

## **ADMISSION**

**AR5111 (a)**

### **Age of Admission**

Proof of age shall be required of all enrolling students. The legal evidences of age, in order of desirability, are: a birth certificate; baptismal certificate; passport; immigration certificate; Bible record; or affidavit from the parent/guardian.

### **Residency**

Children living in the district who do not reside in a permanent, fixed residence shall be admitted to district schools upon presentation of any of the following:

1. Hotel or motel receipts;
2. A letter from a social service agency verifying that the child lives within the district;
3. An affidavit from the parent/guardian stating that the family lives within the district with the intent of remaining there.

A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a child is placed in a classroom.

### **K3 & K4**

In addition to the baseline policy that a child must have attained the age of 3 years before September 1 and be functionally toilet trained, early childhood education entry requirements are outlined below.

The minimum standards for accepting a child are set to admit those children whom the district is most assured have achieved at least the basic developmental skills that are foundational for academic learning.

### **Criteria**

Standards for determining appropriate developmental progress to enter K3 and K4 levels of early education are predicated upon multidimensional screening and assessment in the areas of motor functioning, conceptual development, language capacities, self-help development and social functioning. In addition, each child's behavioral level is evaluated and a vision and hearing screening conducted.

1. Motor functioning:
  - a. An area cutoff score 1.7 standard deviations below the mean in the motor area of functioning as measured by the Developmental Indicators for the Assessment of Learning, Third Ed. (DIAL-3)
2. Conceptual development:
  - a. An area cutoff score 1.7 standard deviations below the mean in the conceptual area of development as measured by the DIAL-3.
3. Language capacities:
  - a. An area cutoff score 1.7 standard deviations below the mean in the language area of development as measured by the DIAL-3.

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### 4. Self-Help Development:

- a. A DIAL-3 total cutoff score 1.7 standard deviations below the mean in the domain of self-help as measured by the DIAL-3.

### 5. Social Development:

- a. A DIAL-3 total cutoff score 1.7 standard deviations below the mean in the domain of social development as measured by the DIAL-3.

### 6. Behavioral Evaluation:

- a. A DIAL-3 behavioral observations total cutoff score 1.5 standard deviations below the mean in the overall screening domain of behavioral observations as measured during the administration of the DIAL-3. Please note: A score below the cutoff in the behavioral domain is not sufficient in and of itself to preclude admission into K3 or K4. Additional non-qualifying scores in other areas would be needed to place admission eligibility in doubt.

### 7. Vision and Hearing Screening:

- a. As a part of the K3 and K4 admission eligibility evaluation process, the district screens all potential candidates for possible hearing anomalies.
- b. As a part of the K3 and K4 admission eligibility evaluation a visual screening will be conducted.

## **PROCEDURES**

Whenever possible, the Development Indicators for the Assessment of Learning, Third Edition (DIAL-3) should be administered by a screening team and include parental observations. At a minimum, the three area subtests (Motor, Concepts and Language) must be administered; however, whenever possible the full battery of assessments should be utilized.

Students not meeting the admission criteria will be referred for further evaluation to determine possible eligibility for special education services.

## **KINDERGARTEN**

The minimum standards for accepting a child are set to admit those children whom the district is most assured will achieve success throughout their school years.

## **CRITERIA**

Standards for determining mental, physical, and emotional suitability for early admission to kindergarten are:

### 1. Mental/Intellectual

- a. A Full Scale intelligence quotient or standard score of at least 120.
- b. The IQ will be derived using the age appropriate and current version of one of the following instruments: Wechsler standardized IQ measure or Slosson Intelligence Test.

### 2. Visual Motor:

- a. Visual motor coordination in keeping with intellectual skills.

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- b. Visual motor areas include perception and can be assessed sufficiently during the administration of the Wechsler Scales and by additional observation. As alternate measures, the Visual-Motor Integration test (VMI) or Bender Gestalt Visual Motor Test may be used.
3. Emotional Maturity:
- a. Emotional maturity comparable to intellectual skills and adequate to meet the demands of the grade.
  - b. Emotional maturity should be assessed by at least two observations. Such observations should be by individuals trained in child development such as school psychologists, school counselors or teachers these observations should be provided.
  - c. Assessments in this area could include, but are not limited to: Vineland Adaptive Behavior Scales; Draw-A-Person; self descriptions; Children's Apperception Test.
4. Social Physical Behavioral:
- a. Social and behavioral maturity comparable to intellectual skills and adequate to meet the demands of the grade.
  - b. Assessments in this area could include, but are not limited to: Vineland Adaptive Behavior Scales; Draw-A-Person; self descriptions; Children's Apperception Test.

There must be at least one assessment given in each of the above areas to present as clear an evaluation of the total child as possible.

**Procedures**

A child under school age for kindergarten whose birthday falls September 1 through April 30 of that same school year may seek early age admission by following the procedure outlined below. The child must successfully pass all screening steps before final acceptance.

1. The family may request an evaluation for mental ability either through a private licensed psychologist or the borough mental health psychologist at their own expense, or through the district school psychologist subject to availability.
  - a. If the child is seen by a private licensed psychologist or the borough mental health psychologist, the only responsibility of the psychologist is to administer an individual IQ test as prescribed above. The psychologist will refer only those students who meet the criteria. Referral by the psychologist of those students who meet the criteria in no way assures final acceptance into the program.
  - b. If the child is seen by the district school psychologist, a referral will result in Step 2, below.
2. The referred child is given additional testing by the district school psychologist to determine the child's overall readiness for school. In general, the child must be equally developed in the areas of visual motor, emotional maturity, physical maturity and social/behavioral. If the child does not meet the established criteria in any of these areas, then the child will not be accepted into the next screening process. This evaluation will be based upon testing results, observations and a joint meeting of a Child Study Team (CST), composed of the parent/guardian, teacher(s), the site administrator, and the district psychologist. If the final decision by the site administrator is for a trial placement, then Step 3 is implemented.

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3. A trial placement shall consist of a six-week trial in kindergarten where, if the child finds success based on the CST review and a decision by the site administrator, permanent placement may be recommended. The final placement decision shall be made by the site administrator after consultation with the Superintendent or designee.
4. The cutoff date for early admission to kindergarten will be ten (10) school days after school opening.

## **UQAUTILUJA IÑUPIATUN IMMERSION PROGRAM**

The Uqautiluja Iñupiatun Immersion Program is a dual-language academic program rooted in over 50 years of Iñupiaq education within the North Slope Borough School District. Relaunched in 2023 at Ipalook Elementary School, the program began with a K3/K4 classroom, expanded to include Kindergarten in 2024–2025, and will further grow to include 1st Grade in the 2025–2026 school year, with plans to continue growing by one grade level classroom year-to-year, as well as support opening immersion programs in any one of our school locations should the supports be in place to do so.

Due to the cumulative nature of language acquisition in the immersion model, **new students will not be accepted directly into the 1st Grade classroom.** Continuity from earlier grade levels is required.

## **MISSION & VISION**

Aligned with the district’s mission to graduate empowered, culturally rooted, bilingual, healthy, critical, creative, life-long learners, the Uqautiluja Iñupiatun Program provides a learning environment guided by Iñupiaq educational philosophies, grounded in the language, environment, and interdependence with community, animals, and plants. Instruction is conducted in Iñupiaq with the goal of 90% immersion, supporting dual literacy in Iñupiaq and English as students advance.

## **CRITERIA FOR ADMISSION**

### **1. Grade-Level Eligibility**

- a. Applicants must meet the age and developmental requirements for K3, K4, or Kindergarten as outlined in this AR, no new admissions are accepted for 1st Grade.

### **2. Application Completion**

- a. A fully completed **Uqautiluja Iñupiatun Program Application** must be submitted.
- b. A fully completed **NSBSD Enrollment Packet** must accompany the program application.

### **3. Family Commitment**

- a. A signed Family Agreement form (included in the application packet) must be submitted.

### **4. Deadline**

- a. All application materials must be submitted no later than the posted annual deadline. Incomplete or late applications will be placed on a waitlist.

### **5. Lottery-Based Selection**

- a. If the number of eligible applicants exceeds available space, selection will be determined by lottery.

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b. Priority will be given to siblings of currently enrolled students.

**6. Capacity Limitations**

a. Due to staffing limitations, only one classroom per grade level is offered: one K3/K4 classroom, one Kindergarten classroom, and one 1st Grade classroom.

b. Returning students remain enrolled as the program progresses each year.

**7. Contact and Resources**

a. For further information, families may contact the Iñupiaq Education Department.

b. Additional resources include the **Uqautiluᅇa Iñupiatun Immersion Program Parent Handbook** and the district's general **Parent and Student Handbook**.

**PROCEDURES**

1. Parents/guardians shall submit both the completed **application** and **enrollment packet** to the respective site's front office staff or via email to the designated program contacts.
2. The district shall verify eligibility, confirm receipt of all required documentation, and facilitate a public lottery process if needed.
3. Admitted families will receive orientation and begin a transition process in coordination with staff.
4. Enrolled students will be monitored for adjustment, with support provided as needed through collaboration with teachers and families.

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Revised 11/02

Revised 9/04

Revised 5/05

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