

North Carolina Early Entry to Kindergarten Process

The North Carolina General Assembly passed BH-1099, allowing early admission to Kindergarten of a child who has reached his/her fourth birthday by April 16th if the child demonstrates extraordinary academic ability and maturity. North Carolina has created [standards](#) for principals to use in determining if early entrance to kindergarten is an appropriate placement for a child. Once the principal receives the minimum requirements, the principal shall confer with a committee of professional educators to consider various standards that will indicate readiness for a child.

Standards established by North Carolina are described as follows:

- **Student Aptitude:** The child shall score at the 98th percentile on a standardized assessment of aptitude such as the *Stanford-Binet*, *The Wechsler Preschool and Primary Scale of Intelligence*, *the Kaufman Anderson*, or any other comparable tests, that shall be administered by a licensed psychologist.*
- **Achievement:** The child shall score at the 98th percentile on either Reading or Mathematics on a standardized assessment such as the *Metropolitan Readiness Test*, *the Stanford Early School Achievement test*, *the Mini Battery of Achievement*, *the Woodcock-Johnson*, *the Test of Early Mathematics (TEMA)*, *the Test of Early Reading Ability (TERA)* or any other comparable tests that shall be administered by a licensed psychologist.*
- **Performance:** The child shall be able to perform tasks well above same-age peers as evidenced by behaviors in one or more areas such as independent reading, problem-solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.
- **Observable Student Behavior/Student Interest:** The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters (from non-family members) with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include *The California Preschool Competency Scale*, *The Harrison Scale* or any other comparable scale of early social development.
- **Motivation/ Student Interest:** The principal or principal's designee shall conduct an informal interview with the child and a more structured interview to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

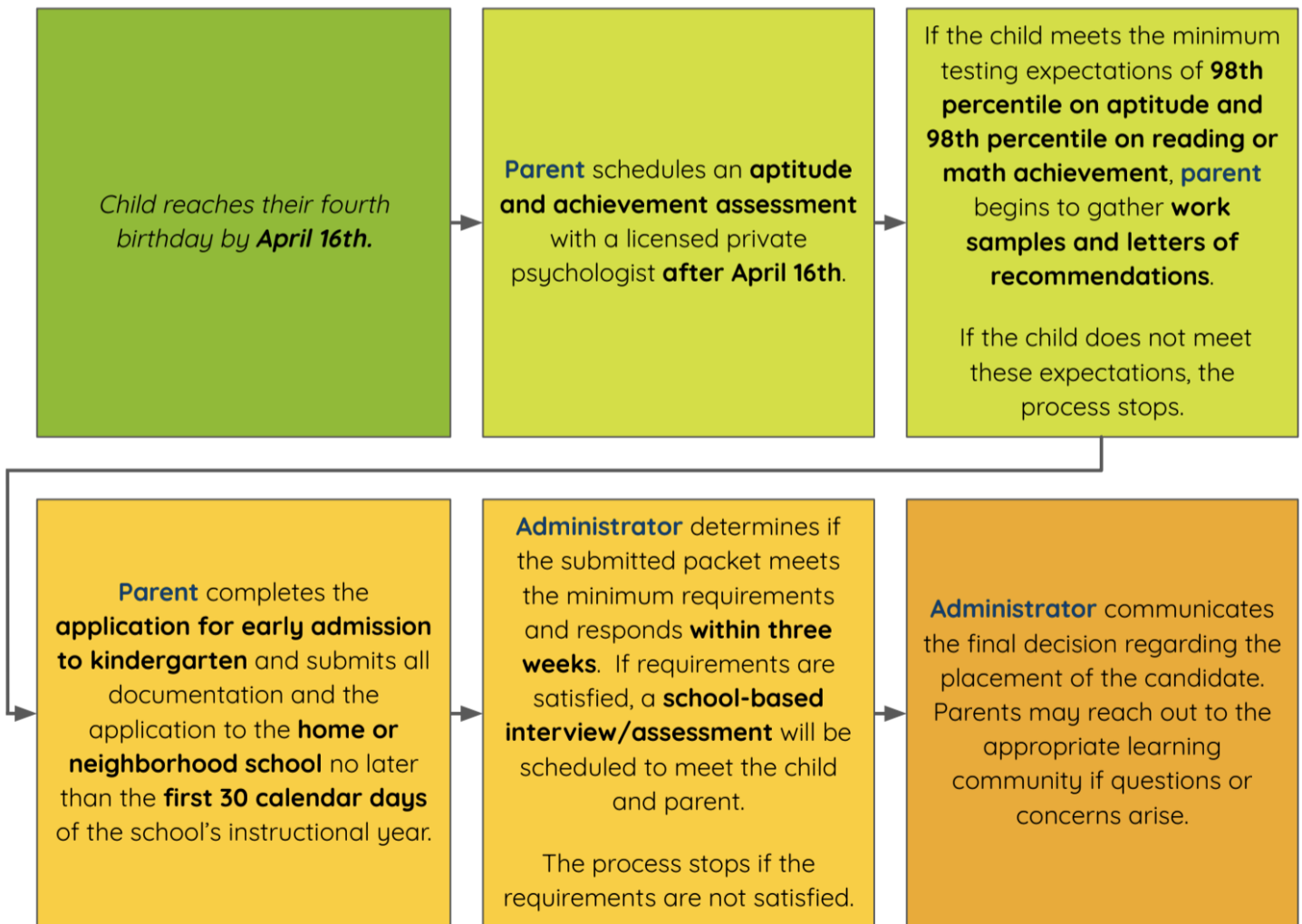
**Families are responsible for arranging and paying for this test. The district is not permitted to recommend a psychologist. It is recommended that families obtain recommendations from the child's pediatrician or primary care physician.*

Parents who wish to have their children considered must submit information within the first 30 calendar days of the school's instructional year. All testing should be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parents' request for enrollment within three weeks of receiving this information. The principal may conditionally enroll

the child for *up to* 90 days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parents at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

Early admission to kindergarten shall not automatically result in gifted identification. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the Talent Development (TD) Site-Based Committee shall review the child's information to determine if the child meets the expectations established by the LEA's *A/G Plan*. If the committee determines the child is eligible to receive gifted services, they shall develop an Individual Differentiated Education Plan (IDEP) for the child.

Steps for Families to Take



****Please note that students wishing to be considered for Early Entry to Kindergarten are not eligible to participate in a magnet program for their kindergarten year.**

Visit <http://mcmmap.org/geoportal> to determine home/neighborhood school.**

Is Early Entry to Kindergarten the best choice for your child?

The early entrance for kindergarten process provides an opportunity for students to enter kindergarten early. The process is designed for students who are not only academically ready and advanced, but who are also demonstrating advanced characteristics socially, emotionally, and developmentally that would demonstrate readiness for the elementary classroom environment. Students who are ready for kindergarten early are advanced in multiple areas when compared to their same-age peers, or other four-year-olds of the same birth month. Advancement is necessary for multiple areas as kindergarten's expectations are heavily based on academics and preparing our students for the 21st century. Many students can demonstrate academic ability based on the exposure provided by parents and daycare settings; however, few children will demonstrate the aptitude, or thinking ability, needed to enter kindergarten early. When considering early entrance into kindergarten, keep in mind it is a process designed to meet the academic and social needs of the child, not as a replacement for child care. Students accepted into kindergarten early will be placed in a class where peers could be up to two years older.

The following factors and questions should be considered when determining if the early entrance process is something you wish to pursue for your child:

Questions to Consider	Factors & Characteristics to Consider
<ul style="list-style-type: none"> ● Is my child capable of working successfully with children who are one year older? ● Does my child adapt well to change, or will the adjustment frustrate him/her? ● What long-term impacts will early kindergarten placement have on my child's long-term academic career (e.g. beginning college and high school a year early)? ● Does my child ask questions to advance his/her learning? ● Can my child read, comprehend, and/or make connections to a story? Can my child decode challenging words? ● Does my child have an understanding of basic math concepts, such as shapes, time, number recognition? ● Does my child demonstrate leadership with their same-age peers? ● Is my child able to maintain interest for long periods of time? ● Does my child demonstrate curiosity about learning new things? ● Does my child demonstrate strong memory and recall skills? ● Is my child able to maintain a structured schedule for longer periods of time than same-age peers? 	<p>My child...</p> <ul style="list-style-type: none"> ● Believes he/she can experience success at new tasks ● Can maintain personal care and hygiene with little assistance from adults (e.g. use the bathroom, tie shoes, button and zip garments) ● Thoughtfully considers feedback and adjusts behavior appropriately ● Has the ability to focus attention for long periods of instruction ● Demonstrates fine and large motor skills coordination ● Can be separated from a parent without being upset ● Demonstrates strong interpersonal skills with age-mates and older peers ● Follows routines and schedules ● Is enthusiastic about elementary school ● Follow given and multi-step directions

APPLICATION FOR EARLY ADMISSION TO KINDERGARTEN

Based on North Carolina Law and State Standards for Early Admission

Families are responsible for gathering and presenting all required information to the home/neighborhood school to support that the child has extraordinary academic ability and is appropriately mature to justify early admission.

STUDENT NAME: _____

BIRTHDATE: _____

PARENTS' NAMES: _____

ADDRESS: _____

TELEPHONE: _____ EMAIL: _____

HOME/NEIGHBORHOOD SCHOOL: _____

Information to Submit	Meets Expectation	Test Score
APTITUDE TEST SCORE OF 98th percentile on a standardized individual test of intelligence administered by a licensed psychologist after April 16 th	Yes _____ No _____	Full Scale IQ Percentile _____
ACHIEVEMENT TESTS SCORE OF 98th percentile on a standardized individual test in reading or math administered by a licensed psychologist after April 16 th	Yes _____ No _____ <i>*Score meets or exceeds 98th percentile in reading <u>or</u> math.</i>	Reading Percentile _____ Math Percentile _____
North Carolina Standards for Early Entry to Kindergarten state that a child meets the aptitude <u>and</u> achievement test expectations. If a child does not meet both aptitude and achievement test expectations the process stops here and a submission to the school is not necessary.		

Information to Submit	Initials
STUDENT WORK showing outstanding ability in any of the following areas: art, math, writing, dramatic play, creative productions, science, reading, social interactions, etc. <i>Maximum of six items.</i> Quality will be given greater consideration than quantity.	
TWO LETTERS OF RECOMMENDATION with specific documentation of physical and social maturity from child care workers, pediatricians, or others with direct knowledge of the child (non-family members).	

When submission of the information listed above meets the minimum eligibility requirements, separate interviews by school personnel with both the child and the parent(s) will evaluate the child's level of motivation and interest in learning. In addition, the school will conduct an assessment of the child to determine an extraordinary level of kindergarten readiness.

Parent Signature _____ Date Submitted: _____