



## Central Office

7946 Beechmont Avenue  
Cincinnati, Ohio 45255  
513-231-3600  
Fax: 513-231-3830  
www.foresthills.edu

**Larry R. Hook**  
*Superintendent*  
**Alana Cropper**  
*Treasurer*  
**Kim Tinsley**  
*Assistant Superintendent*

Dear Parent,

I am writing in response to your inquiry about Early Entrance to Kindergarten for your child. Enclosed is a packet of information and application materials that include the following:

- Early Entrance Referral Form
- Kindergarten Readiness Checklists (to be completed by the parent/guardian, and preschool educator or physician)
- Enrollment/Residency Requirements - Residency must be confirmed prior to scheduling the evaluation. Please complete the attached Residency Confirmation Form and schedule an appointment to submit residency/custody documentation.

When your completed packet is received, you will be contacted to schedule an appointment to conduct the evaluation. Evaluations occur in June and August annually.

Since Early Entrance to Kindergarten is equivalent to grade acceleration, the requirements are comprehensive and stringent. A committee of which you will be a member will thoroughly review each child's information to determine if early entrance placement would be appropriate for your child.

In addition, and according to the Ohio Department of Education, a parent may request early admission to kindergarten if the child turns age 5 after the district's kindergarten entrance date of August 1 and before January 1.

If you would like to discuss Early Entrance or have questions about the application process, please contact me.

Sincerely,  
Bob Buck  
Director, Teaching & Learning  
(513)231-3600  
bobbuck@foresthills.edu

**FOREST HILLS LOCAL SCHOOL DISTRICT  
ACADEMIC ACCELERATION FOR ADVANCED  
LEARNERS REFERRAL FORM  
KINDERGARTEN EARLY ENTRANCE 2024-2025**

**ABOUT EARLY ENTRANCE**

Early entrance to school is a unique type of whole-grade acceleration (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*)

---

**Child Name:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_

**Parent 1:** \_\_\_\_\_ **Parent 2:** \_\_\_\_\_

**Potential School:** \_\_\_\_\_

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

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

**Check One:**

- My child will be five by January 1<sup>st</sup> of this school year.
- My child will be younger than five by January 1<sup>st</sup> of this school year.

*A parent may request early admission to kindergarten if the child turns age 5 after the district's kindergarten entrance date (August 1) and before January 1 (Ohio Department of Education).*

---

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

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

*My child seems advanced beyond other children their age in these ways:*

- Understands the meanings and use of words better than other children their 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 their 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 their age;
  - Reads (and understands text) in picture books or chapter books;
  - Figures out math-related problems better than other children their age.
-

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

*My child:*

- High interest of learning; Enjoys learning new information or skills;
  - Participates in community-sponsored activities, such as sports, dance, gymnastics, parks, playing in community back yard, library and museum programs;
  - Believes they are capable of succeeding at new tasks.
- 

**What are some important developmental factors?**

*My child has the following developmental characteristics:*

- They have an average fine and large motor coordination (i.e. holding a pencil, skipping);
  - They are 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.
- 

**Important attitudes and supports necessary for success in school- Check any that apply:**

- 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 their transition to a new setting with much higher academic demands than they have encountered in preschool.
- 

**Some considerations- Check any that apply:**

*My child:*

- Has one or more older siblings in the grade in which they will be placed if admitted by early entrance (which may cause social/emotional issues in the family).
- Often did not want to attend preschool, or missed preschool often because of illness or family issues.

**I have completed the Kindergarten Readiness Checklist and have attached it to this request. I have also reviewed the characteristics and information listed above. I believe that my child exhibits a number of characteristics that indicate he/she might benefit by entering the K-12 acceleration program. I have reviewed the considerations and do not feel they would negatively impact my child’s success in school.**

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

***Note: You will be notified by a case manager regarding the next step of the process. At that time, a request to evaluate your child will be provided to you and someone will be available to answer any questions you may have before moving forward.***

**District Representative:** \_\_\_\_\_

**Case Manager:** \_\_\_\_\_

**School:** \_\_\_\_\_

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



### Kindergarten Readiness Checklist - for Parents

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Person Completing Checklist \_\_\_\_\_

Phone \_\_\_\_\_ Relationship \_\_\_\_\_

Readiness for school involves many aspects of development. The statements below generally refer to attributes of beginning kindergarten students. Please assess the student's current skills, thus giving the Forest Hills School District Early Entrance Committee specific information about this child.

Always	Sometimes	Never	Criteria: The Child...
			Knows right from left hand, knee, leg, etc.
			Uses concepts of behind, in front of, under, above, over, below.
			Knows not only the largest and smallest of a group but also knows the middle one.
			Distinguishes which object of equal size is the heaviest, lightest... (i.e.: cotton ball vs. steel ball).
			Understands the concepts of morning, afternoon, evening, night, tomorrow, yesterday.
			Can state the days of the week.
			Can tell time to the hour.
			Distinguishes things that are similar and different and is starting to verbalize the difference between objects spontaneously.
			Counts objects to ten easily and does rote counting to thirty.
			Shows cause and effect and sequence of observation verbally by use of words such as "because" and "since"
			Produces the correct sound for: P,B,M,W,H,D,T,N,G,K,Y,F
			Uses complete sentences containing at least five words.
			Remembers and follows three simple commands given at one time and not repeated.
			Relates in sequence an unfamiliar story that has been heard only once.
			Is well-coordinated when s/he walks, runs, and jumps.
			Is consistently right or left handed.
			Is able to draw a vertical line, horizontal line, and circle.
			Is able to draw a triangle and diamond.
			Correctly labels shapes (listed above) and colors.
			Recites alphabet correctly (without having to sing the alphabet song).
			Is able to concentrate attention on a task without being distracted.
			Is able to play cooperatively with other children and engage in some competitive action play.
			Is able to wash, dress (except for tying), feed and toilet self without help.
			Is capable of self-criticism and willing to carry some responsibility.
			Is able to verbalize anger and frustration instead of acting out.



**Kindergarten Readiness Checklist - for Pre-Kindergarten Educator and/or Physician**

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Person Completing Checklist \_\_\_\_\_

Phone \_\_\_\_\_ Relationship \_\_\_\_\_

Readiness for school involves many aspects of development. The statements below generally refer to attributes of beginning kindergarten students. Please assess the student's current skills, thus giving the Forest Hills School District Early Entrance Committee specific information about this child.

Always	Sometimes	Never	Criteria: The Child...
			Knows right from left hand, knee, leg, etc.
			Uses concepts of behind, in front of, under, above, over, below.
			Knows not only the largest and smallest of a group but also knows the middle one.
			Distinguishes which object of equal size is the heaviest, lightest... (i.e.: cotton ball vs. steel ball).
			Understands the concepts of morning, afternoon, evening, night, tomorrow, yesterday.
			Can state the days of the week.
			Can tell time to the hour.
			Distinguishes things that are similar and different and is starting to verbalize the difference between objects spontaneously.
			Counts objects to ten easily and does rote counting to thirty.
			Shows cause and effect and sequence of observation verbally by use of words such as "because" and "since"
			Produces the correct sound for: P,B,M,W,H,D,T,N,G,K,Y,F
			Uses complete sentences containing at least five words.
			Remembers and follows three simple commands given at one time and not repeated.
			Relates in sequence an unfamiliar story that has been heard only once.
			Is well-coordinated when s/he walks, runs, and jumps.
			Is consistently right or left handed.
			Is able to draw a vertical line, horizontal line, and circle.
			Is able to draw a triangle and diamond.
			Correctly labels shapes (listed above) and colors.
			Recites alphabet correctly (without having to sing the alphabet song).
			Is able to concentrate attention on a task without being distracted.
			Is able to play cooperatively with other children and engage in some competitive action play.
			Is able to wash, dress (except for tying), feed and toilet self without help.
			Is capable of self-criticism and willing to carry some responsibility.
			Is able to verbalize anger and frustration instead of acting out.

# Grade Acceleration Residency Confirmation Form

Please complete the information below and contact Debbie Conover (Registration) at (513) 231-3600, ext. 2960, or [debbieconover@foresthills.edu](mailto:debbieconover@foresthills.edu) to schedule an appointment to submit residency and custody documentation.

			OM	OF
Student's Legal Last Name	Legal First Name	Legal Middle Name		
DOB (mm/dd/yy}	Place of Birth (City)	(State)		(Country)
Home Address	Apt.#	City		Zip
( )				
Home Phone	Mother's Maiden Name	Child's Native Language		

Please bring the following documentation to your appointment.

- Original birth certificate of student
- Driver's license (or photo identification) of the student's residential parent/legal guardian
- Proof of residency (closing statement, property tax bill, mortgage statement, deed OR lease agreement)
- Court documents showing current legal custody (if applicable)