

Grade Advancement for Students Grades K-12**

Grades K-6

Recommendation

Students may be recommended for grade level advancement either by a parent or school personnel.

Informal Conference

Classroom teacher, counselor, TAG coordinator, and principal meet with parent to explain policy and procedures.

Reasons for recommendations including student's academic level and attitude about grade skipping are presented.

Teacher discusses curriculum modifications currently in use for the student in the present classroom.

If agreement is reached to pursue consideration of grade advancement, the next procedural steps are discussed.

1. Data Collection
 - a. Parent completes Parent Request for Student Grade Advancement;
 - b. Teacher or counselor completes Student Grade Advancement Checklist;
 - c. Test scores, work samples, TAG Student Plan, behavioral records, SWIS data, anecdotal records, etc., are collected and attached;
 - d. The student is interviewed by the counselor;
 - e. All forms and any other pertinent information are given to the principal.
2. EBISS (Effective Behavioral and Instructional Support Systems) Team
 - a. Information collected is presented to the EBISS Team for evaluation;
 - b. EBISS Team conducts meeting with teacher(s), counselor, principal and TAG coordinator; reaches decision; and makes recommendation (See page 7 of 7 for meeting procedures).
3. Parent Conference
 - a. The counselor, teacher, and principal present EBISS Team recommendations to parents and student;
 - b. Parents and student add their signatures to the Grade Level Advancement Decision;

- c. Parents have the right to appeal the decision in writing to the Director of Student Services and Instruction.

4. Timeline

This procedure may take place any time throughout the year.

Grades 7-12

Same procedures as with grades K-6, except information may be gathered from several teachers.

If the grade skipped means entrance into another level school, such as into the middle school or into the high school, the receiving principal should be included in the discussions.

Grades K-12

In all grades, there is a trial period of one term or semester with the student's adjustment being assisted by the school counselor. The student should be aware that if it does not go well he or she may go back to the original grade. Caution is needed to build up excessive expectations from grade advancement. The student should not be made to feel he or she is a failure if it does not go well.

All documentation will be placed in the student's cumulative file and the student's TAG plan will reflect advancement decisions.

Principal sends list of any students advancing a grade level to the director of student services and instruction.

Any decision for grade advancement is based upon the individual needs of a particular student. The final decision is the responsibility of the principal(s) involved and the procedures listed above may be modified to fit any unique circumstances.

Ontario School District 8
PARENT REQUEST FOR STUDENT GRADE ADVANCEMENT

Date _____

Student's Name _____

School _____ Present Grade _____

Address _____ Phone _____

Birthdate _____

Understand that grade skipping is an extreme form of curriculum acceleration and should be undertaken only after serious analysis into the child's development readiness for such a radical step, I (we) request that my (our) student skip grade _____ for the following reasons:

Parent Signature(s) _____ Date _____

Parent Signature(s) _____ Date _____

(Return form to school's principal)

Ontario School District 8
STUDENT GRADE ADVANCEMENT CHECKLIST
 (Completed by teacher or counselor)

Date _____

Student's Name _____

School _____ Present Grade _____

Grade Level/Standards Rating

Academic Ability	Does not meet	Meets	Exceeds	If Exceeds, explain
Reading				
Writing				
Oral Communication				
Math Problem Solving				
Math Computation				
Other				

Other factors to be considered in grade advancement:

Brief description

Motivation (attitude about school)

Participation in classroom activities

Completion of assignments

Social development with peers

Self-discipline

Self-concept

Leadership

Others

What are the student's major strengths which led to consideration for advancement?

Present (or past) classroom curriculum modifications used to meet student's rate and level of learning:

Why are these considered inadequate to meet the student's academic needs?

Student traits that would support grade skipping

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Student traits that would not support grade skipping

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Who initiated consideration for grade skipping? _____

Date of conference when advancement was initially discussed _____

Who was present? _____

Parent and student attitude:

Parent: Favorable _____ Opposed
1 2 3 4 5

Student: Favorable _____ Opposed
1 2 3 4 5

Teacher: Favorable _____ Opposed
1 2 3 4 5

Counselor: Favorable _____ Opposed
1 2 3 4 5

Signature of staff member completing this form Position Date

(Return form to school's principal)

Ontario School District 8
GRADE LEVEL ADVANCEMENT DECISION

Student's Name _____ Birthdate _____

Address _____ Phone _____

Present school _____ Present Grade _____

After considerable professional deliberation, the EBISS Team recommends the following:

_____ No grade placement changes at this time. Reasons: _____

_____ Move from grade _____ to grade _____, effective _____. Progress review date _____

If there is to be a grade level advancement:

This recommendation is being made only after determining that it is the most appropriate option for this student. The advancement will better match educational opportunities with the student's rate and level of learning. Strategic factors such as academic level; social and behavioral development; and student, parent, and staff attitudes were taken into consideration. There is to be a trial period of adjustment of one term with assistance provided by the school counselor for the student and the receiving teacher(s). The student is aware that if this move does not go well he or she may return to the original grade. This is not in any means seen as a failure.

	Support Decision	
Signatures:	Yes	No
Student _____	_____	_____
Parent(s) _____ _____	_____	_____
Present Teacher(s) _____ _____	_____	_____
Counselor _____	_____	_____
TAG coordinator _____	_____	_____
EBISS Team Chair _____	_____	_____
Present Principal _____	_____	_____
Receiving Principal (if different) _____	_____	_____

(This form is to be placed in student's cumulative file with copy sent to director of student services and instruction.)

Ontario School District 8
PROCEDURES FOR EBISS TEAM MEETING REGARDING STUDENT GRADE ADVANCEMENT:

The principal will schedule an EBISS team meeting including the student's present teacher, counselor, and TAG coordinator.

At the EBISS Team meeting, a team member will:

_____ Be responsible for record keeping of the meeting's discussion.

At the EBISS Team meeting, the principal will:

_____ Provide **Parent Request for Student Grade Advancement**

_____ Provide **Student Grade Advancement Checklist**

At the EBISS Team meeting, the student's present teacher will:

_____ Provide test scores, work samples, TAG Student Plan, behavioral records, SWISS data, anecdotal records, etc.

At the EBISS Team meeting, the counselor will:

_____ Summarize the counselor's informal interview with student.

At the EBISS Team meeting, the TAG coordinator will:

_____ Refer to the student's TAG Student Plan and explain the present curriculum modifications and other learning options for the student.

The EBISS Team will reach a decision and make a recommendation on **Grade Level Advancement Decision**. The principal will contact the parent and the student and have them sign the form **Grade Level Advancement Decision**.

The parent has the right to appeal the decision in writing to the director of student services and instruction.

All forms will be placed in the student's cumulative file.

The director of student services and instruction will be informed of any decision to advance a student.