

APPLICATION FOR FOUR-YEAR OLD ENROLLMENT
RANDOLPH COUNTY BOARD OF EDUCATION
For Legal Residents of Randolph County Only

Full Name of Student _____ Date-of-Birth _____

Name of Parent or Guardian making the request: _____

Relationship To Child Listed Below:

Mother Father Step-Mother Step-Father Other (specify) _____

If you are separated/divorced from the biological parent, do you have LEGAL Custody/Guardianship of the child listed below?

Yes _____ No _____

Do you live in Randolph County? Yes _____ No _____

Street Address: _____

(Proof of residency is required)

Current Home Phone: (_____) _____ Business Phone: (_____) _____

Has the child had an educational evaluation by a licensed psychologist? Yes _____ No _____
(required for determining eligibility)

Date of Evaluation: ____/____/____

Name and Address of Licensed Psychologist: _____

An original copy of the evaluation must be attached (photocopies are not accepted).

This signature indicates that I have **read and understand** the conditions outlined in the state law (G.S. 115C-364) printed on the back of this application. I understand that falsification of this information may lead to the immediate withdrawal of my child from the Randolph County Schools.

Signature of Custodial Parent or Legal Guardian

Date

PROOF OF RESIDENCY

Proof of residency may include: Utility bill (power, water), lease agreement, official rent receipt, closing statement for home purchase, official mailing from state or federal government. Falsification of residence information will result in immediate withdrawal of the child from school with notification to the school district of residence to expect enrollment of your child immediately.

Completed Applications Should Be Sent To :
K-5 Instruction @ Randolph County Schools
2222 – C South Fayetteville Street
Asheboro, N.C. 27205

Eligibility Standards for Early Admission to Kindergarten

G.S. 115-364 and the North Carolina State Board of Education, Policy HSP-J-001 delineate the standards for early admission to Kindergarten in public schools in North Carolina.

1. The child must be **four years of age on or before April 16** of the year of enrollment.
2. The child has intelligence tests administered by a **licensed psychologist**, and achievement tests administered by a **licensed psychologist** or other qualified administrator as outlined below. Results must be submitted to the principal by the parent/guardian, and must indicate the child meets the criteria for enrollment as stated below. The educational evaluation is furnished at the expense of the parent/guardian and must be conducted by a licensed psychologist after April 16 of the current year.
3. The principal shall confer with a committee of professional educators to consider these factors for each child. Such a committee may include, but not be limited to, school psychologists, school system directors of gifted education and early childhood programs, administrative personnel, teachers of Kindergarten, or other individuals with a knowledge of expected functionality of children enrolled in Kindergarten or gifted programs. North Carolina State Law specifically states that the principal shall grade and classify all students.

(a) 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.

(b) 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.

(c) 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.

(d) 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.

(e) 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.

4. 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. 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.
5. 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.
6. 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.