

Early Entry/Advancing a Grade

It is the policy of the Board to establish a procedure for evaluating those students whose parents have requested an exception for early enrollment into kindergarten or have requested that their student advance a grade.

Early entry may be permitted, subject to the following requirements:

1. Early entry: State laws and administrative rules of the State Board of Education to admit to kindergarten those five year olds whose fifth birthday occurs on or before September 1 will be strictly followed. An exemption may be allowed in rare incidents when an in-depth analysis by qualified professionals shows that the child meets or exceeds requirements, standards and expectations of a student's:
 - a. Intellectual functioning – The kindergarten applicant will score in the 85th percentile on a standardized kindergarten readiness assessment, and on the Peabody Picture Vocabulary Test;
 - b. Emotional/Social functioning – A written letter from the child's preschool will be requested to articulate the child's social skills, maturity and ability to relate to adults and peers. In the event that a child has never attended a preschool, and written documentation cannot be provided, the school psychologist and kindergarten teacher will interview the parent and child to identify the child's socialization and maturity skills. At the conclusion of the interview, the school psychologist will submit a written report to the Kindergarten Early Entrance Committee, consisting of the principal, a school psychologist, speech pathologist, special education teacher and kindergarten teacher. A written report will detail an opinion to accept or reject the parent's application for the early entry to kindergarten;
 - c. Adaptive behavior – including, but not limited to, perceptual and motor skills, self-help skills, communication skills;
 - d. In addition:
 - (1) The assessment results must meet the principal's judgment that the child will not be placed under undue stress or in a possible failure situation based upon testing and observation of the child's evaluation session;
 - (2) The child must be physically mature, as judged by the principal, to compete adequately with other children who will be in the same class;
 - (3) The child must achieve a score on all the standardized measures (delineated in 1.b. and c. above) which indicates functioning significantly above age expectancy. Achieve a score on the intellectual functioning measure (delineated in 1.a. above) which places the child at or above the 85th percentile.

- e. Utilizing the Early Entrance Flow Chart, the principal will work collaboratively with the Kindergarten Early Entrance Committee. The committee will review test data and written documentation in regard to the child that will provide a fair and dependable assessment of the above criteria.
2. Advancing a grade: All parental requests for a student to advance a grade will be referred to the principal who will identify the screening process and instruments that will provide a fair and dependable assessment as outlined in 1.a. through 1.e. above. The principal will make the final decision regarding a student's advancing a grade.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)

[ORS 336.095](#)

[ORS 339.115](#)

[ORS 343.395](#)

**LAKE COUNTY SCHOOL DISTRICT 7
EARLY ENTRANCE FLOW CHART**

The parent(s) contact(s) the building principal.



The building principal mails the early entrance packet to the parent that includes a letter, district policy, flow chart, and the “Application for Early Entrance to Kindergarten.”



The parent(s) completes, and returns “The Application for “Early Entrance to Kindergarten” to the building principal.



To define the child’s abilities in intellectual functioning, emotional/social functioning and adaptive behavior, the building principal contacts the school psychologist, and the speech pathologist, to request testing. The child’s preschool is also contacted for written testimony.



The building principal submits the testing data, and written testimony to the “Kindergarten Early Entrance Committee” consisting of the building principal, a kindergarten teacher, school counselor, school psychologist, speech pathologist and special education teacher.



The “Kindergarten Early Entrance Committee” reviews the test data and written testimony, and either accepts or rejects the application for early admission based on the criteria outlined in Board policy JEBA - Early Entrance. The building principal notifies the parent by phone and a formal letter of the committee’s final decision.



The parent has the right to appeal the decision to the superintendent of schools where the superintendent accepts or rejects the decision of the “Kindergarten Early Entrance Committee.”



If the parent disagrees with the decision of the superintendent, they may appeal to the Lake County School District #7 Board where the decision will be final.