

I-8: Administrative Procedures

Student Progress and Academic Achievement



REFERENCES

[Board Policy I-8](#)

PROCEDURES FOR IMPLEMENTATION

I. Open Disclosure Documents

- A. Administrators are expected to annually provide students and parents with information about the school, course offerings, rules and expectations, calendars and activities, and other pertinent information.
- B. At the beginning of each school year, teachers must prepare an open disclosure document for each course they teach and distribute it to parents.
- C. Disclosure documents must contain the following:
 1. goals and objectives of the course or curriculum, including a tentative calendar of major assignments, projects, and tests;
 2. course requirements and class expectations, including any special rules or conditions for students;
 3. information about the types of instructional activities or projects for the class;
 4. grading scale and grading methods or procedures, including how attendance, participation, absences, and late or missed assignments will be handled (such information must be consistent with board policy);
 5. teacher contact information;
 6. information about all instructional materials to be used, with specific notation of any materials that may be considered sensitive under prevailing community standards (see, Section V of the I-7: Administrative Procedures); and
 7. other appropriate information that may be necessary for a student to succeed in the class.
- D. Administrators will collect and approve an open disclosure document from each teacher for each course to be taught. All disclosure documents will be uploaded to the school's website and linked to the teacher's information.
- E. Teachers should review the information in the open disclosure document with students at the beginning of the course, year, or semester.

II. Reporting Progress to Parents and Students

- A. Principals will annually report school level information about student progress to parents.
- B. Parents will receive a standardized report card indicating their student's progress at regular intervals each year.
- C. On a regular basis, teachers will provide parents with additional information about student progress, and/or upcoming assignments or tests through such means as:
 1. graded student work;
 2. personal notes, phone calls, or emails;
 3. posted web reports; or
 4. conferences.
- D. Student work should be graded, recorded in the gradebook, and returned within two weeks of submission so accurate student progress data is available to parents and students in PowerSchool.

III. Grade Marking, Changes and Disputes

- A. Dropping classes and incompletes
 1. Class drop policy
 - a. A student may change the level of a course (e.g., English 9 HNR to English 9) at any time in the school year. The student's current grade transfers to the new course without adjustment.
 - b. A course dropped in the first two weeks of a semester will not be listed on the transcript. A course dropped after the second week of term 1 or 3 but before the midterm will result in a 'withdrawal' (W) and will not affect grade point average ("GPA").
 - c. A course dropped after the midterm will result an 'F' or an 'I' on the transcript for the term. An 'F' and an 'I' affect GPA.
 - d. Parent requests for class drop/change based on teacher choice may be accommodated at the conclusion of the high school term or as appropriate in grades K-8.
 2. Incomplete or incorrect grades

- a. A teacher may assign an 'incomplete' (I) in a term based on extenuating circumstances. Course work must be completed by the last day of the following term, or October 15 if the affected grade was received in term 4, to award a grade. An incomplete will be converted to an 'F' after the deadline.
 - b. An incorrect grade must be identified and changed by the last day of the following term or October 15 if the affected grade was received in term 4.
3. Students entering from out of district schools
- a. Students who transfer into the district will have their incoming grade(s) assigned to the appropriate term(s).
 - b. Students who transfer in after the midterm without a grade will be assigned a 'no grade' (NG). If there are extenuating circumstances and the students can demonstrate sufficient mastery of the content, the teacher may use their discretion to determine if a 'P' would be an appropriate option. A 'P' conveys credit for graduation but does not affect the grade point average.
- B. When a parent or student requests a grade explanation, the initial inquiry should be directed to the teacher. If the issue cannot be resolved with the teacher, the parent or student may appeal to the principal.
- C. The principal should ask the teacher to meet and review the teacher's grading criteria, report card, and/or permanent grade marks with the appealing student, parent, and school official.
1. The purpose of this meeting is to facilitate a resolution of the dispute.
 2. When grades are earned for any course of instruction taught in a district school, the grade earned by each student shall be the grade determined by the teacher of the course.
 3. The only circumstances that would permit an individual other than the teacher to change a student's grade are outlined in Sections D and E below.
- D. If a teacher is unavailable, a parent, student, or educational agency may request that the principal review the data on any individual report card and, under the following circumstances, correct data found to be inconsistent with the student's record in the class.
1. Medical necessity. If a competent medical authority has determined the teacher to be physically and/or mentally unable to perform the necessary functions of a teacher, the principal may determine an appropriate grade.
 2. Mistake. The principal may correct transcription errors on a student's report card. In such cases, the principal will notify the teacher of any such changes. If the teacher disagrees with the grade change and validates the original grade, the record will be restored to the original grade. All concerned parties will be notified of any changes made to the student's report card.
- E. Assigning a failing grade
1. The 'No grade' (NG) marking may only be used as outlined in Section III.3.b. The 'NG' should not be used to avoid assigning an 'F' grade.
 2. Before assigning an 'F' grade, the teacher must, at a minimum, contact the parent at least three weeks before the end of the term and provide an opportunity to revise and resubmit key assignments to demonstrate mastery of the content to improve the grade.
- F. This process will in no way restricts any individual from challenging a grade using the complaint resolution process available under Board Policy G-18: Complaint Resolution Process and its accompanying administrative procedures.

IV. Grade Level Placement

- A. Students enrolling in the district after first grade will be placed in a grade level according to their age.
1. For information on the minimum age for enrollment, please refer to Board Policy S-1: School Admissions and its accompanying administrative procedures.
- B. Students with disabilities will be placed in their age-appropriate grade level whenever possible to facilitate access to their non-disabled peers. In circumstances in which a student with a disability is being considered for placement above or below their current age group, the same documentation outlined in Section IV.C. below will be required. Documentation will also be required to demonstrate that the student's Individualized Education Program ("IEP") team understands and recommends the proposed grade change.
- C. Placement in Magnet Programs.
1. Current district students will be assessed for possible placement into the full time Magnet Program in kindergarten and grade 3 for the following year.
 2. Students in grades 1, 2, 4, 5, 6 who are new to the district may be assessed for possible placement into the full time ELP during the first two weeks of a school year.
 3. Additional information about testing times and procedures may be requested from the district ELP office.
- D. Placement of students at a level below or above their age group will require achievement data and additional evidence which supports the need for consideration of a different grade placement.

- E. Decisions regarding placement changes must be supported by evidence that the requested change would benefit the student in the current and subsequent school years.
- F. When a home school student, a home-based microschool student, or a micro-education entity student transfers from a home school, a home-based microschool, or a micro-education entity transfers into a district school, the school shall place the student in the grade level, class, or course that the student's parent and the school administrator determine is appropriate based on the parent's assessment of the student's academic performance.
 - 1. Within 30 days of a student's grade placement, either the student's teacher or the student's parent may request a conference to consider changing the student's placement.
 - 2. If the student's teacher and the student's parent agree on a placement change, the school shall place the student in the agreed upon grade level, class or course.
 - 3. If the student's teacher and the student's parent do not agree on a placement change, the school shall evaluate the student's subject matter mastery. The student's parent has the option of:
 - a. Allowing the school to administer to the student assessments that are:
 - i. regularly administered to public school students; and
 - ii. used to measure public school students' subject matter mastery and determine placement; and
 - b. Having a private entity or qualified individual administer assessments of subject matter mastery to the student at the parent's expense.
 - 4. After an evaluation of the student's subject matter mastery, a school may change a student's placement in a grade level, class, or course.

V. Grade Level Retention in Grades K-8

- A. The principal is responsible for monitoring instructional practices to ensure student needs are being met and that no student is recommended for retention or retained without following the procedures outlined below.
- B. Prior to a student being recommended for retention in grades K-8, the teacher should notify the principal and student's parents about the teacher's concerns regarding the student's progress. The teacher will then meet with the Student Services Council ("SSC") to develop and implement an individualized intervention plan to assist the student.
 - 1. Parental input and involvement should be requested and included in a student's intervention plan.
 - a. An intervention plan must be developed and implemented even if the parent selects to not be involved. The school has the obligation to work with the student and to implement a plan to help the student succeed.
- C. The teacher will document the student's progress and the intervention implemented. The administrator and SSC will be apprised regularly regarding the student's progress.
- D. A variety of intervention strategies must be implemented prior to recommending retention in a grade level.
- E. The SSC will review the student's achievement data, and if progress is not apparent, may recommend additional assessments be administered to determine if the student may be better served in a different program, including a special education program, or if retention should be considered and recommended.
- F. Students may be retained at their present grade levels if it appears to be in their best educational interest.
 - 1. Retention of a student should only occur after a careful study of the student's educational needs, and careful consideration of the short- and long-term benefits and consequences of such a decision.
 - 2. Grade level retention is not based solely on a child's academic ability; age, emotional level, English language proficiency, and developmental readiness must also be considered.
 - 3. Retention may not be used as an intervention or remediation strategy.
 - 4. The need for retention must be supported by data and evidence that indicate that retaining a student in the student's current grade level during the next school year would benefit the student in the current and subsequent school years.
- G. If the student being recommended for retention is a student with a disability, the student's IEP team and the director of special education must be involved to determine whether retention is appropriate and/or whether retention would constitute a change of that student's placement. A student with a disability will not be retained if it would constitute a denial of a free and appropriate public education ("FAPE") for the student.
- H. If the school and/or SSC recommends that a student be retained, the school must notify the student's parent immediately.
 - 1. Parents have a right to appeal the recommendation or decision to retain their students to the director of student services.
 - a. The director of student services will consult with the executive director of equity and student support before rendering a decision on any appeal.
- I. In accordance with federal and state law, the district will also reasonably accommodate a parent's written request to retain a student in kindergarten through grade 8 at grade level based upon the student's academic ability or the student's social, emotional, or physical maturity.

1. All such written requests must be directed to the principal and the director of student services.
 - a. The director of student services will consult with the executive director of equity and student support before making a decision on any retention request.
 2. If the request involves a student with a disability, the request must also be directed to the director of special education.
- J. Parents who have made a request for retention or appealed a school's decision to retain their student will be notified in writing of the district's decision by the director of student services.

VI. Grade Level Retention in Grades 9-11

- A. Students will not be retained in grades 9-11 unless the student is a qualified student with a disability and their IEP team determines that the student must be retained in order to receive FAPE as defined by the Individuals with Disabilities Education Act.
- B. Students who have not made adequate progress toward graduation will be offered opportunities to earn credit through a variety of means, including options that take place either during or outside of the school day.
- C. Students 18 years of age or over, who have not graduated from high school with their graduating class, generally will not be enrolled as continuing students.
- D. If extenuating circumstances exist which were beyond the student's control, the student may be granted additional time to graduate; the decision to grant additional time will be made during the first quarter of the student's senior year.
 1. Examples of extenuating circumstances include, but are not limited to, sickness, hospitalization, or pending court investigation or action.
 2. Language acquisition is not an extenuating circumstance.
- E. The expectation is that a student will be able to graduate if an additional year is granted through this process. In order to meet this expectation, typically students must have a minimum of 10 credits when submitting their application.
- F. In order to qualify for additional time beyond the student's regularly anticipated graduation year, a student must:
 1. meet the retained senior criteria outlined by the Utah State Board of Education ("USBE"); and
 2. submit an application to the student's school counselor during the first quarter of the student's senior year.
 - a. The application will be initially screened by the counselor to determine whether the application has been timely submitted and whether the student meets the age requirements outlined in USBE rule.
 - b. If the counselor determines that the application meets the basic requirements outlined above, the counselor will refer the application to the school's SSC for their review.
 - c. The SSC shall review the application and all relevant data in order to determine whether the student's request for additional time should be granted.
 - d. After completing a thorough review, the SSC shall make a recommendation to the principal on whether to grant or deny the application.
 - e. After considering the SSC's recommendation, the principal will make a decision and inform the student in writing of such decision.
- G. If the student's application is approved, the principal or designee is responsible for notifying the district's Information Technology ("IT") department, specifically the business analyst, in order to ensure that the student's correct status is reported to USBE and that the school's graduation rate is accurate.
- H. If the student's application is denied, the student may appeal the principal's decision to the director of student services.
 1. The director of student services will consult with the executive director of equity and student support before rendering a decision on any appeal.
- I. Students who need additional time beyond what was granted by the principal may choose to complete the requirements for earning a diploma by attending the district's adult education program offered through Horizonte Instruction & Training Center.

VII. Grade Level Advancement

- A. Students may be recommended for grade advancement if the data and evidence indicate that it is in their best educational interest.
- B. Academic ability is only one of the characteristics that will be considered for grade advancement; the student's social, emotional, and developmental readiness must also be considered.
- C. Requests for grade advancement may not be submitted to a school administrator until a student has attended the age-appropriate grade. The need for advancement must be supported by sufficient data and evidence indicating that skipping a year of school would benefit the student in the current and subsequent school years.
 1. Parent requests for advancement

- a. If parents believe a student is in need of a grade advancement, they may make a written request to the student’s teacher or the school principal.
 - b. The request for a grade advancement must be supported by evidence indicating the need for a change in placement. Previous test results, academic assessments and/or school records for the student should be collected and shared.
 - c. A meeting will be scheduled with the teacher, parents, and the SSC to review the collected data.
 - d. Prior to initiating a grade advancement, the district recommends that an accelerated/differentiated learning intervention plan be considered and developed to meet the student’s needs.
 - e. An intervention plan provides an opportunity for a variety of acceleration strategies to be implemented prior to having a student skip an entire year of school. (See below, Section VI.E.1., Level I Interventions.)
 - f. The teacher will document the student’s progress and the intervention(s) implemented and apprise the SSC regarding the student’s progress.
 - g. The SSC and the school’s ELP teacher will review the student’s plan and progress data. If interventions are not meeting the student’s educational needs, the student may be recommended for placement in a full time ELP or for grade level advancement. (See below, Section VI.D.2., Level 2 Interventions.) If necessary, additional assessments may be administered.
 - h. The district shall consider multiple academic data points when determining a reasonable accommodation of a parent’s request for grade advancement.
2. Teacher requests for grade advancement
 - a. When recommending a student for grade advancement, a teacher must notify the parent and principal of the recommendation.
 - b. The teacher should then meet with the SSC, including the school’s ELP teacher, to discuss the recommendation.
 - i. The SSC will review the student’s data and develop a Level 1 educational intervention plan.
 - ii. Parental input must be requested and, if provided, included in the plan.
 - c. The teacher will document the student’s progress, the intervention implemented, and apprise the SSC and parent regarding the student’s progress.
 - d. The SSC, including the ELP teacher, will review the student’s plan and progress data. If interventions are not meeting the student’s educational needs, they may recommend that the student be placed in a full time ELP or be recommended for a grade advancement. (See below, Section VI.D.2., Level 2 Interventions.) If necessary, additional assessments may be administered.
3. If the student being recommended for grade advancement is a student with a disability, the student’s IEP team and the director of special education must be involved to determine whether a grade advancement is appropriate and/or whether such advancement would constitute a change of the student’s placement.
 4. The SSC or a school administrator, teacher, parent, or guardian may make a recommendation for placement in the full-time ELP; however, final placement decisions into the program are made by the district’s ELP supervisor.

D. Grade Level Advancement Interventions

1. Level 1 Interventions

Option	Description
1. Environmental change	The student is grouped with high academic peers in the same classroom to work together on advanced curriculum.
2. Differentiation	The classroom teacher differentiates curriculum and modifies the curriculum to match the academic needs of the learner.
3. Continuous progress	The student is given material considered progress-appropriate for current achievement as the student becomes ready.
4. Self-paced instruction	The student is presented with materials that allows the student to proceed at a self-selected pace.
5. Multi-age (combined) classes	The student is placed in a class or classes where two or more grade levels are combined. This arrangement can be used to allow younger children to interact with older ones academically and socially.

6. Curriculum compacting	The student is given pre-tests to reduce the amount of introductory activities, drills, review, etc. The time saved may be used to move the student through the curriculum at a faster pace.
7. Mentorships	The student is provided a mentor for advanced training and experiences in a content area.
8. Cluster grouping	All advanced students (4-6) are clustered with one teacher in each grade level. This allows the teacher to adapt curriculum and instruction for a critical group of advanced learners.

2. Level 2 Interventions

9. Magnet program	The student is recommended for possible placement for the entire day with other qualified ELP students in a magnet classroom.
10. Trial grade acceleration	The student is enrolled in the grade level according to the student's age for a half-day and one grade advance for the remaining half-day; if the advanced grade level experience is positive, student is recommended for promotion.
11. Content or subject acceleration	The student is placed for a part of a day with students who are one or more grade levels above the student's current grade for one or more subjects without being assigned to a higher grade.
12. Whole grade acceleration	The student is recommended to move ahead of the student's assigned grade level. This may be done during the academic year or at year end.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations/Title IX Coordinator, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.