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Contact Person: Executive Director of Special Education

POLICY 503.3 EARLY ADMISSION

I. PURPOSE

To facilitate to the fullest extent possible the development of underage children with unusually high ability.

II. GENERAL STATEMENT OF POLICY

The District shall establish procedures for the early admission of these children to kindergarten and first grade.

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Contact Person: Executive Director of Special Education

REGULATION 503.3 EARLY ADMISSION

I. EARLY ADMISSION PROCEDURE - KINDERGARTEN

A. Criteria for Early Admission to Kindergarten

1. Children considered will be five (5) years of age after September 1st and on or before November 1st of the calendar year in which the school year for which the pupil seeks admission commences.
2. Children considered must obtain a standard score at the 95th percentile or higher with a comprehensive, nationally normed, individually administered, clinical instrument for assessing the cognitive ability for learning.
3. Children considered must demonstrate advanced academic readiness, adaptive skills, and social-emotional development.

B. Procedure

1. Contact the Pond Early Learning Center to schedule and complete the early childhood screening process.
2. Contact the neighborhood building principal, in writing, to request early admission for a family's child. The principal will facilitate a screening of the child using the Bloomington Early Kindergarten Assessment (BEKA), review completed early childhood screening results and any available data from preschool, which assesses student readiness skills. In general, potentially successful applicants should perform well above the norm for their age group.
3. Teams and/or principals will be available for screening after April 1 up until the two weeks prior to the start of school.
4. Those children who perform well during the screening procedure will be recommended for an individual psychological assessment to be performed by a district-provided or licensed psychologist. Parents will be responsible for the cost of the individual psychological assessment. When performed by a district-provided school psychologist the cost will not exceed \$200.00. When requested the district will use a sliding fee scale for the cost of a district-provided psychologist.

5. Upon completion of the individual psychological evaluation, the psychologist will provide a summary of the intellectual, academic and social-emotional findings with a recommendation to the building principal. The psychologist may need to conduct interviews and/or collect rating scales from families/caregivers to assess the child's social-emotional and adaptive readiness for kindergarten. The building principal will determine if the child meets the district criteria and will make a decision for or against early admission and notify parents of the decision.

C. Decision Making

1. Provide information about their child's unique learning characteristics as it applies to early admission. - Family/Caregivers
2. Recommendation – Psychologist
3. Decision – Principal

D. Appeal Process

Families/Caregivers who do not agree with the decision of the Principal as outlined above may request, in writing, that the Assistant Superintendent and/or designee review the information and procedure regarding their child to assure appropriate policy implementation.

II. EARLY ADMISSION PROCEDURE - FIRST GRADE

A. Criteria for Early Admission to First Grade

1. Children considered will be six (6) years of age after September 1st and on or before November 1st of the calendar year in which the school year for which the pupil seeks admission commences.
2. Children considered must obtain a standard score at the 95th percentile-higher with a comprehensive nationally normed, individually administered clinical instrument for assessing the cognitive abilities for learning.
3. Children considered must demonstrate advanced academic readiness, Adaptive skills, and social-emotional development.
4. EXCEPTION: Children having successfully completed a public kindergarten or currently enrolled in a public school kindergarten classroom evidencing very superior intellectual, academic and social-emotional development, may be advanced early to first grade. The formal procedures stated below are not required in such cases. However, the classroom teacher will provide written documentation of the child's advanced development with a recommendation for early grade advancement. The building principal will make a decision for or against early grade advancement. Informed parental consent is required.

B. Procedure

1. Contact the local building principal in writing, to request early admission to first grade. The Principal will facilitate a screening of the child using interview, observation and formal and informal readiness measures.
2. Teams and/or Principals will be available for screening during the first week after the close of school in June and two weeks prior to the start of school.
3. The children who perform well above the norm for their age group during the screening procedure will be recommended for an individual psychological assessment to be performed by a district- provided psychologist or licensed psychologist. Families/caregivers will be responsible for the cost of the individual psychological assessment. When performed by a district-provided school psychologist the cost will not exceed \$200.00. When requested the district will use a sliding fee scale for the cost of a district-provided psychologist.
4. Upon completion of the individual psychological evaluation the psychologist will provide a summary of the intellectual, academic and social-emotional findings with a recommendation to the building principal. The psychologist may need to conduct interviews and/or collect rating scales from families/caregivers to assess the child's social-emotional and adaptive readiness for first grade. The principal will determine if the child meets the district criteria, make a decision for or against early admission and notify parents of the decision.

C. Decision making

1. Provide information about their child's unique learning characteristics as it applies to early admission – Family/Caregivers
2. Recommendation – Psychologist
3. Decision – Principal

D. Appeal Process

Families/Caregivers who do not agree with the decision of the Principal as outlined above may request, in writing, that the Assistant Superintendent and/or designee review the information and procedure regarding their child to assure appropriate policy implementation.