

Early Entrance

The standards, conditions and procedures identified in this rule apply generally to requests for early admission to four-year-old and five-year-old kindergarten (4K and 5K). They are not intended to address any placement or other curricular or program determinations made for a student with disabilities pursuant to an individualized education program (IEP).

A. Standards and Conditions for Early Admission to 4K

Generally, no child shall be admitted to 4K in the District unless he/she is four years old on or before September 1 of the year he/she proposes to enter school. Under extraordinary circumstances, the District may consider a child's early admission to 4K but only if all of the following standards and conditions are met:

1. The child must be four years old on or before September 15 in the year he/she proposes to enter school.
2. The child's intellectual development/growth, language development and communication skills must be assessed at or above 90th percentile as compared to his/her same age peers.
3. The child must demonstrate the social/emotional functioning and developmental maturity necessary to successfully participate in a structured setting for the full school day of the 4K program. The child must demonstrate the perceptual, fine and gross motor skills needed to successfully participate in the regular activities of 4K; be capable of following verbal instructions; be able to remain focused and work independently for reasonable periods of time; enjoy working and playing with other children; show the ability to cooperate with others.
4. The child must show an interest in school type activities — for example, has the ability to address new situations or challenging learning tasks without experiencing excessive frustration or avoidance relative to typical expectations for children in 4K.
5. The District staff conducting the evaluation of the child and analyzing the results as outlined in Section C-3 below has determined that early admission to 4K is the most appropriate placement for the child and is in the child's best interests.

B. Standards and Conditions for Early Admission to 5K

1. If a child was previously granted early admission to 4K in another school system, and the child successfully completed the 4K program, the District may approve the child's early admission to 5K, provided the child's parent or guardian supports the early admission and the District determines that the weight of other available information suggests that placement in 5K would be an appropriate placement.
2. If a child successfully completed a preschool or early childhood program that is deemed equivalent to the District's 4K program, the District may approve the child's early admission to 5K, provided the child's parent or guardian supports the early admission and the District determines that the weight of other available information suggests that placement in 5K would be an appropriate placement.
3. If a child has not successfully completed a 4K program or its equivalent, the District may consider a child's early admission to 5K if all of the following standards and conditions are met:
 - a. The child's intellectual development/growth, language development and communication skills must be assessed at or above 90th percentile as compared to his/her same age peers.
 - b. The child must demonstrate the social/emotional functioning and developmental maturity necessary to successfully participate in a structured setting for the full school day of

the 5K program. The child must demonstrate the perceptual, fine and gross motor skills needed to successfully participate in the regular activities of 5K; be capable of following verbal instructions; be able to remain focused and work independently for reasonable periods of time; enjoy working and playing with other children; show the ability to cooperate with others.

c. The child must show an interest in school type activities — for example, has the ability to address new situations or challenging learning tasks without experiencing excessive frustration or avoidance relative to typical expectations for children in 5K.

d. The District staff conducting the evaluation of the child and analyzing the results as outlined in Section C-3 below has determined that early admission to 5K is the most appropriate placement for the child and is in the child's best interests.

C. Early Admission Procedures

1. A written request for a child's early admission to 4K or 5K shall be submitted to the elementary principal by May 1 for the upcoming school year. The request shall include the rationale for making the request and include any academic records and other information as may be relevant to the request. Examples of other relevant information are samples of the child's work that shows ability and skill levels in any area and letters of recommendation from preschool teachers, child care workers, pediatricians or others who have direct knowledge of the child that document the child's ability and skill levels and kindergarten readiness.

a. If a request is submitted after the applicable deadline, the District may not be able to fully evaluate the request, and the request may be denied as untimely. The ability to evaluate a late request will depend, in part, on the extent to which relevant and determinative information is already available, such that there is no need to schedule and conduct specific new assessments.

2. The elementary principal or designee shall meet with the child's parent or guardian to discuss the reasons for the early admission request, conduct an initial review of related student record information, and learn of the child's functioning in the home and general environment. The child's birth certificate or other proof of age should be brought to the interview. The elementary principal or designee will view the proof of age document and verify the information against the information noted on the early admission request, noting that this was done.

a. If, at this meeting, the District determines that the child conclusively meets, or does not meet, the District's standards and conditions for early admission, the request shall be approved or denied in writing. If the District determines that additional evaluation is needed, the District shall obtain parent or guardian consent to continue the process. Any testing or evaluations of the child may be scheduled sequentially such that the assessment process will continue only if determinative information is not identified.

3. The evaluation of the child's readiness for 4K or 5K shall include an assessment of the child's potential to benefit from early admission and to successfully participate in the grade level, including consideration of the child's intellectual development/growth, language development, communication skills, social-emotional functioning, and developmental maturity. A certified school psychologist, with assistance other staff as appropriate, shall conduct the individual evaluation using standardized assessment instruments and measures and observation.

a. The staff member(s) completing the evaluation/assessments shall meet with the building principal or other administrative designee to analyze the results of the evaluation and

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any other data available to determine whether the child meets or does not meet the standards and conditions for early admission.

b. The Elementary Principal shall meet with the child's parent or guardian to present the results of the evaluation(s) and the District's decision with respect to the early admission request. A written decision regarding the request will be provided to the parent or guardian and a copy kept on file in the District.

c. If the request is denied, the notice of denial shall inform the parent or guardian of their opportunity to appeal the decision to the District Administrator. The appeal must be made in writing to the District Administrator within 10 days of receipt of the District's denial decision. The decision of the District Administrator shall be final.

CROSS REFERENCES: BP 421 Early Entrance

ADOPTED:

REVISED: August 9, 2018