB: _____ Gender: _____

Legal Guardian(s) _____

Teacher Name(s): _____

Teacher Contact Information: (telephone number and e-mail)

Educational History

Current Preschool/Day Care Facility _____

Address _____ Phone _____

Years/Months of Attendance _____

Student attendance history:

Frequent absences? ___ yes ___ no Tardies? _____ Total number of absences: _____

Previous Preschool/Day Care Facility

Address _____ Phone _____

Years/Month of Attendance _____

Frequent absences? ___ yes ___ no Tardies? _____ Number of absences: _____ (if known)

Please include facility literature that describes program content or curriculum. Copies of the student's progress reports should also be submitted.

1. Has this student previously been administered any academic achievement or cognitive assessment?

If yes, administered by: _____ preschool _____ privately by _____

Name of test(s): _____ Date Administered _____

Test results (Please attached copies of results)

2. What were some early childhood indicators which demonstrated this student was advanced for his/her age?

3. What characteristics have you recently observed in this student that leads you to believe that he/she is ready for kindergarten or first grade?

4. What is this student's motivation to complete assignments or tasks? Does he/she only complete assignments that are of interest to him/her or will he/she complete any assignment? What is his/her attitude when completing assignments? How comprehensive is this student's completion of an assignment?

5. What is this student's attitude toward learning? Is he/she enthusiastic about new academic challenges? Does this student complete all assignments, some assignments or few assignments?

6. Does this student participate in any extracurricular activities or lessons (dance, art, sports, music lessons, etc.)?

7. What is this student's academic self-concept? Do they underestimate or overestimate their academic skills/abilities? Is their self-concept positive and realistic?

8. How does this student's physical size compare to his/her peers? Smaller than most students in his/her class? About the same size? Larger than most students in his/her present grade/class?

9. How does this student's motor coordination compare to his/her peers? Less coordinated? About the same? More coordinated than most students in his/her present grade/class?

10. How well does this student handle criticism? Does he/she become defensive or react sensitively?

11. Describe this student's behavior on a regular basis. Are there any discipline problems?

12. How does this student interact with peers? Do they have good interpersonal skills with age-mates? Do they prefer to be with older children or adults? Do they have friends?

13. Describe this student's relationship with teacher(s):

Please provide any other information that you think is important for us to know about this student.



Innovate Collaborate Inspire

**Early Entrance to Kindergarten
Or First Grade Application
Student History/Parent Survey**

Child's Name _____ DOB _____

Address _____

Legal Guardian(s) _____

Father _____

Address _____ Phone _____

Email address _____

Mother _____

Address _____ Phone _____

Email address _____

Native Language: Parent(s) _____ Student _____

Does the child or parent need assistive technology, environmental adaptation or other such accommodations in order to attend meetings or understand the content of written and/or verbal communication? ____yes ____no

If yes, please explain: _____

Applying for: ____ Early Entrance to Kindergarten ____ Early Entrance to First

Educational History

Preschool/Daycare Facility _____

Address _____ Phone _____ Year

s/Months of Attendance _____ Teacher _____

Preschool/Daycare Facility _____

Address _____ Phone _____

Years/Months of Attendance _____ Teacher _____

Please include facility literature that describes program content or curriculum. Copies of your child's progress reports should also be submitted.

Background Information

Do you know of or suspect any problems with _____ vision or _____ hearing? If yes to either, please explain:

Does your child take any medications?

Does your child have any health problems?

Are there any specific home factors that might affect your child’s performance in class? _____ If yes, please explain:

Has your child previously been administered any academic/cognitive assessment? ___ Yes ___ No If yes, administered by: _____ Preschool or ___ Privately by _____

Name of test: _____ Date administered _____

Test results:

(Please attach copies of results)

1. What were some early childhood indicators which demonstrated your child was advanced for his/her age?

2. What characteristics have you recently observed in your child that leads you to believe that he/she is ready for kindergarten or first grade?

3. How does your child approach a challenging task? Please include an example.

4. How does your child relate to his/her age peers?

5. Describe your child's preferred playmates.

6. What types of games, activities does your child enjoy?

7. How does your child interact with adults (i.e. community members, acquaintances and neighbors)?

8. How does your child choose to spend his/her free time?

9. Does your child participate in any activities or lessons (dance, art, sports, music, etc.)? If yes, what type(s)?

10. How does your child handle frustration?
