
**Franklin County Schools
Early Kindergarten Admission
Revised January, 2004**

PHASE I: ASSESSMENT OF APPLICANT FOR EARLY KINDERGARTEN ADMISSION

TESTING WILL BE PERFORMED AS STIPULATED BELOW:

Aptitude:

Each applicant should present evaluation results from a licensed psychologist that reflect at least the 98th percentile in intelligence on the Wechsler preschool and primary scale of intelligence, third edition (WPPSI-III) or comparable test (Stanford Binet, the Kaufman Anderson).

Achievement:

Children entering kindergarten early shall be functioning two to three years beyond their peers in either reading or mathematics. Children eligible for early admission to kindergarten shall score at the 98th percentile on tests of achievement: test of early mathematics ability-3 (tema-3), test of early reading ability-3 (tera-3) or a comparable test (metropolitan readiness test, Stanford early school achievement test, the mini battery of achievement).

A scale of early social development should also be documented: California preschool competency scale, the Harrison scale, or other comparable scale. The licensed psychologist who administers the aptitude test may administer the achievement test or have a member of his/her 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/she has no potential conflict of interest in the outcome of the assessment.

Test results should be presented to the principal of the enrolling school (within the student's attendance area) during the first thirty (30) calendar days of the school's instructional year. The principal will act on the request within three (3) weeks.

The parents should also present a portfolio of the student's work and a completed parent questionnaire that reflects outstanding ability in one or more of the following areas:

CREATIVE PRODUCTIONS _____
ART _____ MATH _____
WRITING _____ DRAMATIC PLAY _____
SCIENCE _____ SOCIAL INTERACTIONS _____

The principal may request a complete informal reading assessment be carried out for further indication of performance.

Parents should present two (2) letters of recommendation from an adult with firsthand knowledge of the child's performance (preschool teacher, childcare worker, pediatrician, or other adult with direct knowledge of the child other than the parent).

#1. Name: _____
Association to child: _____

#2. Name: _____
Association to child: _____

Documentation checklists that may be useful: California preschool competency scale, Harrison scale, or any other comparable social development indicator.

Principal's remarks: _____

Principal acceptance of requirements in phase I:

Principal signature _____ date _____

Phase II: principal interview with parent and child.

The principal shall determine that a child is ready for early admission to Kindergarten by informally interviewing the child and then conducting a more structured interview with the parent.

An appropriate interview with the child may take place in a warm and inviting environment, such as a kindergarten classroom. It may also be found appropriate for the child to spend a day with the kindergarten teacher. The principal or his/her designee should ask questions which focus on the child and the child's personal interests which suggest a "school type" quest for knowledge.

If the principal's decision is that the child be admitted to kindergarten, that decision remains on a trial basis for the first ninety (90) days of the child's enrollment. The principal may rescind his/her approval based on substantial documentary evidence that the child is not adjusting satisfactorily to the school setting. The parent should abide by the decision of the principal.

Before a child is removed from school, the parent must be invited to assist in developing improvement strategies. If these strategies are not successful and the decision is made to remove the child from school, the parents must be given ten (10) days notice to arrange child care, if needed.

Although early kindergarten admission does not automatically place a child in the program for academically/intellectually gifted, such a child would obviously have very special learning needs. For this reason, after the school has determined that the child has made a satisfactory adjustment and will remain in school, or after the child has been enrolled for ninety (90) calendar days, the child shall be reviewed by the academically/intellectually gifted team. If determined to qualify for services, a differentiated education plan or an individual differentiated education plan shall be developed.

Documentation that the child is not adjusting to the school setting should be relayed to the parent as soon as such evidence is presented by the child's performance or behaviors.

A list of available psychologists may be obtained from the phone directory yellow pages.

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**FRANKLIN COUNTY SCHOOLS
EARLY KINDERGARTEN ADMISSION
REVISED JANUARY, 2004**

EARLY KINDERGARTEN ADMISSION, CONTINUED

STUDENT GRADE LEVEL ADVANCEMENT

To facilitate the process of student grade level advancement in Franklin County Schools, the following guidelines/procedures are suggested:

EVALUATION AREAS/MEASURES

Aptitude – CogAT, Form 6, OLSAT-7, or comparable nationally normed test
Scores should reflect at least the 98th percentile.

Achievement – Iowa Tests of Basic Skills, North Carolina End of Grade Tests, or comparable nationally normed test.
Scores should reflect at least the 98th percentile.

Social-Emotional Development – A school psychologist will administer an appropriate scale of social development and may ask an impartial professional educator who is trained in the use of the instrument to administer it as long as he/she has no potential conflict of interest in the outcome of the assessment.

Academic Performance – Classroom grades should be A's (93 or above).

OTHER FACTORS TO BE CONSIDERED

The candidate for grade level advancement should be self-motivated.
The student should be a strong independent reader.
Communication skills should be appropriate for the next grade level.
Math skills should be appropriate for the next grade level.

PROCEDURES

1. Evaluation data should be collected and reviewed by the Eligibility Determination Team, under the direction of the principal. A psychologist may do additional testing, if needed.
2. The current and prospective teachers, with the assistance of the Gifted Education Specialist/Resource Teacher, the student, and the parents should develop an Individualized Differentiation Education Plan (IDEP) to be used at the next grade level. Goals and objectives should include both social and academic development.
3. Placement at the next grade level should be provisional for one marking period. During this time, behavioral observations should be made and academic progress closely monitored.