



**Olmsted Falls City Schools**  
**ACADEMIC ACCELERATION FOR ADVANCED LEARNERS**  
**REFERRAL FORM – EARLY ENTRANCE**

**REFERRAL FOR:**

Child's Name \_\_\_\_\_ Child's Birth Date: \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Parent Email \_\_\_\_\_

Preschool(s) Attended/Dates: \_\_\_\_\_

What language is primarily spoken at home? \_\_\_\_\_

**Type of Acceleration Requested:**

- \_\_\_ Early Entrance to Kindergarten (my child will be 5 before January 1)
- \_\_\_ Early Entrance to Kindergarten (my child will **not** be 5 before January 1)
- \_\_\_ Early Entrance to 1<sup>st</sup> Grade (my child will be 6 before January 1)
- \_\_\_ Early Entrance to 1<sup>st</sup> Grade (my child will **not** be 6 before January 1)

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**ABOUT EARLY ENTRANCE**

A unique type of whole-grade acceleration is early entrance to school (i.e., kindergarten or first grade). 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*).

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.

**\*\*Please check the boxes next to the characteristics you consistently observe in your child:**

**What are some important ability/achievement/aptitude/behavior factors?**

- 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;

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**What are some important ability/achievement/aptitude/behavior factors? (continued from p. 1)**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After reviewing this referral form, I believe that my child exhibits a number of characteristics that indicate he/she might benefit by entering school early. 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 or first grade.

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

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The referral request will be processed and parents will receive the final determination for early entrance in 45-60 school days from the date the referral is received.

School Representative Receiving Referral \_\_\_\_\_

Date \_\_\_\_\_

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## Olmsted Falls Early Entrance Evaluation Process

### Kindergarten

- Contact The Early Childhood Center Secretary at (440) 427-6360 to schedule testing by a Gifted Intervention Specialist with a brief cognitive (also known as IQ) measure and a developmental assessment..
- Return this completed referral form to the kindergarten building prior to the assessment or via email to the gifted intervention specialist to which you have been assigned.
- If your child's performance meets the cutoff score on the brief cognitive measure and s/he is successful with the developmental screening, s/he will be invited to receive a cognitive evaluation with a School Psychologist.
- Results from the cognitive testing will be mailed home.
- Should your child qualify for early entrance to kindergarten a Gifted Intervention Specialist will create a Written Acceleration Plan.
- The above activities typically take place in the spring, but may occur later, due to a variety of factors.

### First Grade

- Contact the School Psychologist at Falls-Lenox at (440) 427-6432 anytime after March 1<sup>st</sup> to schedule an appointment for evaluation. This evaluation includes a full-length cognitive test and academic achievement testing in reading, writing and math.
- Bring this completed referral form and your child's kindergarten report card with you to the appointment.
- If your child's performance meets the cutoff scores, you will be invited by the Falls-Lenox Principal to meet with a team of professionals (to include a first grade teacher, Gifted Intervention Specialist and your child's kindergarten teacher, if possible) to review the test results and complete a structured interview about your child's overall development.
- If the structured interview results in a recommendation for early entrance to first grade, your child will be invited to do so.
- You will be contacted by a Gifted Intervention Specialist to create a Written Acceleration Plan.
- The above activities typically take place in the spring, but may occur later, due to a variety of factors.

Resources describing the assessment materials, cutoff scores and appeal process used in the Early Entrance process may be obtained on the [www.ofcs.net](http://www.ofcs.net) website (Downloads tab) or by request in the offices at the ECC or Falls-Lenox.