

Xenia Community Schools  
Office of Gifted Services & Talent Development



506 Dayton Avenue  
Xenia, OH 45385  
937.372.9201 Extension 2142

A Parent's Guide to Early Entrance  
Kindergarten  
First Grade



# ACCELERATION

## Process Overview

### INFORMATION

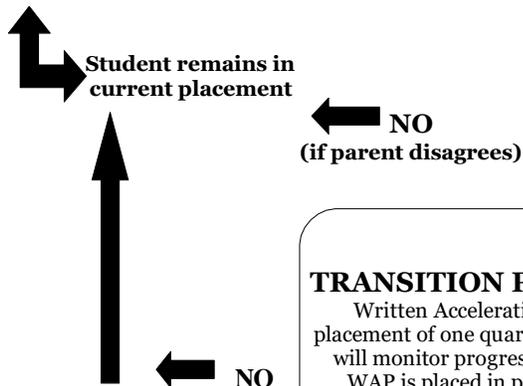
- The evaluation must be fair and thorough.
- The evaluation should be based on data and factual observations.
- Whole grade or early entrance must include the Iowa Acceleration Scale
- Whenever the IAS is used, the gifted coordinator must attend the meetings
- Subject acceleration must be based on achievement, academic standards, expected grade level testing, and desire for placement.
- If no consensus can be reached, a majority vote of the team can be the deciding factor.
- During the transition period, parent or guardian can request a change of placement in writing.
- Parent(s) may elect to decline services at any time.

### FINAL DECISION

Must be in writing within 30 days of the appeal. The Superintendent's decision is final, however the student may be referred again.

### APPEAL TO SUPERINTENDENT

Must be in writing within 30 days of the decision



### STEP 1 REFERRAL

A referral is made by the student, parent/guardian, teacher, administrator, counselor, psychologist, gifted staff member by filling out the "Referral Form for Academic Acceleration" and submitting it to the Building Principal or Gifted Coordinator. The referral must be 60 days prior to start of school or start of semester. A response will be given 45 days from the date of receiving the referral.



### STEP 2 OBTAIN PARENT PERMISSION TO REVIEW

Parent/Guardian must sign and submit the "Permission for Review" form to the Building Principal or Gifted Coordinator granting permission to review records, conduct interviews, observe the child, administer assessments, and collect data that will help the team make a decision about academic placement.



### STEP 3 TEAM MEETING

Principal, Current/Future Teacher, Parent/Guardian, Gifted Intervention Specialist and/or Gifted Coordinator, School Psychologist or Counselor meet to determine data to collect, testing protocol, assign roles/responsibilities, and determine the next meeting date within 45 days of receipt of referral.



### STEP 4 DATA COLLECTION

For Whole Grade Acceleration, the Iowa Acceleration Scale will be used to guide the data collection process. For Subject Acceleration, a variety of data sources will be used. Recommendations of data sources will be suggested by the Gifted Coordinator at the first team meeting. Team members may suggest additional sources.



### STEP 5 DATA REPORTING & TEAM DECISION

For Whole Grade Acceleration, the Iowa Acceleration Scale will be used to guide the data collection process. For Subject Acceleration, a variety of data sources will be used. Recommendations of data sources will be suggested by the Gifted Coordinator at the first team meeting. Team members may suggest additional sources. If a "YES" recommendation, GIS develops Written Acceleration Plan (WAP).



**YES**  
Proceed to Step 6

### STEP 6 TRANSITION PERIOD & REVIEW MEETING

Written Acceleration Plan is reviewed after initial student placement of one quarter (9 weeks). The Gifted Coordinator or GIS will monitor progress during this period. A signed copy of the WAP is placed in permanent record folder if the student is successful during the transition period. Placement is recommended.

## **Xenia Community Schools' Early Entrance Procedure**

1. **Eligibility based on age** -Xenia Community Schools considers a child eligible for entrance into kindergarten if he/she turns five on or before **September 30th** of the year he/she applies for entrance.

2. Early Entrance Acceleration Type:

- \* Kindergarten: A child will be 5 before January 1st
- \* Kindergarten: A child will not be 5 before January 1st
- \* 1st Grade: A child will be 6 before January 1st
- \* 1st Grade: A child will not be 6 before January 1<sup>st</sup>

3. Xenia Community Schools' Board of Education Adoption of the State of Ohio 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 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.”

4. The Early Entrance Process will be reviewed annually by a group of district personnel.

### **Legislation Governing Early Entrance to Kindergarten and Giftedness**

#### **Requesting Early Admission**

A parent may request early admission to kindergarten if the child turns five years of age after the district's kindergarten entrance date (September 30) and before January 1. The local board of education shall determine entrance through a standardized testing program.

#### **Referral by an Educator**

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.

#### **Acceleration**

The State of Ohio's Model Student Acceleration Policy addresses early entrance to kindergarten and suggests that the gifted education program of a district is responsible for acceleration. According to the Ohio Revised Code (3324.01), “gifted” means students who perform 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 Ohio Revised Code.

## **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 for a child is developmental readiness. Even though a child may have a lot of ability, he/she may not be ready for kindergarten. Other important factors to consider are 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 his or her chronological age. 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 he/she?
- \* Will my child be frustrated by this placement?
- \* What are the possible long-term impacts as my child 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 has high ability **and** 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 to Look for in 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

## Kindergarten Readiness Checklist

Ohio Department of Education (ODE) <http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Kindergarten-Readiness-Checklist>

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:

Physical Skills	Health & Safety Needs	Personal Needs	Social & Emotional Skills
<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 or ride a tricycle</li> </ul>	<p>Has your child...</p> <ul style="list-style-type: none"> <li>*had required shots;</li> <li>*had a dental exam;</li> <li>*had a vision exam;</li> <li>*learned own first and last name;</li> <li>*learned first and last name of parent;</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>*follow rules for safety?</li> </ul>	<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 nose;</li> <li>*button and zip up shirts and pants;</li> <li>*put on and take off coat;</li> <li>*tie and/or velcro shoes?</li> </ul>	<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> <li>*care about the feelings of others;</li> <li>*follow routines;</li> <li>*put toys away when asked?</li> </ul>

### **Tips and Activities to Help Prepare Your Child**

<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>	<ul style="list-style-type: none"> <li>*Help your child learn their 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>	<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 shoes on.</li> <li>*Help your child learn to use their words to tell other grownups when they are feeling sick or hurt.</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>
--	---	---	---

## **Expectations of Kindergarten Students**

Kindergarten has changed considerably over the last couple of decades. Today's kindergarten students are engaged in a rigorous instructional program. Parents can access the *Early Learning Content Standards* as well as the subject specific *Academic Content Standards K-12* for English Language Arts, Mathematics, Science, and Social Studies on the  
*Ohio Department of Education* website.

<http://education.ohio.gov/getattachment/Topics/Early-Learning/Early-Learning-Content-Standards/Ohios-Kindergarten-Through-Grade-3-Learning-and-D/K-3-Standards.pdf.aspx>

The *Ohio Department of Education* provides parents with a ***Kindergarten Readiness Checklist*** which can act as a guide for parents to determine if a child is ready for kindergarten. This checklist can be accessed at the following link:

<http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Kindergarten-Readiness-Checklist>  
The *Ohio Department of Education's* website also provides information about the New Kindergarten Readiness Assessment which all kindergarten students take within the first six weeks of school.

<http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment>  
Kindergarten in the Xenia Community School District is a *full-day program*. Students are expected to participate in the academic program throughout the entire day.

For more information about Kindergarten in Xenia, go to:

<http://www.xenia.k12.oh.us/docs/district/depts/8/kindergarten%20registration%20pkt%20papers%202017-2018.pdf?id=13244>

## **Applying for Early Entrance to Kindergarten**

\* If you believe that your child may be a good candidate for early entrance, please obtain an information/application packet by visiting our web site: <http://www.xenia.k12.oh.us/dept/28/> or call The Office of Gifted Services and Talent Development at (937) 372.9201 ext. 2142 to schedule a time to pick up an information/application packet at Cox Elementary School.

\* Once the application has been completed, please return it no later than **Friday, May 25, 2018** to:

The Office of Gifted Services and Talent Development  
Attention- Donna Shaw  
506 Dayton Avenue  
Xenia, OH 45385

\* The application will then be routed to a school psychologist who will set up a time to begin the evaluation process.

## **Timeline for Early Entrance to Kindergarten**

<b><u>May 16-17, 2018</u></b>	Kindergarten Registration (If possible, but not necessary)
<b><u>May 25, 2018</u></b>	Deadline for <b>ALL</b> Early Entrance to Kindergarten applications (**APPLICATIONS WILL NOT BE ACCEPTED AFTER THIS DATE- 60 DAY RULE)
<b><u>July 31, 2018</u></b>	Deadline to complete the evaluation process
<b><u>July 31, 2018</u></b>	Deadline for written notification of evaluation process outcome
<b><u>September 12, 2018</u></b>	Deadline for written appeal to the Superintendent or his/her designee regarding the outcome of the evaluation process

### **\*\*IMPORTANT\*\***

Very few children qualify for early entrance to kindergarten. Please make sure you proceed with child care 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 know that your child is being screened for early entrance to kindergarten.

## **The Evaluation Process**

### **How will my child be evaluated for early entrance to Kindergarten?**

\* The evaluation process is a multi-factored evaluation that examines the potential candidate for early entrance by using all components of the Iowa Acceleration Scale (IAS). This comprehensive method of evaluating students for acceleration contains ten sections that help guide the team in making the best decision for academic placement. For more information on the IAS, go to:

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners>

\*The psychologist will administer a cognitive ability test. Students scoring **115 or higher** are considered viable candidates for acceleration and will then move on to **academic testing** provided through The Office of Gifted Services and Talent Development.

\*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:

- the home school principal
- a kindergarten teacher
- a parent or legal guardian of the referred student
- a gifted education coordinator
- a school psychologist or guidance counselor

\*Students 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 the developmental readiness assessment, the acceleration team will then discuss and reach consensus as to what placement is best for the child.

## Xenia Community Schools- Elementary Schools

School	Address	Principal	Phone/Email
Arrowood Elementary School	1588 Pawnee Drive Xenia, OH 45385	Mr. Travis Yost	Phone: 937.372.9251 tyost@xenia.k12.oh.us
Cox Elementary School	506 Dayton Ave Xenia, OH 45385	Ms. Lisa Peterson	Phone: 937.372.9201 lpeterso@xenia.k12.oh.us
McKinley Elementary School	829 Colorado Dr. Xenia, OH 45385	Mr. Garry Hawes	Phone: 937.372.1251 ghawes@xenia.k12.oh.us
Shawnee Elementary School	92 East Ankeney Mill Road Xenia, OH 45385	Mr. Scott Poole	Phone: 937.372.6461 spoole@xenia.k12.oh.us
Tecumseh Elementary School	1058 Old Springfield Pk Xenia, OH 45385	Ms. Cathryn Petticrew	Phone: 937.372.3321 <a href="mailto:cpetticrew@xenia.k12.oh.us">cpetticrew@xenia.k12.oh.us</a>

### Central Office Administration 937.376.2961

Dr. Gabriel Lofton	Superintendent	<a href="mailto:glofton@xenia.k12.oh.us">glofton@xenia.k12.oh.us</a>
Dr. Sabrina Woodruff	K-12 Curriculum Director	<a href="mailto:swoodruff@xenia.k12.oh.us">swoodruff@xenia.k12.oh.us</a>
Mrs. Dena Doolin	Coordinator of Elementary Curriculum	<a href="mailto:ddoolin@xenia.k12.oh.us">ddoolin@xenia.k12.oh.us</a>
Ms. Cindy Stanley	K-12 Curriculum Office	<a href="mailto:cstanley@xenia.k12.oh.us">cstanley@xenia.k12.oh.us</a>
Mrs. Tammy Newsock	EMIS Coordinator/Central Registration	<a href="mailto:tnewsock@xenia.k12.oh.us">tnewsock@xenia.k12.oh.us</a>

### Office of Gifted Services and Talent Development 937.372.9201 ext.- 2142

Ms. Donna Shaw	Gifted Coordinator Gifted Intervention Specialist 3-5	<a href="mailto:dshaw@xenia.k12.oh.us">dshaw@xenia.k12.oh.us</a>
Ms. Amanda Johnson	Gifted Intervention Specialist Elementary	<a href="mailto:ajohnson@xenia.k12.oh.us">ajohnson@xenia.k12.oh.us</a>
Mrs. Leah Pham	Gifted Intervention Specialist Elementary	<a href="mailto:lpham@xenia.k12.oh.us">lpham@xenia.k12.oh.us</a>
Mrs. Dione Greenberg	Gifted Intervention Specialist Middle School	<a href="mailto:dgreenbe@xenia.k12.oh.us">dgreenbe@xenia.k12.oh.us</a>
Ms. Rita Oliss	Gifted Language Arts Middle School	<a href="mailto:roliss@xenia.k12.oh.us">roliss@xenia.k12.oh.us</a>
Mrs. Sandi Jacobs	Gifted Teaching Assistant	<a href="mailto:sjacobs@xenia.k12.oh.us">sjacobs@xenia.k12.oh.us</a>





## Office of Gifted Services & Talent Development

506 Dayton Avenue Xenia, OH 45385

937.372.9201 Extension- 2142

Donna Shaw- Gifted Coordinator dshaw@xenia.k12.oh.us

### Permission for Review- Early Entrance to Kindergarten/First Grade

I, \_\_\_\_\_, hereby give my permission for the Xenia Community  
(Custodial Parent/Legal Guardian Name)

School District to complete assessments for \_\_\_\_\_ to be considered for  
(Name of Child)

Early Entrance to Kindergarten/First Grade.

In giving my permission, I understand that any or all of the following may occur:

1. Review of relevant records;
2. Interviews with caregiver and/or parent/guardian;
3. Observation(s) of my child;
4. Intellectual Assessment;
5. Character/Social Assessment;
6. Academic/Aptitude Assessment;
7. Iowa Acceleration Scale Assessment;
8. Other(s), as needed

I understand and agree that the information collected by the school district will be reviewed by the team for the purpose of evaluating my child as a candidate for Academic Acceleration.

\_\_\_\_\_  
Print Name of Custodial Parent/Legal Guardian

\_\_\_\_\_  
SIGNATURE of Custodial Parent/Legal Guardian

\_\_\_\_\_  
Date

## Parent Checklist for Early Entrance to Kindergarten

The seven broad developmental dimensions below provide the framework for the kindergarten instructional program. This checklist will help in determining your child's readiness for our kindergarten program. Please read each statement and rate your child's abilities using the following rating: F= frequently, S= sometimes, and N=never.

Physical Well Being and Motor Development	Frequently	Sometimes	Never	Scientific Thinking	Frequently	Sometimes	Never
Performs self-help tasks independently (toileting, dressing, undressing, zipping, and tying)				Uses a magnifying glass to look at different objects			
Uses eye/hand coordination to perform fine motor tasks (drawing, writing, and cutting)				Categorizes animals into groups that move by hopping, running, or flying			
Uses balance and control to perform large motor tasks (walking, jumping, and skipping)				Describes characteristics and basic needs of living things (<food, water shelter)			

Personal and Social Development	Frequently	Sometimes	Never	Social Studies	Frequently	Sometimes	Never
Separates easily from parents				Recognizes self and others as having same and different characteristics			
Shows eagerness to learn (is curious, likes to investigate)				Describes roles and responsibilities of people. (Daddy is a fireman. He puts out fires.)			
Follows rules and routines (cleans up at play time)				Recognizes the reasons for the rules			
Handles change and transition (dinnertime to bedtime)							
Interacts easily with adults and one or more children							
Is able to sit and remain focused to complete a task							
Takes turns fairly easily							

Language and Literacy	Frequently	Sometimes	Never	Mathematical Thinking	Frequently	Sometimes	Never
Listens for meaning in stories, discussions, and conversations				Can orally count from 0-31			
Speaks clearly to share ideas and thoughts				Counts objects to 31			
Can identify and sequence upper and lower case letters				Can recognize and sequence numbers 0-31			
Can identify and produce beginning sounds				Can recognize, duplicate, and extend simple patterns (circle, triangle, circle, triangle)			
Associates sounds with corresponding letters				Can recognize and describe some shapes			
Shows some understanding of concepts about print				Identifies coins and value			
Identifies and produces rhyming words				Uses and explains strategies to solve mathematical problems			
Identifies story elements (ex. Characters, setting, plot)				Demonstrates a beginning understanding of time relations			
Recognizes some sight words							
Use some letters and words to write							
Engages in individual writing activities							
Writes a complete thought							

The Arts	Frequently	Sometimes	Never
Likes to paint and draw			
Likes to sing and dance			
Can share ideas about a drawing/painting			

CHILD NAME: \_\_\_\_\_

PARENT/LEGAL GUARDIAN: \_\_\_\_\_

DATE: \_\_\_\_\_

## **Document/Deadline Checklist for Early Entrance Application**

1. District Registration Packet \_\_\_\_\_  
(Pick up at Central Office- For more information go to <http://www.xenia.k12.oh.us/docs/district/depts/8/kindergarten%20registration%20pkt%20papers%202017-2018.pdf?id=13244>)
2. Valid form of Identification \_\_\_\_\_
3. Acceptable Proof of Residency \_\_\_\_\_
4. Copy of Child's Birth Certificate \_\_\_\_\_
5. Immunization Records \_\_\_\_\_
6. Custody Documents (if applicable) \_\_\_\_\_
7. Early Entrance Application with Questions Attached \_\_\_\_\_
8. Preschool Report Cards (if applicable) \_\_\_\_\_
9. Gifted Identification Documentation (if applicable) \_\_\_\_\_
10. Permission for Review \_\_\_\_\_
11. Parent Checklist \_\_\_\_\_
12. Returned by May 25, 2018 (LAST DAY TO SUBMIT) \_\_\_\_\_