

DODGELAND SCHOOL DISTRICT
Board Policy Manual

421 – Rule

**PROCEDURES FOR EARLY ADMISSION TO KINDERGARTEN OR FIRST GRADE
AND EXEMPTION FROM MANDATORY KINDERGARTEN**

Procedures for Admission Requests and Evaluations

Requests for early admission to 5-year-old kindergarten or first grade, and requests for exemptions from mandatory kindergarten completion for first grade admission shall be made and acted upon in accordance with the following procedures:

1. Requests shall be submitted to the appropriate elementary school principal in writing by April 15th for the upcoming school year. The request shall include the reasons for making the request and any academic or other information that supports the child's readiness for admission or that documents that other eligibility requirements have been met. Families moving into the District after that date may submit a request no later than August 1st.
2. The principal shall meet with the child's parent/guardian by May 1st to discuss the reasons for requesting the child's early admission and/or admission without having completed kindergarten. Related student record information shall be reviewed. The conditions and standards to be used in determining admission eligibility shall be explained to the parent/guardian.

If it is determined at this meeting that eligibility requirements have been met and documented, admission shall be approved. A written record of the approval shall be provided to the parent/guardian and a copy kept on file in the District.

3. For admission approvals requiring verification of developmental and readiness skills, if the principal determines additional information or evaluation is needed, the following procedures shall apply:
 - a. The principal shall request parental permission for an evaluation by the school psychologist.
 - b. The evaluation process shall obtain information regarding skills and behavioral characteristics that are correlated with success in kindergarten or first grade. The areas evaluated may include: cognitive or intellectual development; math, reading and writing readiness or skill development; adaptive skill development; social/emotional maturity; communication skills and sensory motor/physical development. A combination of behavioral observations and assessment tools shall be used to assess developmental and skill levels of the child. As part of the evaluation, the parent/guardian shall complete the "Parent/Guardian Information Questionnaire."
 - c. Following the formal evaluation by the school psychologist, the principal shall establish a team consisting of the principal, school psychologist, kindergarten or first grade teacher, parent/guardian, and other appropriate staff members as determined by the principal. The team shall analyze the results of the evaluation and any other data available to determine if the child meets the conditions and standards for admission. The team shall use the "Admission Worksheet" to document the process and decisions.
 - d. The principal shall meet with the child's parent/guardian to present the results of the evaluation and the decision regarding admission. A written decision regarding the request shall be provided to the parent/guardian and a copy kept on file in the District.

- i. If the request is approved based on an evaluation of developmental and readiness skills, the principal shall inform the parent/guardian that the placement shall be contingent on the child's successful adjustment to the school setting and satisfactory progress. The placement shall be reviewed within 30 days of admission. The decision to continue or change the placement shall be made by the classroom teacher, principal and students services personnel as necessary. The decision shall be communicated to the child's parent/guardian when it is made.
- ii. If the request is denied, the principal shall inform the parent/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 principal's decision. The decision of the District Administrator shall be final.

Conditions and Standards for Early Admission to 5-Year-Old Kindergarten

A child who is five years old after September 1 but before January 1 in the year he/she seeks admission to 5-year-old kindergarten may be admitted to first grade if either of the following requirements is met:

1. The child has successfully completed a 4-year-old kindergarten program or a program for 4-year-old children that the district deems equivalent; or
2. The child demonstrates the academic and developmental readiness skills expected for successful participation in 5-year-old kindergarten. Assessment results indicate the child is "superior" (90th percentile or above on age norms) in the full range of abilities, including mental maturity, physical/fine motor skills and readiness skills. There is evidence that the child's educational welfare would best be served by placement in 5-year-old kindergarten.

Conditions and Standards for Early Admission to First Grade

A child who is six years old after September 1 but before January 1 in the year he/she seeks admission to first grade may be admitted to first grade if either of the following requirements is met:

1. The child has successfully completed a 5-year-old kindergarten program or a program for 5-year-old children that the district deems equivalent; or
2. The child demonstrates the academic and developmental readiness skills expected for successful participation in first grade. Assessment results indicate the child is "superior" (90th percentile or above on age norms) in the full range of abilities, including mental maturity, physical/fine motor skills and readiness skills. There is evidence that the child's educational welfare would best be served by placement in first grade.

Conditions and Standards for Exemption from Mandatory Kindergarten for First Grade Admission

A child who has not completed 5-year-old kindergarten may be admitted to first grade if he/she meets any of the following requirements:

1. The child has successfully completed a program for 5-year-old children that the district deems equivalent to 5-year-old kindergarten. Documentation of program completion shall be required.
2. The child demonstrates academic and developmental readiness skills expected for successful participation in first grade. There is evidence that the child's educational welfare would best be served by placement in first grade.

3. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country or territory in which completion of 5-year-old kindergarten is not a prerequisite to entering first grade.
4. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country or territory in which completion of 5-year-old kindergarten is a prerequisite to entering first grade and the child was exempted from the requirement to complete 5-year-old kindergarten in the state, country or territory from which the child moved.

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