

SCHOOL ADMISSIONS GUIDELINES

Special Education Programs - Early Childhood

Upon receipt of an appropriate referral, the IEP team will evaluate children aged 3 to 5 who are suspected of having a disability. If the IEP team finds that a disability does exist, parents will be asked to grant permission to place the child in an appropriate special education program following Director of Special Education approval.

High School Entrance

Students desiring to enter high school must present a diploma or other evidence of satisfactory completion of eighth grade.

Public School Transfer Students

Public school transfer students are placed in an educational program which meets their learning needs from the onset of their educational experience with the School District of Colby. Students entering the School District of Colby from a home-based private educational program or private school shall be required to comply with Board guidelines for "Non-Public School Transfer Students".

Students transferring from other school systems are required to provide records from the previous school. The previous school if in Wisconsin, is required by state law to forward all pupil records relating to the student within five working days from the date of notice of the transfer.

Transfer students are initially screened by the building administrator, but parts or all of this function may be delegated to one or more other school staff including an IEP. The primary screening activity is a review of the student's records, both progress and behavioral. These records should, at a minimum, include the following information:

1. grade in school
2. achievement test results
3. previous screening results
4. immunization records
5. courses taken and grades received
6. complete file of any special class (e.g. special education, Title I, alternative education, gifted and talented, etc.)

The principal will have final determination concerning transfer of credits.

STUDENTS TRANSFERRING FROM A REGULAR EDUCATION PROGRAM:

A. Pre-Kindergarten through grade 4

Each transfer student's file will be circulated among the classroom teacher, speech pathologist, psychologist, counselor, principal or any other staff member deemed appropriate for review. If a disability is suspected, a referral will be made to the IEP team for evaluation. If there is no suspicion of a disability, the student will be enrolled in an appropriate classroom. A placement test may be utilized to facilitate accurate programming. The former school may be contacted.

B. Grades 5 through 12

Each transfer student's file will be reviewed by the counseling department. If a disability is suspected, the counselor will forward the file to the psychologist for review. If there is legitimate reason to suspect that a disability might exist, the student will be referred to the IEP team. If not, the guidance department will schedule the student based upon the information available in the student file. The former school may be contacted.

C. Non-Public School Transfer Students

Students transferring from a non-public school setting will be placed in accordance with the above procedures for grades Pre-K through 4 and grades 5 through 12. The former school may be contacted. The Colby High School principal will determine credits that satisfy Colby High School required course completion.

STUDENTS TRANSFERRING FROM A SPECIAL EDUCATION PROGRAM**Grades Preschool through 12, Public and Non-Public**

Students transferring from a special education program regardless of grade level will be brought to the attention of the psychologist immediately. Permission to evaluate the student will be secured from the parent. This evaluation may range from a record review and discussion with personnel from the previous school to a thorough psycho educational evaluation by the IEP team. The psychologist will contact personnel from the previous school to determine the nature and extent of the previous program. Test data will also be gathered. If the data is extensive and current, further evaluation may not be necessary. If not, the IEP team will schedule a supplemental evaluation. The parent will be invited to attend an IEP team staffing to determine if a disability exists. The recommendation for placement will be forwarded to the Director of Special Education for a placement decision and the parents will be asked for their written permission to place the student in special education. Placement will then commence.

If the transfer student is from outside of Wisconsin, a full IEP team evaluation is required prior to placement in a special education program.

Parents are encouraged to facilitate their children's transfer to and enrollment in the School District of Colby by notifying the former school district of the intent to enroll their children in another school district.