

I. Pre-K – Procedures for Early Admission**A. Eligibility**

In order for a student to be considered for early admission to pre-kindergarten:

1. The parent or guardian must request admission;
2. The parent or guardian must agree to a home visit and subsequent parent training; as determined appropriate by the evaluation team;
3. The student must be from an economically disadvantaged home or homeless, and
4. The student must exhibit a demonstrated educational need with a 20-24% delay, with respect to age, in at least one of the following areas: personal and social development, language and literacy, and mathematical thinking
5. A student with a 25% delay will be eligible for Special Education services. Any student eligible for Special Education services may be considered for early admission to pre-kindergarten based on an Individualized Education Plan (IEP) Team decision.

B. Request Stage

1. A parent or guardian may request that a child who will be four years after September 1, the date established for pre-kindergarten entry by COMAR, be permitted to enter pre-kindergarten. The parent or guardian requests consideration for the child's early admission by submitting a written request to the Department of Student Services.
2. The Department of Student Services responds to the request and provides parent/guardian with information about early entrance and a pre-kindergarten application. The parent/guardian completes the pre-kindergarten application and returns it to the Department of Student Services within five (5) days.
3. Upon receipt of the pre-kindergarten application, a member of the Child Find Clinic Team will contact the parent to schedule an appointment for assessment.

C. Assessment Stage

The Child Find Clinic Team will administer the Learning Accomplishment Profile-Diagnostic, the Developmental Assessment of Young Children Social-Emotional Domain, and the Preschool Language Scale assessments.

D. Decision Stage

1. Upon completion of all assessments, the principal and the IEP Team will meet. The parent or guardian will be invited.
2. The principal will contact the Office of Elementary Education for technical assistance in the decision making process. A representative of this department should participate in either the IEP meeting or the final decision of the school.

3. The IEP Team will review the data from the assessments. In order to be considered for early admission, the data should indicate that the student has an educational need with a 20-24% delay, with respect to age, in at least one of the following areas: personal and social development, language and literacy, and mathematical thinking.
4. If a 20-24% delay is found, an evaluation team will conduct a home visit to determine if additional family support is needed. The family must agree to the recommended support.
5. After full consideration, the IEP Team will make a recommendation. If all of these criteria outlined in Part C and D are met, the child will be assigned to pre-kindergarten at the start of the school year unless the IEP Team makes a recommendation to place the child immediately into pre-kindergarten. The principal will prepare a written recommendation stating the reasons upon which the decision was made. A recommendation of early admission must include a transition strategy and a plan for careful monitoring of the child's placement. If the Office of Elementary Education approves the recommendation, the report and supporting documents will be placed in the student's cumulative record file. The principal will inform the parent or guardian of the decision at the IEP meeting.

E. Appeals Process

1. If the parent or guardian disagrees with the assessment data and/or the decision, they may arrange for an independent evaluation at their own expense. The IEP Team will consider the data from the independent evaluation.
2. If the parent or guardian wishes to appeal the decision, the appeal must be made in writing to the Department of Student Services within 10 days of the decision.
3. The Department of Student Services will review all relevant information and will rule on the appeal.

II. Kindergarten - Procedures for Early Admission**A. Eligibility**

In order for a student to be considered for early admission to kindergarten:

1. The student must demonstrate superior intellectual and academic achievement, which is on or above kindergarten level and is comparable to the peer group in which the placement will occur, as determined by testing and other standards set by the ACPS.
2. The student must exhibit advanced social, emotional, and physical maturity appropriate for kindergarten placement; and which is comparable to the peer group in which placement will occur, as determined by testing and other standards set by the ACPS.
3. The parent/guardian must request admission.
4. The student must be five (5) years of age prior to October 15 of the year in which the early admission request is made.

If all the above criteria are met, the child may be considered for early admission to kindergarten pursuant to the procedures and results described below. The decision to admit a child to kindergarten early will be at the sole decision of the school system.

B. Request Stage

1. A parent or guardian may request that a child who will be four years old on or before the date established for kindergarten entry by COMAR be permitted to enter kindergarten. The parent or guardian requests consideration for the child's early admission by submitting a written request to the school. This written request should occur at the time of spring registration, or by May 15.
2. The school principal responds to the request and provides the parent/guardian with information about early entrance and a copy of the Early Admission Parent Survey. The parent/guardian completes the Early Admission Parent Survey and submits it to the school within five (5) days.
3. School personnel will inform the parent or guardian of the long-term implications of early admission including but not limited to:
 - a. A child who enters kindergarten early will be younger than his or her classmates throughout his or her academic career. This means that the child may be the youngest student in his or her high school class.
 - b. Early entry is the equivalent to skipping a grade, not just giving a head start.
 - c. There may be fewer leadership opportunities in upper grades.
 - d. There may be negative effects in GPA and class ranking which will impact the college application and acceptance processes.
4. The principal convenes a meeting of school team. The school team may include principal, principal designee, teaching staff, and/or school psychologist. The parent/guardian is invited to the meeting.

The purpose of the meeting is to provide the parent or guardian an opportunity to present the reasons for the early admission request and to give school personnel an opportunity to explain the procedures for early admission.

5. Parent permission for assessments will be obtained.

C. Screening Stage

1. A school psychologist will administer an initial screener - Bracken School Readiness Assessment – Fourth Edition (BSRA-4).
2. If the student achieves a score less than 115, early admission will not be granted. The person administering the test will inform the principal or designee in writing of the BSRA-4 results.
3. If the student achieves a score of 115 or higher, further testing is warranted, and additional formal assessments will be administered. The additional assessments will be the Test of Early Reading Ability – Fourth Edition (TERA-4); the Test of Early Mathematics Ability – Third Edition (TEMA-3); and the Developmental Profile-4 (DP-4).

D. Decision Stage

1. Upon completion of all assessments, results will be given to the principal.
2. The principal will reconvene the school team. Persons administering the test will share test results. The school team will review the data from the assessments. The parent(s) will be invited to attend. The data should indicate a level of intellectual, physical, social, and emotional maturity that is commensurate with that of children who are a year older. Therefore, the following scores will be considered as key indicators, and the decision of the school team will be based primarily upon the following criteria:
 - a. Test of Early Reading Ability – Fourth Edition, 121 or higher
 - b. Test of Early Mathematics Ability – Third Edition, 120 or higher
 - c. Developmental Profile–4, 116 or higher General Development score
3. All criteria outlined above must be met in order for the child to be considered for early admission to kindergarten. In addition, a positive recommendation must be received from the school team. If all criteria described are met and a positive recommendation is received, the child may be assigned to kindergarten at the start of the next school year. The principal will complete a written Early Admission to Kindergarten Documentation Summary and provide the parent with a copy and a copy of the written note and reports completed by test examiners.

E. Appeals Process

All appeals must be made in writing to the Superintendent or designee within 10 days following parental receipt of the Early Admission to Kindergarten Documentation Summary.

III. Grade 1 - Procedures for Early Admission**A. Eligibility**

In order for a student to be considered for early admission to first grade:

1. The student must demonstrate superior intellectual and academic achievement, which is on or above first grade level and is comparable to the peer group in which the placement will occur, as determined by testing and other standards set by the ACPS.
2. The student must exhibit advanced social, emotional, and physical maturity appropriate for first grade placement; and which is comparable to the peer group in which placement will occur, as determined by testing and other standards set by the ACPS.
3. The parent/guardian must request admission.
4. The student must be six (6) years of age prior to October 15 of the year in which the early admission request is made.
5. The student cannot have been denied early entry to kindergarten based on the early admission process.

If all the above criteria are met, the child may be considered for early admission to first grade pursuant to the procedures and results described below. The decision to admit a child to first grade early will be at the sole decision of the school system.

B. Request Stage

1. A parent or guardian may request that a child who will be five years old on or before the date established for first grade entry by COMAR be permitted to enter first grade. The parent or guardian requests consideration for the child's early admission by submitting a written request to the school. This written request should occur at the time of spring registration, or by May 15.
2. The school principal responds to the request and provides the parent/guardian with information about early entrance and a copy of the Early Admission Parent Survey. The parent/guardian completes the Early Admission Parent Survey and submits it to the school within five (5) days.
3. School personnel will inform the parent or guardian of the long-term implications of early admission including but not limited to:
 - a. A child who enters first grade early will be younger than his or her classmates throughout his or her academic career. This means that the child may be the youngest student in his or her high school class.
 - b. Early entry is the equivalent to skipping a grade, not just giving a head start.
 - c. There may be fewer leadership opportunities in upper grades.
 - d. There may be negative effects in GPA and class ranking which will impact the college application and acceptance processes.
4. The principal convenes a meeting of school team. The school team may include principal, principal designee, teaching staff, and/or school psychologist. The parent/guardian is invited to the meeting.

The purpose of the meeting is to provide the parent or guardian an opportunity to present the reasons for the early admission request and to give school personnel an opportunity to explain the procedures for early admission.

5. Parent permission for assessments will be obtained.

C. Screening Stage

1. A qualified staff member will administer the Test of Early Reading Ability – Fourth Edition (TERA-4) and the Test of Early Mathematics Ability – Third Edition (TEMA-3).
2. If the student achieves a score less than 121 and/or 120, respectively, early admission will not be granted. The person administering these tests will inform the principal or designee in writing of the results.
3. If the student achieves a score of 121 or higher on the TERA-4 and 120 or higher on the TEMA-3, further testing is warranted, and additional formal assessments will be administered. The additional assessments will be the Developmental Profile–4 (DP-4) as well as beginning-of-year First Grade reading and math benchmarks. The DP-4 will be administered by a school psychologist. Reading and math grade one diagnostic assessments will be administered by a qualified staff member.

D. Decision Stage

1. Upon completion of all assessments, results will be given to the principal.
2. The principal will reconvene the school team. Persons administering the tests will share test results. The school team will review the data from the assessments. The parent(s) will be invited to attend. The data should indicate a level of intellectual, physical, social, and emotional maturity that is commensurate with that of children who are a year older. Therefore, the following scores will be considered as key indicators, and the decision of the school team will be based primarily upon the following criteria:
 - a. Developmental Profile-4, 116 or higher General Development score
 - b. i-Ready Math Diagnostic Grade 1 Beginning of Year – Above Level, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Grade 1 Beginning of Year Screener – Above Benchmark
3. All the criteria outlined above must be met in order for the child to be considered for early admission to first grade. In addition, a positive recommendation from the school team must be received. If both the criteria described above are met and a positive recommendation is received, the child may be assigned to first grade at the start of the next school year. The principal will complete a written Early Admission to First Grade Documentation Summary and provide the parent with a copy and a copy of the written reports completed by test examiners.

E. Appeals Process

All appeals must be made in writing to the Superintendent or designee within 10 days following parental receipt of the Early Admission to First Grade Documentation Summary.

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