

Entrance Qualifications

1. **Kindergarten Experience Qualification for First Grade**

Any child not otherwise eligible for entry to first grade who successfully has completed a kindergarten program in a public or private school shall be permitted entry to the school program: PROVIDED, that the kindergarten program standards substantially equaled or exceeded the applicable basic education program requirements of RCW 28a. 58. 754 and WAC 180-16-200 through 180-16-220, each as now hereafter amended: PROVIDED FURTHER, that is the District has reason to believe that an individual child so qualified may not succeed in the District's first grade program, the District shall have the option of placing the child in either kindergarten or the first grade for evaluation. A final determination of the child's appropriate grade level placement will be made no later than the thirteenth calendar day following the child's first day of attendance.

2. **Local Option Exceptions to Uniform Entry Qualifications**

A child whose birth date is between September 1 and September 30 may be considered for placement in a kindergarten program on the evaluation and recommendation of the student by a school selected educational psychologist.

3. It is the district's position that because students who are granted exemptions will be the youngest in their class, it is imperative that their abilities to learn be well developed. Critical areas for this determination are mental ability, fine motor development (i.e. visual-motor integration skills) language development and social and/or adaptive behavior skills. Gross motor skills, while important to consider, should not be critical to decisions, unless seriously delayed. Also, any other limiting factor (such as physical or memory handicap) should be closely considered.

Specific criteria for the above areas are:

Mental ability – at least one standard deviation above norm.

Language development – equal to or greater than the average student of 5 years, 6 months.

Fine motor development – equal to or greater than the average student of 5 years, 6 months.

Social / adaptive behavior – equal to or greater than the average student of 5 years, 6 months.

Instruments used to determine exemption must be standardized and/or professionally accepted. For assessment of mental ability, only instruments that are well standardized are acceptable. While not mandatory, assessment of mental ability is recommended to be done with one of the major assessment batteries recognized by the National Association of School Psychologists. These instruments include the Wechsler Series, Kaufman Assessment Battery for Children, Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities.

Other instruments recommended are:

1. Language Development – Expressive One Word Picture Vocabulary Test, Receptive One Word Picture Vocabulary Test, Test of Auditory Comprehension of Language, a language sample.
2. Fine motor – Test of Visual Motor Integration, Bender Motor Gestalt Test, McCarthy Scales of Children's Ability, fine motor portion.
3. Social – adaptive behavior – Vineland Scales of Adaptive Behavior, Scales of Independent Behavior.
4. Parents requesting an exemption shall provide, to the District, the results of an assessment using the instruments and processes approved by the Superintendent and conducted by a licensed or certified school psychologist. The assessment shall be done at the parent's cost and not by the District personnel on District time. The District reserves the right to reassess the child at its own cost before granting an exemption. Fees must be paid to the District before testing.
5. If a child meets the specific criteria listed in (4) above and is recommended for early entrance by the testing psychologist, a conditional exemption may be granted. The parents shall be notified of the conditional status of the exemption and that it may be withdrawn if, by November 1, the pupil performs substantially below the expected level in any of the ability areas.
6. A conditional exemption allows the student early entrance to kindergarten. Final exemption will be granted if the student is able to successfully function within the regular kindergarten (first grade) program. Successful functioning will be determined by the kindergarten (first grade) teacher, the school principal, and any other personnel deemed appropriate (i.e. district school psychologist, communication disorder specialist) by the end of October.

Cross References: Board Policy 4312 Complaints Concerning Staff or Program

Legal References: RCW 28A. 255. 160 Qualifications for admission to district's schools

WAC 180 – 39 Uniform Entry Qualifications

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