

A Parent's Guide to

Early Entrance to Kindergarten



Cleveland Heights-University Heights City School District
2155 Miramar Blvd.
University Heights, Ohio 44118
Phone: 216-371-7435

Legislation Governing Early Entrance and Giftedness

- By Ohio Department of Education guidelines, a parent may request regular *early* admission to kindergarten if the child turns five years of age after the district's kindergarten entrance date of September 30th and before January 1st. The local board of education shall determine entrance through a standardized testing program.
- Children who will not yet be the proper age for entrance to kindergarten 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 pre-school educator who knows the child, or pediatrician or psychologist who knows the child.
- Early Entrance is a subject typically addressed through gifted education. According to the Ohio Revised Code (3324.01), "gifted" means a student who performs 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.

Cleveland Heights-University Heights City School District

- The CH-UH City School District considers a child eligible for entrance into "regular" kindergarten if he/she attains the age of five on or before September 30th of the year he/she applies for entrance. A child under the age of six who is enrolled in kindergarten will be considered of compulsory school age.
- By parental request a child may be tested for regular *early* admission to kindergarten if he/she will be five years of age between October 1st and January 1st, inclusive, and exhibit the mental, social and emotional standards established by the CH-UH Board of Education. If your child turns 5 years of age between January 1st & January 31st, 2023 and you believe he/she is a viable candidate for early entrance in 2022-2023, please contact the Coordinator of Gifted at (216)320-2182.
- A child is eligible for entrance into 1st grade if he/she attains the age of six on or before September 30th of the year in which he/she applies for entrance, has completed the kindergarten program of this district or an equivalent program elsewhere and has been recommended by the teacher for advancement to the first grade. This requirement may only be waived if the acceleration evaluation committee decides it is appropriate for the child. If your child turns 6 years of age after January 1st, has not yet completed Kindergarten, and you believe he/she is a viable candidate for Early Entrance to 1st Grade, please contact the Coordinator of Gifted Education at (216) 320-2182.
- Evaluations conducted between May 1st and June 2nd will ordinarily be completed and a written report issued by the end of June; those received after June 2nd will ordinarily be completed before the start of the school year for which admission is being requested.
- 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 pre-school 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.
- The Early Entrance to Kindergarten process shall be reviewed annually by the Early Entrance to Kindergarten Committee.
- To be considered for Early Entrance, proof of residency within our school district and proof of age is required.

Is Early Entrance to Kindergarten the Best Choice for Your Child?

Early entrance should be viewed as a means of meeting a child's needs. The key to determining whether or not early entrance is appropriate is developmental readiness. Even though a child may have a lot 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 mature 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 are:

- Is my child capable of working in a classroom setting with children who are one year older than he or she?
- 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 child care. Is this a need or a want?
- 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 (e.g., 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 a 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 time to review the *Welcome to Kindergarten* brochure which is available at the CH-UH Board of Education and at each elementary building within the district.
- The *Ohio Department of Education's* (ODE) website contains useful information about kindergarten. There is a family guide on Ohio's Early Childhood Comprehensive Assessment System (EC-CAS), and a new Kindergarten Readiness Assessment (KRA) which all kindergarten students will take within the first six weeks of school.

Below is the website:

[ODE>Learning Supports>Early Learning and School Readiness>Kindergarten>KRA-L](#)

- Kindergarten in the CH-UH City School District is a full-day program. Students are expected to participate in the academic program throughout the day. Accommodations for partial day Kindergarten that must meet Ohio Department of Education criteria may be available, however mid-day transportation is not provided by the district to and/or from the school.

Ohio Department of Education
<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 so fast. If they cannot do something this week, you may see them do it a couple of weeks later.

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

Development Area	Tips and Activities to Help Prepare Your Child
<p>Physical Skills Does your child...</p> <ul style="list-style-type: none"> • enjoy outdoor play such as running, jumping, and climbing; • draw and trace basic shapes; • cut with scissors; • bounce a ball; • ride a tricycle? 	<ul style="list-style-type: none"> • 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. • Activities that will help your child's coordination include climbing, jumping, skipping, playing ball, using playground equipment and riding a tricycle.
<p>Health and Safety Needs Has your child...</p> <ul style="list-style-type: none"> • had required shots (or provide a signed waiver); • had a dental exam; • had a vision exam; • learned own first and last name; • learned first and last name of parent; • learned to watch for cars when crossing the street; • learned to not talk to strangers; • developed a set routine for going to bed; • learned to follow safety rules? 	<ul style="list-style-type: none"> • Help your child learn his or her full name, address and telephone number. • Help your child to look both ways when crossing the street. • Talk with your child about strangers and who to go to for help. • Use bedtime as the opportunity to read to and talk with your child.
<p>Personal needs Without your help, can your child...</p> <ul style="list-style-type: none"> • use the bathroom; • wash hands; • brush teeth; • use tissue to blow nose; • button and zip up shirts and pants; • put on and take off coat; • tie and/or use velcro shoes? 	<ul style="list-style-type: none"> • Create morning and bedtime bathing and tooth-brushing routines. • Allow your child to dress themselves. • Practice putting on shoes. • Help your child learn to use their words to tell other grownups when they are feeling sick or hurt.
<p>Social and Emotional Skills Does your child...</p> <ul style="list-style-type: none"> • play well with other children; • separate from a parent without being upset; • share with other children; • care about the feelings of others; • follow routines; • put toys away when asked? 	<ul style="list-style-type: none"> • Give your child small chores to learn responsibility. • Help your child learn to follow directions by giving simple steps. • Encourage your child to share. • Praise your child when he or she does something well. • Provide guidance when your child is having difficulty.

Applying for Early Entrance to Kindergarten

- If you believe that your child may be a good candidate for Early Entrance to Kindergarten, this information/application packet can be obtained from the Gifted Coordinator at the CH-UH City School District Board of Education building (2155 Miramar Blvd. University Heights), on the district website at www.chuh.org, or by calling (216) 320-2182.
- Once the registration materials are submitted, all candidates will be contacted via phone or mail to schedule an appointment.
- The following items must be provided prior to the scheduling of the screening appointment:
 - Birth Certificate - A certified copy of the child's birth certificate or passport
 - Parent/Guardian's valid Ohio driver's license or State of Ohio identification card
 - Divorce, Custody or Guardianship cases - Court documents (certified copy) required, as follows:
 - Divorce – Divorce decree (must establish residential parent for schooling purposes)
 - Custody – Journal entry from Juvenile Court
 - Guardianship – Letter of Guardianship from Probate Court
 - Proof of Residency –
 - Two pieces of mail addressed to Parent/Legal Guardian at current address, dated within the last 30 days. This may include business or utility correspondence (water/sewer bills are not accepted)
 - One of the following:
 - Homeowner – mortgage document or, if a recent purchase, a purchase agreement with a closing date.
 - Renter – current signed lease, certificate of occupancy, or renter's permit.
 - Residents living in the home of a family member – The family member must be the homeowner and must complete and have notarized the Property Owner Affidavit (available at the Registration Department or online at www.chuh.org). The Affidavit must list all residents in the dwelling to ensure that the homeowner complies with city housing and zoning codes.
- Once the application has been completed, it needs to be returned to the Coordinator of Gifted Education at the Board of Education. The following timeline will be used, which adheres to our district Acceleration procedure:
 - Mid-June Screening:
 - Those received between May 1st and June 2nd will ordinarily be completed and a written report issued by the end of June.
 - Mid-August Screening:
 - Those received after June 2nd will ordinarily be completed and a written report issued to inform parents of the decision made before the start of the school year in the year for which admission is being requested.
- Students who will turn age 5 after January 1st of the year to be enrolled require the submission of a written referral from an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. If you are unable to access any of these individuals to gain a referral, please indicate this in writing and submit with your child's registration information. Your child may require an observation by a district representative (elementary guidance counselor and/or school psychologist). 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.
- Once the evaluations are completed, an acceleration evaluation committee will convene for the purpose of conducting a fair and thorough evaluation of the child. This committee may include the following:
 - 1) the home school principal
 - 2) a kindergarten teacher
 - 3) a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student
 - 4) a gifted education coordinator or gifted intervention specialist
 - 5) a school psychologist or guidance counselor

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

The Iowa Acceleration Scale (IAS) 3rd Edition, is the acceleration assessment process approved by the Ohio Department of Education for evaluating candidates for early entrance into kindergarten. According to the IAS, if a student's ability (measured by IQ) is less than one standard deviation above the mean, acceleration is not recommended.

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, understand that these programs routinely fill up quickly.

Cleveland Heights-University Heights City School District
2155 Miramar Blvd.

University Heights, OH 44118

Phone: (216)-371-7435

Fax: 216-371-7176

Gifted Coordinator: Toia Robinson

(216) 320-2182 email: t_robinson@chuh.org

Staff Assistant: Joan Webster

(216) 320-2067 email: j_webster@chuh.org

PARENT CHECKLIST

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, to share ideas and thoughts	_____	_____	_____
Can identify most letters (uppercase and lowercase)	_____	_____	_____
Can identify some beginning sounds	_____	_____	_____
Use some 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 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	_____	_____	_____

KINDERGARTEN READINESS ASSESSMENT

Family Tips: Ways to Support Your Child

March 2016

The results of the Kindergarten Readiness Assessment presented to you by your child's teacher may prompt you to wonder, "How can I help my child?" This document provides some suggestions for families on this very topic. These are very general, but can be helpful. We encourage you to take time to talk with your child's teacher to learn more about your child's specific needs.

SOCIAL SKILLS

Talk with your child about how he or she is feeling—recognize and validate those feelings. Provide words to help your child express emotions, such as sad, happy or angry.

Comfort your child when he or she is upset or scared. Help your child recognize when other are expressing their emotions and how to comfort them.

Establish routines with your child, such as playtime, clean-up time, bedtime and store time.

Give your child "simple" directions. Begin with something your child can do in one or two steps and add more steps as your child learn to follow directions.



PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

Encourage your child to dress him or herself. Help your child learn to zip, snap or button a coat and tie his or her shoes.

Help your child learn personal care tasks, such as washing hands before eating and after toileting.

Provide time daily for your child to play—run, hop, skip, ride bike or trike, play ball.

Talk with your child about safety, such as crossing the street.

SCIENCE

Ask your child questions about the world and encourage exploration through sight, smell, touch, etc.

Encourage your child to ask questions and help him or her find the answers.

SOCIAL STUDIES

Talk with your child about the importance of following the rules and playing fair during games.

Talk about the events of the day, such as what happened this morning during breakfast or what you plan to do this evening after dinner.

KINDERGARTEN READINESS ASSESSMENT

Family Tips: Ways to Support Your Child



MATHEMATICS

Help your child identify shapes, such as circles, squares and triangles. Look for and point out shapes in the environment.

Talk with child about the meaning of words used in math, such as numbers, add, take away, equal or same, more and less.

LANGUAGE AND LITERACY

Read to your child often, in the language you know best.

Practice rhyming with your child—rhyming nonsense words counts!

Help your child recognize his or her written name and that letters make up words and words convey meaning.

Talk to and with your child. Help your child learn to express thoughts and ideas by staying on topic.