



2022-2023

REGULATORY AFFAIRS

SCHOOL POLICY: ADMISSION TO KINDERGARTEN AND FIRST GRADE

2022-2023

REVIEWED AND APPROVED BY THE GOVERNING AUTHORITY
AUGUST 20TH, 2022

POLICY AND PROCEDURES FOR STUDENTS' ADMISSION TO THE SCHOOL.

ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE
OFFICE OF THE ASSISTANT SUPERINTENDENT- REGULATORY AFFAIRS



SCHOOL POLICY: ADMISSION TO KINDERGARTEN AND FIRST GRADE

REVISED AND UPDATED 8/21/2018

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Compulsory Kindergarten and First Grade Admissions:

In order to attend kindergarten or first grade, a child must be 5 or 6 years old respectively by September 30 of the year of admission, unless the child has been recommended for admittance in accordance with the School's acceleration policy.

Academic Acceleration:

The School believes that students often require access to advanced curriculum in order to realize their potential.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1. Referrals and Evaluation.

- a. Any student may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for an evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a School member who has knowledge of the referred child's abilities.
- b. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation are available in the School's office. The Principal (or his or her designee) shall accept referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises is aware of procedures for referring students for evaluation for possible accelerated placement.
- c. The Principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement and once consent is received, evaluate the student.
- d. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred

child shall be scheduled at the Principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee or if approved by the committee.

Acceleration: All students who will be the proper age for entrance into kindergarten or first grade by the thirtieth day of September of the school year for which admission is requested shall be evaluated upon the request of the child's parent(s) or legal guardian(s).

Early Admittance: Children who will not yet be the proper age for entrance into kindergarten or first grade by the thirtieth day of September of the school year for which admissions is requested shall also be evaluated for possible early admittance if referred by the child's parent(s), an educator employed by the School, a preschool educator who knows the child or a pediatrician or psychologist who knows the child.

- e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. The notification shall include instructions for appealing the outcome of the evaluation process.
 - f. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the governing authority within thirty (30) days of being notified of the committee's decision. The Chief Executive Officer of the educational service provider or his/her designee, shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty (30) days of receiving the appeal. That decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.
2. **Acceleration or Early Admissions Evaluation Committee**

a. **Composition**

- i. The Principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student committee comprised of the following:
 - 1. The Principal or Assistant Principal;
 - 2. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 - 3. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
 - 4. A parent or legal guardian of the referred student or a representative designated by the parent or legal guardian of the referred student;
 - 5. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the School, a

school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

ii. The acceleration evaluation committee shall be charged with the following responsibilities:

1. Conduct fair and thorough evaluation of the student.

- a. Students considered for whole-grade acceleration and early admissions shall be evaluated using an acceleration assessment process approved by the Ohio Dept. of Education.
- b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement.
- c. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements.

In all of the above, (a-c), the committee shall consider the student's own thoughts or possible acceleration.

2. Issue a written decision to the Principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

3. Develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written plan shall specify:

- a. Placement of the student in an accelerated setting;
- b. Strategies to support a successful transition to the accelerated setting;
- c. Requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- d. An appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement, and the Principal shall remove the student without any repercussions. At any time during the

transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement, and the Principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request. If the student will be placed in an accelerated setting different from that initially recommended, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

4. For students the accelerated evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options, waiving School prerequisite requirements for enrolling in advanced courses, waiving School graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
 5. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.
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