201.1 ADMISSION OF BEGINNERS/EARLY ENTRANCE

1. Guidelines
   SC 1301
   Title 22
   Sec. 11.14

   Title 22
   Sec. 11.16

   Chronological age is the best single indicator of maturity. Any child who desires to seek admission to the kindergarten classes of the Spring-Ford Area School District shall have attained the age of five (5) years by August 31st if they are to be admitted in the Fall. A child who has successfully completed kindergarten in a school system which has a lower entrance age requirement may be entered into first grade without regard for chronological age.

   Exceptions to these regulations shall be considered by the Superintendent for those students who have attained the age of five (5) years for kindergarten on or before September 15th and for those students who have attained the age of six (6) years for first grade on or before September 15th of the year they are requesting enrollment. Early entrance for either kindergarten or first grade will be considered if application for early entrance is submitted in writing to the Superintendent of Schools between April 1st and June 1st of the year the child is to be considered for entrance. Requests for children who become residents between June 2nd and August 31st of the year the child is to be considered for entrance must be submitted at the time of inquiry or registration up until August 31st.

   Early entrance will be recommended:

   1. If the child exhibits a mental age of six (6) years (kindergarten) or seven (7) years (first grade), or

   2. An individual test of intelligence administered by the District Psychologist and a visual-motor integration age of five (5) years and ten (10) months or higher, and

   3. Subjective or objective evaluation techniques indicate the child possesses the emotional stability and social maturity to substantially benefit from immediate school placement, or

   4. The child has been diagnosed as:

      a. blind,
b. deaf,

c. autistic,

d. severely socially and emotionally disturbed, or

e. multi-handicapped, and

the district psychologist and the members of the multi-disciplinary evaluation team recommend educational services to reduce the length of time the child is assigned to a special program or placement other than District or Intermediate Unit operated special education classes.