

Brookfield Local Schools
Acceleration
Referral & Permission Form

Student: _____ School: _____ Grade: _____

Is referred for acceleration in the following area(s):

| | Reason |
|--|--------|
| <input type="checkbox"/> Whole-grade acceleration | _____ |
| <input type="checkbox"/> Individual subject acceleration | _____ |
| <input type="checkbox"/> Mathematics | _____ |
| <input type="checkbox"/> Reading | _____ |
| <input type="checkbox"/> Social Studies | _____ |
| <input type="checkbox"/> Science | _____ |
| <input type="checkbox"/> Early admission to kindergarten | _____ |
| <input type="checkbox"/> Early high school graduation | _____ |
| | _____ |
| | _____ |
| | _____ |

Signature of Person Initiating Referral Position or Relationship to Child Date

I understand that if I grant permission, my child will be evaluated and assessed by designated school personnel. The information may be shared with teachers, principals, and other appropriate school personnel. I will be informed of the results of this assessment.

Please be aware that evaluation and assessment does not necessarily accelerate your child.

- Permission is given to conduct the assessment(s)
- Permission for further assessment is denied

Signature of Parent/Guardian Phone Date

PLEASE RETURN TO THE BUILDING PRINCIPAL

**ACADEMIC ACCELERATION FOR ADVANCED LEARNERS
REFERRAL FORM ABOUT EARLY ENTRANCE
Brookfield Local School District**

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.

REFERRAL FOR:

Student's Name _____ **Student's Date of Birth:** _____

Father's Name: _____ **Father's Occupation:** _____

Mother's Name: _____ **Mother's Occupation:** _____

Siblings:

| Name | Gender | Age | School Grade | Name of School |
|------|--------|-----|--------------|----------------|
| | | | | |
| | | | | |
| | | | | |

Address _____

Phone _____ **Email** _____

Type of Acceleration Requested:

- ___ Early Entrance to Kindergarten (my child will **not** be 5 before August 1)
___ Early Entrance to First Grade

Please attach the following: any relevant prior psychological or medical evaluations, information/transition forms from student's current preschool teacher and a portfolio of your student's work.

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);

Physical Size compared to most same aged students:

- He/she is smaller He/she is about the same size He/she is larger

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.

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

I believe that my child exhibits a number of the characteristics listed above that indicate he/she might benefit by entering the grades K-12 program. 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 _____

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

School Representative Receiving Referral _____

School _____

Date _____