

Kindergarten Early Entrance Packet

2024-25



We are a learning community dedicated to creating a culture of belonging and education excellence.

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Lake Oswego School District Elementary Schools

Welcome to Lake Oswego School District! We look forward to working with you and your child. Please use this handbook as a reference and feel free to call or email if assistance is needed.

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LOSD Equity Lens Policy

LOSD Equity Statement: We are committed to equity, access, inclusion, embracing diversity, and the success of each and every student. We strive for an inclusive and barrier-free environment, with practices that ensure that each and every person has meaningful access to high-quality education and opportunities to thrive. We align with these commitments by using the following guiding questions.

Guiding Questions *When making decisions and taking action, we apply the following questions:*

1. How does this decision align with our mission of being a learning community dedicated to creating a culture of belonging and educational excellence? How does this decision support our strategic priorities to 1) create a culture of belonging; 2) achieve equitable academic outcomes; 3) promote health & resiliency; and 4) teach & practice sustainability?
2. Who does it impact? For example, who are the socioeconomic, racial, ethnic, ability, disability, gender identity, and sexual orientation groups affected by this practice or decision? What are the potential impacts on these students, staff, families, and community members? Who has opportunities and who does not?
3. Does this policy, program, practice, or decision ignore, worsen or disrupt existing disparities and opportunity gaps? Does it produce other unintended consequences?
4. How does this decision contribute to a sense of inclusiveness and belonging for all, prioritizing students and families who have been historically underrepresented or marginalized?
5. How will we follow up to ensure this decision has met its intended outcomes? How will we measure success?

[View all policies, including Educational Equity, developed through our Equity Lens by searching the LOSD Policy Manual](#)

American Disabilities Act and Section 504 Coordinator: Scott Schinderle, Executive Director of Special Services, 503-534-2359.

Title IX Coordinator: Lou Bailey, Executive Director of Secondary Programs, 503-534-2305.

What you should know about Dyslexia

What is Dyslexia? An unexpected struggle learning to read, write, spell, and/or do arithmetic is the hallmark of dyslexia. Sometimes it involves trouble with spoken language as well. Dyslexia is a disability protected by state and federal law.

The Formal Definition of Dyslexia according to IDA: Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” Adopted by the IDA Board of Directors, Nov. 12, 2002.

Characteristics of Dyslexia

Signs of Dyslexia in Preschool

- Mispronounces words, like saying “beddy tear” instead of “teddy bear”
- Struggles to name familiar objects and uses general words like and instead
- Has a hard time learning nursery rhymes or song lyrics that rhyme
- Has trouble remembering sequences, like singing the letters of the alphabet
- Tells stories that are hard to follow; has trouble talking about an event in a logical order
- Has difficulty remembering and following directions with multiple steps

Signs of Dyslexia in Grades K–2

- Has trouble learning letter names and remembering the sounds they make
- Often confuses letters that look similar (, ,) and letters with similar sounds (/; /; /)
- Struggles to read familiar words (like or), especially if there aren’t pictures
- Substitutes words when reading aloud, like saying when the story says
- Has trouble hearing the individual sounds in words and blending sounds to make a word
- Has trouble remembering how words are spelled and applying spelling rules in writing

Signs of Dyslexia in Grades 3–5

- Confuses or skips small words like “and” when reading aloud
- Has trouble sounding out new words and quickly recognizing common ones
- Struggles to explain what happened in a story or answer questions about key details
- Frequently makes the same kinds of mistakes, like reversing letters
- Has poor spelling; may spell the same word correctly and incorrectly in the same exercise
- Avoids reading whenever possible or gets frustrated or upset when reading

Signs of Dyslexia in Teens and Tweens

- Reads slowly, leaving out small words and parts of longer words when reading aloud
- Struggles to remember common abbreviations, including ones on social media
- Often seems to be searching for words; may use substitutes like instead of
- Often doesn’t “get” the joke; has trouble understanding idioms and puns
- Has an easier time answering questions about a page of text if it’s read aloud
- Takes a very long time to complete reading assignments

IDA Fact Sheets <https://dyslexiaida.org/fact-sheets/>

State and Federal Laws Relating to Dyslexia

Federal and Oregon laws create minimum requirements for Oregon public schools in serving students with dyslexia. The following are key pieces of state and federal legislation and guidance that govern our work.

The Oregon Legislature passed Senate Bill 612 in 2015. SB 612 did the following:

- Required the Oregon Department of Education (ODE) to designate a Dyslexia Specialist to provide school districts with support and resources to assist students with dyslexia and their families
- Required ODE to develop and communicate annually a list of training opportunities for districts related to dyslexia
- Required each school district to ensure that at least one K-5 teacher in each K-5 school receives training related to dyslexia
- Required ODE to develop a plan to ensure that every student who is first enrolled at a public school in the state for kindergarten or first grade receives a screening for risk factors of dyslexia. The plan was developed and presented to the legislature in September of 2016

The Oregon Legislature passed Senate Bill 1003 in 2017. SB 1003 did the following:

- Carried forward the dyslexia-related training requirements from SB 612
- Extended the deadline for completion of the training
- Included requirements for districts to universally screen for risk factors of dyslexia in kindergarten
- Required ODE to develop guidance for districts regarding instructional support for students who demonstrate risk of reading difficulties, including dyslexia
- Required ODE to submit a report to the legislature related to best practices for screening and instructional support

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Purpose of Early Admission

The purpose of Early Admission to kindergarten is to provide flexibility to enroll children who do not meet the entrance age requirement, but reach the age of five (5) years on or between September 2 and September 15 of the year of entry.

Early Admission policies and practices are an option offered to parents by the Lake Oswego School District (LOSD). While the State of Oregon is permissive in allowing districts to offer an early admission option, it is not a requirement under the law.

Parents/guardians are asked to fully consider all aspects of their child's development in completing the checklist and application for early admission. It is important to remember that your child will be among the youngest students in class throughout their school career. This makes it necessary for you to carefully consider the possible ramifications of having your child enter kindergarten early, not only for the coming year, but also for how this may impact your child in later school years. Children entering under the Early Entrance process will need to consistently demonstrate ability beyond age expectations in the areas of emotional and social maturity, as well as intellectual and physical performance.

If, after reading the packet, you have questions, please contact your resident school principal for further information. We are pleased to have you with us in the Lake Oswego School District and look forward to working with you in the coming years to promote your child's learning success.

Procedure for Early Admission

1. A parent/guardian may request early admission to kindergarten under the following conditions in accordance with Lake Oswego School District Policy #JEBA-AR:
 - The child's fifth birthday is on or between September 2 and September 15.
 - The parent/guardian completes the District Kindergarten Early Entrance Evaluation Application.
2. The following process will be used for consideration of the early admission request:
 - The principal and school team will review the completed Kindergarten Early Entrance Evaluation Application (due July 1). The principal will inform the parent if the child will be considered.
 - Children under consideration for early admission will be recommended to attend the district's [Kindergarten Transition Program](#) in the summer. During this time, school staff will gather additional information about the child's readiness to continue for the full school year.
 - The principal, with input from the school staff, will determine if early admission to kindergarten is appropriate to the child's readiness. The decision to continue or discontinue the early admission to kindergarten will be shared with the parent in August following the Kindergarten Transition Program.
 - The parent may appeal decisions in accordance with Lake Oswego School District Policy #KL.
 - In the event a child does not continue in the kindergarten program, the parent may enroll the child in the fee-based pre-kindergarten program offered through [Lake Oswego Community School](#), dependent on space available.

Factors to Consider When Making a Decision

What may be developmentally appropriate for one child may not be for another.

Children mature at different rates and in different ways. Lake Oswego School District uses a continuous learning model that takes children where they are in the learning process and extends the learning from that point forward. This provides for acceleration as appropriate while allowing students to remain with age like peers.

Health, stamina, maturity, and readiness to be in a kindergarten-learning environment.

The structure of the school day places physical demands on children for concentrated periods of time on a consistent daily basis. Students who require a nap, tire easily, or do not readily maintain attention to a task may benefit from the pace of a preschool experience and/or Extended Day services.

Expectation is for consistent daily attendance.

Students who attend school regularly, beginning in kindergarten, develop a more positive outlook about school and themselves as capable learners. Preschool is an appropriate choice for families who wish to provide their child with enrichment experiences through travel, informal play and other individual and social family experiences that would cause the child to miss school.

Kindergarten is a journey not a race.

At the kindergarten level we seek to foster a lifelong love of learning and joy in discovery leading to school success across the grades. The early childhood education years are important for a child's development of self-confidence, skills of independence and persistence. Informal play and time with family are an important part of the early years that help students develop social skills, independence and resilience.

Kindergarten Early Entrance Evaluation Application Process

EVALUATION APPLICATION

To be considered for early admission into kindergarten, a child must be five (5) years old between September 2 and September 15. The application packet for early entrance to kindergarten is available at each elementary school and on the District website [here](#). Once the application, parent/guardian questionnaire and teacher questionnaire (if applicable) have been received, contact will be made to schedule an assessment appointment.

KINDERGARTEN TRANSITION PROGRAM

Children under consideration for early admission will be recommended to attend the district's [Kindergarten Transition Program](#) in the summer. During this time, school staff will gather additional information about the child's readiness to continue for the full school year.

For more information and to register, visit the [Community School webpage](#). Registration opens March 1 for the upcoming Summer Program.

Kindergarten Readiness

Your child may have already begun to practice or may have mastered some of the following skill sets associated with kindergarten:

Skills of Independence:

- Button shirts, pants, coats independently
- Use the restroom alone
- Clean up after eating

Learning Behaviors:

- Follow directions first time
- Take turns and share
- Ask and answer questions
- Take turns to speak

Academic:

- Recognize and write their first name
- Say and recognize all letters of the alphabet
- Count to 20
- Count 20 objects
- Hold a pencil correctly
- Hold and cut with scissors correctly

The above skills are a sampling of those that children need in order to function independently. Children also need to learn social skills, to solve problems, and to make good choices for themselves and others. Considerable learning takes place before school begins. The experiences below are some that parents can provide children that will enable them to make an easier transition from home to school:

- Provide opportunities to make friends with other children. It may help to leave your child at a friend's home for an occasional morning or afternoon. This also provides practice at sharing and taking turns.
- Encourage activities in which your child is successful and feels good. Self-esteem is important. Use setbacks as opportunities to teach your child how to deal with disappointment and emphasize that practice leads to improvement.
- Read to your child frequently. Encourage your child to express ideas through drawings, dramatics, or other activities that require the use of the hands. Encourage your child to share experiences and stories.
- Give responsibilities such as the following:
 - ✓ Putting toys away and hanging up clothing
 - ✓ Doing small jobs such as helping set the table, putting away books, etc.
 - ✓ Going to the bathroom alone
 - ✓ Dressing self, tying shoelaces

PRE-READING READINESS ACTIVITIES

“Reading aloud to your children is the single most important activity in building reading success and enjoyment.”

- Teach your child nursery rhymes and songs.
- Read daily to your child (15+ minutes).
- Before beginning to read, read the title and author of the story. Make predictions: “What do you think this story is going to be about?” Talk about the story: “This looks like it is going to be a funny story. Why do you think so?”
- Let your child hold the book and turn the pages.
- As the story becomes familiar, encourage your child to join in and read too.
- Help your child to tell the story from the pictures in the book.
- After reading the story, have your child retell the story. Guide your child to start at the beginning and progress through the events in the story.
- After the reading, leave the book in a prominent place so it can be read again independently by your child.
- Make sure your child sees all members of the family reading.
- Encourage your child to choose the books you read together and help him/her to tell or retell the story from the pictures in the book.
- Select books that describe familiar experiences, concepts and objects, as well as fairy tales and fantasy stories. Books that use repetition capture the rhythm of language (The Three Billy Goats Gruff).
- Talk about the books as you read – the people, things, and animals in them.
- Draw attention to the illustrations when reading.
- Purchase books as gifts. Let your child help you choose them. School book orders are an inexpensive source for new books.
- Put magnetic letters on the refrigerator (lower case and capitals). Have your child spell their name and other familiar words. You can write words on post-it notes and have your child copy the word with the magnetic letters.
- Read alphabet books. Help your child make his own by cutting out and pasting magazine pictures on individual pages.
- Create a writing basket. Have plenty of markers, crayons, pens, paper, and other materials on hand to encourage your child to make books, write and draw.
- Keep favorite audio stories and songs in the car to play. Use books and writing paper at home when your child needs something to do.
- Encourage your child to write about what they have drawn. At this stage your child will be spelling phonetically. It may look like nothing more than random letters, but this is how children connect sounds to letters.
- Visit the library with your child weekly. Let your child have their own library card. Make it a habit to visit the local bookstore. Many stores carry used books.
- Talk about everyday print. “We are going shopping. Look at the grocery store sign.” Ask, “What does the sign say?” (Fred Meyer, Safeway, Zupans, etc.). Have your child say the names of the letters in the sign.
- Fill your child’s room with posters, books, and pictures of book characters.

- Get a cloth book bag. Take books with you wherever you go.
- Make books and reading to your child a relaxed, fun activity. Keep the interaction short and geared to your child’s interests.
- Add reading readiness games to your tablet for occasional use.

Suggestions for reading with your child(ren):

Front of book	Give a book to your child. Say: “Show me the front of this book.”
Print contains message	Show your child the first page in the book. Say: “I’ll read the story, you help me. Show me where I start to read.”
Where to start on a page	Say: “Show me where to start reading the story.”
Which way to go on the page	Say: “Which way do I go?”
When coming to the end of a line	Say: “Where do I go after that?”
Word by word matching	Using a book that has only one sentence on the page, say: “Point to the word while I read.” (Read slowly but fluently.)
Left page before right page	Read along in the book until you come to a part of the book that has two pages of text. You want to know if your child knows that the left side of the page comes before the right side of the page. Say: “Where do I start reading?”
Frames a letter	At the end of the story, say: “Show me a <u>(name a letter)</u> on this page.”
Frames a word	Say: “Show me the word <u>(name a word)</u> on this page.”
Locates a capital letter	Say: “Find a capital letter.”
Shows and understanding of grammatical marks (. ? ! , “)	Point to a period, question mark, exclamation point, comma or quotation marks on any page. Say: “What’s this for?”

PRE-WRITING SKILLS

The mastery of handwriting requires development of pre-writing skills. Addressing these skills through activities, play, and instruction will help build a strong foundation for handwriting. Pre-writing skills needed for handwriting include:

- An established hand dominance for coloring, drawing, or using a fork.
- The ability to cross the midline of the body.
- A functional pencil grasp.

- An understanding of directional terms and the ability to recognize similarities and differences in forms.
- The ability to copy basic lines and shapes.
- The ability to use two hands in an activity.
- The ability to coordinate eyes and hands together.
- The ability to maintain an adequate sitting posture.
- Orientation to print.

Activities to promote these and other underlying skills can be easily incorporated into the day.

Activities such as playdough promote hand strength and fine motor skills which are pre-requisites for good hand writing. Make sure your child has enough time to play!

Playdough Recipe

1 cup flour
1/4 cup salt
2 tablespoons cream of tarter
1 tablespoon vegetable oil
1 cup water
Food coloring
Any flavoring for smell – optional

Mix all ingredients in a pan over medium heat. Stir over medium heat 3 to 5 minutes. When mixture forms a ball in the pan, remove. Knead until smooth. Store in a plastic bag.

SPEECH AND LANGUAGE DEVELOPMENT

Sound Acquisition

Generally, children should articulate the following sounds by the ages indicated:

Age:	3 to 4 years	m, b, n, t, d, k, g, w, h, and vowels
	5 to 6 years	sh, ch, l, l blends
	7 to 8 years	v, j, th, s, z, r, s blends, r blends

Vocabulary and Sentences

Age:	12 to 18 months	first words
	2 years	2-word sentences
	3 years	3- to 4-word sentences, 400 to 900 words
	5 years	5- to 6-word sentences, 1500 to 2500 words

After age 5 the child rapidly advances. Children understand many more words than they can say.

Fluency

Hesitations in speech are normal from ages 3 to 6. Listen to your child; encourage and praise your child. Don't appear anxious about speech. Ordinarily, children do not become concerned about nonfluencies or fear them, unless they have been made unduly aware of them. Try to keep your own speech clear and

unhurried. If you are very concerned, consult a speech and language pathologist for help. What Parents Can Do:

- Talk to your child about everything. Children need a lot of verbal stimulation from infancy onward. Play games with sounds and words including rhyming games.
- Listen to your child and expand on the language used by your child. Use well-formed sentences that are a little longer than the ones used by your child. Use new vocabulary.
- Read to your child frequently. Talk about pictures and situations in books. Your child learns new vocabulary, concepts, and the patterns of language as you read. Use the library and make reading a part of your daily home life.
- Play games with your child. Through games, children can learn coordination, following rules, communication with others, and new concepts.
- Classify. Help your child make scrapbooks or sort things to learn concepts of color, size, matching, and comparisons.
- Provide new experiences. Take field trips, make things, cook, do science experiments. Talk about all of these.
- Make language and speech fun for your child. Reinforce your child's attempts and use praise.

KINDERGARTEN WRITING READINESS SKILLS (Occupational and Physical Therapy)

Children need to have many whole body experiences to provide the trunk, shoulder, arm, wrist, and finger control necessary to learn to write, attend to developmental activities and table work in kindergarten. Large wooden blocks for construction, swings, slides, climbing structures, sandboxes, tricycles, and other large muscle activities are basic play activities. They provide the normal physical activity needed for developing postural stability and upper body strength that is so important in writing and other fine motor skills.

Chalkboard activities, easel painting, ceramic clay, and other pre-writing experiences provide the opportunity to use the whole arm instead of just bracing the wrist on the desk while making tiny (tiring) finger movements. Readiness for writing begins on the playground and the park, not in the classroom at a desk.

Pre-writing skills require children understanding directions: top, bottom, middle, up, under, side, etc. They should be able to cross the midline of the body, use two hands together and coordinate their eyes and hands. Playground activities promote these skills.

Encouraging a mature grasp when coloring/writing and providing a variety of fine motor experiences helps a mature/efficient grasp to be developed by the child. The small muscles (intrinsic muscles) of the hand are vital for skilled movement and efficient functional grasp of a pencil. As the hand develops, the thumb side becomes more skilled in precision while the other side, the power side, becomes stronger for static holding. Use of a large pencil/marker/crayon supports the balance of the intrinsic muscles of the hand and helps keep the web space open and rounded. However, if a long pencil/marker encourages a fisted/power grasp try short/little pieces of crayon/pencil to get the normal fingertip grasp. Activities that encourage small muscle development in the hand include the normal play activities of: snapping fingers; finger songs; spinning a top; mold, roll, play with clay; play games with cards, coins, chips, or pegs; work on stringing, lacing; use tweezers or eye droppers; use a hole punch, etc.

A multisensory approach in learning to trace and copy shapes is another prewriting skill. Working in shaving cream, painting on an easel, using a small piece of chalk on a chalkboard, air writing with the whole arm, etc. to learn these basic shapes supports learning the letter formations later.

If your child appears interested in printing letters, then practice correct letter formation using a multisensory approach. Model the correct grasp and correct letter (top to bottom and left to right principle) formation, encourage your child to imitate you and guide them to practice correctly. Good habits are so important!! Developmentally it is easier to learn capitals first: FEDPB-RNM-HKL-UVWXYZ-COQG-SAITJ

Continue reading for more suggestions for readiness activities for your child. We do believe that a child's work is their play...enjoy and support your child through play.

“GET READY TO LEARN”

ALL children need large doses of small and large motor tasks to help their bodies develop and learn. Children learn first by doing. The more variations of movement that children perform, the better they can organize and learn about themselves and the world around them.

Research shows that our children are becoming less fit and their choice of activities tend to be non-motor tasks: TV and computer games. The Physical Therapy and Occupational Therapy Motor Team of Lake Oswego School District recommends and encourages the following “ing” words for FUN activities for your children:

Doing: Through games and on the playground – running, jumping, leaping, hopping, skipping, climbing, hanging swinging, rolling, spinning, balancing, bouncing, throwing, catching, kicking, hitting balls.

Planning: Going forward, backward, sideward, blindfolded obstacle course (over, under, through, around, between).

Feeling: Variety and opportunity to explore water, sand, mud, shaving cream, rice, dried beans, clay, playdough, silly putty, cookie dough.

Living: Daily learning skills – sorting silverware, putting away clothes, wiping/washing dishes, carrying groceries, sweeping, raking, making bed, stirring, mixing, measuring, pouring.

Manipulating: Finger skills – pegs, blocks, beads, cards, puzzles, Lego, tinker toys, coloring, cutting, pasting, tracing, dot-to-dot, buttoning, snapping, zipping, lacing, tying, touch thumb to each fingertip, finger games, finger puppets.

Writing: All of the above are foundation skills for writing. Encourage pencil grip with thumb pad and fingertip. Use large primary pencil, grip stix pencil, Stetro pencil grips, draw letters in the air, in finger painting, in playdough.

The above, normal play activities, promote alertness, orientation, and organization needed for classroom tasks. The “work” of a child is Play. Through small and large motor play activities, you are promoting school readiness.

Kindergarten Early Entrance Frequently Asked Questions

Who is eligible to enter kindergarten early?

State and LOSD guidelines require that students entering Kindergarten in the fall must be five (5) years of age on or before September 1. However, a child whose birthdate falls on or between September 2nd and September 15th may enter kindergarten if early entrance requirements are met.

My child's birthday is after September 15th, can I still register my child for early admission?

Children with birthdays after September 15th of the school year are not eligible for enrollment or early admission consideration according to [School Board Policy](#).

What assessment areas are evaluated for Kindergarten Early Entrance?

Your child's eligibility for early entrance to kindergarten will be based on an evaluation of your child's readiness for kindergarten. The early entrance process involves an objective evaluation of your child's cognitive, gross and fine motor, perceptual motor, communication, and social/emotional development. Children under consideration for early admission will be recommended to attend the district's Kindergarten Transition Program in the summer. During this time school staff will gather additional information about the child's readiness for continued early admission into kindergarten for the full year. The principal, with input from the school staff, will determine if early admission to kindergarten is appropriate. The decision to continue or discontinue the early admission to kindergarten will be shared with the parent in August following the Kindergarten Transition Program.

- Cognitive — A standardized developmental inventory is used to assess the child's cognitive development, which includes: ability to attend to visual and auditory stimuli and to retrieve information; critical thinking skills; and ability to conceptualize, discriminate, and draw relationships among object features (such as size and shape).
- Fine Motor — A standardized developmental inventory is used to assess the child's fine muscle control and coordination, particularly the small muscles in the arms and hands that allow performance of increasingly complicated tasks such as tracing, cutting, and tying.
- Communication — A standardized developmental inventory is used to assess the child's receptive language (ability to discriminate, recognize, and understand sounds and words, and understanding and use of conversational skills) and expressive language development (use of words to relate information to others, knowledge of and ability to use simple rules of grammar, and use of language as a tool for social contact).
- Perceptual Motor — A standardized developmental inventory is used to measure child's ability to integrate fine motor and perceptual skills for tasks such as stacking blocks, copying geometric shapes, letters, and numbers.
- Social/Emotional — A child's readiness is assessed by information provided on the Parent or Guardian Questionnaire and the Preschool/Daycare Questionnaire, and by behavior observed during the assessment session.

What is the evaluation process for determining student eligibility for early entrance into kindergarten?

Step 1: Individual Testing

The individual testing takes approximately 60-90 minutes and takes place at a centralized location within the district.

Step 2: Outcomes of Individual Testing

Families are notified of the testing results approximately two (2) weeks from the testing date.

Step 3: Trial Period

Children under consideration for early admission will be recommended to attend the district's [Kindergarten Transition Program](#) in the summer. During this time school staff will gather additional information about the child's readiness for continued early admission into kindergarten for the full year.

The principal, with input from the school staff, will determine if early admission to kindergarten is appropriate. The decision to continue or discontinue the early admission to kindergarten will be shared with the parent in August following the Kindergarten Transition Program.

What is the deadline to apply?

The Kindergarten Early Entrance Evaluation Application deadline is July 1.

How do I apply for an early entrance to kindergarten assessment for my child?

Step 1: Application forms are available on the Lake Oswego School District website [here](#) and at each elementary school.

Step 2: Review the [Kindergarten Early Entrance Packet](#).

Step 3: Complete the [paper application packet](#):

- Kindergarten Early Entrance Evaluation Application & Parent or Guardian Questionnaire
- Preschool/Daycare Questionnaire (if your child is currently enrolled in daycare, preschool, or pre-kindergarten), print and deliver to your child's teacher

Step 4: Mail forms:

Lake Oswego School District
ATTN: Kindergarten Early Entrance
2455 Country Club Road
Lake Oswego, OR 97034

Once the application, parent/guardian questionnaire and teacher questionnaire (if applicable) have been received, contact will be made to schedule an assessment appointment.

How will I know when my child is scheduled for the testing?

Kindergarten Early Entrance evaluations will be scheduled and completed before August each year. Families will receive communication of the date and time of their child's assessment appointment.

What if my child doesn't meet requirements on the individual testing administered by the Kindergarten Early Entrance assessment team and I do not believe the scores represent my child's kindergarten readiness skills?

The parent may appeal decisions in accordance with Lake Oswego School District Policy #KL.

If found eligible to enter kindergarten early, how do I enroll my child?

Parents may submit enrollment forms to their resident school. If your child is eligible for early entrance to kindergarten, information about the enrollment process will be provided upon final approval.

When will I know the results of the testing?

Families are notified of the testing results approximately two (2) weeks from the testing date.

How do I register my child for the [Kindergarten Transition Program](#)?

Children under consideration for early admission will be recommended to attend the district's Kindergarten Transition Program in the summer. During this time, school staff will gather additional information about the child's readiness to continue for the full school year. Please refer to the [Community School](#) website for updates and to register for this program. Registration for this program opens March 1.

What if my child doesn't qualify for kindergarten early admission?

You may enroll the child in the fee-based pre-kindergarten program offered through [Lake Oswego Community School](#), dependent on space available.

We don't live in Lake Oswego. Can I register my child for early admission evaluation in the Lake Oswego School District?

No. We do not accept early entrance kindergartners out of district transfers or tuition students.

How can I prepare my child for the testing?

There is no studying for the tests; they are standardized tests to assess readiness skills and reasoning abilities. You can prepare your child by having them get a good night's sleep and a healthy meal before the testing appointment.

What is my child needs accommodations due to a diagnosed disability?

A child must have a verified record of an identified disability (such as vision, hearing, motor, etc.) that impacts the testing environment. Any modifications and/or accommodations must be allowed by the publisher of the standardize test.

What if my child is sick on the scheduled testing day?

If your child is too sick to be tested or comes down sick the morning of the scheduled assessment appointment, please contact Lisa Oliva at 503-534-2120 or email lisa.oliva@loswego.k12.or.us prior to the testing appointment to reschedule.