

Davis School District Policy & Procedures for Grade Advancement

Davis School District Policy:

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2.9. GRADE LEVEL RETENTION AND ADVANCEMENT - ELEMENTARY GRADES

- 2.9.1. Grade level retention or advancement are discouraged except under special circumstances based on individual student need. Advancement or retention decisions shall be made after the following have been implemented:
- [a] teacher(s) adapting teaching strategies and curriculum to meet the learning and instructional needs of the student;
 - [b] teacher(s) keeping written records of the student's performance;
 - [c] teacher(s) meeting with parents when advancement or retention is under consideration;
 - [d] parents obtaining and completing the *Grade Placement Change Form*;
 - [e] parents meeting with the principal to provide input regarding the desired change;
 - [f] parents meeting with a representative of the Student and Family Resources Department; and
 - [g] review of the request by the Local Case Management Team (LCMT) (*For purposes of this policy, the LCMT must include, at a minimum, one of the student's current classroom teachers, or the most recent if during summer break, the school administrator, school psychologist, guidance counselor, and a representative of the school level Multi-Disciplinary Team.*)
- 2.9.2. No retention or advancement shall be allowed without testing and a thorough review of the test results. Testing may be conducted to determine the student's physical, social and emotional development as recommended by the LCMT using the school level Multi-Disciplinary Team.
- 2.9.3. Outside evaluation may be conducted at the request and expense of the parent and shall be taken into consideration in determining appropriate placement.
- 2.9.4. Final placement decisions remain with the LCMT, the Director of Student Services, and the Advanced Learning Programs Supervisor when considering advancement ..., with consideration of input from parents and others who are well acquainted with the student.

Davis School District Procedures for Grade Advancement Requests (*Please be advised this process typically takes **4-8 weeks** and the following steps must be done **in order**. A student must have **entered** Kindergarten before parent(s) can request grade advancement. A student may only test once in a **six month** period.*)

1. **Parent(s)** must meet with the student's teacher to notify him/her that they want to pursue a possible grade advancement for their child.
2. **Teacher** will adapt teaching strategies and curriculum to meet the instructional needs of the student and keep written records of the student's performance.

3. **Parent(s)** must meet with the principal to discuss the grade advancement request and complete the *Grade Placement Change Form*.
4. **The principal** will convene the Local Case Management or an Educational Team at the school to gather and analyze current data regarding the student's classroom performance. This may include testing, assessments, and teacher observations.
5. **Parent(s)** must contact a representative of the Student & Family Resources Department (Brad Christensen at 801.402.5160).
6. **Parent(s)** must schedule *CogAT* testing through the Davis Enhanced Education Programs (DEEP) Department (contact Cindy Peterson at 801.402.5100 or Sheri Sauvé at 801.402.5111).
7. **The DEEP Department** will administer the nationally-normed standardized *Cognitive Abilities Test (CogAT)*, according to their testing schedule.
8. **The DEEP Supervisor** will report the *CogAT* scores to the student's principal and make a recommendation to the Local Case Management/Educational Team, based upon the student's *CogAT* scores and current research regarding whole grade acceleration.
9. **The principal** will schedule and hold a meeting with the Local Case Management or Educational Team and the parents to review all student data collected.
10. **The principal** will submit the *Grade Placement Change Form*, along with the recommendation of the Local Case Management or Educational Team, to the Director of Student & Family Resources, with the accompanying data collected.
11. The **final placement decision** remains with the Local Case Management/Educational Team, the Director of Student & Family Resources, and the DEEP Supervisor, with consideration of input from parents and others who are well acquainted with the student.

Educational Team:

The school administrator should convene an Educational Team, to discuss grade acceleration for a student. According to district policy, this team **must** include the following people:

- School administrator
- Current classroom teacher (or the most recent teacher if during summer break)
- School psychologist
- School counselor
- A representative of the school level Multi-Disciplinary Team

The Educational Team **may** also include the following people:

- Davis Enhanced Education Programs (DEEP) Supervisor
- Receiving teacher(s) from the grade to which the student would be advanced
- A representative with expertise in language acquisition when the student is an English language learner
- Any other parties who may have knowledge beneficial to the decision making process.

Transition Period:

The Educational Team should establish an appropriate transition period for the accelerated placement. It is recommended that the student's transition be evaluated by the Educational Team no later than 30 days after the placement, and sooner if necessary. During this time, the parent or legal guardian(s) may request, in writing, the discontinuation of the acceleration program without any repercussions.