EARLY ADMISSION PROGRAM

The Board of Education has adopted a policy allowing children in Independent School District 728 to enter kindergarten if their 5th birthday is on or before September 1. Although chronological age is generally the factor used to determine eligibility for admission, some parents question whether their younger children may be ready for kindergarten sooner. The Early Admissions Program makes it possible for exceptional children to be considered for early admission if they turn five years of age between September 1 and October 15 and if they make application prior to June 1st.

If parents feel that their child’s total development is superior to most children of the same age and feel their child can compete with older children, they may apply for early admissions. The early entrant must speak plainly; express themselves well, and be sufficiently outgoing to associate with older children. (They may be competing in school with children who are over a year older than they are.) Philosophically, the school feels it should be able to work with any child when he/she arrives at school (including exceptional children), thus reducing the need for special placement.

If you as a parent feel that your child is exceptional:

1. Complete the attached application and “Do-It-Yourself Assessment Checklist.” Responses should indicate the child is exceptional. Answer the questions as completely as possible. Send them to the Assistant Superintendent of Educational Services along with a copy of your child’s birth certificate. (Please send a copy and not an original.)

2. If the parent wishes to proceed with the early admission procedure, an appointment will be made (usually scheduled in June) for the child to go through a “developmental profile.” Parents will incur the cost for this. The 2020-21 cost for this test is $200.00 and payment needs to be submitted at the time of the application. Results and information from the developmental profile will be used to help determine the best plan for your child. This testing procedure is intended to determine your child’s developmental readiness.

3. Dependent upon the information on the application and “Do-It Yourself Assessment Checklist” and the results of the developmental profile, a recommendation by the Assistant Superintendent of Educational Services will be made as to whether or not to accept your child as an early entrant. If not accepted, parents (at their own expense) may pursue psychological testing from a certified psychologist. A recommendation by the psychologist regarding the child’s readiness for early admission needs to be sent to the Assistant Superintendent of Educational Services. Upon completion of the above, a committee from the district (Educational Services Assistant Superintendent, principal, kindergarten teacher and evaluator from #3 above) will reconsider its previous recommendation based on the new information and provide the parents with a decision.

No child will be admitted unless it can be reasonably determined that they are intellectually superior and socially competent with older children. In the event that parents question the recommendation regarding their child, they may request a meeting to discuss the recommendation with the Superintendent of Schools. The final decision for determining early admission will rest with the school district.

Sincerely,

Dr. Jana Hennen-Burr
Assistant Superintendent of Educational Services

Our mission is to educate, inspire & empower
RETURN THE FOLLOWING BY JUNE 1ST:

Application
Birth Certificate COPY
“Do It Yourself Checklist”

Return all of the above items to:
Dr. Jana Hennen-Burr
Asst. Superintendent of Educational Services
ISD728 Elk River Area Schools
11500 193rd Ave. NW
Elk River, MN 55330
APPLICATION FOR EARLY ADMISSION TO KINDERGARTEN

Child’s Name: __________________________________________________________________________________________________

Date of Birth: _____________________________________________________ (Attach copy of child’s birth certificate)

Parent/Guardian(s): __________________________________________________________________________________________

Address: ________________________________________________________________________________________________________

Home/Cell Phone: __________________________ Work Phone: __________________________

Email Address: ________________________________________________________________________________________________

1. Is your child able to:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>Read and recognize 50 words</td>
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<tr>
<td>Fluently read and recognize 120 words</td>
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<tr>
<td>Write 30 words independently</td>
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<tr>
<td>Write 100 words independently</td>
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<tr>
<td>Count by 2’s, 5’s and 10’s to 100</td>
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<tr>
<td>Double digit addition and subtraction</td>
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<tr>
<td>Tell time on the quarter hour</td>
<td></td>
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<tr>
<td>Attend to an assigned task for 20-30 minutes</td>
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</tbody>
</table>

2. Child’s favorite play activities with other children:

3. Child likes to do the following activities with parent/guardian(s):

4. Child prefers to play (check one):
   _____ alone   _____ with one or two other children   _____ with a group of children

5. Particular stories child enjoys reading:
6. In what way does your child demonstrate above-average intellectual and social readiness for school?

7. By entering kindergarten early, what benefits do you see for your child?

8. Previous school experience:

<table>
<thead>
<tr>
<th>Provider's Name</th>
<th>Length of Time Attended (yrs/mos)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care:</td>
<td></td>
</tr>
<tr>
<td>Preschool:</td>
<td></td>
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<tr>
<td>Montessori:</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

_________________________________________________________                ________________________
Signature of Parent/Guardian                                                       Date
Early admissions to kindergarten are only considered for children who are thought to be exceptional (total development being superior to most children of the same age).

In order to help parents determine whether they should apply for the Early Admissions Program, the following checklist can be used. It represents excerpts taken from *Bringing Out the Best: A Guide for Parents of Young Gifted Children* by Jacquelyn Saunders with Pamela Espeland. It helps parents determine a child’s strengths by comparing his/her behavior with a list of descriptors. If a child is thought to have a majority of the described characteristics, it is possible that the district’s testing will indicate a “high potential” for him/her.

Please remember that this is only a guide to help you sort out your feelings as to your child’s potential. If you apply for Early Admissions, the school will still be the determiner of whether the child will start early.

**GENERAL INTELLECTUAL ABILITY**

- Asks many specific questions and seriously attends to the answers.
- Has a good memory.
- Frequently prefers playing with older children.
- Has a mature sense of humor. Is likely to understand puns or plays on words before other children.
- Is exceptionally curious. May either use a "scattershot" approach of exploring many areas of interest simultaneously, or focus on one at a time.
- Has a high energy level; is restless in mind and body.
- Is interested in cause-effect relationships. Likes to explore possible explanations. May insist that his or her explanation makes more sense than the "real" one.
- Has a long attention span for activities of own choosing.
- Knows many things about which other children the same age are unaware.
- Applies concepts of reading and math in contexts other than those in which they were introduced. Is sensitive to emotional issues at an early age. Asks many questions about pain, death, anger, love, violence, etc.
- Is eager to try new activities and/or to perform familiar activities in new ways.
- Can analyze an issue from many points of view
- Is able to reach good conclusions based on evidence
- Is able to rapidly understand novel tasks
- Easily comprehends what he/she sees, hears, reads, etc.)
- Is an independent learner; engages in self-initiated activities
- Demonstrates advanced ability to understand abstract concepts
**DO-IT-YOURSELF ASSESSMENT CHECKLIST**

### Linguistic Aptitude
- Uses advanced vocabulary.
- Employs advanced sentence structure. (Example: Uses conjunctions like "however" and "although.")
- Makes up elaborate stories or fantasies.
- Memorizes many poems or stories. Recites poems or rhymes using rhythm and cadence.
- Prefers advanced level books; enjoys reading difficult material.
- Asks complex questions about a topic
- Reads competently and often
- Enjoys talking about ideas or feelings generated by what is read or what is read to him or her
- Has taught (or is teaching) self to read by asking parents or other nearby adults, "What is this letter?" or "What does this word say?" May also learn early by watching TV or by hearing the same books read aloud again and again.
- Has an early interest in printing letters, names, and words.

### Math/Logic Aptitude
- Is very interested in maps, globes, charts, calendars, and clocks. Asks many questions about abstract terms, such as time and space. (Example: "When is today really tomorrow or yesterday?")
- Enjoys assembling new or difficult puzzles.
- Likes to count, weigh measure or categorize objects.
- Recognizes one and two digit numbers. Is able to count objects and choose the correct numeral to represent the number. (Example: Counts 11 blocks and points to the numeral 11.)
- Understands concepts of money. (Example: Knows that 10 pennies equal a dime.)
- Recognizes mathematical patterns and relationships (Example: extends a sequence of numbers; analyzes how things go together).
- Applies ideas from one mathematical problem to another.
- Uses creative or unusual strategies to solve mathematical problems.
- Intuitively knows the answer to many mathematical problems.

### Scientific Aptitude
- Constantly wants to know how and why things work.
- Collects things.
- Likes to classify and categorize objects and ideas.
- Has an advanced understanding of cause and effect relationships.
DO-IT-YOURSELF ASSESSMENT CHECKLIST

☐ Chooses “how-to” books or nature study books over stories and fairytales.
☐ Likes to take things apart (toys, clocks, flashlights, appliances). May or may not be able to put them back together.
☐ Is observant; sees details.
☐ Can quickly figure out cause-effect relationships.

CREATIVE OR PRODUCTIVE THINKING

☐ Is constantly asking questions.
☐ Responds to questions with a list of possible answers.
☐ Sees solutions that rarely occur to other children or to adults. Effectively uses materials in ways other than those for which they were intended. (Example: Invents a new game around lotto cards.)
☐ Has a spontaneous sense of humor
☐ Makes up elaborate excuses for behavior; finds “loopholes.” (Example: “I’m sorry I bit Ralph. But I didn’t mean to bite his skin. I only meant to chew his clothes.”)
☐ Seeks to create rather than imitate.
☐ Is proficient at problem solving.
☐ Has a passionate interest or talent (Example: art, science, etc.).
☐ Is attracted to the complex and unique.

LEADERSHIP ABILITY

☐ Interacts easily with both children and adults. Is often sought out by other children for play.
☐ Is able to enter an already-playing group of children and be easily accepted.
☐ Offers play suggestions to other children toward his or her own goals, positive or negative.
☐ Understands cause-and-effect as it relates to behavior and consequences. Recognizes when his or her behavior yields certain predictable results.
☐ Has a sense of justice and fair play for both self and others.
☐ Adjusts easily to new situations.
☐ Has an advanced level of ethical and moral understanding.
☐ Expresses concern for and interest in community and world issues.
DO-IT-YOURSELF ASSESSMENT CHECKLIST

ABILITY IN THE VISUAL AND/OR PERFORMING

Visual Arts Aptitude

☐ Spends free time drawing, painting, or sculpting. Remembers in detail items, places, or pictures seen. Has advanced eye/hand coordination.
☐ Enhances artwork with fine detail.
☐ Shows attention to texture, color, and balance.
☐ Responds emotionally to photos, paintings, or sculptures.
☐ Shares own feelings and moods through drawings, paintings, or sculptures.

Musical Aptitude

☐ Frequently requests music-related activities.
☐ Responds emotionally to music. (Example: “That song makes me sad.”)
☐ Can identify a familiar song from the tune only.
☐ Sings in tune or close to in tune.
☐ Dances, moves, or claps in time with musical patterns and rhythms.

PSYCHOMOTOR APTITUDE

☐ Enjoys movement such as running, jumping, climbing, and/or tumbling as an end in itself.
☐ Uses gestures, body movement, and/or facial expression to show or mimic feelings.
☐ Has an accurate and relaxed sense of balance when hopping on one foot, walking a narrow line, hanging from a bar, etc.
☐ Uses simple athletic equipment with comparative ease. Can accurately throw and catch a softball, jump rope, dribble a basketball, skate, etc.
☐ Is able to adapt motor skills appropriately in game situations.