

**School District of River Falls
Educational Program Committee meeting**

Monday, May 1, 2023 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Cindy Holbrook

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at

<https://meetings.boardbook.org/Public/Organization/1447>

1. CALL TO ORDER - 6:00 p.m. in the District Office Conference Room.

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. Review Curriculum Review Cycle

2

Description: Amy Wise & MaryBeth Elliott, Co-Interim Directors of Academic Services, will present a more in-depth review of the stages of curriculum review.

Recommended Action: No action, informational only.

5. Review School Board Policy 421 Entrance Age

16

Description:

Amy Wise, Co-Interim Director of Academic Services, will present School Board Policy 421 Entrance Age for review.

Recommended Action: Review board policy 421 Entrance Age.

6. Approve the first reading of revised School Board Policy 421-Rule Early Admissions

17

Procedures

Description:

Amy Wise, Co-Interim Director of Academic Services, will present revised School Board Policy Entrance Age 421-Rule Early Admission Procedures. This rule addresses the process for early admission to 4K, Kindergarten, and 1st Grade in the River Falls School District.

Recommended Action: Approve first reading of school board policy Entrance Age 421-Rule Early Admission Procedures.

7. Approve the first reading of the new School Board Policy 421-Exhibit Early Admission

22

Application

Description:

Amy Wise, Co-Interim Director of Academic Services, will present School Board Policy Entrance Age 421-Exhibit Early Admission Application for approval. This exhibit addresses a process for early admission to 4K, Kindergarten, and 1st Grade in the River Falls School District.

Recommended Action: Approve first reading of school board policy Entrance Age 421-Exhibit Early Admission Application.

8. Summer School Update

Description: MaryBeth Elliott, Co-Interim Director of Academic Services, will provide committee members with a brief update regarding summer school.

Recommended Action: No action, informational only.

9. Proposed/suggested items for the next regular and future Educational Program meeting agenda(s)

Description: As always, committee members will be given the opportunity to suggest items for future committee and/or Board meeting agendas.

Recommended Action: As needed.

10. Schedule next Board/Committee meetings

Description: Upcoming committee meeting dates, times, and locations will be reviewed.

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, June 5, 2023, 6:00 p.m.

The meeting will be held at the District Office conference room, 852 E Division Street.

11. ADJOURN

SDRF Curriculum Review Cycle



May 2023

What is a Curriculum Review Cycle?

Alignment to Strategic Plan

Goal #1 Hold High Expectations For Student Learning

- 1.1 Support a collaborative teaching culture focused on student learning.
- 1.2 Identify and monitor academic readiness benchmarks.
- 1.3 Implement equitable systems of support and resources for every learner.
- 1.4 Ensure high quality accessible and meaningful early childhood 4K and kindergarten programming that prepares children for success in school.

Goal #2 Provide A Safe, Welcoming, & Healthy School Environment

- 2.6 Review and update curriculum and library resources to be age- and developmentally-appropriate, while offering a diverse balance of culture, race, backgrounds, and life experiences.

Goal #3 Attract, Retain, & Develop High Quality Staff

- 3.3 Strengthen Professional Learning Communities (PLC) at all schools to include a culture of collaboration, development of an aligned curriculum, common assessments, and the sharing of effective educational practices.
- 3.5 Organize comprehensive and focused professional development plans that align to our mission, vision, and goals.

Goal #5 Uphold Operational Excellence

- 5.5 Provide frequent, ongoing, transparent communication to the community related to all school programs, facilities, resources, and finances.

Stage 6: Reflect and Investigate

- Reflect on program / course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)
- Determine efficacy and relevance of current resources

Stage 5: Reflect and Revise

- Reflect on program/course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)

Stage 4: Initial Implementation

- Survival: **"Just do it"**
- Implement as planned - *no revisions, additions or substitutions*

Stage 1: Desired Results

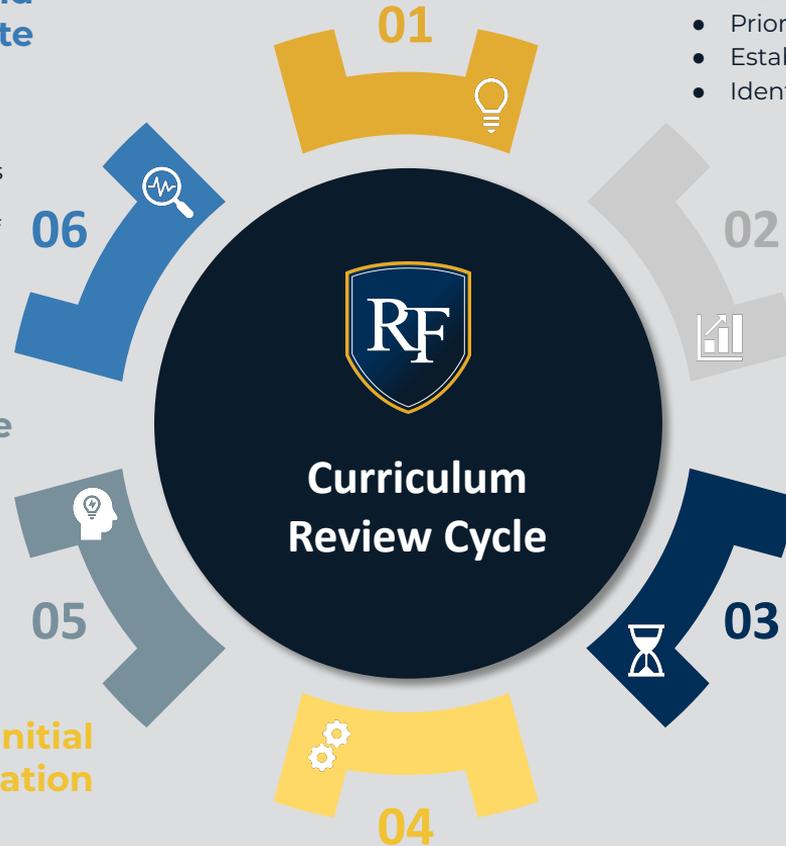
- Assess current program effectiveness
- Prioritize Standards
- Establish Beliefs, Mission, Vision
- Identify Connections to Strategic Plan

Stage 2: Evidence and Assessment of Learning

- To define evidence of student understanding, knowledge and skills
- Vertically align assessments and skills (K-5 & 6-12)

Stage 3: Learning Experiences

- Identify Best Practices
- Identify High Quality Instruction Materials and Learning
- Consider instructional strategies and learning experiences needed to achieve the desired results
- Vertically align content and courses to resource selection



Curriculum Implementation

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-2029
DESIRED RESULTS (.5 - 2 days)	<ul style="list-style-type: none"> • K-12 Art • K-12 Music • K-12 World Languages • K-5 ELA 	<ul style="list-style-type: none"> • 6-12 ELA 	<ul style="list-style-type: none"> • K-5 Math 	<ul style="list-style-type: none"> • K-12 Social Studies • K-12 Media & Technology 	<ul style="list-style-type: none"> • K-12 Science • K-12 Voc Ed/CTE • K-12 Phy Ed & Health 	<ul style="list-style-type: none"> • K-12 ELA 	<ul style="list-style-type: none"> • K-12 Math
EVIDENCE & ASSESSMENT OF LEARNING (1-2 Days)	<ul style="list-style-type: none"> • K-5 ELA 	<ul style="list-style-type: none"> • 6-12 Math • K-12 Art • K-12 Music • K-12 World Languages 	<ul style="list-style-type: none"> • 6-12 ELA 	<ul style="list-style-type: none"> • K-5 Math 	<ul style="list-style-type: none"> • K-12 Social Studies • K-12 Media & Technology 	<ul style="list-style-type: none"> • K-12 Science • K-12 Voc Ed/CTE • K-12 Phy Ed & Health 	<ul style="list-style-type: none"> • K-12 ELA
LEARNING EXPERIENCES (Materials/Decisions/Purchased) (2-3 Days)	<ul style="list-style-type: none"> • K-5 Math 	<ul style="list-style-type: none"> • K-5 ELA 	<ul style="list-style-type: none"> • 6-12 Math • K-12 Art • K-12 Music • K-12 World Languages 	<ul style="list-style-type: none"> • 6-12 ELA 	<ul style="list-style-type: none"> • K-5 Math 	<ul style="list-style-type: none"> • K-12 Social Studies • K-12 Media & Technology 	<ul style="list-style-type: none"> • K-12 Science • K-12 Voc Ed/CTE • K-12 Phy Ed & Health
INITIAL IMPLEMENTATION (1-2 Days)	<ul style="list-style-type: none"> • K-12 Science • K-12 Voc Ed/CTE • K-12 Phy Ed & Health 	<ul style="list-style-type: none"> • K-5 Math 	<ul style="list-style-type: none"> • K-5 ELA 	<ul style="list-style-type: none"> • 6-12 Math • K-12 Art • K-12 Music • K-12 World Languages 	<ul style="list-style-type: none"> • 6-12 ELA 	<ul style="list-style-type: none"> • K-5 Math 	<ul style="list-style-type: none"> • K-12 Social Studies • K-12 Media & Technology
REFLECT & REVISE (1-2 Days)	<ul style="list-style-type: none"> • K-12 Social Studies • K-12 Media & Technology 	<ul style="list-style-type: none"> • K-12 Science • K-12 Voc Ed/CTE • K-12 Phy Ed & Health 	<ul style="list-style-type: none"> • K-5 Math 	<ul style="list-style-type: none"> • K-5 ELA 	<ul style="list-style-type: none"> • 6-12 Math • K-12 Art • K-12 Music • K-12 World Languages 	<ul style="list-style-type: none"> • 6-12 ELA 	<ul style="list-style-type: none"> • K-5 Math
REFLECT & INVESTIGATE (1-2 Days)	<ul style="list-style-type: none"> • K-12 Math 	<ul style="list-style-type: none"> • K-12 Social Studies • K-12 Media & Technology 	<ul style="list-style-type: none"> • K-12 Science • K-12 Voc Ed/CTE • K-12 Phy Ed & Health 	<ul style="list-style-type: none"> • K-5 Math 	<ul style="list-style-type: none"> • K-5 ELA 	<ul style="list-style-type: none"> • 6-12 Math • K-12 Art • K-12 Music • K-12 World Languages 	<ul style="list-style-type: none"> • 6-12 ELA

Stage

Expected Work Time

	2023-24
DESIRED RESULTS (.5 - 2 days)	<ul style="list-style-type: none">• 6-12 ELA
EVIDENCE & ASSESSMENT OF LEARNING (1-2 Days)	<ul style="list-style-type: none">• 6-12 Math• K-12 Art• K-12 Music• K-12 World Languages
LEARNING EXPERIENCES (Materials/Decisions/Purchased) (2-3 Days)	<ul style="list-style-type: none">• K-5 ELA
INITIAL IMPLEMENTATION (1-2 Days)	<ul style="list-style-type: none">• K-5 Math
REFLECT & REVISE (1-2 Days)	<ul style="list-style-type: none">• K-12 Science• K-12 Voc Ed/CTE• K-12 Phy Ed & Health
REFLECT & INVESTIGATE (1-2 Days)	<ul style="list-style-type: none">• K-12 Social Studies• K-12 Media & Technology

School Year

Curricular Area "On" Stage



Stage 1 - Desired Results

Purpose and Goals:

- Assess current program effectiveness
- Prioritize Standards
- Establish Beliefs, Mission, Vision
- Identify Connections to Strategic Plan
- Listen to or gather input from stakeholders who have a vested interest in the curricular area

Meeting Commitment: .5 - 2 days

Products:

- Norms/Community Agreements
- Beliefs
- Connections to Strategic Plan
- Criticality Statements
- Mission
- Instructional Vision
- Surveys
- Priority Standards K-8 ELA
- Priority Standards 6-12 SS
- Deconstructed Standards



Stage 2 - Evidence & Assessment

Purpose and Goals:

- To define and secure what we will accept as valid, reliable, credible, and useful evidence of student understanding, knowledge and skills
- Vertically align assessments and skills (K-5 & 6-12)

Products:

- Learning Expectations/Proficiency Scale
- Targeted Assessments or Targeted Assessment Types
- Assessment Calendar & Plan
- Assessment Calendar
- Performance Bands, Rubrics
- Criteria for Materials Selection

Meeting Commitment: 1-2 days



Stage 3 - Learning Experiences

Purpose and Goals:

- Identify Best Practices
- Identify High Quality Instruction Materials and Learning
- Consider instructional strategies and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).
- Vertically align content and courses to resource selection

Meeting Commitment: 2-3 days

Products:

- Selection Criteria for HQIMPL
- Scaffolded Assessment Plan
- Curriculum Map
- Scope and Sequence
- Course Proposals
- Unit Plan
- Pacing Calendar
- Communication Plan
- Professional Development Plan



Stage 4 - Initial Implementation

Purpose and Goals:

- Assess current program effectiveness
- Prioritize Standards
- Establish Beliefs, Mission, Vision
- Identify Connections to Strategic Plan

Products:

- Data Protocols
- PLC notes & feedback
- Roll Through Conversations

Meeting Commitment: 1-2 days/
Ongoing PLC Meetings



Stage 5- Reflect & Revise

Purpose and Goals:

- Reflect on program/course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)

Products:

- Revised Unit Plans
- Revised Staff Development Plan

Meeting Commitment: PLC Meetings



Stage 6- Reflect & Investigate

Purpose and Goals:

- Reflect on program / course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)
- Determine efficacy and relevance of current resources
- Survey teachers, parents, community members, and experts in the field when applicable to determine application of curricular area's instruction in real life

Products:

- Book Study Plan
- Survey Results
- Program reflection summary
- List of book studies, outside district visits, professional development attended
- Reflect and synthesize survey results

Meeting Commitment: PLC Meeting

Committees - We're ALL in this together...

K-5 ELA

K-5 Math

K-12 Science/Social Studies

K-12 World Language

K-12 Phy Ed & Health

K-12 Music

K-12 Art

K-12 Media and Technology

Who: **All Teachers**

When:

- In-service Days
- Sub Release
- After School

Teacher Compensation Model (Part 5)

Curricular Team

Equal representation Grade/School (when possible)

Vertical Teaming (Including a MS representative)

Stage 6: Reflect and Investigate

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- Determine efficacy and relevance of current resources

Stage 5: Reflect and Revise

- Reflect on program/course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)

Stage 4: Initial Implementation

- Survival: **"Just do it"**
- Implement as planned - *no revisions, additions or substitutions*

Stage 1: Desired Results

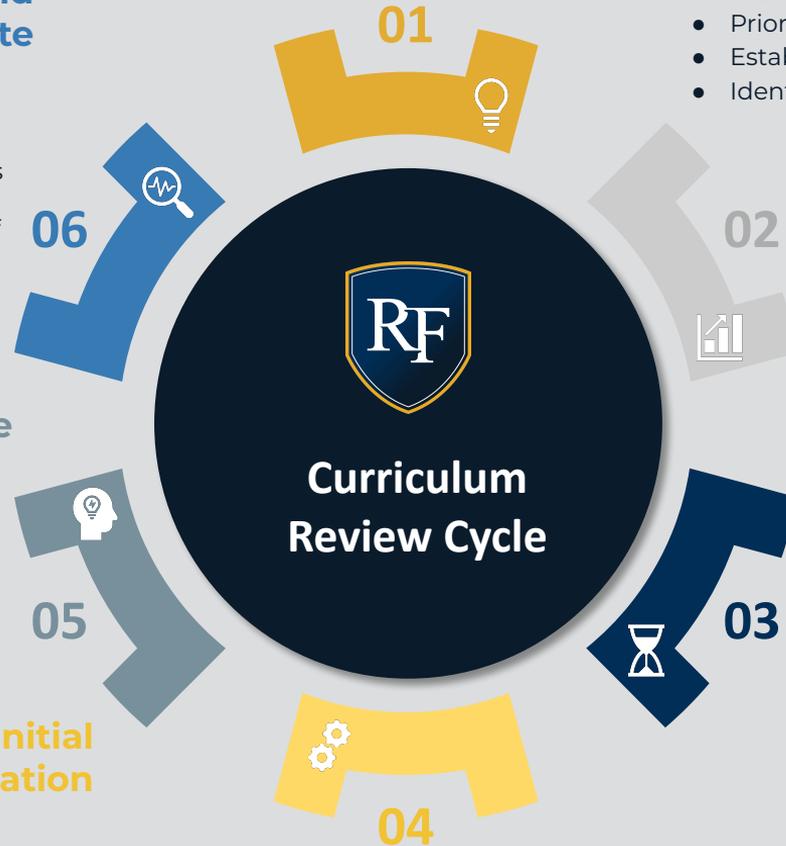
- Assess current program effectiveness
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Stage 2: Evidence and Assessment of Learning

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- Vertically align content and courses to resource selection



SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

421
(formerly JEB)

ENTRANCE AGE

No child may be admitted to 4-year-old kindergarten in the District unless the child is four years old on or before September 1 in the year he/she proposes to enter school. A child may be admitted to 4-year-old kindergarten under the legal age if he/she meets the conditions and standards of the district's early admission to 4-year-old kindergarten procedures (421-Rule).

No child may be admitted to 5-year-old kindergarten in the District unless the child is five years old on or before September 1 in the year he/she proposes to enter school. A child may be admitted to 5-year-old kindergarten under the legal age if he/she meets the conditions and standards of district early admission to 5-year-old kindergarten procedures (421-Rule).

No child may be admitted to first grade in the District unless the child is six years old on or before September 1 of the year he/she proposed to enter school and has completed 5-year-old kindergarten. A child may be admitted to first grade under the legal age if he/she has completed a 5-year-old kindergarten program or its equivalent. A child may also be admitted to first grade under the legal age and/or without having completed 5-year-old kindergarten if he/she has met the conditions and standards for early admission or exemption from kindergarten outlined in District procedures. (421-Rule)

If a child's request for admission to 4 and 5-year-old kindergarten or first grade is denied, the child's parent or guardian may appeal the decision in writing to the District Administrator whose decision may be appealed to the School Board. The School Board has final authority for deciding whether or not the child is to be admitted to school in accordance with the conditions and standards specified in this policy. The appeal must be made in writing to the District Administrator within 10 days of receipt of the principal's decision.

Special Educational Programs: Enrollment Age

Given the written request of a child's parent/guardian, a screening shall be provided to a child who has reached the age of three to determine if the child has a disability. If so, and if the parent/guardian consents in writing, a resident child with a disability shall be placed in an appropriate special education program.

LEGAL REF.: Sections 115.777 Wisconsin Statutes
115.782
118.14
120.12(25)

CROSS REF.: 421AP, Procedures for Early Admission to Kindergarten

APPROVED: March 31, 1969
REVISED: March 19, 1973
March 17, 1980
January 19, 1990
February 19, 1990
September 16, 1991
May 15, 2006
April 18, 2011
July 20, 2015

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

421-Rule

EARLY ADMISSION PROCEDURES

Early Admissions Requests

Parents interested in early entrance to either Four-Year-Old Kindergarten, Five-Year-Old Kindergarten, or First Grade must **complete a copy of the “Request for Early Admission” form and** submit ~~a written request~~ to the Director of Academic Services by April 1 prior to the proposed fall the child would begin attendance. ~~The written request should outline reasons why the child should be considered for early admittance.~~ If the child meets the age requirements for early admittance outlined below, school district personnel will administer a district-selected screener, that is developmentally and age-appropriate, to validate the parents’ request. If the initial screener supports early admission, the process will continue with the procedures outlined below. If at any point throughout the screening process, the child does not reach the identified baseline, testing will cease and early admission will be denied.

Early Entrance to Four-Year-Old Kindergarten

To be considered for early admission to four-year old kindergarten in the School District of River Falls, the school board requires that the following conditions and standards be met.

1. The child must reach the age of four on or before October 1 of the school year he/she proposes to enter school.
2. Parent(s) or guardian(s) considering early entrance must ~~submit their request in writing~~ **complete a copy of the “Request for Early Admission” form and submit it** to the Director of Academic Services by April 1st of the preceding school year. (421-Exhibit)
3. The RF4C Program Coordinator will hold a personal interview with the parent/guardian to discuss reasons for requesting early admissions, medical history, summary of developmental milestones, general behavior at home, pre-school experiences and to inform the parent/guardian of the early admissions criteria and screeners.
4. Parents or guardians will be required to complete a district selected developmental age-appropriate screener.
5. The child must be observed in their current classroom, daycare, or home setting with their peers in order to assess the potential for success in the school setting intellectually, socially, physically, and emotionally.
 - A. The observation shall include evaluating the child on their ability to:
 - Follow multi-step directions
 - Play with or alongside peers
 - Sit and attend for a minimum of 10 minutes
 - Find their name in a list of other names
 - Identify basic colors, numbers, and 12 uppercase letters

- Ability to demonstrate age appropriate fine, gross motor and self-help skills.

If the child meets the criteria above, the assessment will continue.

6. Parent(s) or guardian(s) permission to begin testing will be requested from and received by the building-specified school psychologist.
7. Testing will be scheduled by the school psychologist.
8. Assessment continues using the following criteria:
 - A. The child must demonstrate physical, social-emotional and adaptive behavior at or above the 95th percentile. The child's development in these areas is assessed utilizing the district selected developmental assessment.
 - B. The child must attain a full scale IQ at or above the 95th percentile on the district administered IQ test that is developmentally appropriate.
9. Within two weeks after the evaluation has been completed, the Director of Academic Services shall notify the child's parent(s) or guardian(s) of the evaluation results regarding admission to 4-year-old kindergarten, including details of criteria met and not met. A written decision regarding the request will be provided to the parent(s) or guardian(s) and a copy kept on file in the District.
 - A. If the request is approved, the child's placement shall be reviewed within 30 days of admission or after the first term to ensure their successful adjustment to the school setting and that they are making satisfactory progress. The decision to continue shall be made by the classroom teacher, RF4C Coordinator and RF4C Administrator. The decision will be communicated to the child's parent(s) or guardian(s) once it is made.
 - B. A decision not to recommend early admission to school may be appealed to the Superintendent, whose decision may be appealed to the School Board. The School Board has the final authority for deciding whether or not the child is to be admitted to 4-year-old kindergarten in accordance with the conditions and standards specified in this procedure.

Early Entrance to 5-Year-Old Kindergarten

To be considered for early admission to 5-year-old kindergarten in the School District of River Falls, the School Board requires that the following conditions and standards be met.

1. The child must reach the age of five on or before October 1 of the school year he/she proposes to enter school.
2. Parent(s) or guardian(s) considering early entrance must ~~submit their request in writing~~ **complete a copy of the "Request for Early Admission" form and submit it** to the Director of Academic Services by April 1st of the preceding school year. (421-Exhibit)
3. The child and parent(s) or guardian(s) will meet with a building-specified

school psychologist for a personal interview with the parent/guardian to discuss reasons for requesting early admissions, medical history, summary of developmental milestones, general behavior at home, pre-school experiences, and to inform the parent/guardian of the early admissions criteria and screeners.

4. Parents or guardians will be required to complete a district selected development age-appropriate screener.
5. The child must be observed in their current classroom, daycare, or home setting with their peers in order to assess the potential for success in the school setting intellectually, socially, physically, and emotionally.
 - A. The observation shall include evaluating the child on their ability to successfully:
 - identify all lower and upper case letters;
 - identify all numbers from 0-10;
 - identify all colors; and
 - demonstrate age-appropriate fine, gross motor and self-help skills.If the child meets the criteria above, the assessment will continue.
6. Parent or guardian permission to begin testing will be requested and received by the school psychologist, who will then schedule testing.
7. Assessment continues using the following criteria:
 - A. The child must demonstrate physical, social-emotional and adaptive behavior at or above the 95th percentile. The child's development in these areas is assessed utilizing the district selected developmental assessment.
 - B. The child must attain a full scale IQ at or above the 95th percentile on the district administered IQ test that is developmentally appropriate.
8. Within two weeks after the evaluation has been completed, the Director of Academic Services shall notify the child's parent(s) or guardian(s) of the evaluation results regarding admission to 5-year-old kindergarten, including details of criteria met and not met. A written decision regarding the request will be provided to the parent(s) or guardian(s) and a copy kept on file in the District.
 - A. If the request is approved, the child's placement shall be reviewed within 30 days of admission or after the first term. The decision to continue or change the placement shall be made by the classroom teacher, principal and student services personnel as necessary. The decision will be communicated to the child's parent(s) or guardian(s) once it is made.
 - B. A decision not to recommend early admission to school may be appealed to the Superintendent, whose decision may be appealed to the School Board. The School Board has the final authority for deciding whether or not the child is to be admitted to kindergarten in accordance with the conditions and standards specified in this procedure.

To be considered for early admission to first grade in the School District of River Falls, the School Board requires that the following conditions and standards be met.

1. The child must reach the age of six on or before October 1 of the school year he/she proposes to enter school.
2. Parent(s) or guardian(s) considering early entrance must ~~submit their request in writing~~ **complete a copy of the "Request for Early Admission" form and submit it** to the Director of Academic Services by April 1st of the preceding school year. (421-Exhibit)
3. Admissions information will be collected to identify the child's eligibility for early admission to first grade including:
 - A. Admission to and successful completion of kindergarten under state law verified by records and/or phone contact;
 - B. Successful completion of a program for kindergarten children which the school district deems equivalent to kindergarten verified by records and/or phone contact;
 - C. Demonstration of the social, emotional, physical and mental maturity normally expected for successful participation in first grade.
 - D. Completion of a personal interview conducted by the building-specified school psychologist with the child's parent/guardian to discuss reasons for requesting early admissions, medical history, summary of developmental milestones, general behavior at home, pre-school experiences, and to inform the parent/guardian of the early admissions criteria and screeners.
4. Parents or guardians will be required to complete a district selected age-appropriate development screener.
5. The child must be observed in their current classroom setting with their peers in order to assess the potential for success in the new setting intellectually, socially, physically, and emotionally.
6. Parent or guardian permission to begin testing will be requested and received by the building-specified school psychologist.
7. Testing is scheduled by the building-specified school psychologist.
8. Assessment continues using the following criteria.
 - A. The child must demonstrate physical, social-emotional, and adaptive behavior at or above the 95th percentile. The child's development in these areas is assessed utilizing the district selected developmental assessment.
 - B. The child must attain a full scale IQ at or above the 95th percentile on the district administered IQ test that is developmentally appropriate.

9. Within two weeks after the evaluation has been completed, the Director of Academic Services shall notify the child's parents(s) or guardian(s) of the evaluation results regarding admission to first grade, including details of criteria met and not met. A written decision regarding the request will be provided to the parent(s) or guardian(s) and a copy kept on file in the District.
 - C. If the request is approved, the child's placement shall be reviewed within 30 days of admission or after the first term. The decision to continue or change the placement shall be made by the classroom teacher, principal and student services personnel as necessary. The decision will be communicated to the child's parent(s) or guardian(s) once it is made.
 - D. A decision not to recommend early admission to school may be appealed to the Superintendent, whose decision may be appealed to the School Board. The School Board has the final authority for deciding whether or not the child is to be admitted to first grade in accordance with the conditions and standards specified in this procedure.

CROSS REF.: Policy 421, Entrance Age

APPROVED: March 19, 1973

REVISED: March 17, 1980

September 16, 1991

DELETED AS BOARD POLICY: December 17, 2007

ADOPTED AS ADMINISTRATIVE PROCEDURE: December 17, 2007

REVISED: May 18, 2009

March 21, 2011

June 1, 2015

REINSTATED AS BOARD POLICY: MAY 16, 2016

REVISED: February 21, 2022

May 15, 2023



421-Exhibit (Draft)

Early Admission Application

The School Board has final authority for deciding whether or not the child is to be admitted to school in accordance with the conditions and standards specified in policy 421.

If you wish to request early admission to 4k or Kindergarten

Child's legal name: _____ Child's date of birth: _____

Parent/Guardian Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

Child's primary home language: _____

Name, age, and gender of child's siblings :

Please list your child's experience(s) with groups of other children outside of home and separate from his/her parent(s), such as preschool, daycare, etc.?

Organization Name: _____ Contact: _____

Organization Name: _____ Contact: _____

Organization Name: _____ Contact: _____

How/Why would it benefit your child to start school a year early?

In what ways do you feel your child is above average in intellectual readiness for school?
(Be as specific/descriptive as possible).

In what ways do you feel your child is above average in social readiness for school? (Be as specific/descriptive as possible).

Is there anything else you would like us to know?

Guardian/Parent signature for permission to complete an observation and interview of the child.

_____ Date:_____

Please return this form to the Director of Academic Services before April 1.