

Davis School District Policy and Procedures

Subject: 4I-100 Davis Enhanced Education Programs (DEEP)
Index: Instructional Programs – *Special Programs*
DRAFT: November 26, 2019 – This document is not redlined because of extensive reorganization **Five Year Review**

1. PURPOSE AND PHILOSOPHY

The Board of Education of Davis School District (Board) recognizes the need high-ability students have for a differentiated and challenging education, which includes opportunities for increased depth, complexity, or rigor, and may include above-grade level coursework to empower students to excel throughout their education.

2. PROGRAM IMPLEMENTATION

The supervisor of Davis Enhanced Education Programs (DEEP) is responsible for oversight of the programs identified in this policy which may include, but is not limited to:

- 2.1. development of procedures to engage parents so that parents understand the enhanced education opportunities available for their students;
- 2.2. development of practices to eliminate barriers and increase student enrollment in enhanced education programs, including underrepresented students;
- 2.3. coordination of enhanced education programs curricula with traditional curricula;
- 2.4. provision of professional development to administrators and educators to facilitate enhanced education programs; and
- 2.5. conducting an annual evaluation of the Davis School District (District) plan for the Enhancement for Accelerated Students Program. This evaluation report shall be:
 - 2.5.1. presented to the Board in a public meeting; and
 - 2.5.2. submitted to the Utah State Board of Education (USB E) consistent with Utah Code Ann. §53G-2-408 and Utah Administrative Code R277-707-5.

3. IDENTIFICATION OF HIGH-ABILITY STUDENTS

Enhanced education programs are established by the District to serve students with outstanding abilities in general cognitive ability; and/or specific academic aptitude.

- 3.1. Students may be identified through multiple assessment instruments. Instruments for identifying high-ability students shall not be solely dependent upon English vocabulary or comprehension skills and shall take into consideration abilities of culturally diverse students and students with disabilities.
- 3.2. The District may not prohibit a student from enrolling in enhanced education programs based on a student's:
 - 3.2.1. academic or citizenship grades;
 - 3.2.2. statewide assessment; or
 - 3.2.3. referral or lack of a referral from an educator.

4. ELEMENTARY DAVIS ENHANCED EDUCATION PROGRAMS

The District offers a full-time magnet program and a part-time pull-out program for identified high-

ability students in elementary school.

5. SECONDARY DAVIS ENHANCED EDUCATION PROGRAMS

- 5.1. **Honors and Honors Designation courses** are offered to secondary students. Students shall self-select these courses.

- 5.2. **Advanced Placement (AP) courses** are rigorous courses developed by the College Board.
 - 5.2.1. Student Placement/Enrollment
 - [a] Secondary students shall self-select for AP courses.
 - [b] Schools may not use citizenship as a criterion for admitting students to AP courses.
 - [c] Schools may not require a student to take the Advanced Placement Test as a condition of enrollment or as a condition for receiving high school credit.
 - 5.2.2. College Board Advanced Placement Credit
 - [a] High school credit will be awarded for successfully completed AP courses.
 - [b] Participating colleges and universities may grant credit or appropriate placement, or both, to students whose test results meet standards prescribed by the post-secondary institution.

- 5.3. **The International Baccalaureate (IB) Program** is established by the International Baccalaureate Organization (IBO). The Diploma Program (DP) is a rigorous and comprehensive collegiate pathway.
 - 5.3.1. Student Placement/Enrollment
 - [a] Secondary students shall self-select for the IB Program. A student interested in participating in the IB Program shall make application through a high school in the District that offers the IB Program.
 - [b] Schools may not use citizenship as a criterion for admitting a student to the IB program.
 - [c] Schools may not require a student to take the IB examination as a condition of enrollment or as a condition for receiving high school credit.
 - 5.3.2. International Baccalaureate Program Credit
 - [a] High school credit will be awarded for successfully completed IB classes.
 - [b] College or university credit may be granted upon successful completion of a Higher Level IB examination or for the completion of the IB Diploma. A participating post-secondary institution grants credit or appropriate placement, or both, to students whose test results meet standards prescribed by the post-secondary institution.

6. FUNDING

Funds shall be allocated by the USBE and used in compliance with Utah Code Ann. §53F-2-408 and Utah Administrative Code R277-707-4.

DEFINITIONS

“**High-ability student**” means those students with outstanding academic ability or those who demonstrate the potential for performing at remarkably high levels of academic accomplishment when compared with others of their age, experience, or environment.

“**Underrepresented student**” means a subset of students, as determined by the District and approved by the State Superintendent, that holds a smaller percentage in a program as compared to the overall District population.

REFERENCES

[Utah Code Ann. §53F-2-408](#) – Enhancement for Accelerated Students Programs.

[Utah Administrative Rule R277-707](#) – Enhancement for Accelerated Students Programs.

RELATED POLICIES AND OTHER LINKS

[4I-101 Concurrent Enrollment and Early College Admission](#)

[Davis Enhanced Education Programs \(DEEP\) Website](#)

DOCUMENT HISTORY

Adopted: June 2, 1992

Revised: October 21, 2008 – Changed name to eliminate the reference to “Spectrum.” Added language from administrative memo recognizing that citizenship should not be used as a criterion for admitting students to honors level course work. Eliminated detailed job description and included IB courses as part of the options for gifted and talented students.

Revised: September 1, 2009 – No content change, renumbered from 4I-112 to 4I-100 with reorganization of Policy Manual Table of Contents.

Revised: August 6, 2013 – Revisions made consistent with changes in State law and rule and District practice.

Revised: August 12, 2014 – Non-substantive changes.

Revised: Five-year review. Revised to reflect current practice to removing barriers to increase enrollment of underrepresented students.