

Criteria for Kindergarten/First Grade Early Entry

Entering school is a major milestone in the life of a child. It sets a course for the future and is designed to bring children into the school experience with their same-age peers. On occasion, educators are presented with the challenge of assessing the parent's perception that the child is ready before he/she has reached the minimum age for admission.

Certainly an exceptional child may warrant a serious look at his/her readiness. It is important that we encourage measures that validate the appropriate and necessary information about the child for the educators. We need to produce a profile that addresses the major components necessary for early entry success: Intellectual, Adaptive, Academic Maturity and Social/Emotional Functioning.

Kindergarten: Parents requesting early entrance to kindergarten for a child whose birthday occurs after the September 1 cut-off date will be required to comply with the following:

1. Conference with the principal or a designee regarding the testing process (as described below) and early entrance requirements before any actual testing is done; and
2. Have their child tested pursuant to the Psychological Testing and Evaluation Requirements shown below.

First Grade: A child who has successfully completed a year of private kindergarten, but whose sixth birthday is after September 1, will be allowed to attend first grade as long as the private kindergarten they completed meets the following district standards for a qualified kindergarten program:

1. The parent needs to provide documentation that the kindergarten instructional program is taught by a licensed teacher;
2. The curriculum offered at the private kindergarten meets Oregon Content Standards for Kindergarten; and
3. A school record of the student's attendance data and a performance record are also required.

Parents requesting early entrance to first grade for a child whose sixth birthday occurs after the September 1 cutoff date, and has not successfully completed a year of kindergarten will be required to comply with the following:

1. Conference with the principal or designee regarding the testing process (as described below) and early entrance requirements before any actual testing is done; and

2. Have their child tested pursuant to the Psychological Testing and Evaluation Requirements shown below.

Psychological Testing and Evaluation Requirements for Early Entry (Kindergarten or First Grade) at Parents' Request and Expense

The district Early Entrance policy is designed to determine a child's readiness for kindergarten. The district requires the student whose fifth birthday (kindergarten) or sixth birthday (first grade) is after September 1 to be evaluated by a psychologist and the results to be made available to the district. The parent will need to contact a psychologist who performs the following evaluations on children. The results of all tests and evaluations need to be provided to the principal. The following requirements were developed by the district in order to guide the evaluation process.

Measures of Intellectual Functioning (one of the following)

1. Stanford-Binet Intelligence Test - Fifth Edition;
2. Wechsler Preschool & Primary Scale of Intelligence - Third Edition (WPPSI-III);
3. Kaufman Assessment Battery for Children - Second Edition (KABC-II);
4. Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG).

Measures of Adaptive Functioning (one of the following)

1. Scales of Independent Behavior, Revised;
2. Adaptive Behavior Assessment Scale II (ABAS-II).

Measures of Academic Functioning (one of the following)

1. Wechsler Individual Achievement Test, Third Edition (WIAT-III);
2. Woodcock Johnson Tests of Achievement, Third Edition (WJ III ACH);
3. Three part academic battery for early learning:
 - a. Test of Early Math Ability, Third Edition (TEMA-3);
 - b. Test of Early Reading Ability, Third Edition (TERA-3);
 - c. Test of Early Written Language, Second Edition (TEWL-2).

Measures of Social/Emotional Functioning (one of the following)

1. Behavior Assessment System for Children, (Second Edition 9BAC-2);
2. Achenbach Child Behavior Checklist (CBCL).

Psychological Interview

Assess child's maturity, level of responsibility and strengths and weaknesses.

Alternative measures may be used with the district's permission.

A team of educational professionals will review the test information and the psychologist's report. If a student is to be considered for early entrance, the student will also be required to participate in a screening/observation conducted prior to the start of kindergarten or first grade, respectively.

A written appeal may be made by the parents to the superintendent, or his designee, who may affirm, reverse or modify the decision. The superintendent's decision is final.