

EARLY ADMISSION PROCEDURES (to accompany Policy 316)

1. The Oregon Board of Education recognizes that on occasion children may demonstrate a readiness for school which justifies exemption from the usual condition for entrance. That condition is that the child reach the age of five years on or before the first day of September in the year he or she is to enter Kindergarten.
2. Any parent or legal guardian who is a resident of the Oregon School District may apply for early admission for their child. However, in order to be considered, the child must be within three months of the legal age for admission.
3. Written application must be made by the parents/guardians to the district administrator before April 10. Parents who become residents after April 10 may file a written application with the Superintendent by August 1 of the calendar year of desired entry.
4. The superintendent will respond acknowledging the request, and send an information packet indicating the requirements for early entrance.
5. The school psychologist will contact the parents to schedule an appointment for an interview to discuss the parents' reason for requesting early entrance and to explain the process used to determine the eligibility of the child for early entrance. Parents are to complete and bring the "worksheet for parents" (appendix C) to this meeting.
6. The school psychologist for the school in whose attendance area the child resides will schedule the child for individual evaluation.
 - (1) At the time of the evaluation, the parent will be asked to complete a behavior rating scale. The criterion for passage will be a score within the normal range.
 - (2) The child will be administered two objective instruments:
 - The **Kaufman Brief Intelligence Scale (K-BIT)**. The criterion for passage will be +1 standard deviation.
 - The **Developmental Indicators for the Assessment of Learning-3rd Addition (Dial-III)**. The criterion for passage will be +1 standard deviation.
7. If the child meets the criteria in F-1 and F-2, he/she will be invited to participate in a social group with children who will be entering kindergarten the following fall.
8. A letter/report will be forwarded to the District Administrator, with a copy to the parents, stating whether or not the child reached the criterion level for early entrance and stating the recommendation of the team of psychologists.

9. A letter will be sent to the parents stating whether or not the child has been accepted for early entrance.
10. A decision recommending against early entrance may be appealed to the district administrator by the parents/guardian. His/her decision following reconsideration may be further appealed to the school board. The board's decision is final. Appeals must be submitted within ten calendar days following notification of the decision.

ADMINISTRATIVE GUIDELINES FOR POLICY 316

CONSIDERING EARLY ENTRANCE TO KINDERGARTEN?

Making the decision on whether or not early entrance is right for your child is not an easy one. There are many things we can know about your child today. It is difficult, however, to know what your child will be like in the future. Please use this packet to help sort out your thoughts, to ask new questions and to determine your options.

Your child's first experience in school is an important step both for your child and for you. It is the beginning of a 13-year experience in an academic setting. Those 13 years will be filled with challenges, successes, failures, and ever-changing friendships. You will watch your child change from a small child to a young adult. During these years, your role as a parent will change many times, as will your child's needs and interests. We want to work with you to provide the best possible beginning for a lifetime of learning and living.

We have collected the following information from preschool and elementary teachers, principals and parents with many combined years of experience. Nonetheless, we recognize that each and every child, and each and every situation has its unique character. We encourage you to look at a possible early entrance from every aspect of a child's development. We hope that this packet will be of help.

Options to consider

Decisions on early entrance are typically made in early June. It is wise to have an alternate plan in place.

1. Enroll in preschool or other group setting such as gymnastics or dance classes to enhance group and motor skills.
2. Children who experience success in one area of development may benefit from continued preschool experiences to concentrate on other areas of development such as social readiness, emotional growth, motor skills, etc.

Peer Group Factors - Now

1. Does my child enjoy being with older children?
2. Will my child and I find compatible families/peers in the class we are considering?
3. Will my child do well in a group where some students may be more than a year older? Keep in mind some parents are eager to "hold their children back a year."

Peer Group Factors - Later

1. What impact will early entrance have on my child's experience with adolescent issues such as first menstrual periods, dating and driver's licensing?
2. Will my child and I find compatible families/peers in the graduating class we are considering joining who can give mutual support over the next thirteen years?
3. What about participation in sports (physical size) and summer camps (age requirements)?
4. How old will my child be as a freshman in college away from home?

How do I present my decision to my child?

1. Don't put the burden of such an important decision on a four-year-old. It is best to do your thinking privately at this point.
2. It is best not to discuss specifics with your child until you are sure of the best placement.
3. Let your child know you will work to find a great place for him or her. This place may be at home, at preschool or at kindergarten.
4. Let your child know that children enter kindergarten at 4, some at 5 and some at 6 years of age.
5. Remember that sooner or later, when the time is right, your child will have all of the opportunities which school has to offer.
6. Remember that children think differently than adults. If early placement is the best decision, be sensitive to the fact that at school birthday parties, your child's age will be challenged by adults and peers alike and your child might want to practice some appropriate responses with you. This might seem like a small thing, but children place a lot of importance on birthdays in the early years.

Poor reasons for an early entrance

1. "I don't have the heart to tell my child he can't go to school yet even though his best friend is going."
2. "I need day care."
3. "My child can read."
4. "My child seems as ready as other who I know are enrolling." Remember that there are likely many other children who would be attending with your child the following year who would also "seem as ready" for kindergarten.

The primary reason for an early entrance is to provide an appropriate setting for a child who is advanced in all areas of his/her development, including social-emotional, motor and academic.

The child has probably had other successful group experiences which support advanced placement and has parents who are willing to play an important and supportive role in helping to balance the child's experiences among social, physical and academic interests, both in school and out.

Good reasons for an early entrance

1. To provide an appropriate setting for a child who is balanced in various areas of his/her development.
2. This child has probably had other successful group experiences, which support advanced placement.
3. This child's parents are willing to play an important and supportive role in helping to balance the child's experiences among social, physical and academic interests, both in school and out.
4. This child shows a strong interest in "school-like activities." This child has strong academic skills. Children who have been successful in early placement have shown high social skills, reading skills at a first grade level, mental adding and subtracting, telling time, counting money, writing sentences, and the ability to predict cause and effect.

Opportunities for Acceleration beyond early entrance.

1. Gifted and talented programming starting in kindergarten
2. Specific content acceleration (e.g. math)
3. Enrichment activities within the classroom
4. Advanced placement courses at the high school
5. Youth Options, where high school students take University courses at school district expense
6. Early graduation from high school

A WORKSHEET FOR PARENTS

List your pros and cons for early entrance here:

Pros

Cons

Try this exercise.

What are my concerns if my child is granted Early Entrance:

My role in supporting my child would be:

What are my concerns if my child is not granted Early Entrance:

My role in supporting my child would be: