

House Bill 1099 was passed as public law in July of 1997 to allow schools to develop a service delivery option for early entrance to kindergarten:

*Section 1. G. S. 115C-364, states: “(d) A child who has passed the fourth anniversary of the child’s birth on or before April 16 may enter kindergarten if the child is presented for enrollment not later than the end of the first month of the school year and if the principal of the school finds, based on information submitted by the child’s parent or guardian, that the child is gifted and the child has the maturity to justify admission to the school. The State Board of Education shall establish guidelines for the principal to use in making this finding.”*

Existing law allows for the following:

*Section 1. G. S. 115C-364 “(c) If the principal of a school finds as fact subsequent to initial entry that a child, by reason of maturity can be more appropriately served in the first grade rather than in kindergarten, the principal may act under G.S. 115C-288 to implement this educational decision without regard to chronological age.”*

Since early entry to kindergarten is equivalent to whole grade advancement (skipping a grade) the following questions need to be examined:

- Can the needs of this student only be met through early entry into kindergarten or would the needs of this student be met through entry into kindergarten the following year?
- For the sake of the student, can we safely assume that the student’s needs are and will remain significantly beyond the needs of age peers and that the student will never be retained at a grade level?
- Is this student’s level of maturity sufficient to function comfortably with approximately 23 older children across a full six-hour school day?
- Is the student self-confident interacting with older children and adults?

**The parent/guardian bears responsibility to provide all items of documentation to initiate the decision-making process.**

## Documentation Checklist Required for Early Entry

\_\_\_\_\_ **Certified Birth Certificate**

\_\_\_\_\_ **Student Aptitude Assessment** such as the *Stanford-Binet*, *The Wechsler Preschool and Primary Scale of Intelligence*, *the Kaufman Assessment Battery for Children*, *Differential Ability Scales*, or any comparable tests administered by a licensed psychologist. The child shall score at the 98<sup>th</sup> percentile. (\*The most recent version of the test must be administered after the April 16<sup>th</sup> that follows the child's fourth birthday.)

\_\_\_\_\_ **Student Achievement Assessment** for Reading and Mathematics such as:

- *Kaufman Test of Educational Achievement*,
  - *Wechsler Individual Achievement Test*,
  - *Metropolitan Readiness Test*,
  - *The Woodcock – Johnson* - Subtests providing evidence of Reading Comprehension and Math Reasoning
  - *Stanford Early School Achievement Test*,
  - *The Mini Battery of Achievement*, *the Test of Early Mathematics (TEMA)*, *the Test of Early Reading Ability (TERA)* or other comparable tests administered by a licensed psychologist or trained impartial professional educator.
- The child shall score in the 98<sup>th</sup> percentile or higher in either reading or mathematics. (\*The most recent version of the test and/or normative update must be administered after the April 16<sup>th</sup> that follows the child's fourth birthday.)

\_\_\_\_\_ **Student Performance Portfolio** to include samples of student work that shows outstanding ability in the following areas: Art, Math, Dramatic Play, Creative Production, Science, Social Interactions, etc. A sample of the student's writing must be included. The principal may require a teacher to complete an informal reading assessment of the child.

\_\_\_\_\_ **Two letters of recommendation** from a preschool teacher, childcare worker, pediatrician or others who can provide specific documentation of physical and social maturity.

\_\_\_\_\_ **Parent Observation Checklist** obtained from child's pediatrician or psychologist.