

2025-2026 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 30<sup>th</sup> and before January 1<sup>st</sup>. 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 preschool 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.

For further information please refer to: [education.ohio.gov/Topics/Early-Learning/Kindergarten](https://education.ohio.gov/Topics/Early-Learning/Kindergarten)

## 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 30<sup>th</sup> 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 1<sup>st</sup> and January 1<sup>st</sup>, 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 1<sup>st</sup> & January 31<sup>st</sup>, 2024 and you believe he/she is a viable candidate for early entrance in 2024-2025, please complete this application and submit no later than August 5. A child is eligible for entrance into 1<sup>st</sup> grade if he/she attains the age of six on or before September 30<sup>th</sup> 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 1<sup>st</sup>, has not yet completed Kindergarten, and you believe he/she is a viable candidate for Early Entrance to 1<sup>st</sup> Grade, complete this application and submit no later than August 5.

- Evaluations will be conducted between June 1 and June 20th. Once completed a written report issued and shared with the parent(s)/ guardian(s). Applications for evaluation received after June 20 will be scheduled for evaluation 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 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/designee 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:

<https://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment>

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 Kindergarten Readiness Checklist**

<http://www.ode.state.oh.us>

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><b>Physical Skills</b></p> <p>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>	<p>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.</p> <p>Activities that will help your child's coordination include climbing, jumping, skipping, playing ball, using playground equipment and riding a tricycle.</p>
<p><b>Health and Safety Needs</b></p> <p>Has your child...</p> <ul style="list-style-type: none"> <li>the 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 the first and last name of parent/guardian?</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>	<p>Help your child learn his or her full name, address and parent phone number.</p> <p>Help your child to look both ways when crossing the street.</p> <p>Talk with your child about strangers and who to go to for help.</p> <p>Use bedtime as the opportunity to read to and talk with your child.</p>
<p><b>Personal needs</b></p> <p>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 their 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>	<p>Create morning and bedtime bathing and tooth-brushing routines.</p> <p>Allow your child to dress themselves.</p> <p>Practice putting on shoes.</p> <p>Help your child learn to use their words to tell other grown ups when they are feeling Sick or hurt.</p>
<p><b>Social and Emotional Skills</b></p> <p>Does your child...</p> <ul style="list-style-type: none"> <li>play well with other children?</li> <li>separate from a parent without being upset?</li> <li>share with other children?</li> </ul>	<p>Give your child small chores to learn responsibility.</p> <p>Help your child learn to follow directions by giving simple steps.</p> <p>Encourage your child to share.</p>

care about the feelings of others? follow routines? put toys away when asked?	Praise your child when he or she does something well.  Provide guidance when your child is having difficulty.
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## 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](http://www.chuh.org)>Academics>Gifted Services> Early Entrance to Kindergarten Guide 25-26. 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 parents 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* –If the family member is the homeowner he/she must complete and have notarized the Property Owner Affidavit (available at the Registration Department or online at [www.chuh.org](http://www.chuh.org)). If the**

**family member is leasing, the Landlord/Property manager must complete the Affidavit and submit a current signed copy of the lease. Either 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:

June Screening:

Those applications received between May 1<sup>st</sup> and June 2<sup>nd</sup> the evaluation will be completed and a written report issued by the end of June.

August Screening:

Those applications received after June 2<sup>nd</sup> the evaluation will 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.

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) 3<sup>rd</sup> 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

**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 these programs routinely fill up quickly.**

### Additional Resources

[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_The\\_Ready\\_School\\_The\\_Ready\\_Family.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_The_Ready_School_The_Ready_Family.pdf)

<https://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment/Kindergarten-Readiness-Assessment-for-Family>

[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_preparing\\_a\\_school\\_ready\\_child.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_preparing_a_school_ready_child.pdf)

**Cleveland Heights-University Heights City School District 2155 Miramar Blvd.  
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Phone: (216)-371-7435  
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Gifted Coordinator: Toia Robinson  
(216) 320-2181 email [t\\_robinson@chuh.org](mailto:t_robinson@chuh.org)  
Confidential Administrative Assistant Margaret Hall (216) 320-2154 email: [m\\_hall@chuh.org](mailto:m_hall@chuh.org)**



## **Cleveland Heights-University Heights City School District**

### **Early Entrance into Kindergarten Application**

**Please return completed form, checklist and referral (only needed if the child's date of birth is after 12/31/2021)**

To: Cleveland Heights – University Heights City School District Board of Education

ATTN: Gifted Education – Early Entrance to Kindergarten

2155 Miramar Blvd. University Heights, Ohio 44118

Packets may be dropped off or USPS mailed.

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 Initial**

**Gender** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

***\*\*If the child turns 5 after 12/31 of application year, a written referral is required\****

**Home Address:**

\_\_\_\_\_

**Street**

**City**

**Zip Code**

**Custodial Parent(s)/Guardian:**

**Relationship to child:** \_\_\_\_\_

**Contact Information:**

**Email Address:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Cell Number:** \_\_\_\_\_

**Work Phone number:** \_\_\_\_\_

**Cell Number:** \_\_\_\_\_

**Work Phone number:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_

**Preschool Experience - (please attach preschool teacher reports, 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.**

<b>Name of School/Program</b>	<b>Dates of Attendance</b>	<b># of Hours/Week</b>
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**Why do you feel that your child would be ready for a kindergarten program? Please comment on your child's social behavior and academic skills.**

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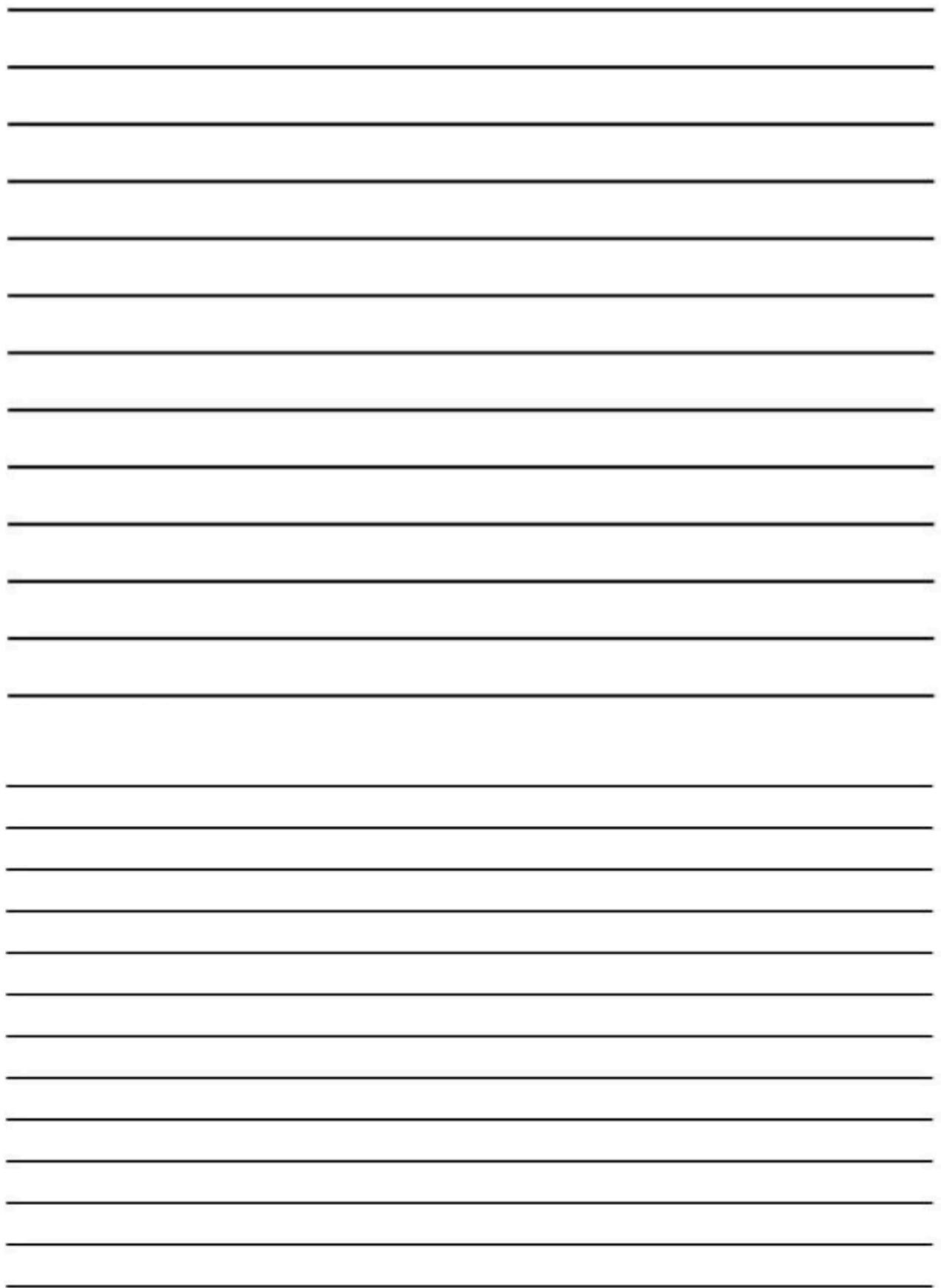
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Your signature indicates that you have read and understand the contents of the Early Entrance to Kindergarten brochure

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Parent/Guardian Signature

Date

**RETURN SIGNED APPLICATION & PARENT CHECKLIST**

Must be received **NO LATER THAN**  
**August 5, 2025 (AUGUST SCREENING)**

## Parent/Guardian 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.

<b>Physical Well-Being and Motor Development</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>None of the time</b>
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)	_____	_____	_____

<b>Personal and Social Development</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>None of the time</b>
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	_____	_____	_____

<b>Language and Literacy</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>None of the time</b>
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	_____	_____	_____

<b>Mathematical Thinking</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>None of the time</b>
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	_____	_____	_____

<b>Scientific Thinking</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>None of the time</b>
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	_____	_____	_____

<b>Social Studies</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>None of the time</b>
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	_____	_____	_____

<b>The Arts</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>None of the time</b>
Likes to paint and draw	_____	_____	_____
Likes to sing and dance	_____	_____	_____
Can share ideas about a drawing/painting	_____	_____	_____
Can recognize basic colors	_____	_____	_____





