

A VITAL LINK



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Licking County Educational Service Center

145 N. Quentin Road
Newark, Ohio 43055
Phone: (740) 349-6084

Dear Parents,

Thank you for contacting your Licking County Local School District 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 Licking County. 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. If you have any questions about the procedures, please feel free to call or email, and your district's gifted coordinator, listed below, will be happy to answer your questions or concerns.

The assessment may involve the use of four instruments: the Iowa Acceleration Scale, a brief screener, a full cognitive ability test, and a full academic achievement test. The screener, 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 in order to make a placement recommendation.

Process for Early Entrance Consideration:

1. Complete and return each form in the referral packet to your school district's gifted coordinator at the Licking County Educational Service Center. If your child's birthday falls between August 1 and January 1, the parent 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 at the Licking County Educational Service Center. A student must score 115 or higher on this screener in order 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 achievement evaluation, the parent 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 parents 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'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, 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 all of these steps, the data will be summarized on the Iowa Acceleration Scale. When all data has been compiled, the gifted coordinator, the Kindergarten principal, a Kindergarten teacher, and parents will meet to discuss the best placement for the child in the upcoming year.

Again, please submit the enclosed referral, information, and permission forms as quickly as possible to:

Your District Gifted Coordinator, 145 N. Quentin Road, Newark, OH 43055

Your district gifted coordinator will then call you to schedule testing. If you have any questions, please contact our office at any time, 740-349-6084.

Sincerely,

Georgia Banks
Gifted Coordinator
Granville

Holly Hartman
Gifted Coordinator
Heath
Johnstown

Colette A. Smith
Gifted Coordinator
Lakewood
Licking Valley
North Fork



Early Entrance to Kindergarten Frequently Asked Questions



To be sure children are ready for the demands of school; students must turn five by August 1 to enroll in Kindergarten. This date is appropriate for most children, but there are times when a younger child is academically and socially advanced. In accordance with state law, the district has established a process for children to be considered for early entrance to Kindergarten. Here are common questions about the process. If you have additional questions, please contact your district Gifted Coordinator, at the Licking County Educational Service Center at 740-349-6084.

1. *How common is early entrance placement?*

Early entrance is typically reserved for the *exceptional* child. Although students do not need to be gifted for early entrance placement, students who are ultimately 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 academically and socially. **Because the August 1 date is appropriate for most children, there often are very few students, if any, who demonstrate eligibility for early entrance.**

2. *What school programs may a child enter early?*

Children may be considered for early entrance into the regular Kindergarten program if they will be 5 after the August 1 date or 1st grade if they turn 6 after the August 1 date.

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

Referrals may come from parents, family members, educators, or health professionals, such as a psychologist or pediatrician, if the child will be 5 years by January 1 of the school year in question. The referral must come from an educator, pediatrician, or psychologist if the child turns 5 after January 1 of the school year in question. Parents must sign a consent form for assessment. Forms are available from the county gifted coordinator or the school and district offices.

4. *When does someone request assessment for early entrance?*

Assessment requests for the following school year should be made at least 60 days before the start of the school year to ensure time for assessment and any necessary placement prior to the start of the school year.

5. *How does the process work?*

There are multiple phases to the process, and students must meet criteria for the previous phase in order to move forward with the remainder of the evaluation. The basic steps are:

- a. The referral is made and parents grant permission to test. After the referral is received, an initial screening appointment will be made.
- b. The initial appointment takes about an hour and includes a cognitive ability screener. **The student must score at least a 115 for additional testing to be completed.** The initial test is scored immediately and shared with the parents to determine next steps.
- c. If the child meets the initial screening criteria of 115, parents will bring their child in for a second appointment for more complete cognitive ability testing and a third appointment for more complete academic achievement testing. Each of these sessions may last up to 3 hours **each** and includes regular breaks. Parents should bring a snack for their child.

- d. If the child meets the criteria to continue with the evaluation, the county gifted coordinator may contact the child's preschool teacher or other individual with a working knowledge of the child to learn more about how the child interacts in a group.
 - e. Once all data is collected, the gifted coordinator will communicate the test results or arrange a placement meeting.
6. *When does assessment take place?*

Students referred **60 or more days prior** to the start of the school year are evaluated in advance of the start of the school year.
 7. *Who conducts the assessment?*

The gifted coordinator, school psychologist, or other trained staff may administer the assessments.
 8. *What information is used to determine if a child may enter Kindergarten early?*

Assessment for early entrance to Kindergarten uses information from a cognitive ability test that measures a child's ability to think, problem solve, and understand new ideas. The assessment also includes a test of academic skills and an evaluation of the child's social, emotional, and physical maturity.
 9. *How long does the assessment take?*

The assessment process varies in length. Students who are eligible to go through the entire evaluation could go through about 6+ hours of actual testing. The remainder of the process could take up to two weeks to collect all other necessary information.
 10. *What is on the test?*

The cognitive ability test looks at a child's ability to follow directions, communicate through speaking, problem solve, understand how shapes and space go together, and recognize patterns and relationships among ideas and objects. The achievement testing measures a child's basic reading and writing skills, understanding of math concepts, and general knowledge of the world around him or her. 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 Kindergartener.
 11. *What are the criteria for early entrance placement?*

Licking County uses the *Iowa Acceleration Scale (IAS)* for making placement decisions. This instrument makes recommendations based on points assigned to certain test scores and certain behaviors. Along the way are required minimum scores in order to continue with the process. Based on the guide established in the IAS, students must have a cognitive ability score of at least 115 to continue through the process. To put that into perspective, 100 is considered average, 130 is considered gifted, and 115 is considered to be above average/bright. Also, 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 90th 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.
 12. *Who makes the decision to place or not place a child in Kindergarten early?*

For students who meet the minimum requirements for acceleration, a placement team, which typically includes the parents, county gifted coordinator, building principal, and a Kindergarten teacher, 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.



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>Physical Skills Does your child...</p> <ul style="list-style-type: none"> • enjoy outdoor play such as running, jumping, and climbing; • draw and trace basic shapes; • cut with scissors; • bounce a ball; or • ride a tricycle? 	<ul style="list-style-type: none"> • 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. • Activities that will help your child's coordination include climbing, jumping, skipping, playing ball, using playground equipment and riding a tricycle.
<p>Health and Safety Needs Has your child...</p> <ul style="list-style-type: none"> • had required shots; • had a dental exam; • had a vision exam; • learned own first and last name; • learned first and last name of parent; • learned to watch for cars when crossing the street; • learned to not talk to strangers; • developed a set routine for going to bed; • learned to follow rules for safety? 	<ul style="list-style-type: none"> • Help your child learn their full name, address and telephone number. • Help your child to look both ways when crossing the street. • Talk with your child about strangers and who to go to for help. • Use bedtime as the opportunity to read to and talk with your child.
<p>Personal Needs Without your help, can your child ...</p> <ul style="list-style-type: none"> • use the bathroom; • wash hands; • brush teeth; • use a tissue to blow nose; • button and zip up shirts and pants; • put on and take off coat; • tie and/or velcro shoes? 	<ul style="list-style-type: none"> • Create morning and bedtime bathing and tooth-brushing routines. • Allow your child to dress themselves. • Practice putting shoes on. • Help your child learn to use their words to tell other grownups when they are feeling sick or hurt.
<p>Social and Emotional Skills Does your child...</p> <ul style="list-style-type: none"> • play well with other children; • separate from a parent without being upset; • share with other children; • care about the feelings of others; • follow routines; • put toys away when asked? 	<ul style="list-style-type: none"> • Give your child small chores to learn responsibility. • Help your child learn to follow directions by giving simple steps. • Encourage your child to share. • Praise your child when he or she does something well. • Provide guidance when your child is having difficulty.

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 Zwayer 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 Zwayer.

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 Cury 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."

Cury 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 Cury.

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.

Early Entrance to Kindergarten Parent Checklist

Please read each statement and indicate by placing a "checkmark" how you 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 (dressing, undressing, zipping, tying, toileting, eating)	_____	_____	_____
Uses eye/hand coordination to perform fine motor tasks (drawing, writing, and cutting)	_____	_____	_____
Uses balance and control to perform large motor tasks (walking, jumping, and skipping)	_____	_____	_____
 <u>Personal and Social Development</u>			
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	_____	_____	_____
 <u>Language and Literacy</u>			
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	_____	_____	_____
 <u>Mathematical Thinking</u>			
Can recognize numbers 0-20	_____	_____	_____
Can orally count forward to 20	_____	_____	_____
Can recognize, duplicate, and extend simple patterns (Circle-Triangle, Circle-Triangle, Circle-Triangle)	_____	_____	_____
Can recognize and duplicate basic shapes	_____	_____	_____
 <u>Scientific Thinking</u>			
Can describe and sort objects by one or more properties	_____	_____	_____
Uses the five senses to make observations about the natural world	_____	_____	_____
 <u>Social Studies</u>			
Recognizes self and others as having the same and different characteristics	_____	_____	_____
Describes roles and responsibilities of people (Mom is a doctor, she helps sick people)	_____	_____	_____
Recognizes the reasons for rules	_____	_____	_____
 <u>The Arts</u>			
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

Licking County Local Schools
Referral for Assessment for Acceleration Consideration
Early Entrance to Kindergarten

Please complete this referral form if you feel that 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 ___ Date of Birth: ____ / ____ / ____

Address: _____

Parent/Guardian: _____ Relationship to Child: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

School: _____ Grade: _____ Referred By: _____

****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.**

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

- 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 First Grade

Preschool Experience – please attach preschool report card if available

List the nursery schools, Head Start, special programs, and other day care or preschool programs attended.

Name of School/Program/Day Care/Preschool	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.

Signature
Relationship to Child
Date

Please return to
 Your District's Gifted Coordinator, LCESC,
 145 N. Quentin Road, Newark, OH 43055

Licking County Local Schools Permission for Acceleration Assessment Early Entrance to Kindergarten

Child's Name _____ Date of Birth: ____/____/____
 Address: _____
 Parent/Guardian: _____ Phone: _____
 School: _____ Grade: _____ Referred By: _____

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, 2nd Edition (K-BIT2)
- Otis Lennon School Ability Test (OLSAT)
- Iowa Test of Basic Skills (ITBS)
- Woodcock Johnson Ability and Achievement Tests (WJIV)
- Weschler Intelligence Scale, 4th edition
- Kaufman Test of Educational Achievement (KTEA)
- Iowa Acceleration Scale

No assessment will be done without your written permission. Please read the information below and return the forms as soon as possible. If you have questions, please contact: Your District Gifted Coordinator at 740-349-6084.

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

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

 Parent/Guardian Potential School Child's DOB

 Signature Relationship to Child Date

Please return to
 Your District Gifted Coordinator, LCESC,
 145 N. Quentin Road, Newark, OH 43055

Early Entrance Acceleration Questionnaire

Please complete this form as it applies to your child. Check the most accurate description.

Please return to
Gifted Coordinator

Attention: (Your District Name)

LCESC, 145 N. Quentin Road, Newark, OH 43055

Or scan and email to: gbanks@laca.org, hhartman@laca.org, or csmith@laca.org

School and Academic Factors

1. Has this student ever been formally evaluated by a psychologist, social worker, or learning specialist?

No

Yes (Please attach all available results)

When was the evaluation? _____

Why was this student evaluated? _____

2. Has the student been on medication within the last year for control of behavior or emotions?

No

Yes (behavior or emotions?) _____

3. Does the student have a diagnosed learning or physical disability?

No

Yes (Please specify) _____

4. Siblings:

Student has one or more siblings one grade above student's current grade or currently in same grade as the student

Student has one or more siblings one grade below the student's grade

Student has one or more siblings two or more grades above or below the student's current grade

Student has no siblings

If student has siblings, please indicate names and ages of each:

Name	Age
_____	_____
_____	_____
_____	_____

5. Attendance at preschool and/or daycare:

History of excessive unexcused absences and tardiness

History of frequent excused absences—illness or family issues

Absences and tardiness average for his grade

Excellent attendance

Never attended a preschool and/or daycare program

6. Motivation for assigned tasks:

Does not complete assignments and appears disinterested

Only completes tasks that are of interest to him or her

Completes all assignments on time and shows a positive attitude

Completes most assignments more quickly and more comprehensively than other age peers

7. Attitude towards learning:

Student is disinterested and/or frustrated when presented with academic challenges

Student completes assignments competently, but inconsistently

Student completes assignments but rarely seeks further challenges

Student is receptive to and enthusiastic about new academic challenges

Student actively seeks and persists in new and rigorous academic challenges

8. Participation in School Extracurricular activities—sports, music, clubs, etc.:
- School Activities available but student does not participate
 - Student shows limited participation in available activities
 - Student participates in two or more activities but has not received special recognition
 - Student has a leadership role or has received recognition

9. Academic Self Concept:
- Self-concept weak—under estimates abilities
 - Self-concept inflated—over estimates abilities
 - Perceives his/her talents realistically—neither inflated nor depressed

Developmental Factors

10. Age:

- Among the youngest in the grade
- Average age for the grade
- Among the oldest in the grade

11. Size:

- Smaller than other students in his grade
- About the same size
- Larger than most other students in his grade

12. Coordination:

- Less coordinated than other students in his grade
- About same coordination as other students in his grade
- More coordinated than other students in his grade

Interpersonal Skills

13. Emotional Development:

- Exhibits a pattern of emotional disturbances
- Reacts aggressively or defensively when criticized
- Very sensitive to criticism or remarks
- Thoughtfully considers feedback/criticism and modifies behavior appropriately

14. Behavior:

- History of frequent discipline problems in class, home, community or with law enforcement
- Occasional discipline problems
- No history of discipline problems, but is not exemplary
- Exceptionally positive and effective behavior

15. Relationship with peers:

- Poor interpersonal skills and no friends
- Interpersonal skills not well developed as his age mates
- Demonstrates good interpersonal skills and prefers to be with older children and/or adults rather than age mates
- Has good interpersonal skills with age mates, as well as with students both older and younger and with adults

16. Relationship with Teachers:

- Poor interpersonal skills with all teachers
- Poor interpersonal skills with most teachers
- Good interpersonal skills with most teachers
- Excellent interpersonal skills with all teachers

17. Participation in Non-school or Community Extracurricular Activities—athletics, music programs, scouts, etc.:
- Student does not participate in non-school activities
 - Student participates occasionally in activities
 - Student participates in two or more activities and does well but has not received special recognition
 - Student has a leadership role or has received recognition

18. Student's attitude toward grade acceleration:
- Student does not want to accelerate to the next grade
 - Student is unsure about acceleration
 - Student is mild to moderately positive about accelerating to the next grade
 - Student is enthusiastic about accelerating

19. Do you believe early entrance is a good option for your child?
- No Yes

Why or why not?

Additional comments about any previous items?