

<p style="text-align: center;">CASWELL COUNTY SCHOOLS BOARD OF EDUCATION POLICY</p>	<p style="text-align: center;"><u>STUDENTS</u> Early Admission to Kindergarten</p>	<p style="text-align: center;">407</p>
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The 1997 General Assembly passed legislation allowing a child who has reached his fourth birthday by April 16 to enter Kindergarten, if he demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the Principal shall convene a committee of educational professionals who will assist in making decisions about each individual child. Criteria that shall be considered include the following: Aptitude, Achievement, Performance, Observable Student Behavior, Motivation to Learn, and Student Interest.

In order to have consistency in the consideration of students for early admission to Kindergarten, Caswell County Public Schools will have a core of people to serve on the Early Admission to Kindergarten Committee, including the Director of Elementary Education, the Director of Academically Gifted Services, the Psychologist, and the School-Based Gifted Services Team. Other school personnel may participate at the request of the school Principal. The Early Admission to Kindergarten Committee will review all information and will determine the eligibility of students for early admittance to Kindergarten.

Caswell County Public Schools requires the parent/legal guardian/legal custodian to provide the following information within the first thirty (30) calendar days of the school's instructional year. The cost of obtaining this information is the responsibility of the parent/legal guardian/legal custodian. Neither test materials nor personnel to administer evaluations will be provided by the School System. Testing results must be dated after April 16 of the year for which admission is being requested.

Aptitude

A child eligible to enter school early shall be precocious in academic and social development, and score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet IV, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test, which shall be administered by a licensed psychologist. Although superior aptitude is a strong indicator of extraordinary academic ability, every child with a score at the 98th percentile in intelligence may not need early admission to Kindergarten. Some children could have a negative experience, if the demands of a structured school day area imposed too early.

Caswell County Public Schools will require the most current version of the test administered, and the test administration must be dated after April 16 of the current year.

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Achievement

Children entering Kindergarten early shall be functioning two (2) to three (3) years beyond their peers and shall score at the 98th percentile on either reading or mathematics on a standard test of achievement 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 Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test. The licensed psychologist who administers the aptitude test may administer the achievement test or have a member of his professional staff administer the test. Also, an impartial professional educator who is trained in the use of the instrument may administer such a test as long as he has no potential conflict of interest in the outcome of the assessment.

Caswell County Public Schools will require the most current version of the test administered, and the test administration must be dated after April 16 of the current year.

Performance

Children displaying a need to enter Kindergarten early shall be able to perform tasks well above their age peers. Some indicators the principal may observe are the child's ability in independent reading, problem-solving skills, advanced vocabulary and some writing fluency. A child ready for Kindergarten would not necessarily demonstrate precociousness in all of these areas. The parent/legal guardian/legal custodians shall submit a sample of student work showing outstanding examples of ability in any of the following areas: art, math, writing, dramatic play, creative productions, science, social interactions, etc. For further indication of performance, the Principal may instruct a teacher to complete an informal reading assessment.

Observable Student Behavior/Student Interest

If a child is to be successful in early admission, he 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 ability are not mature enough to handle the rigors of Kindergarten at age four. The School System shall require two recommendation letters with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or others with direct knowledge of the child.

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Caswell County Public Schools requires the Harrison Scale be given to the two recommending persons/agencies and submitted with the letter of recommendation.

Motivation/Student Interest

A child ready for early admission to Kindergarten should be eager to learn and be excited about a new school experience. These children should display a thirst for knowledge, consequently pushing the parent/legal guardian/legal custodian for new and challenging learning situations. If only the parent/legal guardian/legal custodian is interested in the child’s attending school, early admission is not a good option. A Principal or his designee shall determine this information in an informal interview with the child and in a more structured interview with the parent/legal guardian/legal custodian. An appropriate interview with a child would take place in a warm and inviting environment such as the Kindergarten classroom. The child might even be invited to spend a day with a Kindergarten teacher. Questions the Principal or his designee should ask the child would concentrate on the personal interests of the child. A child who is ready for school should respond with enthusiasm when asked to tell about a special collection or a topic about which he has a great deal of knowledge or extreme interest.

Timelines

A parent/legal guardian/legal custodian wishing to submit his child for consideration for early admission to Kindergarten shall present to the Principal of the designated local school the required information within the first thirty (30) calendar days of the school’s instructional year. All testing must be administered after April 16. The Principal will act on the request within three (3) weeks. If the child is admitted to Kindergarten before the end of the first ninety (90) calendar days of the child’s being enrolled, the Principal may rescind his approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. Before a child may be exited from school, the parent/legal guardian/legal custodian must be invited to assist in the development of intervention strategies. If the strategies are not successful and the decision is made to remove the child from school, the parent/legal guardian/legal custodian must be given at least ten (10) days notice to arrange childcare, if needed.

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Local Flexibility

Although the State Board of Education has adopted these statewide standards defining requirements for early admission to Kindergarten, each local education agency may add additional information needed from a parent/legal guardian/legal custodian or make very specific requirements in each category for consideration.

Caswell County Public Schools requires a score at the 98th percentile on the Vineland Adaptive Behavior Scale: Interview Edition.