



International Falls Public Schools

Independent School District 361

Early Kindergarten Admission

DISTRICT POLICY REGARDING EARLY ADMISSION INTO KINDERGARTEN

After careful consideration, the International Falls Public School District has adopted the following criteria for early admission into Kindergarten:

- Children who turn five on September 1 or thereafter though October 31 may be considered for admission into Kindergarten based on the following procedures. A birth certificate must be presented for age verification.
- Parents must request by April 15th of the previous school year. Parent requests will be reviewed after the deadline and will be honored on a space-available basis.
- A school team will conduct a standardized assessment of the student's social, emotional, behavioral functioning. The assessment team will consist of Early childhood teacher(s), special needs teacher(s), principal and psychologist. Children who appear socially and emotionally ready for kindergarten will be referred to district staff for completion of the assessment process. District and Northland Special Education Co-op Staff will assess academic readiness for kindergarten. Prior testing results may be reviewed by the district in the event a family has participated in assessments prior to applying for early entrance to kindergarten.
- Children must demonstrate superior intellectual ability, defined as performance at or above the 90 percentile on a nationally normed, individually administered test of cognitive ability, +/- the standard error of measurement.
- Cognitive ability assessed to be within the superior range as measured by a standardized individually administered test.
- Academic readiness/achievement assessed to be within the superior range as measured by a standardized and individually administered test.
- Superior social maturity as measured by a school team with information gathered from parent/guardian reports, daycare and teacher observations, and any other developmental checklists as appropriate.
- A fee of \$100.00 is collected to cover pre-assessment and consultation time with an assessment team. This fee may be waived if the district determines it does not have to complete an additional assessment.
- The assessment team will review all information from all members and provide a recommendation concerning the early entrance request to the Superintendent. The Superintendent's decision is final.

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 the early admission program, the following checklist can be used. It helps parents/guardians to determine a child's strengths by comparing his/her behavior with the list of descriptors.

Please remember 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 district will still be the determiner of whether the child will start Kindergarten 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.
- _____ 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.

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 story books 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 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 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.
- _____ See solutions that rarely occur to other children or to adults.
- _____ Effectively uses materials in ways 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 didn't 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.

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 from early entrance?

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

I HAVE READ AND UNDERSTAND THE INFORMATION ON THIS FORM.

Parent/Guardian Signature

Date

REQUIRED ENCLOSURES: COPY OF YOUR CHILD'S BIRTH CERTIFICATE AND IMMUNIZATION AND PHYSICAL RECORDS.

Please return to:

Melissa Tate, Falls Elementary Principal
Falls Elementary School
1414 15th Avenue
International Falls, MN 56649

Student Information: (Please Print)

Student Name: _____
Last First Middle

Male Female (check one) Birthdate _____

Does your child have a serious health condition requiring care/assistance during the school day?

YES NO If "yes", what is your child's health condition? _____

Student Language Information: In order to help your child learn, we need to determine which language your child uses most. Please check the appropriate box below for each question:

Which language did your child first learn? English Other (specify) _____

Which language is spoken most in your home? English Other (specify) _____

Which language does your child usually speak English Other (specify) _____

Student Ethnic Group:

Is the student Hispanic/Latino? Yes NO

What is the student's primary race? American Indian or Alaska Native Asian

Black or African American Native Hawaiian or Pacific Islander White

Mark all other races that apply. American Indian or Alaska Native Asian

Black or African American Native Hawaiian or Pacific Islander White

Parent/Guardian Information: (please print)

Parent/Guardian name: _____

Relationship to Student: Mother Father Guardian

Home Address: _____ Apt # _____

Mailing Address (if different from above): _____

City: _____ State _____ Zip Code _____

Daytime Phone: _____ Evening Phone: _____

E-mail: _____