



Springboro Community City Schools



Early Entrance Overview

Springboro Community City Schools believe that all children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. For advanced learners this may be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older students.

Children may be referred by a parent or guardian if the child turns five years of age on or after October 1 AND on or before December 31 of the school year for which admission is requested. Children may be referred by a teacher within the district, a pre-school educator who knows the child, or a pediatrician or psychologist who knows the child if the child turns five years of age on or after January 1 of the school year for which admission is requested.

Referrals for early entrance must be received 60 days prior to the start of the school year. Referral forms are available on Springboro Community City Schools' website and in each school office.

Upon receipt of a referral, Springboro Community City Schools will obtain parental permission (if parent is not referring) for assessment. The district will convene an acceleration committee including appropriate district personnel, and parent(s) to review assessment data and other factors to determine if acceleration is warranted. The Iowa Acceleration Scale will be utilized for gathering and analyzing data.

Early Entrance Directions

Complete basic information section starting with student name and ending with relationship to student. Select the early entrance option and child's age, then list your reasons. Consider the following as you construct your reasons:

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.

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 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.

Please send completed forms to:

Lori Dreyer, Gifted Liaison
Five Points Elementary
650 E. Lytle Five Points Rd., Centerville, OH 45458
or
ldreyer@springboro.org

For more information about academic acceleration, visit:

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

<http://www.nagc.org/resources-publications/gifted-education-practices/acceleration>

Referral for Early Entrance
Permission for Assessment

Student Name _____ DOB _____

School _____ Grade _____

Address _____
Street Address City State Zip Code

Contact Info _____
Home Phone Cell Phone Email Address

Person Referring _____ Relationship to Student _____

Early Entrance:

Kindergarten

(child will be 5 before January 1)

(child will be 5 after January 1)

First Grade

(child will be 6 before January 1)

(child will be 6 after January 1)

Reasons: _____

Has the child participated in any of the following? (Check all that apply.)

Attends/attended pre-school? If yes, list pre-school and years of attendance: _____

Participates/participated in enrichment/acceleration class or activity outside of pre-school. If yes, list classes and years of participation: _____

A parent/guardian's signature on this form grants permission for the gifted department to assess the student and review student records.

parent/guardian signature

date