

North Carolina State Board of Education
Policy GCS-J-001b:

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 16th 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.**

To request an application for early admission to kindergarten, call: (910) 455-2211, ext. 20264

To speak with Michael Elder

Or email Michael.elder@onslow.k12.nc.us

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Early Admission to Kindergarten Process

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Early Admission to Kindergarten



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This provision is designed for admission of students who are performing two to three years beyond their age peers.

Students may be admitted early to kindergarten under the following provision of North Carolina General Statute 115C-364(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 no 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 that 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.

A student must meet the following standards established by North Carolina State Board of Education Policy GCS-J-001a:

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 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 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 with a group. The parent shall provide **two recommendation letters** with specific documentation of physical and social maturity from preschool teachers, childcare 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.