

Students

Admission

Kindergarten

Children entering kindergarten in September must be at least five years old on or before January 1 of the current year. Underage children may be admitted under specific conditions outlined in regulations as established by the administration.

First Grade

Children entering first grade in September must be at least six years old on or before December 31 of the current year.

Exceptions to this policy for both kindergarten and first grade may be made in specific circumstances and subject to conditions outlined in regulations.

Legal Reference:	Connecticut General Statutes	
	10-15c Discrimination in public schools prohibited	
		School attendance by five-year olds
	10-184 Duties of parents	
	10-185 Penalty	

Policy Adopted: 9/18/07

NORWALK PUBLIC SCHOOLS
NORWALK, CONNECTICUT

EARLY ADMISSION TO KINDERGARTEN

The following uniform regulations and procedures will be followed concerning the early admission of a student into Kindergarten:

- a. The Director of Elementary Education will inform the home school of the request with a copy to the Principal.
- b. The Principal will contact the parent.
- c. The Principal will follow the Assessment Protocols for Early Admission to Kindergarten in making a decision about each child.
- d. Prior to the school-based assessment of the child, the school will arrange a Student Response Team conference that must include the parent(s)/guardians(s), parent advocate if requested, a Kindergarten teacher and the pre-school teacher if requested, and the Principal. The purpose of the conference is to discuss the efficacy of the request through the review of pertinent data (See description of data above.).
- e. The home school will arrange to assess the child using system approved assessment instruments within a reasonable period of time but no more than six weeks and/or before the end of the term prior to the first term of admission. The school will obtain written permission of the parents for the administration of these assessments (See ASSESSMENT PROTOCOLS FOR EARLY ADMISSION TO KINDERGARTEN.).
- f. The assessment must include a speech and language assessment and other assessments (e.g., math, reading) as determined by the Principal in consultation with staff. The speech/language pathologist will provide the Principal and parents with a copy of the results of the speech and language assessment; a copy of any other assessment will also be made available to the Principal and the parents.
- g. Where possible, every effort should be made to observe a child in the classroom setting. It is recommended that the child be observed, if at all possible, by a teacher. A report of the observation is recommended as part of the SRT decision making process.
- h. If the SRT recommends early admission and the Principal concurs, a copy of the decision will be sent to the Director of Elementary Education.
- i. Once the SRT recommends early admission and the Principal concurs, the student is enrolled in a Kindergarten class immediately.
- j. In the event that the child has met all of the qualifications above, the child must be admitted to the home school district school even when enrollment in Kindergarten exceeds contractual limits.

Generally, students new to the school are placed with their age appropriate peers based on the review of academic records and the successful completion of the previous grades. Change to a lower grade as a placement decision must be rarely invoked. If the change of placement is to a lower grade, the student is limited to placement of one grade below the age appropriate grade of the child.

In the event that a student enters school with no previous educational experience, the school, using the SRT process, will determine the most appropriate grade placement for the child while considering the factors listed below. It is recommended that a student with no previous educational experience be placed with age appropriate peers and be provided with supplemental instructional and other supports.

In the event that a student enters school with little or interrupted previous educational experience, the school, using the SRT process, will determine the most appropriate grade placement for the child while considering the factors listed below. It is recommended that a student with little or interrupted previous educational experience be placed with age appropriate peers and be provided with supplemental instructional and other supports.

In the event that a student enters school from a home schooling experience, the school, using the SRT process, will determine the most appropriate grade placement for the child while considering the factors listed below. It is recommended that a student with home schooling experience be placed with age appropriate peers and be provided with supplemental instructional and other supports.

In the event that a student enters school with no, little, interrupted or home schooling educational experience and the student is age appropriate for middle school or high school, then the student will be placed in the middle or high school designated for the residence of the student.

While students will be placed by educational needs, if a student turns 12 years old by January 1 of the school year the student enters the Norwalk Public Schools, the student will be considered age appropriate for Middle School. Similarly, while students will be placed by educational needs, if a student turns 15 years old by January 1 of the school year the student enters the Norwalk Public Schools, the student will be considered age appropriate for High School. The middle or high school will use appropriate processes to determine the placement and educational program of the student.

NORWALK, CONNECTICUT

GRADE PLACEMENT REGULATIONS

Placements of students are made either at the beginning of the school year or at the entry date of the student and are not changed during the current school year.

Home and staff involvement in the decision to change the placement of a child to a lower grade is critically important.

Each student must be considered on an individual basis. In addition to a student's academic achievement, other factors must be considered.

Among these are the following.

1. The Student Response Team procedure shall be followed if change of grade placement is under consideration.
2. The student's record of attendance and timeliness must be reviewed. However a child should not be subject to change the placement to a lower grade solely on the basis of attendance and/or tardiness. The impact of absences and/or tardiness must be viewed in relation to academic expectations for the next grade.
3. The student's levels of physical maturity, emotional maturity, social skills, current language capability and intellectual capacity, pertinent achievement /other test/assessment data where appropriate as well as the chronological age of the child, prior school experience and records, participation and performance in remedial instruction, the lack of educational opportunity in another country and previous retention are all factors that have bearing on the decision to the change of grade placement of each child.
4. Change of placement to a lower grade is only indicated where specialized learning programs and supportive services are judged by the school to be inappropriate to support the student at the next grade level or where change of grade placement is judged to be in the best educational interest of the child. If the change of placement is to a lower grade, the student is limited to placement of one grade below the age appropriate grade of the child.

The following uniform procedures will be followed in making the decision to change the placement of a child to a lower grade of a student:

- a. Parents will be notified in writing of the school's consideration of a change in grade placement.
- b. The change of grade placement will occur at the beginning of the school year or at the date of entry and will not be changed during the current school year.
- c. Prior to the school-based assessment of the child, the school will arrange a SRT conference that will include the parent(s)/guardians(s), parent

advocate if requested, teacher(s) involved, and the principal. The purpose of the conference is to discuss the rationale for the change the placement of a child to a lower grade through the review of pertinent data (pre-school documentation, anecdotes, etc.)

- d. The home school will arrange to assess the child using system approved assessment instruments within a reasonable period of time.
- e. Where possible, every effort should be made to observe a child in the classroom setting. It is recommended that the child be observed by a teacher and an administrator on different occasions. Reports of these observations become part of the SRT decisions making process.
- f. If the decision for a change of placement to a lower grade is made, a copy of the decision will be sent to the Director of Elementary Education.

Regulation Adopted: 9/18/07

NORWALK PUBLIC SCHOOLS
NORWALK, CONNECTICUT

POLICY
5121

STUDENTS

GRADING

Elementary Progress Reports (K-5)

Grading Policy for all students in Grades Kindergarten through Five

The elementary grading system is based on a standards-based rubric that is closely aligned to the Connecticut State Standards and the NPS curriculum expectations. A standards-based curriculum defines a cumulative body of knowledge and set of competencies that is the basis for each grade level's educational goals; the standards express what all students at each grade level should know and be able to do.

Parents receive an Elementary Progress Report that uses this grading system at the end of each marking period. It is recommended that the grading system be reviewed with parents at the Open School meetings at the start of the school year.

Teachers will use the Academic and Effort Rubrics as the means of assessment of progress on the Elementary Progress Report.

Policy Adopted: 9/18/07

NORWALK PUBLIC SCHOOLS
NORWALK, CONNECTICUT

REGULATION
5121 (a)

Parents receive an Elementary Progress Report at the end of each marking period. The marking periods for Kindergarten are March and June; the marking periods for Grades 1-5 are November, March, and June.

Regulation Adopted: 9/18/07

NORWALK PUBLIC SCHOOLS
NORWALK, CONNECTICUT

POLICY
5123 (a)

Students

Promotion and Retention

(See Policy 5123.1 for Elementary, 5123.2 for Middle School, and 5123.3 for High School)

Policy Adopted: 9/18/07

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