



# Bexley City School District

A community of learners becoming productive global citizens and leaders

Dear Parents/ Guardians:

Thank you for contacting Bexley City Schools regarding the evaluation of your child for early entrance to Kindergarten for the upcoming school year. This letter explains the evaluation process as adopted by our district. The process is based on local school board policy and the statewide model policy for academic acceleration as put forth by the Ohio Department of Education.

The assessment may involve the use of four instruments: the Iowa Acceleration Scale, a brief Intelligence test, a full cognitive ability test, and a full academic achievement test. The brief intelligence test, cognitive ability test, and academic achievement test each measure a child's problem solving and thinking skills and prior understanding of academic concepts, respectively. The Iowa Acceleration Scales serves as a tool for understanding the child's total cognitive, academic, and social/emotional profile to make a placement recommendation.

Process for Early Entrance Consideration:

1. Complete and return each form in the referral packet. If your child's birthday falls between August 1 and January 1, the parent/guardian may make the referral. Children who will not yet be the proper age for entrance to Kindergarten or first grade by January 1 of the school year for which admission is requested, the referral must come from a district educator, a certified preschool teacher, a physician, or a psychologist. Please submit the signed Permission to Test form and the student information sheet with this referral.
2. A screening appointment will be scheduled for a brief intelligence test. A student must score 115 or higher on this screener for further testing to be done. If the score is less than 115, no further testing is needed, and the child will be placed in Kindergarten for the school year in which the child is eligible by age (the year after the upcoming year).
3. Students who do score 115 or higher on this screener will be scheduled for a full ability assessment on another day and, potentially a full achievement assessment on a second day. Details regarding the time and place will be discussed when the appointments are made.
4. On the day of the full ability evaluation and the full achievement evaluation, the parent/guardian will bring the child to the testing site. Please also bring any prior preschool evaluations or examples of the child's academic work. If possible, please arrange permission for the gifted coordinator to contact the preschool teacher to discuss the child's progress.
5. The full testing sessions include the cognitive assessment and the achievement test. Breaks will be taken throughout with a snack break (if parent/guardians choose to provide a snack) in between the various tests. After both ability and achievement testing have been completed, the gifted coordinator will review the test results. At that point, if the score meets the continuation requirement as stipulated by the Iowa Acceleration Scale, the gifted coordinator will contact the preschool teacher, with the parent/guardian's permission, to gain additional information about the child's academic and social development. If the score does *not* meet the Iowa Acceleration Scale requirement, results will be shared with the parent/guardian, and the process will end with the child placed in Kindergarten for the school year in which the child is eligible by age (the year after the upcoming year).
6. If the process goes through these steps, the data will be summarized on the Iowa Acceleration Scale. When all data has been compiled, the gifted coordinator, school psychologist, the Kindergarten principal, a Kindergarten teacher, and parent/guardians will meet to discuss the best placement for the child in the upcoming year.

Again, please submit the enclosed referral, parent checklist, and authorization forms as quickly as possible to:

Colette Smith, Gifted Coordinator - [Colette.Smith@bexleyschools.org](mailto:Colette.Smith@bexleyschools.org),  
Central Office, 348 S. Cassingham Rd., Bexley, OH 43209

Once everything has been received, you will receive a phone call to set up a convenient time for the initial brief intelligence test. Should you have any questions, please email me at [Colette.Smith@bexleyschools.org](mailto:Colette.Smith@bexleyschools.org).

Sincerely,

Colette A. Smith  
Gifted Coordinator



Early Entrance to Kindergarten Referral

Please complete this referral form if you believe your child demonstrates academic achievement, social, emotional and physical maturity appropriate for Kindergarten placement and should be considered for early entrance into Kindergarten.

REFERRAL FOR:

Child's Name \_\_\_\_\_ Male \_\_\_ Female \_\_\_ DOB \_\_\_\_\_

Address \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Home Ph \_\_\_\_\_ Work Ph \_\_\_\_\_ Cell Ph \_\_\_\_\_

Referred by \_\_\_\_\_ Relationship to Child \_\_\_\_\_

\*\*If DOB is between January 1 and August 1, referral must come from a physician, psychologist, district educator, or preschool teacher with knowledge of the referred child. (ORC 3314.06, 3314.08, 3321.01, 3324.01 et seq., OAC 3301-51-15)

Please consider the above student for the following type of early entrance acceleration:

Early Entrance to Kindergarten (My child will be five before January 1.)

Early Entrance to Kindergarten (My child will NOT be five before January 1.)

Early Entrance to First Grade

Preschool Experience – please attach preschool report card if available.

List the preschools, special programs, Head Start, and/or special programs attended:

Table with 3 columns: Name of Preschool/Programs, Date of Attendance, # of Hours/Week

Why do you feel that your child would be ready for a Kindergarten (or first grade) program?

Comment on your child's social behavior and academic skills:

Blank lines for comment

Signature \_\_\_\_\_ Relationship to Child \_\_\_\_\_ Date \_\_\_\_\_

Please return to Colette Smith, Gifted Coordinator - Colette.Smith@bexleyschools.org Central Office, 348 S. Cassingham Rd., Bexley, OH 43209



## Early Entrance to Kindergarten Parent Checklist

Read each statement and rate your child's abilities.

| <u>Physical Well-Being and Motor Development</u>  | <u>Frequently</u> | <u>Sometimes</u> | <u>None of the time</u> |
|---|-------------------|------------------|-------------------------|
| Performs self-help tasks independently<br>(dressing, undressing, zipping, tying, toileting, eating)         | _____             | _____            | _____                   |
| Uses eye/hand coordination to perform fine motor tasks<br>(drawing, writing, and cutting)                   | _____             | _____            | _____                   |
| Uses balance and control to perform large motor tasks<br>(walking, jumping, and skipping)                   | _____             | _____            | _____                   |
| <br><b><u>Personal and Social Development</u></b>   |                   |                  |                         |
| Shows eagerness to learn (curious, likes to investigate)  | _____             | _____            | _____                   |
| Follows rules and routines (cleans up at playtime)  | _____             | _____            | _____                   |
| Handles change and transition (dinnertime to bedtime)   | _____             | _____            | _____                   |
| Interacts easily with one or more children  | _____             | _____            | _____                   |
| Separates easily from parent  | _____             | _____            | _____                   |
| Has the ability to listen (attend) for at least 10 minutes  | _____             | _____            | _____                   |
| <br><b><u>Language and Literacy</u></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  | _____             | _____            | _____                   |
| Uses some letters and words to write  | _____             | _____            | _____                   |
| <br><b><u>Mathematical Thinking</u></b>   |                   |                  |                         |
| Can recognize numbers 0-20  | _____             | _____            | _____                   |
| Can orally count forward to 20  | _____             | _____            | _____                   |
| Can recognize, duplicate, and extend simple patterns<br>(Circle-Triangle, Circle-Triangle, Circle-Triangle) | _____             | _____            | _____                   |
| Can recognize and duplicate basic shapes  | _____             | _____            | _____                   |
| <br><b><u>Scientific Thinking</u></b>   |                   |                  |                         |
| Can describe and sort objects by one or more properties   | _____             | _____            | _____                   |
| Uses the five senses to make observations about the<br>natural world  | _____             | _____            | _____                   |
| <br><b><u>Social Studies</u></b>  |                   |                  |                         |
| Recognizes self and others as having the same<br>and different characteristics                              | _____             | _____            | _____                   |
| Describes roles and responsibilities of people<br>(Mom is a doctor, she helps sick people)                  | _____             | _____            | _____                   |
| Recognizes the reasons for rules  | _____             | _____            | _____                   |
| <br><b><u>The Arts</u></b>  |                   |                  |                         |
| Likes to paint and draw   | _____             | _____            | _____                   |
| Likes to sing and dance   | _____             | _____            | _____                   |

Can share ideas about a drawing/painting \_\_\_\_\_  
Can recognize basic colors \_\_\_\_\_

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.

- \_\_\_\_\_ Understands the meanings and uses 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.

**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.

**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.

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

- \_\_\_\_\_ My child is enthusiastic about going to Kindergarten
- \_\_\_\_\_ 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 has encountered in preschool.

**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 or missed preschool often because of illness or family issues.

I believe that my child exhibits a number of characteristics listed above that indicate he/she might benefit by entering Kindergarten. 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.

\_\_\_\_\_  
Signature, Parent / Guardian

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date



**Early Entrance to Kindergarten Authorization for Assessment**

Child's Name \_\_\_\_\_ Male \_\_\_ Female \_\_\_ DOB \_\_\_\_\_  
 Address \_\_\_\_\_  
 Parent/Guardian \_\_\_\_\_  
 Home Ph \_\_\_\_\_ Work Ph \_\_\_\_\_ Cell Ph \_\_\_\_\_

Your child has been referred as a potential candidate for academic acceleration. Assessments are required for proper placement considerations as well as identification purposes. The following assessments **may** be administered to your child:

- Kaufman Brief Intelligence Test, 2<sup>nd</sup> Edition (K-BIT2)
- Kaufman Assessment Battery for Children, 2<sup>nd</sup> Edition (KABC-II)
- Woodcock Johnson IV Ability and Achievement Tests (WJIV)
- Weschler Individual Achievement Test, 3<sup>rd</sup> Edition (WIAT)
- Weschler Intelligence Scale for Children, 5<sup>th</sup> Edition (WISC-V)
- Kaufman Test of Educational Achievement, 3<sup>rd</sup> Edition (KTEA-III)
- Iowa Acceleration Scale

TESTING IS FOR PLACEMENT PURPOSES ONLY AND **DOES NOT** GUARANTEE THAT EARLY ENTRANCE WILL BE OFFERED.

No assessment will be conducted without your written permission. Please read the information below and return the forms as soon as possible. If you have questions, please contact: Colette Smith, Gifted Coordinator, [Colette.Smith@bexleyschools.org](mailto:Colette.Smith@bexleyschools.org).

"I understand that if I grant permission, my child will receive assessment(s) by designated school personnel and that the information may be shared with teachers, principals and other appropriate school personnel. I further understand and agree that the information collected by the school district will then be reviewed by the Acceleration Evaluation Committee to see if my child meets the criteria for early entrance to Kindergarten (or first grade) in accordance with state and district policy. I will be notified of the decision- making process and meeting to determine the appropriate placement for my child based on this assessment."

- Permission is given to conduct the assessment(s)
- Permission is given to contact my child's preschool teacher:

|      |        |       |
|------|--------|-------|
| Name | School | Phone |
|------|--------|-------|

- Permission is denied.

|           |                       |      |
|-----------|-----------------------|------|
| Signature | Relationship to Child | Date |
|-----------|-----------------------|------|

**Please return to**  
 Colette Smith, Gifted Coordinator - [Colette.Smith@bexleyschools.org](mailto:Colette.Smith@bexleyschools.org)  
 Central Office, 348 S. Cassingham Rd., Bexley, OH 43209



## Early Entrance to Kindergarten | Frequently Asked Questions

State law establishes minimum age requirements for admission to kindergarten (ORC 3321.01). In accordance with this law, the District admits children to kindergarten who turn five by August 1. This date is appropriate for most children, but there are times when a younger child is academically and socially advanced. The District has established a process for children to be considered for early entrance to kindergarten. Here are common questions about this process:

- **How common is early entrance placement?**

Early entrance is typically reserved for the *exceptional* child. Although children do not need to be gifted for early entrance placement, students who are eligible often fall in the gifted range of ability. The goal of all placement decisions is to ensure that students entering kindergarten are ready for what this big year has in store for them both academically and socially. *Because August 1 is appropriate for most children, there are few students, if any, who demonstrate eligibility for early entrance.*

- **What school programs may a child enter early?**

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with the district's acceleration policy (JEBA, Early Entrance to Kindergarten).

- **Who can request a child be considered for early entrance?**

Referrals may come from parents/guardians, family members, educators, or health professionals, such as a psychologist or pediatrician, if the child will be five years by January 1 of the school year in question. The referral must come from the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child.

- **When should the referral requesting assessment for early entrance be submitted?**

Assessment requests should be made at least 60 days before the start of the school year of enrollment to ensure time for assessment and for communicating the outcome prior to the start of the school year. The parent/guardian will be notified in writing of the outcome of the evaluation process within 45-60 days of the submission of the application and consent form.

- **How does the process work?**

There are multiple phases, and the child must meet criteria for the initial phase in order to move forward with a complete evaluation. The basic steps are:

1. The referral is made, and the parent/guardian grants permission to test.
2. An appointment is scheduled to conduct an initial screening. This cognitive ability test takes about an hour. The child must score at least one standard deviation above the mean (115 or higher) in order to be considered a viable candidate for acceleration and thus move on with evaluation components.
3. If the child achieves a score of 115 or higher, the parent/guardian will bring the child in for a second appointment to include more complete cognitive ability testing. Following this, another appointment is scheduled for more complete academic testing. Each of testing session may take up to three hours. The sessions will include regular breaks, and the parent/guardian may provide a snack for the child.

4. If the child meets the criteria to continue with the evaluation, the district may contact the child's preschool teacher or other individuals with a working knowledge of the child to learn more about how the child interacts in a group.
5. Once all data is collected, the district will communicate the test results or arrange a placement meeting.

▪ **Who conducts the assessments?**

The district's gifted coordinator, school psychologists, or other trained staff may administer the assessments.

▪ **What is assessed by the tests?**

Cognitive tests measure a child's ability to think, problem solve, and understand new ideas. The tests include measurement of academic skills to include basic reading and writing skills, understanding of math concepts, and general knowledge of the world. Tests also include an evaluation of the child's social, emotional and physical maturity. The tests are designed to allow the child to go as far as possible in order to gauge how the child compares to other children the same age as well as the average Kindergarten.

▪ **How much time does it take to complete the assessments?**

The assessment process varies in length. Students who are eligible to go through the entire evaluation could go through about *six or more hours of actual testing*. The remainder of the process could take up to two weeks to collect all other necessary information (i.e., consultation with the child's preschool teacher or other professionals who can test to the child's abilities).

▪ **What are the criteria for early entrance placement?**

The Iowa Acceleration Scale (IAS) is used for making placement decisions. The IAS is currently the only acceleration assessment process approved by the Ohio Department of Education. *Early entrance is considered a "grade-level acceleration."* The IAS process is based on points assigned to certain test scores and certain behaviors. Along the way are required minimum scores to continue with the process. Students must have a cognitive ability score of at least 115 to continue through the process: 100 is considered average, 130 is considered gifted, and 115 is considered to be above average/bright. Further, students must have enough advanced academic skills to earn the required rating points to continue the process: typically, students need to score at or above the 90<sup>th</sup> percentile in most subject areas when compared to students of the same age to get enough points to continue with the assessment. These base scores do not guarantee early entrance placement: that decision is based on the total profile of the child. These scores simply serve as a guide for continued consideration. *Students considered for early entrance are expected to score much higher than an average child entering Kindergarten.* This is based on research on child development and acceleration practices and in accordance with state guidelines.

▪ **Who makes the decision to place or not to place a child in kindergarten?**

The district forms an acceleration committee, which typically consists of the district's gifted coordinator, school psychologist, building principal, and a kindergarten teacher. This committee will make decisions about placement for any child who completes the *entire* assessment process. The decision is a result of group consensus based on the data gathered during the assessment process.

▪ **What if I disagree with the acceleration committee's decision?**

The parent/guardian may appeal in writing the decision of the acceleration committee to the superintendent within 30 days of being notified of the team's decision. The superintendent will review the appeal and notify the parents of the decision within 30 days of receiving the appeal. The superintendent's decision will be final.

References:

IKEB, Acceleration

JEBA, Early Entrance to Kindergarten



## 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.

**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><br/>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</li><li>▪ ride a tricycle?</li></ul>  | <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> |
| <p><b>Health and Safety Needs</b><br/>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; and</li><li>▪ learned to follow rules for safety?</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>   |
| <p><b>Personal Needs</b><br/>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 a tissue to blow nose;</li><li>▪ button and zip up shirts and pants;</li><li>▪ put on and take off coat; and</li><li>▪ tie and/or velcro shoes?</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>   |
| <p><b>Social and Emotional Skills</b><br/>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; and</li><li>▪ put toys away when asked?</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>   |



## When is a Child Ready for Kindergarten?



- [LINK: Kindergarten Readiness](#)

COLUMBUS, Ohio -

It is a question many parents struggle with: When is a child ready for Kindergarten?

In Ohio, a child must be five years old by September 30 to enter school in the fall; but for some parents and their children, it is not that simple.

Lizzie Cowgill wants to make the best decision for her daughter, Bella, who is four years old.

"She's a girl. She can write her name. She knows her letters and numbers. It's not that. It's for us the social, emotional, the whole picture. We want her to be ready completely," said Cowgill.

Bella will turn five in August, just in time to head to Kindergarten in the fall, but like many other parents, the Cowgills are hesitating.

"I'm not worried about Kindergarten, I'm worried about third grade, and fourth grade, and learning to read," said Cowgill.

Julie Zwyer and her husband say they feel the same way. They have a son who also has a late summer birthday.

"He is just starting to come out of his shell a little more. So I think giving him that extra year will be a good thing," said Zwyer.

The Zwayers even contemplated sending their son, Lane, to Kindergarten twice.

Tom Bates, principal at Tremont Elementary in Upper Arlington says, "It's really an individual student by student, kid by kid decision."

Out of the 100 Kindergarteners at Tremont Elementary, about half were sent to school on time at the age of five; the other half waited a year.

"Their birth date is only one component of how successful they'll be in school," said Bates.

Bates recognizes Kindergarten is the “new first grade” when it comes to expectations of the students.

"Kindergarten is very academic now. We need our kindergartners to leave as readers and writers and mathematicians. It's not a time to come and play," said Bates.

Bates suggests consulting with your child's preschool teachers for input.

He says parents ultimately need to make the decision. “They know their child better than anybody else.”

Bates explains if a child is going to struggle in school, it will most likely be apparent very early, perhaps as early as Kindergarten.

Even if your child is ready academically experts say it's not that simple.

Developmental Pediatrician Dr. Daniel Coury says, "It's also knowing how to interact with others, how being able to sit down and listen when the teacher is going to be having storytime."

Coury explains that social emotional maturity plays a large role in Kindergarten readiness and that studies show children with some type of preschool experience adjust better to Kindergarten.

"There is certainly pressure to do more and learn more at an earlier age. And while we may be able to say the brain is able to do this, all that we've been discussing here about the social emotional part may not be ready for this"

We all heard it said girls mature sooner, should your child's sex factor into your decision?

Again, experts say, it depends on your unique child.

"Holding a child back for social emotional reasons may make sense because that kind of maturity takes time. The child who may not have all of the knowledge, alphabet and so forth, that may not be necessarily a reason to hold them back," said Coury.

The Cowgills say they are going to rely on their gut.

"Down the road when we're crying that she is going to college. We got a bonus year," said Cowgill.