

## Entrance Age (Including Early Admission)

No. 421  
(A) 3-9-15

### I. First Time Admissions

#### A. Admission to Preschool Special Education Programs

Annually the school district will conduct developmental screening of preschool children to locate and screen all children with suspected disabilities, who are residents of the district.

Preschool special education referral procedures shall be provided to children referred to the school by a parent, an outside agency or discovered as a result of Child Find Activities. An evaluation shall be provided, with parental consent, to preschool children, ages 3 -5, suspected of having a special education need. If a 3-5-year-old child is determined to have a special education need, the district shall provide an appropriate educational program to be approved by the child's parents/guardian. Children from the ages of birth to three years of age will be referred to the appropriate county Birth to 3 program, if a disability is suspected.

#### B. Routine Admission to Kindergarten - First Grade

Children entering kindergarten or first grade must have their fifth or sixth birthdays, respectively, on or before September 1 of the year in which they propose to begin school.

The administration shall verify the age and residence of children enrolling in the district schools. Parents/guardians of students admitted to the district's elementary schools for the first time shall present birth certificates and immunization records as required by law.

Children entering school for the first time shall be screened for the purpose of locating a child with a suspected disability and referred pursuant to s.115.777 Wisconsin Stats. and in accord with the School District of Lodi Special Education Handbook, for the purpose of determining if the child has special education needs.

#### C. Early Admission to Kindergarten - First Grade

A child who is four/five years old, respectively, may apply for early admission to kindergarten/first grade. Applicants for early admission must meet the standards, conditions and procedures outlined below:

1. Kindergarten

- (a) The child is “Superior”\* in the full range of abilities and needs, including social, emotional, cognitive and physical maturity as determined by an individual "early admission" evaluation; or
- (b) The child has been evaluated by an Individualized Education Planning (IEP) team and determined not to have a special education need, but would benefit from an early intervention program; or
- (c) The child successfully completed a four-year-old public school kindergarten during the preceding school year.
- (d) A child, who is being considered for early entrance, should have the social, emotional, physical, self help (including being toilet trained) and cognitive maturity to participate appropriately and to benefit from the kindergarten program.
- (e) The child’s IEP team recommends placement part- or full-time in a kindergarten program.

\*”Superior” Score for Kindergartners:

*Children who will turn 5 years of age between September 2 and October 15 (inclusive) of the school year they wish to begin kindergarten, will have all test scores converted to standard scores (X=100, standard deviation=15) and averaged. An average of 120 or above is considered “Superior”. (Any statistic that can be converted to a standard score using the Deviation IQ Scale can also be used).*

*Children who will turn 5 years of age after October 15 of the school year they wish to begin kindergarten shall not be considered for early admission.*

2. First Grade

- (a) The child was admitted to and successfully complete kindergarten under s.115.28(8); or
- (b) The child successfully completed a program for five-year-old children which the school district deems equivalent to kindergarten; or
- (c) The child not meeting the conditions of (a) or (b) above but who, as a result of the evaluation described in Early Admission Procedures, is found to be “Superior”\*\* in the full range of abilities and needs including social, emotional, cognitive and physical maturity.

“Superior” Score for First Grade Students:

*Children who will turn 6 years of age between September 2 and October 15 (inclusive) of the year they wish to begin first grade will be evaluated. All test scores will be converted to standard scores (X=100, standard deviation = 15) and averaged. An average of 120 or above is considered “Superior.” (Any statistic that can be converted to a standard score using the Deviation IQ Scale can also be used.)*

*Children who will turn 6 years of age between October 16 and December 1 (inclusive) of the school year they wish to begin first grade may apply to the District Administrator for an exception. All*

*their test scores will be converted to standard scores (S=100, standard deviation=15) and averaged. An average of 130 or above is considered "Superior". (Any statistic that can be converted to standard score using the Deviation Scale can also be used.)*

*Children who will turn 6 years of age after December 1 of the school year they wish to begin first grade shall not be considered for early admission.*

D. Early Admission Procedures

1. Early admission applications will be accepted if the administration determines that space is available in the kindergarten or first grade. . A complete written application by the parent/guardian shall be submitted to the school psychologist. Applications must be submitted between January 1 and April 15 The District Administrator may waive this requirement if a family moves into the district after April 15 No applications for early admission will be accepted after the first day of school in the fall semester.
2. Children considering early admission to kindergarten will take part in the district's kindergarten screening program. Parents/guardians may decide to discontinue the early admission process upon completion of the screening.
3. An individual evaluation of the child's potential to benefit from early admission shall be completed by a certified school psychologist and/or student services team. It shall include consideration of social, emotional, cognitive and physical maturity. All staff who evaluate the child shall provide written reports in their respective areas of training that include test results, observations and a statement about whether or not a "Superior" performance was achieved.
4. After the evaluation in (3) has been completed, a conference shall be held with the principal, the school psychologist, teachers, and those involved in the evaluation.
5. A meeting will be scheduled with the principal, the evaluation team, and the parents to discuss the findings of the evaluation and to report the early admission decision.
6. Should a parent decide to appeal the decision, the Board of Education has final authority for deciding whether or not the child is to be admitted early to school.

E. Early Admission Follow-Up:

The progress of students entering kindergarten under the Early Admission Program shall be reviewed after the first month of school to determine if early admission

was the correct placement for the child. The child's progress shall continue to be monitored by the classroom teacher and support staff.

Early admission to kindergarten is a decision with major consequences, which influence a child for years to come. Therefore, the decision is not to be made without due consideration by the family and the school district. Once a child is early admitted, it is expected that the child will be promoted with their class unless the child is experiencing significant struggles, either academically, socially, or emotionally.