

GRADE OR SUBJECT ADVANCEMENT OF STUDENTS

1. Any request for a student to be considered for grade advancement in grades K-12 should be directed to the gifted and talented coordinator.
2. A grade advancement team meeting will be held to consider the request for advancement. The team will include the parents(s), classroom teacher, gifted and talented coordinator, school psychologist, school counselor, principal, and any other appropriate school personnel that the district determines to be relevant to the decision-making process.
3. The grade advancement team will determine if there is sufficient or insufficient data to support a comprehensive evaluation for advancement.
4. If the grade advancement team determines that a comprehensive evaluation will be conducted, it will include the school psychologist, school counselor, classroom teacher and other appropriate school personnel that the district determines to be relevant to the decision-making process to determine intellectual functioning, academic skill levels, and social, emotional, and behavioral skills.
5. Upon completion of the comprehensive evaluation for grade advancement, a grade advancement team meeting will be held which will include the parents, and the grade advancement team members. The following criteria must be met:
 - The student demonstrates intellectual ability in the superior range/category as determined by a nationally normed, individually administered measure of intellectual ability.
 - The student demonstrates the necessary pre-requisite academic skills for the subsequent/next subject or grade necessary to be successful for advancement.
 - The student shows a high degree of persistence and motivation.
 - The student demonstrates the appropriate social/emotional/behavioral skills necessary to be successful for advancement.
 - Additional criteria may be required as developed at the discretion of the grade advancement team and building principal.
6. If advancement is recommended as a result of the comprehensive evaluation, the parent must give approval for the advancement decision. Documentation of the final decision will be documented and included in the student's cumulative folder.
7. If advancement is not recommended, and a parent disagrees with the decision of the recommendation from the results of the comprehensive evaluation, an appeal may be made to the Director of Pupil Services.
8. If there is agreement for the advancement, an Individual Learning Plan (ILP) will be developed. The student's progress will be monitored by the gifted and talented coordinator. A formal review will take place during the first year of advancement and once during the

following year. Individuals involved in the review may include the parents, principal, teachers, school psychologist, and the school counselor. The review procedures will include evaluation as to whether the ILP should continue and also discussion of plans for transition from school year to school year, teacher to teacher, school to school, and course to course. Following the second year of review, the gifted and talented coordinator will be responsible for monitoring student progress through the annual ILP process.

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