

Mid Year Kindergarten Lottery

08/21/13 Debbie

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



2013-2014 Lottery Application Carmichael Campus (TK-8)

5330 Gibbons Drive, Carmichael, CA 95608, Phone: 916-971-2430

For Kindergarten:
Child must turn 5 by October 1, 2013
For Transitional Kindergarten:
Child must turn 5 between Sept. 1 - Dec. 1.

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

Please review the *Lottery/New Enrollment Procedures* prior to submitting this Application. A tour or orientation at the CMP-Carmichael Campus is mandatory; please contact the campus to schedule prior to submitting this Lottery Application. Please return this application directly to the campus.

CMP-Carmichael Campus Parent Tour or Orientation Date: _____

Student Information		Grade Level for 2013-14: <u>K</u>
Legal Name: _____	(Last) _____ (First) _____ (MI) _____	
Age: _____	Birth Date: _____	
Student Physical Address: _____		
1. Is this Student a sibling of a current/graduated* CMP-Carmichael student? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No * If the sibling has graduated from CMP-Carmichael, please provide the year of graduation: _____		
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 * If yes, please attach a letter from the school director for verification of experience		
5. What is the Student's School District of Residence (ex. San Juan Unified)? <u>San Juan Unified</u>		

Parent/Guardian Information	
Primary Guardian Name: _____	Secondary Guardian Name: _____
Relationship to Student: <u>Mother</u>	Relationship to Student: <u>Father</u>
Primary Phone: _____	Primary Phone: _____
Secondary Phone: _____	Secondary Phone: _____
E-Mail: _____ (to be used for school business only)	E-Mail: _____ (to be used for school business only)

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

- Name: _____
Grade Level for 2013-14 (Please circle): K 1 2 3 4 5 6 7 8
- Name: _____
Grade Level for 2013-14 (Please circle): K 1 2 3 4 5 6 7 8
- Name: _____
Grade Level for 2013-14 (Please circle): K 1 2 3 4 5 6 7 8
- Name: _____
Grade Level for 2013-14 (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.

Signature of Parent/Guardian

11/11/13
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.

[REDACTED], male, was born [REDACTED] attends preschool 2 days a week at Educare since he was 2 years old. He is used to a school environment and follows directions well. He's quiet in circle time and is not disruptive. He has several friends he consistently speaks of at his school. He easily recounts his day to me in detail when I ask. While he still takes a nap at school, which I think they require, he does not take one when he is home with me the other days he's not in school. He doesn't get over-emotional as a result which I know is one drawback to younger children not taking naps. In the 2+ years he's attended Educare we have not been alerted to him having bad behavior.

[REDACTED] currently has an IEP for speech. His IEP is only for speech and not for any developmental delays. I go with him to his half hour session at Cameron Ranch Elementary School to see his teacher, [REDACTED]. He follows directions well with her and is consistently accomplishing the goals she sets for him.

Academically [REDACTED] is still working on letter and sound recognition. In doing the research on early admittance I read that children with early admittance have a higher letter and word recognition and I think this can only benefit him in the long run. He does know the letters of his name and can write them on his own as well. He does recognize his numbers, can count to 15 and has started on addition. He can also tell me how many items are in a small grouping without having to physically count them one by one. He knows his colors, most animals and knows his body parts. His pincher grasp is excellent and he holds a pencil and his utensils correctly.

The research I read regarding children being emotionally ready says that the child can start to feel inadequate when they are constantly behind in an area, which they can carry throughout their schooling. I feel confident that if [REDACTED] is lacking in an area that it won't have a lasting negative effect on him emotionally. He has an older sister and is constantly trying to keep up with her. Because of this we have already started to talk with him and support him in this area. Trying to instill in him to try his hardest and practice to make himself better and not to judge himself based on others.


While we cannot know 100% that he is ready until we try it I am confident that him starting early kindergarten, with the knowledge that he will also attend kindergarten the next school year, will be a benefit for him. His sister, Kyra Richardson, is a Sea Dragon and [REDACTED] has asked several times recently when he will get to go to the same school as she does. We hope to be able to tell him that he will be starting earlier rather than later. Thank you so much for the consideration to early kindergarten.

Sincerely,

[REDACTED]
[REDACTED]





EduCare



November 14, 2013

To Whom It May Concern:

 has been in my Pre Kindergarten class since late August, 2013, attending two (2) days per week. He is co-operative and follows directions well. He is a quiet boy, but enjoys the company of other children.

 recognizes numbers 1 – 10, and can name many upper and lower case letters. He names all colors and four basic shapes. He is a good boy! We will all miss him.

Sincerely,





November 24, 2013

Dear Governing Board,

I had the pleasure of observing [REDACTED] in my classroom on November 20, 2013 in the effort to determine his readiness to enter our Transitional Kindergarten program this coming January.

[REDACTED] was observed as a child who needs 'time to warm up' with new people and a new setting. At circle [REDACTED] answered 'Question of the Day', which was, "When is your birthday?" by accurately answering, "[REDACTED]". During job time, he was able to attend a lesson and after only a few minutes, became comfortable and participated by offering answers to my questions. At the end of the lesson I asked, "What do you think of our classroom?" [REDACTED] answered, "I like it. It's bigger than the one at my preschool and you have a lot more jobs that I can do." [REDACTED] is clearly a child who wants to work.

[REDACTED] is an articulate, peaceful, and respectful child who would benefit from being in our Transitional Kindergarten program. Personally, I would very much enjoy having [REDACTED] in my classroom, as I feel he would fit well within our classroom dynamics.

I recommend that [REDACTED] join the California Montessori Project in January of 2014 as a Transitional Kindergartener.

Sincerely,

Deborah Mahoney-Merritt

Kindergarten Lead Teacher



11-20-2013

Governing Board Members,

Today I had the opportunity to observe [REDACTED] in one of our Kindergarten classrooms. [REDACTED] has applied to be part of our midyear- TK program. [REDACTED] seemed a little shy and possibly unsure at first. [REDACTED] was able to leave his mother as she returned to the office. He observed and then joined circle. [REDACTED] sat nicely and was attentive to what was happening at circle. [REDACTED] answered questions clearly when asked.

[REDACTED] was invited by the teacher to work on some letter sounds, with her and a small group. He joined willingly and seemed interested in what they were doing. After the lesson [REDACTED] explored the classroom and was very interested in the animals. During his observation of the animals he began to have a conversation with another student. [REDACTED] was smiling and enjoying the conversation. The other student then invited him to do a job with her. [REDACTED] was focused on his job, but still being social with peer.

While [REDACTED] was slow to warm up, which is age appropriate for his age; he came around and was engaged in the classroom. I enjoyed watching him interact with the teacher and other students, and feel comfortable in the classroom. He seems social and emotionally ready and I would like to recommend him for our TK program this year 2013-2014.

Elizabeth Parks
Assistant to Principal
California Montessori Project-
Carmichael Campus