

EARLY ENTRANCE PROGRAM

Purpose

The program is not compulsory for all children. It is established to accommodate children possessing marked high ability and maturation as compared to others their age. It is designed as a measure to meet individual differences in school readiness by providing an educational program and a method of acceleration for those who can profit by it.

In general, most children have the best chance for a successful school experience if they begin their schooling with children of their own age group at the usual time of entrance. Early entrance children will be entering a highly competitive situation with children as much as a year older and with the advantage of a full-year's life experience and developmental time.

Criteria

School readiness involves the integration of many aspects of development, coordination, language, curiosity, and social maturity among others. Evaluation of children for early entrance kindergarten or first grade emphasizes these and other skills and characteristics, that correlate with success in an academically oriented program. In general, the early entrance child should measure at the ninety fifth percentile or above in the various skill and developmental areas assessed. This would mean that the student's mental and developmental ages would be twelve to fifteen months advanced above the chronological age. The following skill and development areas shall be assessed by a licensed school psychologist:

- A. Intellectual
- B. Social and Emotional Maturity
- C. Verbal Ability
- D. Physical Development/Motor Coordination
- E. Academic Readiness in Reading and Math

Procedures

Applications for students whose birthdays fall between August 1 and December 31 of the early entrance year for either kindergarten or first grade will be accepted up until the 15th of August of the year in question, and the following procedures shall be followed:

- A. An interview will be held with the parents in an attempt to evaluate the experiential/developmental background and social maturity of the child. The program shall be explained stressing that early entrance is designed to identify and admit only children who are gifted in mental development and social maturity. It is explained that, if assessment is to follow, the decision of the early entrance committee shall be final.
- B. A written statement requesting an evaluation and citing the reasons that the child should be considered for early entrance is made by the parents. Proof of birth must also be provided by the parents at the time of application.
- C. The assessment will be conducted by a licensed school psychologist and will include the aforementioned five areas.
- D. The results will be reviewed by the early entrance committee, comprised of the specialists involved in the early entrance program. This will include the review of any supporting evidence gathered regarding the social, emotional, and physical characteristics of the child.
- E. Parents are notified in writing of the results of the assessment and the committee's action.
- F. The accepted early entrance child will then be assigned to a building for purposes of registration and assignment.

Qualifying Factors

- A. Any child admitted to kindergarten or first grade under this Policy shall be admitted on a probationary basis. If satisfactory progress is not maintained, the child's admission may be reconsidered upon the request of the classroom teacher, supervisor, or principal. Such reconsideration may take place at anytime during the school year.
- B. A child evaluated and accepted for the early entrance program in kindergarten is not required to be re-evaluated for entrance into first grade, unless requested by the teacher, principal, or supervisor.