

**Independent School District No. 698**  
**115 West 4<sup>th</sup> Avenue, P.O. Box 287**  
**Floodwood, MN 55736**

**Early Admission Application**

Child's Name: \_\_\_\_\_ M or F Birthdate: \_\_\_\_\_  
First Last (Circle One)

Name of Parent/Guardian: \_\_\_\_\_

Phone Numbers: \_\_\_\_\_  
Home Work Cell

E-mail Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Has your child had experience with groups of children away from his or her parents/guardians, such as in daycare or early childhood classes? Please list: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do you feel your child would benefit form early entrance? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If necessary, I consent to an assessment of my child to determine his or her readiness to enter kindergarten early.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

Required Enclosures: Copy of your child's birth certificate and immunization and physical records

After careful consideration, the Floodwood school district has adopted the following criteria for early admission:

1. COGNITIVE ABILITY assessed to be within the superior range (IQ 120+) in both verbal and performance quotients as measured by a standardized individually administered assessment.
2. ACADEMIC READINESS assessed to be within the superior range (standard scores 120 or above).
3. ABOVE AVERAGE SOCIAL MATURITY (equivalent to the social/emotional maturity of a 6 year old) as measured by the district's preschool screener
4. COMPLETION OF HEALTH FORMS, physical and required immunizations.

In order to be accepted for early entrance, a child *must* meet the criterion for cognitive functioning and achieve scores at the 90<sup>th</sup> percentile **before** being recommended for the academic and social maturity assessments. Upon completion of all assessments, there will be a determination based on scores to determine if the child is accepted for early entrance to kindergarten.

A written summary of the outcome of the evaluation stating that the child did or did not meet the criteria will be sent to the parent by the school.

#### DEVELOPMENTAL CHECKLIST

Early admission to kindergarten is 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/guardians determine whether they should apply for early entrance, the following checklist can be used. It helps parents/guardians determine a child's strengths by comparing his/her behavior with the list of descriptors.

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 admission, 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 "scatter shot" 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/her explanation makes more sense than the "real" one.
- \_\_\_\_\_ 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.

## SPECIFIC ACADEMIC ACHIEVEMENT

### Linguistic Aptitude

- \_\_\_\_\_ Uses advanced vocabulary.
- \_\_\_\_\_ Employs advanced sentence structure (i.e. 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 storybooks with many words and fewer pictures.
- \_\_\_\_\_ 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 television 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, charts, globes, 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 to a dime.)

### 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.
- \_\_\_\_\_ Chooses "how-to" books or nature books over stories and fairy tales.
- \_\_\_\_\_ Likes to take things apart -- toys, clocks, flashlights, appliances. May or may not be able to put them back together.

## CREATIVE OR PRODUCTIVE THINKING

- \_\_\_\_\_ May have an "imaginary friend" and be able to describe him/her in great detail.
- \_\_\_\_\_ 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 way other than those from which they were intended. (Example: Invents a new game around Lotte cards.)
- \_\_\_\_\_ Has a spontaneous sense of humor.
- \_\_\_\_\_ Makes up elaborate excuses for behavior, finds "loopholes." (Example: "I am sorry I bit Ralph. But I did not mean to bite his skin. I only meant to chew his clothes.")

## 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/her own goals, positive or negative.
- \_\_\_\_\_ Understands cause-effect as it relates to behavior and consequences.
- \_\_\_\_\_ Recognizes when his/her behavior yields certain predictable results.
- \_\_\_\_\_ Has a sense of justice and fair play for both self and others.

## ABILITY IN THE VISUAL and/or PERFORMING ARTS

### 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 time or close to in tune.
- \_\_\_\_\_ Dances, moves or claps in time with musical patterns and rhythms.

## PSYCHOMOTOR APTITUDE

- \_\_\_\_\_ Enjoys movements 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 adopt motor skills appropriately in game situations.

Adopted: 8/18/08

Revised:

### **535 KINDERGARTEN EARLY ENTRANCE PROCEDURES POLICY**

The Floodwood School Board has adopted a policy permitting early admission to kindergarten of exceptionally mature children on the basis of a testing program. Children whose fifth birthday falls between September 1st and October 31st of this year may be considered for early admission. It is well, however, to keep in mind that these children may be competing in school with children who are fourteen months older than they. The school does not believe it is educationally sound to admit a child to school early unless he/she is physically, emotionally, and intellectually ready to work with more mature pupils.

If you feel that your child's total development is superior to most children of his/her age, and feel he/she can compete with older children, you may apply for early entrance. In general, children who are healthy and coordinated, emotionally mature, socially well-adjusted, and above average in intelligence may be considered. These children must speak plainly; express themselves well, and be socially outgoing to associate with older, more mature children.

If you feel that your child is exceptional, please complete the attached form and return it to the Principal. Applications will be accepted (for a September entrance) during the months of May and August. Upon receipt of the attached application, the principal will make arrangements with you for an assessment conference with the school psychologist. The child's birth certificate must be attached to this application. The school psychologist and principal will determine whether or not the recommended applicants for early admission meet the following standards:

1. Verbal and performance intelligence quotients at the superior level.
2. A high level of competence in basic skills areas of spelling, readiness, number concepts, and letter recognition.
3. Social development at the six-year-old level.
4. Evidence of good capacity to engage in precise, structured activity in a consistent and persistent manner.
5. Good physical health and development.

At the conclusion of the assessment, a review conference will be scheduled with the parent(s)/guardian by the principal.

Verification of acceptance or rejection will be made in writing to the concerned parent(s). This decision must be accepted by the parent(s) as final.

If your child is accepted for early kindergarten entrance, registration forms will be included in the correspondence sent to you regarding your child's enrollment. If you have any questions concerning this procedure, please feel free to contact the principal or the superintendent at 476-2285 at your convenience.