

**ACADEMIC ACCELERATION FOR ADVANCED LEARNERS  
EARLY ENTRANCE**

**ABOUT EARLY ENTRANCE**

A unique type of whole-grade acceleration is early entrance to school. For academically talented young children, early entrance to school may be an excellent option. There is abundant evidence that bright children who are carefully selected for early entrance generally perform very well, both academically and socially. (*A Nation Deceived: How Schools Hold Back America's Brightest Students, 2004*)

**EARLY ENTRANCE TO KINDERGARTEN REFERRAL FOR:**

**Child Name** \_\_\_\_\_ **Potential School** \_\_\_\_\_

**Parent/Guardian Name** \_\_\_\_\_

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

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Email** \_\_\_\_\_

**Preschool of Attendance** \_\_\_\_\_

**Contact at Preschool** \_\_\_\_\_ **Phone** \_\_\_\_\_

\_\_\_\_\_

*Children who will benefit from early entrance may not exhibit all of the characteristics listed below; however, strong candidates will exhibit more of these characteristics than other children.*

**What to look for in the areas of ability/achievement/aptitude/behavior?**

*My child seems advanced beyond other children his/her age in these ways:*

- Understands the meanings and use of words better than other children his/her age;
- Is curious about many things and asks questions often;
- Is very good at working puzzles or solving problems;
- Has a great sense of humor and understands jokes more than other children his/her age;
- Has a good memory and remembers details of conversations 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.

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**What are some important school and academic factors?**

*My child:*

- Enjoys learning new information or skills;
- Participates in community-sponsored activities such as sports, dance, gymnastics, library and museum programs;
- Believes he/she is capable of succeeding at new tasks.

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**What are some important developmental factors?**

*My child has the following developmental characteristics:*

- He/she has average fine and large motor coordination (i.e., holding a pencil, skipping);
- He/she is able to use the computer to play games or find information.
- What are some important interpersonal skills for entering school?
- My child:
- 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.

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**What are some important attitudes and supports necessary for success in school?**

My child is enthusiastic about going to kindergarten or first grade.

*As a parent* I understand that a child's success in school depends on support provided at home. I am able to give my child additional support to help in his/her transition to a new setting with much higher academic demands than he/she encountered in preschool.

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**Some considerations:**

*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. In which case, acceleration may not be advisable.
  - Often did not want to attend preschool or missed preschool often because of illness or family issues.
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**I believe that my child exhibits a number of the characteristics listed above that indicate he/she might benefit by entering the grades K-12 program. I have reviewed the considerations and do not feel they would negatively impact my child's success in school. I request evaluation for my child for possible early entrance to kindergarten.**

**Parent/Guardian** \_\_\_\_\_ **Date** \_\_\_\_\_

**School Representative**  
**Receiving Referral** \_\_\_\_\_ **Date** \_\_\_\_\_

Early Entrance Screening for Ashland City Schools will start in April. *Please submit this form, along with the consent and records release forms, by April 15th to Kimberly Bracken, Gifted Education Coordinator, 1407 Claremont Avenue, Ashland, Ohio 44805.* You will then be contacted to schedule your child's screening and will be notified as soon as results are compiled.

**DEPARTMENT OF EDUCATIONAL SERVICES  
GIFTED EDUCATION**

**Parent/Guardian Consent - Early Entrance to Kindergarten Evaluation**

STUDENT: \_\_\_\_\_ DOB: \_\_\_\_\_

**To Grant Consent:**

I, \_\_\_\_\_, hereby give my permission for my child,  
Parent/Guardian (Print Name)

\_\_\_\_\_, to receive an evaluation by designated trained personnel in  
Student (Print Name)

accordance with 3301-51-15 (B) (1) of the *Revised Operating Standards for Identifying and Serving Gifted Students, Ohio Administrative Code (OAC)*, to determine eligibility for the Gifted Education Program and/or possible grade acceleration. I understand that the evaluation results will be shared with me and with appropriate school personnel, and may consist of the following:

- ❖ Review of educational records including, but not limited to, teacher/staff input, teacher observations, grade reports, attendance and enrollment history, group assessment data
- ❖ Consultation with involved non-district education personnel
- ❖ Individualized, norm-referenced ability assessment
- ❖ Individualized, norm-referenced aptitude/achievement assessment
- ❖ Iowa Acceleration Scale

I further understand that my consent for this evaluation is voluntary, and that I may revoke my consent in writing at any time.

\_\_\_\_\_  
**Signature of Parent/Guardian**

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

\_\_\_\_\_  
**Date**

**To Refuse Consent:**

I, \_\_\_\_\_, do not provide consent for an evaluation for my child,  
Parent/Guardian (Print Name)

\_\_\_\_\_. I understand that refusing or revoking prior consent  
indicates

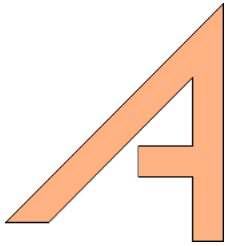
Student (Print Name)

that my child will not be evaluated to determine eligibility for the Gifted Education Program or grade level acceleration.

\_\_\_\_\_  
**Signature of Parent/Guardian**

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

\_\_\_\_\_  
**Date**



**Ashland City School District**  
Authorization for Release of Confidential Information

**Client's Name** \_\_\_\_\_ **Birth Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

**I hereby authorize Ashland City School District to receive from**

To: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_ Fax: \_\_\_\_\_

The following information:

- Admission Summary     Assessment     Progress     Attendance  
 School and academic factors     Developmental factors  
 Interpersonal Skills     Attitude and Support

In order to complete The Iowa Acceleration Scale, 3rd Edition (IAS-3), in fulfillment of my request to have my child evaluated for Early Entrance to Kindergarten.

If the information is not received, the team will be unable to continue the process for evaluation of my child for Early Entrance to Kindergarten.

**Parent/Guardian Signature of Client** \_\_\_\_\_

**Date** \_\_\_\_\_