

To: Parents Applying for Early Admission to Kindergarten or First Grade  
 From: Germantown Hills School District #69  
 RE: Application packet for early admission to Kindergarten or First Grade

**ILLINOIS STATE LAW**

According to Illinois State Bill 730 (signed into law on July 18, 1985), the age requirement for kindergarten enrollment is that the child must be five (5) years old on or before September 1<sup>st</sup> of the current school year. A school district may establish its own guidelines and assessment criteria to permit a child to enter school prior to the date established by the state law. Germantown Hills SD#69 has established such guidelines, which are presented in the following documents.

**EARLY ENTRANCE PETITION**

Germantown Hills SD #69 admission requirements for students entering kindergarten or first grade are in accordance with the Illinois School Code. When parents petition for their child to make an early entry into kindergarten or first grade, they are requesting a waiver of the Illinois School Code and the general district policy for student enrollment. Since such a waiver is an exception to the state law and the general district policy, District 69 has developed standard criteria and procedures to follow for careful consideration of parents’ requests for early entrance to kindergarten or first grade.

For your four-year-old child to be admitted into kindergarten or your five year old to enter first grade and considered academically or intellectually gifted, your child must meet the following **Admission Criteria**:

<p>For your <b>four-year-old</b> child to be admitted into kindergarten and considered academically or intellectually gifted, your child must meet the following <b>Admission Criteria</b>:</p> <ol style="list-style-type: none"> <li>1. Your child must have reached his/her fourth birthday by <u>April 1, 2019</u>.</li> <li>2. You must have had the child tested (at your own expense) by a licensed psychologist both for aptitude (intelligence) and for achievement in reading and mathematics. This testing must be completed after the child is four years of age.</li> <li>3. The child must score at the 98<sup>th</sup> or 99<sup>th</sup> percentile on the aptitude test <u>AND</u> the reading and mathematics achievement test.</li> <li>4. You must submit a completed application to the school principal by <u>May 1 of the upcoming school’s instructional year</u> so that, if eligible, your child may begin school with other Kindergarteners.</li> <li>5. Both you and your child must be interviewed by school staff members.</li> </ol> <p><b>A completed application contains all of the following items:</b></p> <ol style="list-style-type: none"> <li>1. Early <b>Kindergarten</b> Admission Application with testing results attached.</li> <li>2. Parent Checklist</li> <li>3. Two letters of recommendation from your child’s preschool teachers, including copies of the Preschool Teacher Checklist (2 pages each).</li> <li>4. A sample of your child’s work products.</li> </ol>	<p>For your <b>five –year-old</b> to be admitted into <b>first grade</b> early and to be considered academically or intellectually gifted , your child must meet the following <b>Admission Criteria</b>:</p> <ol style="list-style-type: none"> <li>1. Your child must have reached his/her fifth birthday by April 1·2019.</li> <li>2. You must have had the child tested (at your own expense) by a licensed psychologist both for aptitude (intelligence) and for achievement in reading and mathematics. This testing must be completed after the child is five years of age</li> <li>3. The child must score at the 98<sup>th</sup> or 99<sup>th</sup> percentile on the aptitude test <u>AND</u> the reading and mathematics achievement test.</li> <li>4. You must submit a completed application to the school principal by <u>May 1 of the upcoming school’s instructional year</u> so that, if eligible, your child may begin school with other First grade students.</li> <li>5. Both you and your child must be interviewed by school staff members</li> </ol> <p><b>A completed application contains all of the following items:</b></p> <ol style="list-style-type: none"> <li>1. Early <b>1<sup>st</sup> grade</b> Admission Application with testing results attached.</li> <li>2. Parent Checklist</li> <li>3. Two letters of recommendation 1) from a preschool or kindergarten teacher, 2) from a non-family member with direct knowledge of the child. (2 pages each).</li> <li>4. A sample of your child’s work products.</li> </ol>
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If you have questions, please direct them first to the school principal, since this is the person who can best answer your specific questions.

# Germantown Hills School District #69

## Early Kindergarten or First Grade Admission Application

Date Completed Application Submitted:  Three Weeks to Respond:

Child's Name \_\_\_\_\_ School \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

### Parts I, II, and III - To Be Completed By The Parent/Guardian

#### **Part I: Standardized Test Data**

Attach written report of results of aptitude test and achievement test administered by a licensed psychologist. All costs for testing will be the responsibility of the parents. Tests must be given *after* the child turns four years of age.

*Note to Parents: If scores for the aptitude test AND both the reading and math test are 98<sup>th</sup> percentile or above, collect the information listed below and submit it to the school principal **no later than May 1 of the upcoming instructional school year.** An interview with you and your child will be scheduled with the school-based team who will inform you of their decision on admission within three (3) weeks of the date your completed application is submitted. **Decisions of evaluation committee are final. If parents/guardians wish to appeal the decision, they are to request a meeting with the Superintendent within five (5) days of the school's decision.***

#### **Part II: Performance**

\_\_\_\_\_ Parents shall submit a sample of student work products showing outstanding examples of ability in any of the following areas: Art, Math, Writing, Dramatic Play, Science, Creative Productions, Social Interactions, or other areas of the child's interest.

#### **Part III: Observable Student Behavior and Student Interest**

\_\_\_\_\_ Parents shall submit a recommendation letter and Preschool Checklist from two preschool teachers, child care workers, pediatricians, or other non-family members with direct knowledge of the child. Letters will address the physical, emotional, and social maturity of the child and specifically the child's ability to function independently in a group setting for an entire school day (8:30-3:00)

\_\_\_\_\_ Parents will complete the attached parent's inventory

Why do you feel your child is ready for early admission to a kindergarten program? Please comment on your child's academic and social skills. (Use reverse side as needed.)

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# Germantown Hills School District #69

## Early Kindergarten Admission Application

### Parent Checklist for Early Admission to Kindergarten/1<sup>st</sup> Grade

**\*Italicized print represents 1<sup>st</sup> Grade**

The developmental skills listed below are essential components for the kindergarten instructional program. Please read each statement and rate your child's abilities using the following rating: **A** =Almost Always, **F** = frequently, **S**= sometimes, and **N**= never or almost never.

<b>Behaviors</b>	<b>A</b>	<b>F</b>	<b>S</b>	<b>N</b>
Shows eagerness to learn (is curious, likes to investigate)				
Listens for meaning in stories, discussions, and conversations				
Speaks clearly to share ideas and thoughts				
Demonstrates a beginning understanding of written print				
<i>Can write more than one complete sentence</i>				
Identifies story elements such as characters, setting, plot, and sequence				
Recognizes some sight words other than family names <i>Recognizes 50 sight words</i>				
Can recognize and describe basic shapes				
Can orally count from 0 – 25 <i>Can orally count to 100</i>				
Can count objects up to 25 <i>Can count objects up to 100</i>				
Demonstrates a beginning understanding of mathematical problem solving, such as addition and subtraction				
Can recognize, duplicate, and extend simple patterns (red circle, blue square, red circle, blue square) <i>Can recognize, duplicate and extend simple patterns</i>				
Is able to sit and remain focused to complete a task				
Understands the importance of taking turns and readily does as such				
Interacts easily with one or more children				
Interacts easily with adults				
Separates without difficulty from parents				
Follows rules and routines				
Handles change and transition (dinnertime to bedtime) <i>Handles change and transition</i>				
Performs self-help tasks independently (toileting, dressing) <i>Performs self-help tasks independently</i>				

Uses balance and control to perform large motor tasks such as walking, jumping, and skipping				
Uses eye/hand coordination to perform fine motor tasks such as drawing, writing, and cutting				
<i>Can read independently at a Guided Reading Level of D</i>				
<i>Can write more than one complete sentence</i>				
<i>Can form all letters and numbers correctly/has appropriate cutting skills</i>				

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Checklist adapted from the Harrison Scale)

# Germantown Hills School District #69

## Early Kindergarten Admission Application Checklist for Early

### Admission to Kindergarten/1<sup>st</sup> Grade

**\*Italicized print represents 1<sup>st</sup> Grade**

To be completed by preschool teachers, child care workers, pediatricians, or other non-family members with direct knowledge of the child.

The developmental skills listed below are essential components for the kindergarten instructional program. Please read each statement and rate the child's abilities using the following rating: **A** =Almost Always, **F** = frequently, **S**= sometimes, and **N**= never or almost never.

Child's Name \_\_\_\_\_

Signature of Person Completing Form \_\_\_\_\_

School or Organization \_\_\_\_\_ Date \_\_\_\_\_

Behaviors	A	F	S	N
Shows eagerness to learn (is curious, likes to investigate)				
Listens for meaning in stories, discussions, and conversations				
Speaks clearly to share ideas and thoughts				
Demonstrates a beginning understanding of written print				
<i>Can write more than one complete sentence</i>				
Identifies story elements such as characters, setting, plot, and sequence				
Recognizes some sight words other than family names <i>Recognizes 50 site words</i>				
Can recognize and describe basic shapes				
Can orally count from 0 – 25 <i>Can orally count to 100</i>				
Can count objects up to 25 <i>Can count objects up to 100</i>				
Demonstrates a beginning understanding of mathematical problem solving, such as addition and subtraction				
Can recognize, duplicate, and extend simple patterns (red circle, blue square, red circle, blue square) <i>Can recognize, duplicate and extend simple patterns</i>				
Is able to sit and remain focused to complete a task				
Continued...	A	F	S	N

Understands the importance of taking turns and readily does as such				
Interacts easily with one or more children				
<i>Can read independently at a Guided Reading Level D</i>				
<i>Can form all letters and numbers correctly/has appropriate cutting skills</i>				
Interacts easily with adults				
Separates without difficulty from parents				
Follows rules and routines				
Handles change and transition (dinnertime to bedtime) <i>Handles change and transition</i>				
Performs self-help tasks independently (toileting, dressing) <i>Performs self-help tasks independently</i>				
Uses balance and control to perform large motor tasks such as walking, jumping, and skipping				
Uses eye/hand coordination to perform fine motor tasks such as drawing, writing, and cutting				

In your opinion, do you feel this child is ready for early admission to a kindergarten or first grade program? \_\_\_\_\_

Please elaborate on why you feel s/he is or is not ready.

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# Germantown Hills School District #69

## Early Kindergarten Admission Application Checklist for Early Admission to Kindergarten/1<sup>st</sup> Grade

**\*Italicized print represents 1<sup>st</sup> Grade**

To be completed by preschool teachers, child care workers, pediatricians, or other non-family members with direct knowledge of the child.

The developmental skills listed below are essential components for the kindergarten instructional program. Please read each statement and rate the child’s abilities using the following rating: **A** =Almost Always, **F** = frequently, **S**= sometimes, and **N**= never or almost never.

Child’s Name \_\_\_\_\_

Signature of Person Completing Form \_\_\_\_\_

School or Organization \_\_\_\_\_ Date \_\_\_\_\_

<b>Behaviors</b>	<b>A</b>	<b>F</b>	<b>S</b>	<b>N</b>
Shows eagerness to learn (is curious, likes to investigate)				
Listens for meaning in stories, discussions, and conversations				
Speaks clearly to share ideas and thoughts				
Demonstrates a beginning understanding of written print				
<i>Can write more than one complete sentence</i>				
Identifies story elements such as characters, setting, plot, and sequence				
Recognizes some sight words other than family names <i>Recognizes 50 sight words</i>				
Can recognize and describe basic shapes				
Can orally count from 0 – 25 <i>Can orally count to 100</i>				
Can count objects up to 25 <i>Can count objects up to 100</i>				
Demonstrates a beginning understanding of mathematical problem solving, such as addition and subtraction				
Can recognize, duplicate, and extend simple patterns (red circle, blue square, red circle, blue square)				
<i>Can recognize, duplicate and extend simple patterns</i>				
Continued...	<b>A</b>	<b>F</b>	<b>S</b>	<b>N</b>

Is able to sit and remain focused to complete a task				
Understands the importance of taking turns and readily does as such				
Interacts easily with one or more children				
<i>Can read independently at a Guided Reading Level D</i>				
<i>Can form all letters and numbers correctly/has appropriate cutting skills</i>				
Interacts easily with adults				
Separates without difficulty from parents				
Follows rules and routines				
Handles change and transition (dinnertime to bedtime)				
<i>Handles change and transition</i>				
Performs self-help tasks independently (toileting, dressing)				
<i>Performs self-help tasks independently</i>				
Uses balance and control to perform large motor tasks such as walking, jumping, and skipping				
Uses eye/hand coordination to perform fine motor tasks such as drawing, writing, and cutting				

In your opinion, do you feel this child is ready for early admission to a kindergarten or first grade program? \_\_\_\_\_

Please elaborate on why you feel s/he is or is not ready.

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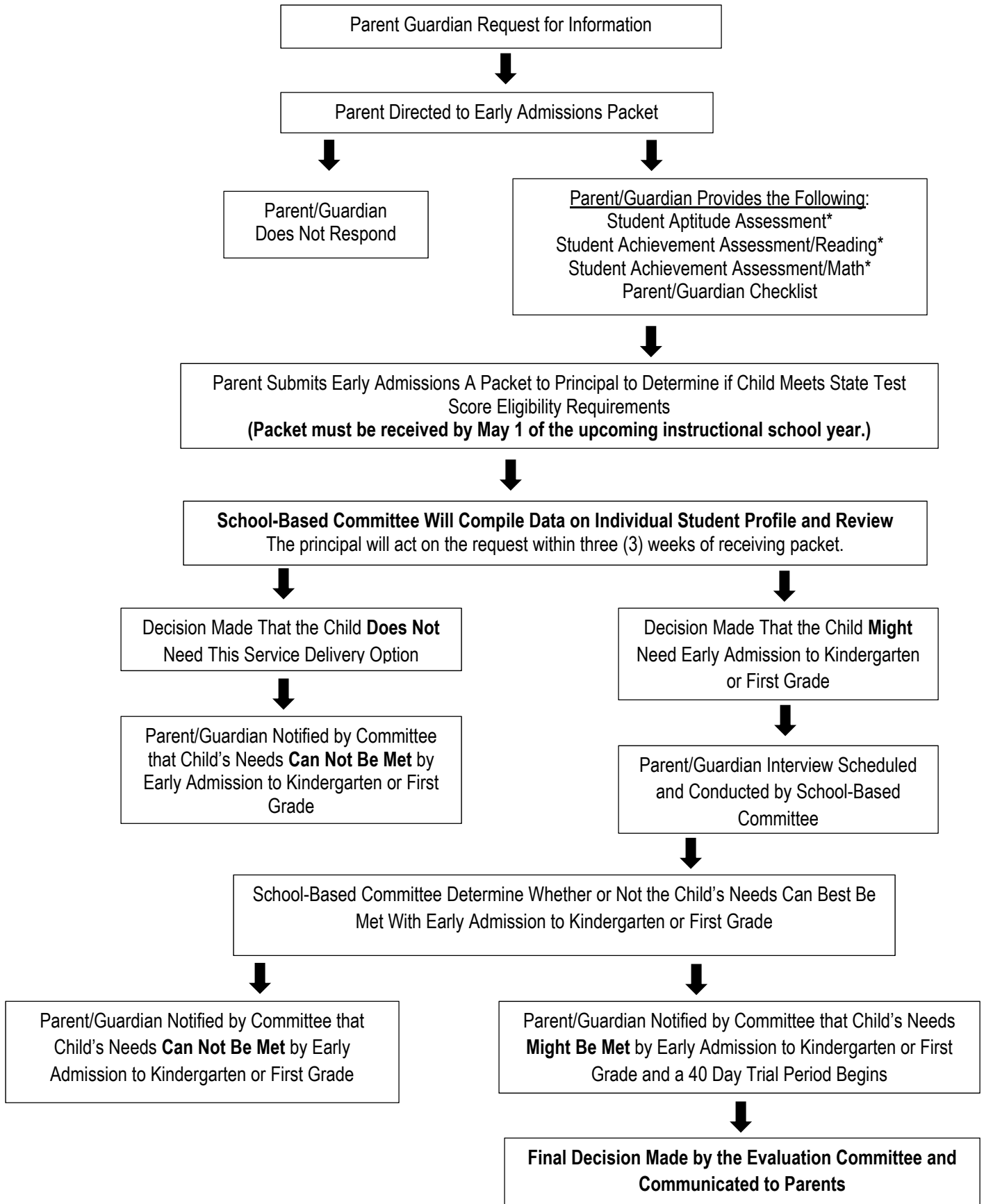
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## Flow Chart for Decision Making On Early Admission to Kindergarten/First Grade



**State Board Policy**  
Public Act 100-0421

The Accelerated Placement Act expands to the placement of a student in an academically appropriate instructional setting with appropriate level curriculum that may include, but is not limited to, a child entering kindergarten or first grade early, a child entering a single subject, and a child accelerating through the grades.

Criteria that shall be considered include the following:

- Aptitude
- Achievement
- Performance
- Observable Student Behavior
- Motivation to Learn
- Student Interest

**Student Aptitude**

A child eligible to enter school early shall be precocious in academic and social development and score at the 98th percentile on a standard individual test of intelligence such as **the Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, The Kaufman Anderson**, or any other comparable tests, that shall be administered by a licensed psychologist. Although superior aptitude is a strong indicator of extraordinary academic ability, every child with a score at the 98th percentile in intelligence may not need early admission to kindergarten. Some children could have a negative experience if the demands of a structured school day are imposed too early.

**Achievement**

**Children entering kindergarten early shall be functioning one to two to years beyond their peers.** Children eligible for early admission to kindergarten shall score at the 98th percentile on Reading and Mathematics on a standard test of achievement such as the **Metropolitan Readiness Test, the Stanford Early School Achievement Test, the Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics TEMA, the Test of Early Reading Ability (TERA)**, or any other comparable tests. The licensed psychologist who administers the aptitude test may administer the achievement test or have a member of his/her professional staff administer the test. Also an impartial professional educator who is trained in the use of the instrument may administer such a test as long as he/she has no potential conflict of interest in the outcome of the assessment.

**Performance**

Children displaying a need to enter kindergarten early shall be able to perform tasks well above their age peers. Some indicators the principal may observe are the child's ability in independent reading, problem solving skills, advanced vocabulary, and some writing fluency. A child ready for kindergarten would not necessarily demonstrate precociousness in all of these areas. The parents shall submit a sample of student work showing outstanding examples of ability in any of the following areas: art, math, writing, dramatic play, creative productions, science, social interactions, etc. For further indication of performance, the principal may instruct a teacher to complete an informal reading assessment.

### **Observable Student Behavior/Student Interest**

If a child is to be successful in early admission, he/she should be socially and developmentally mature enough to be in a structured school setting for a full school day. The child should be capable of following verbal instructions and functioning independently within a group. Not every child with extraordinary academic ability is mature enough to attend public school early. The school system shall require two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or other non-family members with direct knowledge of the child.

### **Motivation/Student Interest**

A child ready for early admission to kindergarten should be eager to learn and be excited about a new school experience. These children should display a thirst for knowledge consequently pushing the parents for new and challenging learning situations. If only the parent is interested in the child's attending school, early admission is not a good option. Principals or his/her designee shall determine this information in an informal interview with the child and in a more structured interview with the parent. An appropriate interview with a child would take place in a warm and inviting environment, such as the kindergarten classroom. The child might even be invited to spend a day with a kindergarten teacher. Questions the principal or his/her designee should ask the child would concentrate on the personal interests of the child. A child who is ready for school should respond with enthusiasm when asked to tell about a special collection or a topic about which he/she has a great deal of knowledge or extreme interest. A child who is a candidate may be one who watches the Discovery Channel, reads everything he/she can find about dinosaurs, be able to carry on a discussion about volcanoes, etc.

### **Time Lines**

A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal the required information by May 1 of the upcoming school's instructional year. All testing must be administered after the child turns four (K) and five (1<sup>st</sup>). The principal will act on the request within three (3) weeks. If the child is admitted to kindergarten/first grade, before the end of the first forty (40) calendar days of the child being enrolled, the committee may rescind their approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting.

### **Local Flexibility**

School districts continue to have the flexibility to design local education policy and instructional programs for gifted and talented children. Local school district policies must include provisions for all students who may benefit from accelerated placement.