

# Mounds View Public Schools Ends and Goals Regulation

## EG-1101 Early Entrance & Initial Admission

### APPLICATION PROCESS

Children may be considered for early entrance to kindergarten/grade one according to the following procedures:

1. Contact the building principal in the year the parent or guardian wishes their child to enter kindergarten/grade one.
2. The building principal will meet with the parent or guardian to discuss goals and provide information regarding the implications of early entrance for a child.
3. Parent(s) or guardian(s) may choose to complete and return an application form and fee to the office of Director of Student Services. These applications will be accepted beginning May 1st.

The office of the Deputy Superintendent shall have the option to select appropriate evaluators for the early entrance assessment of students. All evaluators will be required to have current licensure as a school psychologist.

Early entrance evaluation of students shall not be performed by any school district personnel during regular school hours.

As evaluation for early entrance is not a part of regular school services, the fee charged by the school psychologist performing the evaluation shall be paid by the parent(s) or guardian. The amount of the fee shall be reviewed annually by the evaluators and the Deputy Superintendent. Parents/guardians who are not able to pay the fee should contact the Deputy Superintendent to discuss possible options.

### EVALUATION PROCESS

1. Parent to meet with building principal and other staff as appropriate for application materials.
2. Upon receiving a completed application form and fee, the Deputy Superintendent will forward the information to an appropriate evaluator.
3. The evaluator will then contact the parent or guardian in a timely fashion and schedule a time for the evaluation.
4. After completing the assessment, the evaluator will meet with the appropriate building principal and review assessment results. Based on this review, a decision will be made regarding early admittance. Data in the following areas will be considered:

**Age:** Children considered must be 4 years, 8 months of age as of September 1.

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## **Early Entrance & Initial Admission (continued)**

**Intellectual Functioning:** Superior general cognitive functioning as measured by a technically sound standardized test of intelligence. Children will need to score at or above the 95th percentile.

**Readiness:** Superior school readiness skills as measured by the Mounds View Continuous Progress Monitoring Measurement System, and other age-appropriate readiness measures. Letter identification, letter sounds, number recognition, copying letters and numbers, and attention span will be carefully measured.

**Social Competencies:** Scoring at or above the 95th percentile on the California Pre-School Social Competency Scale (a parent report inventory).

**Pre-School History:** Information regarding the child's performance in any preschool program.

**Previous Testing:** (if any) The results of any individual psycho-educational testing completed prior to the initiation of this process.

5. The building principal will contact the parent/guardian to inform them of the decision.
6. The evaluator will send a written report to the parent/guardian. A copy of the report will also be sent to the building principal and the Executive Director of Instructional Support.

The final decision regarding the early admittance of a student is made by the building principal in consultation with the evaluator and other staff as deemed appropriate by the principal. If a parent/guardian has a question regarding the evaluation process, they may request that the Deputy Superintendent review the information to assure that the policy and regulations have been properly implemented.

### GRADE LEVEL PLACEMENT

The final decision about the grade level placement of student is made by the building principal. Grade level placement will be dependent upon the student's chronological age and his/her level of functioning within the school environment.

The principal will convene a staff team to assist the principal with placement decisions. The team will review all written records that pertain to the student's previous school experiences and level of functioning. If no written records are available, the principal will request that staff conduct an initial assessment to determine the student's level of functioning.

If a parent/guardian has a question regarding the placement decision, they may request that the Deputy Superintendent review the information to assure that the policy and regulations have been properly implemented.

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