



EARLY ENTRANCE POLICY For MID-YEAR KINDERGARTEN ENROLLMENT

California law regarding kindergarten admission is as follows:

Education Code Section 48000. (a) A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates:

- (1) December 2 of the 2011-12 school year.*
- (2) November 1 of the 2012-13 school year.*
- (3) October 1 of the 2013-14 school year.*
- (4) September 1 of the 2014-15 school year and each school year thereafter.*

Parents often inquire if CMP provides any process for admittance for children turning five after the cutoff date. This admittance is referred to as early entrance to kindergarten and/or mid-year enrollment. The CMP Governing Board has adopted the following policy regarding children who turn 5 after the cutoff date whose parents wish to enroll them in Kindergarten at CMP:

The Governing Board of CMP acknowledges that while mid-year enrollment is usually not appropriate for most children, it may occasionally be advantageous for a child in a very unique circumstance. The Board takes seriously its duty to carefully assess each request on a case-by-case basis as to whether or not the admittance is in the best interests of the child. As such, the application process and recommendation letters do not guarantee that an application for early entrance will be approved.

Prior to consideration by the Board, Parents or guardians shall be directed to research the advantages and disadvantages and any other explanatory information about the effect of early admittance on the child, not only in the immediate time frame, but also the later effects on the child's academic career. Young children who are accelerated to kindergarten or first grade may feel stress as they try to achieve academic expectations and relate to older children. This stress may continue or resurface throughout the child's academic career. Parents/guardians and early childhood educators are the best judges about what may be gained by acceleration and whether it is worth the price. Parents considering early entrance for under-age children shall meet with the CMP principal to discuss the following points:

- The academic, social, physical, and emotional readiness required for CMP's kindergarten and first grade programs.
- The rigorous nature of the academic standards
- The potential for harming a child's disposition to learn by inappropriate acceleration, and

- The important concepts, skills, and knowledge imparted at each stage of a child's education, including preschool

Applications for mid-year enrollment will be considered on a space available basis, after all other “of-age” lottery candidates have been processed. After parent/guardian has met with the principal and space availability has been confirmed, the following process shall be followed:

1. Parent/guardian shall submit a written petition for consideration for early admittance/mid-year enrollment. The written petition should include:
 - a. The child's name, gender and date of birth
 - b. The specific reasons you believe your child is emotionally, socially and academically ready for entrance into Kindergarten
 - c. A statement acknowledging that you are aware of research both in favor of and against early school entrance.
 - d. The specific reasons that you believe your child would benefit from early entrance.
 - e. California law requires a child to be six years old on or before the cutoff date to be legally eligible for first grade (*EC* Section 48010). Your petition should also include your written commitment and understanding that your child will continue to be classified as a kindergartener the following year.
2. Contact the campus principal to schedule an appointment with the Kindergarten teacher to conduct a K readiness test with the student. This is usually completed by having the child spend a day “visiting” the specific classroom that the child would be considered for upon approval of the petition.
3. Obtain a letter from the child's current pre-school teacher stating that he/she believes that your child is emotionally, socially and academically ready for K. If the child does not currently have a pre-school teacher, parent/guardian must arrange for a third party observation and recommendation. The third party must be recognized as a qualified early childhood educator. The Board will not consider any request that does not include a qualified third party observation and recommendation.
4. Upon completion of child's visit to CMP, both the Kindergarten teacher and Principal shall provide a written summary and conclusion of the child's emotional, social, and academic readiness for CMP's kindergarten program, citing specific examples of the child's chances for success as an early entrance student.
5. The following items of support shall be assembled and presented to the Executive Director who, upon review, shall make a recommendation to the Board as to the appropriateness of the parent's petition:
 - a. Parent/Guardian written petition for early entrance
 - b. Letter of recommendation from child's current pre-school teacher
 - c. Written summary and conclusion from CMP's Kindergarten teacher
 - d. Written summary and conclusion from CMP principal.

These items of support will be presented to the Governing Board at the next regular monthly meeting which takes place on the second Monday of every month. Any agenda item request and/or documentation for an agenda item must be confirmed and turned into the central office at least one week before the scheduled meeting to be included.

If the petition for early entrance is approved, child shall be invited to start class upon attainment of the child's fifth birthday. Prior to the first day of school, parent/guardian shall complete a full enrollment package and shall provide copies of all additional documents as required for enrollment, to include a copy of the child's certified birth certificate, a copy of the child's current immunization card, etc. Questions regarding the enrollment process may be directed to the school office staff where the child will be attending.

In the following year when the child continues as a kindergartener, and in subsequent years, CMP teachers will provide regular observation and assessment for students who have been admitted before they were of legal age. The Montessori environment provides several options to best suit the child's continuing educational and social needs, to include:

- * Placement in a kindergarten classroom which includes access to developmentally appropriate curriculum and instruction that is unique to the individual child's pattern of growth (i.e. customized work plan). In the Montessori classroom, differences in children's interests and development are expected and used to differentiate curriculum and enable children to be accelerated within the kindergarten classroom.

- * Inclusion in a multi-age program in which grade-level distinctions are blurred and a student completes assignments and projects based on his or her abilities and needs rather than on assigned grade level. Thus, a kindergarten child who has accomplished kindergarten standards may have some first grade assignments.

- * Formal assignment to one teacher but also inclusion in another teacher's lesson groups for a particular subject area. For example, a child who has completed kindergarten mathematics standards may attend a predominately first grade lesson group for mathematics instruction.

Ultimately, our goal is to support our students in academic excellence. We look forward to partnering with you in that endeavor. Please feel free to direct any additional questions regarding early entrance or enrollment to your child's principal.



For Office Use Only: Date Submitted _____ Date Toured _____ by _____ Application # _____

2012-2013 MID-YEAR
APPLICATION KINDERGARTEN
Carmichael Campus (K-8)

Child must turn 5 between
Nov. 1, 2012 and Jan 5, 2013

Please review the *Early Entrance Policy for Mid-Year Kindergarten Enrollment* handout prior to submitting this Application. All Applications for consideration for Mid-Year Enrollment **MUST** be submitted by **November 17, 2012**.

Carmichael Campus: 5330-A Gibbons Dr, Ste 750, Carmichael, CA 95608 ph 916-971-2430 fax 916-971-2435

PLEASE NOTE: This application is only valid for the school year listed above. Parent Initial: PB

Student Information			Grade Level for 2012-13: <u>K</u>
Legal Name:	(Last)	(First)	(MI)
Age: <u>4</u>	Birth Date: <u>11/16/07</u>		
Student Physical Address: <u>8436 Lake Forest Dr. Sacramento CA 95826</u>			
1. Is this Student a sibling of a current/graduated* CMP-Carmichael student? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>* If the sibling has graduated from CMP-Carmichael, please provide the year of graduation.</small>			
2. Is this Student a child of a current CMP Staff Member? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
3. Is this Student requesting a transfer from another CMP campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, which campus: _____			
4. Does this Student have at least one-year prior Montessori experience? <input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No <small>* If yes, please attach a letter from the school director for verification of experience</small>			
5. What is the Student's School District of Residence? <u>Sacramento</u>			

Parent/Guardian Information	
Primary Guardian Name: <u>Paul Brown</u>	Secondary Guardian Name: <u>Jacqueline Brown</u>
Relationship to Student: <u>Father</u>	Relationship to Student: <u>Mother</u>
Home Phone: _____	Home Phone: _____
Work Phone: <u>916-533-5322</u>	Work Phone: _____
Cell Phone: <u>916-204-4377</u>	Cell Phone: <u>916-384-5485</u>
E-Mail: <u>paulbrown137@hotmail.com</u> <small>(to be used for school business only)</small>	E-Mail: <u>jacquelinebrown68@gmail.com</u> <small>(to be used for school business only)</small>

Siblings Also Applying to CMP: (Please ensure to complete a separate application for each student)

- | | |
|----------------|------------------------------------------------------------|
| 1. Name: _____ | Grade Level for 2012-13 (Please circle): K 1 2 3 4 5 6 7 8 |
| 2. Name: _____ | Grade Level for 2012-13 (Please circle): K 1 2 3 4 5 6 7 8 |
| 3. Name: _____ | Grade Level for 2012-13 (Please circle): K 1 2 3 4 5 6 7 8 |
| 4. Name: _____ | Grade Level for 2012-13 (Please circle): K 1 2 3 4 5 6 7 8 |

To the best of my knowledge, the information provided on this form is true and correct. When required by district, county and/or CDE, CMP will provide student information as requested. By submitting this application, I consent to the release of information and agree to hold harmless, CMP or its agents for any claims which may arise as a result of this release of information. I also understand that this application does NOT guarantee enrollment in CMP or within the sponsoring school district, and that all prospective students are admitted via lottery on a space availability basis.

PB
Signature of Parent/Guardian

11/4/12
Date

The staff of California Montessori Project believe in honoring the dignity of all human beings. Because of that belief, CMP does not discriminate in our hiring and enrollment practices on the basis of race, gender/orientation, religion, disability, ethnic or national origin. CMP is non-sectarian and does not charge tuition.

November 6, 2012

Principle Aldridge,

We very much enjoyed the tour last week and are excited about the opportunity for [REDACTED] to join your program. Your words spoke precisely to what we feel would be the best next step for our son.

While we were trying to figure out what would be his brightest success to lead off this letter with, [REDACTED] reminded us of what really is important. We picked him up from school today and after telling us about what he learned and who he played with, he paused, and then said "Daddy, is the son going to run out of hydrogen?" Clearly, he is really into the planets right now. ☺ He can tell us how many moons Jupiter has, and why Venus is hotter than Mercury, but we know that his drive to learn more than what he is taught, is what really will lead him to success in school and life.

Developing the tools used to learn should be valued more than the acquisition of knowledge, and yet this principle seems lost in much of our education system. The way you described how your program seeks to go deep as opposed to wide really made sense to us. Many people have told us to push him ahead, that he could be in first grade, and never did that feel like the right thing to do. We want [REDACTED] to progress normally and steadily with a class, building critical social skills while feeling comfortable in his surroundings.

[REDACTED] learned vocal sounds early on, and because of his mother's dedication and nurturing guidance, learned to apply those sounds to the alphabet. He can read everything from I Am A Bunny to Dr Seuss, but more importantly, he isn't memorizing words, he is sounding them out. He will read road signs on a trip, plaques on walls, names on nametags, and is especially drawn to words he hasn't learned yet.

[REDACTED] is a very happy boy who reflects the love that he has been surrounded with. He will start conversations with random people in the supermarket and gets along with all of his classmates. He is encouraging to his friends and leads by example. In class we have seen how he helps others and is open to direction. His is gregarious and loves to talk, but also has a shy and observant side.

[REDACTED] plays soccer and might take up baseball or gymnastics next year. He has a few different play groups and some close friends he has kept from his preschool, Tiny Tots. We were very happy to see the parents of his best friend, Bjorn, at the meeting last week and believe both going to CMP-Carmichael together would make for a great transition.

It is clear CMP has blossomed with the many helping hands of teachers, administrators, and parents and we look forward to being a part of that. [REDACTED] education continues at home, both in play and work. He helps with chores and much of his fun time is still centered on physical and intellectual growth. [REDACTED] does have plenty of opportunities to just play as well; with friends, on the computer, at the park. He can operate a mouse and Google search his favorite space game as well as he can trim the flower bushes.

Knowing he is ready to move beyond the early kindergarten program he is in now, and short on options due to the birthday cut offs, the late start program at CMP is a blessing to us. We know this will get him in for next year and will put him in a place we know he can stay. A year and a half of traditional kindergarten will solidify his social skills and, because of the "learning wide" approach, he will not be short of challenges and opportunities to continue learning. [REDACTED] will be quick to find his place after Christmas break, and will set a good example for the incoming class next fall.

Again, thank you so much for making this opportunity possible. We are hopeful of his acceptance into the program and happy we have found what seems to be a perfect fit for our son.

In Appreciation,

A handwritten signature in cursive script, appearing to read 'P & J Brown', written in dark ink.

Paul & Jacqueline Brown

8436 Lake Forest Drive
Sacramento, CA 95826

916-201-4377 (Paul)
916-384-5484 (Jacqueline)

December 6, 2012

Kim Aldridge
Principle - CMP
Carmichael, CA

RE: Letter of Support

Principle Aldridge,

I understand [REDACTED] has applied for mid session enrollment in the CMP kindergarten program. [REDACTED] has been a pre-K student of mine since the beginning of the 2012 school year. Based on my observation of [REDACTED] academic skills and progress throughout the past few months, I would most definitely support his transition into the CMP kindergarten program.

Please feel free to contact me if you have any questions or would like to discuss [REDACTED] in more detail.

Thank you,

A handwritten signature in cursive script, appearing to read 'Angela Artz', written in black ink.

Angela Artz, Teacher
Bancroft Elementary School, Pre-K
Sacramento, CA

12-6-12

To Whom It May Concern:

██████████ visited our campus –Carmichael Campus of the California Montessori Project. He visited the Sea Lion classroom (kindergarten) in the morning for about an hour. He was able to participate in our morning circle as well as transition into our independent work time.

I observed ██████████ to be cooperative in the classroom. He was able to sit quietly at circle and followed directions well. ██████████ seemed comfortable, and asked for help when needed. He responded to the other students positively and appropriately took cues and direction from them in reference to the routines in the classroom. He was self directed and moved through the different areas of the classroom with confidence.

Through my observation of ██████████ I found him to be age appropriate and socially ready for a kindergarten program. I feel ██████████ will do well in any kindergarten class, and should be considered for mid-year enrollment.

A handwritten signature in black ink, appearing to read 'Darcy Flathmann', with a large, sweeping loop at the end.

Darcy Flathmann
Kindergarten Teacher
Carmichael Campus
California Montessori Project
Kindergarten Team Mentor



12/4/12

To Whom It May Concern,

██████████ visited our campus on 12/4/12. ██████████ and I arrived with circle time already in progress, we sat behind the circle. ██████████ then said he wanted to sit on the carpet with the other students. He was eager to answer questions at circle and was quick to learn to raise a quiet hand to be called on.

██████████ was enthusiastic to work with the materials in the classroom. He was very drawn to the sensorial area. We found a student to pair him up with. The two worked with the red rods, pink tower and brown stair. ██████████ interaction with his peers was respectful and cooperative. He was a little sad when it was time for us to return to the office.

██████████ took direction well from the teacher and myself. At one point while working with the red rods, the other student had walked away and ██████████ invited me to work with him. I introduced to him how to check his work with the red rods; he caught on quickly and took pride in his completion of the job.

██████████ is already reading and socially ready for a Kindergarten program. I highly recommend him for midyear enrollment.

Sincerely,
Elizabeth Parks
Assistant to Principal