

## Early Kindergarten Entry Specifics

North Carolina House Bill 1099 was passed as public law in July 1997 to allow the schools to develop a process for early kindergarten entry. This bill allowed the North Carolina State Board of Education to establish specific guidelines for student early kindergarten entry admission. As such, state policy 16 NCAC 6E.0105 was created. Wake County Public School System Board of Education policy 6201: School Admissions also sets forth specific local guidelines for early kindergarten entry.

### History Note:

Authority G.S. 115-364(d); NC Constitution, Article IX, Sec. 5; Temporary Adoptions Eff. August 18, 1997; Eff. March 15, 1999

16 NCAC 6E.0105; North Carolina State Board of Education Policy Manual; Eff. July 9, 1998

Board Policy 6201: School Admissions; 6201 R&P; 6201.1 Admission Requirements; WCPSS Board Policy; Revised & Eff. April 2012

Wake County Public School's Academically or Intellectually Gifted program advises that Early Kindergarten Entry is

Can the needs of the child best be met through Early Kindergarten Entry or can the needs of the child be met through Kindergarten the following year?

Does the child demonstrate an extraordinary level of academic ability and maturity in all areas (cognitive skills, social-emotional skills, early learning skills and mastery of academic skills)?

What is the child's maturity level (sharing with others, cooperative play, taking turns, following directions, and handling frustration)? Remember that Kindergarten is a full six hour day, and the child must share a teacher's time with many other children.

Is the child confident interacting with older children and adults (social confidence and communication skills)?

Is the child ready for school (following routines, working independently, self-help skills including dressing and eating)?

### The following criteria are considered for Early Kindergarten Entry:

#### Student Aptitude

A child eligible to enter Kindergarten early should be precocious in academic and social development and score at the 98th percentile or higher on a standard individual intelligence test. Although superior aptitude is a strong indicator of extraordinary intellectual ability; every child with a score at the 98th percentile or higher in intelligence *may not* need Early Kindergarten Entry. Some children may have a negative experience if the demands of a structured school day are imposed too early.

#### Achievement

Children entering kindergarten should be able to function one to two years beyond their peers. Children eligible for early admission to kindergarten will score at the 98th percentile or higher on a standard test of achievement. Although superior achievement is a strong indicator of extraordinary academic ability; every child with a score at the 98th percentile or higher in achievement *may not* need Early Kindergarten Entry. Some children may have a negative experience if the demands of a structured school day are imposed too early. Beyond reading and rote counting skills, a child ready for Early Kindergarten Entry must demonstrate analytical thinking and problem solving using academic concepts.

#### Performance

A running record, a story retelling and math tasks will be part of the observational assessment conducted by school personnel.

These performance assessments will be considered in addition to the portfolio submitted as part of the Early Kindergarten Entry packet.

#### Observable Student Behavior/Student Interest

If a child is to be successful in Kindergarten, the child should be socially and developmentally mature enough to be in a structured school setting for a demanding school day. The child should be capable of following verbal instructions and functioning independently within a group setting. Many children with extraordinary academic or intellectual ability are not mature enough to handle the kindergarten at age four. The child will be observed during an observational assessment to determine mental, emotional, physical, and social maturity. Observations will be used to assess endurance, independence, social interaction, language development, vocabulary, spatial relations and cognitive skills.

#### Motivation/Student Interest

A child ready for Early Kindergarten Entry should be eager to learn and excited about a new school experience. The child should display a thirst for knowledge consequently pushing the parents for new and challenging learning situations. If only the parent is interested in the child's attending school, early admission is not a good option. Principal or designee shall determine this information in an informal interview with the child and a more structured interview with the parent.

## Early Kindergarten Entry Timeline

If your child will be 4 years old by April 16th of the current year, and you would like to apply for **Early Kindergarten Entry (EKE)**, below is the timeline and paperwork necessary for application:

- 1) After April 16, of the current year, individual testing for aptitude and achievement by a licensed Psychologist, or Psychological Associate, may be completed at the parent's expense.
- 2) Complete **Early Kindergarten Entry packet:** 

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  - It is preferred that all documents be submitted on or before the first instructional day of school. Please consider all school calendars (traditional and year round) when submitting.
  - Documents submitted after the first 30 calendar days of the school's instructional calendar will not be considered.
  - Year-Round applications must be received at Central Services no later than **08/09/2017**.
  - Traditional applications must be received at Central Services no later than **09/26/17**.
- 3) Once private testing is complete, parents may *submit* complete Early Kindergarten Entry Packets to the AIG Office, Crossroads I, 5625 Dillard Dr., Cary, NC 27518.
- 4) Within 10 work days of submission:
  - AIG Office will review packet for completeness and for state required test scores.
  - AIG Office will contact parents, and if applicable, forward all appropriate documents to the student's base school.
- 5) The AIG Office will send the entire Early Kindergarten Entry Packet, with checklist, to assigned base school and put to the attention of the principal. Upon receipt of packet at the school site, the Principal, or designee, with the School Based Committee for Gifted Education (SBCGE) will conduct a review within 15 calendar days. The school will contact the parent to notify and schedule separate interviews with the child and the parent. Following the interview with parent and child, a decision at the school level will be made:
  - Not accepted for Early Kindergarten Entry, **OR**
  - Possible EKE; need additional data.
- 6) School will conduct an observational assessment (typically during staggered Kindergarten start dates).
- 7) Once additional data has been collected, the school will determine:
  - Not accepted for Early Kindergarten Entry Conditional Enrollment, **OR**
  - Accepted for Early Kindergarten Entry Conditional Enrollment.
    - Conditional enrollment can last up to 90 calendar days. During conditional enrollment, the Principal may accept or deny the enrollment request. Enrollment may be denied for a child who has not adjusted either socially, behaviorally or academically based on evidence collected while implementing an intervention plan. Parents will be invited to assist with all aspects of the intervention plan. Parents will be given at least 10 workdays notice to arrange for child care, if needed, before withdrawal of the child from school if intervention strategies are not successful.
    - At the end of the conditional enrollment period, if a child has adjusted and is thriving in the school environment, the child may be officially enrolled as an Early Kindergarten Entry student.
    - Some students may also meet criteria for, and be identified in, the Academically or Intellectually Gifted program. Specific program paperwork will be generated and shared with the parent(s) if applicable.

## Early Kindergarten Entry Required Documents

Parents will submit all documents listed below to initiate the Early Kindergarten Entry process. It is recommended that all documents be submitted on or before the first instructional day of school. Please consider all school calendars (traditional and year round) when submitting documents. Documents submitted after the first 30 calendar days of the schools instructional calendar will not be considered. **Please complete all documentation and submit to: AIG Office, CRI, 5625 Dillard Dr., Cary, NC, 27518**

### Candidate Information Sheet - Page 4

Parents complete Section 1 for Early Kindergarten Entry candidates. (name, address, contact numbers).

### Base school verification

Parents use address to determine base school. <http://www.wcpss.net/preview>

### Birth Certificate

Provide a certified copy of the candidate's birth certificate.

### Picture ID

Parents must provide a copy of identification that includes their picture.

### Proof of Residence

Provide a copy of a current electric, city gas, or water bill, signed lease agreement or closing statement in the name of the parent(s) or court-appointed guardian with a closing date within 45 days of enrollment (telephone, cable television bills, and driver's licenses do not qualify).

### Student Aptitude Assessment

The following tests are the **only** aptitude tests that WCPSS will accept for Early Kindergarten Entry consideration: Stanford-Binet, Wechsler Preschool and Primary Scale of Intelligence, Wechsler Nonverbal Scale of Ability, or Differential Abilities Scale.

- The most recent version of the test must be administered.
- The tests must be administered by a licensed psychologist or licensed psychological associate.
- Total test score must be at or above the **98<sup>th</sup> percentile**.
- Prorated scores are not accepted.

*Assessments must be completed after April 16 of the current year.*

### Student Achievement Assessment for Reading and Mathematics

The Woodcock-Johnson IV is the **only** achievement test that WCPSS will accept for Early Kindergarten Entry.

- Administer subtests 1,2,4 and 5.
- The subtests will yield cluster scores of Reading Comprehension and Math Reasoning.
- The cluster scores must be at or above the **98<sup>th</sup> percentile**.
- The most recent version of the test must be administered.
- The test must be administered by a licensed psychologist or licensed psychological associate.
- *Assessments must be administered after April 16<sup>th</sup> of the current year.*

### Student Performance Portfolio

A student performance portfolio should include student work samples that show outstanding ability in any of the following areas: Art, Math, Reading Comprehension, Dramatic Play, Creative Production, Science, or Social Interactions, etc. A sample of the child's writing must be included.

### Two letters of recommendation

These may be from a preschool teacher, childcare worker, pediatrician or other professionals who can provide specific documentation of physical and social maturity.

### Parent Consent for Evaluation and Data Collection - Page 5

### Parent Observation Checklist: Demonstrated Gifted Learning Behavior

**Complete including any anecdotal notes to support any checks made in the "Often Observed" column. Submit anecdotal notes on an attached sheet labeled according to Learning/Behaviors Observations.**

## Early Kindergarten Entry Candidate Information Sheet

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**Section 1: Parent completes this section *ONLY*.**

Child's Name: \_\_\_\_\_

Parent(s) Name(s): \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Preferred Contact Number: \_\_\_\_\_

Alternate Contact Number: \_\_\_\_\_

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***Section 2: AIG Office Use Only***

**Received:** \_\_\_\_\_ **Reviewed:** \_\_\_\_\_

Student has met state test requirements of 98% on aptitude & achievement for Early Kindergarten Entry: \_\_\_\_\_

Student has not met state test requirements of 98% on aptitude & achievement for Early Kindergarten Entry: \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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***Section 3: AIG Office Use Only***

Submitted to base school: \_\_\_\_\_ (Date)

Principal Name: \_\_\_\_\_

The parent has completed the EKE packet and the above information is accurate; **your school should continue the EKE process/data collection and complete the appropriate steps as applicable for an EKE decision/recommendation.**

**Signed:** \_\_\_\_\_

## Parent Consent for Evaluation and Data Collection

Date:

Child's Name:

Parent Name

Address

Dear Parents:

You are requesting for your child to be considered for Early Kindergarten Entry (EKE). The EKE process requires standardized test scores in both aptitude and achievement. You are submitting those required scores for review. Additionally, the EKE process involves observations, interviews and data collection. This data will be used to determine your child's eligibility for early kindergarten entry.

Recommendation(s) resulting from the review of the standardized test scores, interviews and/or observations will be sent to you as each phase of the process is completed

**EKE Information:** Found at: [www.wcpss.net](http://www.wcpss.net), Departments, Academically or Intellectually Gifted Program, Early Kindergarten Entry.

### Consent for Evaluation

PLEASE return one signed copy to the AIG Program with your complete Early Kindergarten Entry Packet and keep one copy for your files.

- A. \_\_\_\_\_ Yes, I give my permission for my child's standardized test scores to be used in considering EKE eligibility. I also give my permission for my child to participate in the required interviews, observations and/or conditional enrollment in kindergarten to determine eligibility for EKE. This permission remains in effect as long as my child is part of the Early Kindergarten Entry process.
- B. \_\_\_\_\_ No, I do not give my permission for my child's standardized test scores to be used in considering EKE eligibility or for my child to participate in the required interviews, observations and/or conditional enrollment in kindergarten to determine eligibility for EKE. In denying permission, I am aware that Early Kindergarten Entry will not be considered for my child.

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Date

## Parent Observation Checklist: Demonstrated Gifted Learning Behavior

Child: \_\_\_\_\_ School: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_

This checklist is designed to provide essential information about your child to the School Based Committee for Gifted Education. Please check the description that most accurately reflects your child's performance and behavior. Please check only one box in each row.

**Please provide 2-3 work samples and anecdotal notes to support any checks in the "Often Observed" column below. Submit anecdotal notes on an attached sheet. Include the Learning Behaviors and Characteristic descriptions your notes are describing.**

Learning Behaviors	Characteristics	Not Observed	Sometimes Observed	Often Observed
<b>1 . Reasoning / Logical Thinking</b>	My child independently reasons things out for himself/ herself.			
	My child easily draws conclusions from presented information.			
	My child is able to go from the concrete to the abstract.			
<b>2 . Problem- Solving Ability</b>	My child offers unique and clever responses.			
	My child avoids typical ways of doing things choosing instead to adapt, improve, and/or modify a problem or topic.			
<b>3 . Inquiry/ Intellectual Curiosity</b>	My child constantly asks questions about anything and everything.			
	My child is curious about the "how and why" of his/her surroundings.			
	My child is willing to challenge accepted ideas.			
<b>4 . Insight</b>	My child is keenly observant; he/she usually "sees more or gets more" out of a story, film, experiment, problem, etc. than others.			
	My child shows emotional sensitivity to world issues.			
	My child is concerned with right and wrong and good and bad.			
<b>5 . Communication Skills</b>	My child uses advanced vocabulary for his/her age in written and oral communication.			
	My child demonstrates expressive and effective use of words, numbers, and symbols.			

Learning Behaviors	Characteristics	Not Observed	Sometimes Observed	Often Observed
<b>6</b> <b>Creativity / Imagination</b>	My child generates a large number of ideas or solutions and elaborates upon them.			
	My child is an innovative risk taker who finds imaginative ways of solving problems.			
	My child enjoys "playing with ideas."			
<b>7</b> <b>Self-Awareness</b>	My child displays a keen sense of humor.			
	My child is individualistic and does not fear being different.			
	My child strives towards perfection and is self-critical.			
	My child is adamant about his/her beliefs.			
	My child adapts readily to new situations.			
<b>8</b> <b>Memory</b>	My child knows numerous facts about many subjects.			
	My child demonstrates quick mastery and recall of factual information.			
<b>9</b> <b>Student Academic Performance</b>	My child demonstrates well-developed organizational skills.			
	Routine tasks easily bore my child.			
	My child sets high personal goals and strives for academic excellence.			
<b>10</b> <b>Interest</b>	My child reads a great deal and frequently selects books well beyond his/her age.			
	My child enjoys learning for its own sake.			
	My child displays an intense interest and skill in an area.			
<b>11</b> <b>Motivation to Learn</b>	My child needs little external motivation and enjoys the challenge of new and different topics.			
	My child is a "self-starter" who works well alone, needs few directions and little supervision.			

**Comments:** Please list any academic awards, special interests, talents, competitions and/or extra curricular activities you feel would help the School Based Committee better understand your child.