

Policy Title: Process for Early Kindergarten Admission

Responsible Area: Instructional

## Policy

Mountain Discovery Charter School is founded on the belief that each student's instructional needs should be met. As part of the school's efforts to accommodate students of all abilities, early kindergarten admission is an option for MDCS students.

## Procedures

1. Students must meet all state requirements as outlined in policy GCS-J-001 of the NCSBE Policy Manual (reprinted below).

### **Policy Identification**

**Priority:** Globally Competitive Students

**Category:** Kindergarten/Early Childhood

**Policy ID Number:** GCS-J-001

**Policy Title:** 16 NCAC 6E.0105 Policy delineating the standards for early admission to kindergarten

**Current Policy Date:** 07/09/1998

### **Other Historical Information:**

### **Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6E .0105

## **.0105 EARLY ADMISSION TO KINDERGARTEN**

(a) To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

(1) Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

(2) Achievement. The child shall be functioning from two to three years beyond the child's peers. The child 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 administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

(3) Performance. The child shall be able to perform tasks well above 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. The principal may also require a teacher to complete an informal reading assessment of the child.

(4) 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 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.

(5) Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

(b) The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16<sup>th</sup> that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety 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 parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

(c) LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule.

(d) Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. 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 gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

*History Note: Authority G.S. 115C-364(d); N.C. Constitution, Article IX, Sec. 5;*

*Temporary Adoption Eff. August 18, 1997;*

*Eff. March 15, 1999.*

2. Prospective students must turn four before April 16<sup>th</sup> of the desired year of enrollment to be eligible.
3. In order to mesh with MDCS enrollment procedure, parents interested in pursuing this option must adhere to the following timeline.
  - a. Results from the state required psychological evaluation must be submitted with the enrollment form by April 30<sup>th</sup> of the desired year of enrollment. Families are responsible for all arrangements and fees associated with this evaluation.
  - b. Parents must make the prospective students available to MDCS staff for at least two sessions of testing to complete the state required academic testing. This testing must be completed before the end of the school's first open enrollment window.
  - c. Provided that the prospective student satisfies all testing requirements and is drawn in the enrollment lottery, he/she will be conditionally enrolled for the upcoming school year.
  - d. Parents must make the child available for the rest of the screening process in June of the desired year of enrollment.
4. Provided that the prospective student meets the remaining requirements, he/she will remain conditionally enrolled for the upcoming school year.
5. MDCS teachers and administration will work closely with the parents during the first 90 days of school to make sure that the placement is truly appropriate. In the event that MDCS staff feels it is not appropriate, options including retention will be considered.

Approved by the Board of Mountain Discovery Charter School on February 18, 2010.