

# administrative guidelines

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PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS

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## EARLY ADMISSION TO KINDERGARTEN

- I. Wisconsin statutes state that a child must be 5 years of age on or before September 1<sup>st</sup> of any year to be eligible to enroll in kindergarten classes. In compliance with Section 115.28(8) and 118.14(1) Wisconsin Statutes, any district resident parent and/or legal guardian may apply on behalf of their child for early admission to kindergarten. The parent/guardian must comply with the procedure listed below and the child must meet the criteria listed below to be considered for early admission.
  - A. The criteria established for consideration are based on high standards. The decision to allow early entrance to kindergarten is based on whether it will be detrimental to the child if he/she is held back. One facet of the evaluation will be to determine the child's intellectual potential. The criteria that will be used will be seeking children with intelligence quotients measured at 130 or higher. To demonstrate what this means, a child who is 5 years would be performing similar to a child who is six years, six months (6.5 years). This is considered to be in the very superior range of intellectual functioning. It may be detrimental to delay entrance to school for children with this potential.
  - B. Other facets that will be reviewed are the child's performance on tests related to school readiness, physical characteristics and social/emotional development. It is important to recognize this criteria must be met even if the child misses the cut-off by one day and has a birthday on September 2<sup>nd</sup>. This process is not to determine if a child is ready for kindergarten, it is designed to seek out children who are extraordinary.
  - C. Procedures
    1. Application shall be made in writing by the parent(s)/guardian(s) to the Director of Special Services by March 1 of the year the parent wishes to have their child enrolled in kindergarten. All data supporting the request for early admission should be submitted in writing with the application. For those who establish residency in the District after March 1, the request shall be submitted no later than four weeks from the date residency was established. Parent(s)/guardian(s) may withdraw the application at any time during the process.
    2. The child shall participate in an evaluation process conducted by the District at no cost to the parent. The process to be followed will be multi-phasic. The child will need to meet the performance standards set for each phase prior to

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moving onto the next phase. If the child is found to have superior skills, the child may also be asked to attend a kindergarten visitation. Additional visitations may be scheduled if the kindergarten teacher deems it necessary.

3. If the child does show evidence of superior functioning (above the 95th percentile) during the above process, the Director of Special Services shall form a team consisting of a certified school psychologist, a kindergarten teacher, a principal, the Talented and Gifted coordinator and others as appropriate. This team shall be responsible for evaluating all data regarding the child and making a recommendation to the Superintendent.
4. Regardless of test results, the parent(s) will receive a personal contact to communicate the results of the evaluation and to discuss the early admittance recommendation.
5. The Superintendent will review the recommendation of the evaluation team and provide a final recommendation to the Board of Education.

D. Criteria for Early Admission – to be considered for early admission to kindergarten the child:

1. Must be 5 years of age by October 1 of the year for which admission is sought. (NOTE: Children with birthdays after October 1 will not be considered for early admission to kindergarten) **AND**
2. Must exhibit social skills and emotional maturity that are commensurate to other children entering a kindergarten program **AND**
3. Must exhibit evidence of superior skills and abilities in his/her development in the following domains:
  - a. intellectual ability;
  - b. language development;
  - c. motor development;
  - d. social/emotional development; and
  - e. math and reading readiness.

*(NOTE: For purposes of early admission, “superior” is defined as achieving at or above the 95th percentile on a standardized measure.*

**AND**

- f. Must show an interest in school-type activities and be able to participate in a kindergarten program.

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4. Exceptions to the above criteria may be made by the evaluation team and/or Director of Special Services if further conditions or factors are presented that indicate early admission is in the long term best interest of the child.
- II. The Board of Education shall have the final authority for deciding whether a child is admitted early to kindergarten. The Board may elect to meet in closed session for consideration of the data and recommendations made by the Superintendent. Parents or guardians may be invited to attend the closed session.

Legal reference:  
Sections 115.28(8), 118.14(1), 120.12(25), 120.44(44), Wis. Stats.

Cross reference:  
Board Policy 5512.01 – Early Admission to Kindergarten and First Grade

Approved: 8/27/07

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## **PORT WASHINGTON-SAUKVILLE SCHOOL DISTRICT**

### **PROCEDURES FOR EARLY ADMITTANCE TO KINDERGARTEN**

**Parents: The following steps are to be completed for your child (who will reach five years of age after September 1<sup>st</sup> and before October 1<sup>st</sup> of the school year you wish him/her to enter kindergarten). If you have any questions regarding this process, contact the Director of Special Services at 262-268-6079.**

<b>TIME LINE</b>	<b>PROCEDURE</b>
<b>Phase 1: Before March 1</b>	<ol style="list-style-type: none"> <li>1. Obtain an application for early admittance to kindergarten from the Port Washington-Saukville School District Office.</li> <li>2. Complete the application and return it with any supporting data to: Director of Special Services, 100 West Monroe Ave, Port Washington, WI 53074.</li> </ol>
<b>Phase 2: March/April</b>	<ol style="list-style-type: none"> <li>3. Participate in early entrance screening – you will be contacted to schedule an appointment by Special Services office staff. The results of the screening will be reviewed by the evaluation team who will determine if the child should move to Phase 3.</li> </ol>
<b>Phase 3: May/June</b>	<ol style="list-style-type: none"> <li>4. If the results of the screening indicate that the child is a strong candidate for early admission, an evaluation team will conduct formal assessments including intelligence testing. Again, the team will make a decision if the child should move to Phase 4.</li> </ol>
<b>Phase 4: May/June</b>	<ol style="list-style-type: none"> <li>5. A kindergarten classroom visitation will be scheduled for the child (and parent).</li> <li>6. The assigned kindergarten teacher may also schedule a visit with the child's preschool/daycare (if applicable).</li> <li>7. A conference will be held with the parent to discuss the team's recommendation.</li> <li>8. The recommendation will be sent to the Superintendent, who will review the information and make a recommendation to the Board of Education.</li> <li>9. If the recommendation is appealed by the parent(s), it will be brought to the Board of Education for a final decision at the first regularly scheduled board meeting following June 30.</li> </ol>
<b>Phase 5  No Later than the scheduled Board of Education meeting in August</b>	<ol style="list-style-type: none"> <li>10. The final determination of the Board of Education will be conveyed to the parent(s)/guardian(s) as soon as feasible.</li> </ol>

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## APPLICATION FOR EARLY ADMITTANCE TO KINDERGARTEN

Name of Child		Date of Birth	
Parent(s)/Guardian(s)		Home Phone*	
Street Address	Work Phone*		
City & Zip	Cell Phone*		
Gender	e-mail address		
Date of Application			

**\*Please indicate best method of contacting you during normal business hours**

Based on the information you provide in this application we hope to determine why you believe your child should be admitted early to kindergarten. Include all the factors that entered into your decision to request early admission. Attach any data you feel would support your application. Use additional pages if necessary.

1. Is your child's date of birth close to the September 1 <sup>st</sup> cutoff date?	
2. Does your child have friends/relatives who will be entering kindergarten this year?	
3. Is your child currently in a pre-school program?	
4. Name of pre-school?	
5. If yes, has the teacher of the pre-program suggested you consider early entrance?	
6. Name of pre-school teacher? (Include phone number please)	
7. Are you aware that the criteria for early entrance is based on meeting high standards, and that these standards would require us to compare your child to a child who is 6 years, 6 months old (early first grade)?	

*We now need to ask some questions that will provide a better picture of your child. Please provide a description of your child's abilities in the following areas. NOTE: Various aspects of the evaluation process will verify this information. Please use additional paper if the space provided is not sufficient.*

**I. Language development (Please check all that are appropriate)**

<input type="checkbox"/>	Understands directions, such as under, over, around, and through.
<input type="checkbox"/>	Is able to differentiate between fact and make believe.
<input type="checkbox"/>	Can put events in order, such as beginning, middle, and end.
<input type="checkbox"/>	Knows their whole name, address, and birthday
<input type="checkbox"/>	Demonstrates unusually advanced skill in verbally communicating his/her ideas to others.
<input type="checkbox"/>	Displays a colorful imagination.
<input type="checkbox"/>	Puts unrelated ideas together in new and different ways.

**Please add additional notes that best describe your child's language development:**

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**Social/Emotional development (Please check all that are appropriate)**

<input type="checkbox"/>	Shows protective tendencies toward pets, younger siblings, and even parents.
<input type="checkbox"/>	Has the ability to understand when he/she has done something wrong and that they may receive a consequence.
<input type="checkbox"/>	May develop fears, such as a fear of the dark, monsters, or people who are different.
<input type="checkbox"/>	Wants to do things for himself or herself, such as bathing, grooming, and brushing teeth.
<input type="checkbox"/>	Has a firm set of family ties and is loyal.
<input type="checkbox"/>	Shows signs of more independence from parents.
<input type="checkbox"/>	Has a broader sense of right and wrong.
<input type="checkbox"/>	Is independent, resourceful, and self-sufficient.
<input type="checkbox"/>	Shows a high level of sensitivity and empathy for the feelings of others.
<input type="checkbox"/>	Demonstrates a high level of responsibility and can be depended upon.
<input type="checkbox"/>	Sets high standards and goals for his/her own performance.
<input type="checkbox"/>	Has a high desire to excel, strives for perfection
<input type="checkbox"/>	Tends to direct others to activities.

**Please add additional notes the best describes your child's emotional development:**

**II. Physical/Motor development (Please check all that are appropriate)**

<input type="checkbox"/>	Is able to skip.
<input type="checkbox"/>	Is able to balance on one foot for more than 10 seconds.
<input type="checkbox"/>	Can throw and catch a ball with practice.
<input type="checkbox"/>	Shows a preference for right or left hand.
<input type="checkbox"/>	Has mastery of buttoning his/her clothes.
<input type="checkbox"/>	Shows interest in learning how to lace and tie his/her shoes.
<input type="checkbox"/>	No longer needs a nap and goes to bed at a routine time.
<input type="checkbox"/>	Demonstrates unusual talent in vocal and/or instrumental music.
<input type="checkbox"/>	Demonstrates unusual mechanical aptitude.
<input type="checkbox"/>	Demonstrates unusual ability in the arts.

**Please add additional notes the best describe your child's motor development:**

**III. Intellectual development (Please check all that are appropriate)**

<input type="checkbox"/>	Shows strong desire to learn; learns new concepts easily.
<input type="checkbox"/>	Shows independence in trying to learn.
<input type="checkbox"/>	Has a long attention span, sticks to a project once it is started.
<input type="checkbox"/>	Demonstrates a vocabulary that is superior to other children.
<input type="checkbox"/>	Learns better when he/ she is kept on a routine.
<input type="checkbox"/>	Is able to write the alphabet, though letters may not be neat or precise.
<input type="checkbox"/>	Recognizes numbers 1-20; Counts 1-20 without error.
<input type="checkbox"/>	Possesses a large storehouse of factual information about a variety of topics.
<input type="checkbox"/>	Thinks clearly and makes logical decisions, uses good judgment.

**Please add additional notes the best describe your child's intellectual development:**