# DRAFT 6/13/18

# STUDENTS N09.121 AP.21

Petition for Early Enrollment Form

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🞏 Male 🞏 Female

Birthdate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_\_ Grade Level for the \_\_\_-\_\_\_\_ School Year \_\_\_\_\_

Parent/Guardian Name (Please Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address (Please Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State \_\_\_\_\_\_\_\_\_\_\_\_ ZIP \_\_\_\_\_\_\_\_\_\_\_\_ County \_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number (Home) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Work) \_\_\_\_\_\_\_\_\_\_\_\_\_ (Cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Request Petition for Early Enrollment at Panther Academy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason(s) for Request \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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#### Parent/Guardian Signature Date

###### ==========================================================================

For school/District Use Only

Child met Kindergarten Readiness Standards on District-approved screener? 🞎 Yes 🞎 No

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Petition for Early Enrollment 🞎 Recommended 🞎 Not Recommended

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#### Principal Signature Date

Petition for Early Enrollment 🞎 Approved 🞎 Not Approved

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#### Superintendent Signature Date

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#### Board Chair Signature Date

# STUDENTS N09.121 AP.21

# (Continued)

Petition for Early Enrollment

Procedures and Guidelines for Petition

District-approved petition forms should be completed at Panther Academy no later than May 1 of the year prior to the beginning of the school year for which the request is made. Upon completion of the form, the Principal will contact the parent to review all the details and procedures for consideration in applying for early entrance.

To be recommended for early entrance to kindergarten, children will need to demonstrate above average performance and development in academic skills as well as approaches to learning, health and physical well-being, language and communication development, social and emotional development, and cognitive and general knowledge. The standards for early admittance are very high to ensure that students are not frustrated by their advanced grade placement. There will be no consideration, including an appeals process, for children with birthdates beyond *October 1. Additionally, final placement considerations will include availability of space and funding.*

The process will include multiple measures of the child’s readiness for school. These measures will include, but are not limited to the following:

* Parent observation and input
* Data from prior settings, such as child care, state-funded preschool, Head Start and other early childhood programs if available
* BRIGANCE ©Kindergarten Screen score of 95 or higher
* Kindergarten sight word list
* Aims Web Plus
* Demonstration of writing a sentence
* DIAL-4
* Speech assessment
* Fine motors assessment (using scissors, etc.)

The Principal shall submit written recommendation to the Superintendent who shall then recommend to the Board whether to grant the request.

Children meeting the early entrance standards will be recommended for a *four (4)-week* trial period in kindergarten beginning at the start of the school year. During this time the student’s readiness for kindergarten (general performance, social, emotional, and physical maturity, academic performance, peer relationships and other relating factors) will be monitored.

At the end of the *four (4) week* trial period, the school Principal will convene a meeting. Participants will include the parent(s), the student’s teacher, the Principal, and any other invited individuals who may contribute relevant information and/or expertise regarding the individual student. Participants will then decide, based on multiple sources of data, if the child is in the appropriate educational setting or not. In the event the participants cannot reach a consensus, the building Principal retains authority and the responsibility to make the final decision.