



**SCHOOL POLICY: ADMISSION TO KINDERGARTEN,
FIRST GRADE AND ACCELERATED EDUCATIONAL
PROGRAMS
2024-2025**

ABSTRACT

Regulations and procedures set in place for admission of students to Kindergarten, First Grade and/or Accelerated Educational Programs as approved by the AJHAE Governing Authority on August 15th, 2028 and reviewed and re-approved on June 15th, 2024.

Dr. Israel Koppisch
Deputy Superintendent



ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

Office of the Deputy Superintendent:

SCHOOL POLICY: ADMISSION TO KINDERGARTEN, FIRST GRADE AND ACCELERATED EDUCATIONAL PROGRAMS

As approved by the Governing Authority on August 15th, 2018 and reviewed and re-approved on June 15th, 2024.

Compulsory KINDERGARTEN AND FIRST GRADE admissions:

To attend kindergarten or first grade, a child must be five (5) or six (6) years respectively by September 30th of the school year of admission, unless the child has been recommended for admittance in accordance with the school's acceleration policy and/or school's assessment of the individual student.

Academic Acceleration:

At AJHAE we believe that students require access to advanced curriculum 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 eventually 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/legal guardian of the student to the School Leader for an evaluation for possible accelerated placement. A student may be referred through a school member who has knowledge of the referred child's abilities, including the possibility of a child complying with the requested school age to start in the grade, if such a date is within the first semester of the school year and/or the school assessment recommends the student to start in such grade.
- 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 at the school's office.
- c. The School Leader (or his designee) shall accept referrals of students for evaluation for possible accelerated placement annually and ensure that all staff he/she supervises is aware of the procedures for referring students for evaluation for possible accelerated placement.
- d. The School Leader (or his designee) of the referred student shall **obtain a written permission** from the student's parent(s) or guardian(s) to evaluate the student for possible accelerated placement and once consent is received, evaluate the student.
- e. 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 program on the first day of school.

- f. 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 School Leader's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee or if approved by the committee.
 - i. **Acceleration:** All students who will be the proper age for entrance into kindergarten or first grade by the 30th day of September of the school year for which admission is requested and/or any date during the first semester of school, shall be evaluated upon the request of the child's parent(s) or legal guardian(s).
 - ii. **Early Admittance:** Children who will not be the proper age for entrance into kindergarten of first grade by the 30th day of September of the school year for which admissions is requested ***shall also be evaluated for possible early admission if referred by the child's parent(s) or legal guardian(s), an educator employed by the School and/or a preschool educator who knows the child and/or a pediatrician or psychologist who knows the child.***
- g. 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 School Leader. The notification shall include instructions for appealing the outcome of the evaluation process.
- h. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the AJHAE Governing Authority within thirty (30) days of being notified of the committee's decision.
- i. The AJHAE Superintendent or its designee, shall review the appeal and notify the parent or legal guardian who filed the appeal of his/her final decision within thirty (30) days of receiving the appeal. That decision shall be considered 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 School Leader (or his/her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. The committee shall be comprised of the following persons:
 1. The School Leader;
 2. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 3. A teacher of 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 or SPED Director. 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 a 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 Department of Education and Workforce.
 - 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 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.
 - d. In all the above, (a—c), the committee shall consider the student's own thoughts or possible acceleration.
 2. Issue a written statement to the School Leader 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 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 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 acceleration 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.
 - e. 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 the accelerated placement, and the School Leader shall remove the student without any repercussions.
 - f. 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 School Leader shall direct the request to the acceleration committee to consider other accelerated options and issue a decision within thirty (30) days of receiving the request.

- g. If the student is 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 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 State 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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