

Grade Placement Guidelines (Advancement / Retention)

Retention

Utah Code Ann. § 53G-6-803(1)(a) provides that a “*student’s parents or guardian is the primary person responsible for the education of the student, and the [school] is in a secondary and supportive role to the parent or guardian. As such, a student’s parent or guardian has the right to reasonable accommodations from the student’s [school],*” including accommodations on parental decisions regarding retention. Section (2) provides that the school “*shall reasonably accommodate a parent’s or guardian’s written request to retain a student in kindergarten through grade 8 on grade level based on the student’s academic ability or the student’s social, emotional, or physical maturity.*”

A school team (comprised of a school administrator, parent(s)/legal guardian(s), and one or more of the following: teacher(s), counselor, and/or school psychologist) will consider individual patterns of growth, data, and information to evaluate the requested retention. Each request for retention should be reviewed in a timely manner and approved or denied at the local school level. The data, as outlined below, should be collected and considered in the evaluation for each student’s retention. *Retention is not available in pre-K programs.*

In grades K-8, the final decision to retain a student is the responsibility of the parent or guardian unless the school team, under the direction of the school administrator, determines and documents that retention would be an unreasonable accommodation. In the event that the school team determines that the request for retention for a student in grades K-8 would be an unreasonable accommodation, parent(s)/legal guardian(s) may request a district-level committee, formed by the Office of Student Advocacy Services, to review the local school’s decision. The school team shall provide data and information that demonstrates to the district-level committee that the request for retention of a student in grades K-8 would be an unreasonable accommodation.

In grades 9-12, the final decision to retain a student is the responsibility of the school team under the direction of the school administrator. In the event that agreement cannot be reached by the team, parent(s)/legal guardian(s) may request a district-level committee, formed by the Office of Student Advocacy Services, to review the local school decision.

Retention regarding any English Learner (EL), Newcomer, or Refugee should occur in consultation with the Office of Student Advocacy Services and the Office of Equity and Access. These offices will coordinate necessary evaluations to provide the parent/legal guardian information on the linguistic and cultural elements of the request to retain.

If during the retention process, the data and information indicate (and the team suspects) the student may be a student with a disability, the school must follow “Special Education Child Find Procedures.” Students who have been determined eligible for, and are receiving Special Education services are considered for retention only if the retention is consistent with the student’s IEP.

Grades K-3 Guidelines

The student’s physical, social, emotional, behavioral, cognitive, and academic development should be considered. The school administrator will collect initial data and information from the classroom teacher regarding the student’s development in the class. After gathering the initial data and information, if the school administrator has serious concerns that the requested retention could be an unreasonable accommodation, additional data, and information should be obtained as outlined in the Grades 4-8 Guidelines. The data and information gathered by the school administrator shall be shared with the parent or legal guardian to assist in making an informed decision about retention. Unless the school administrator finds that the data and information indicate that the requested retention is an unreasonable accommodation, the parent’s or guardian’s request to retain shall be granted.

Grades 4-8 Guidelines

The student’s physical, social, emotional, behavioral, cognitive, and academic development should be considered. The school psychologist, under the direction of the school administrator, and with parental consent, will collect data and information from as many sources as needed to assist the parent or guardian to make an informed decision.

Tools used to collect data include, but are not limited to:

- Official student reports/data (*curriculum-based measures, criterion-referenced tests, benchmark assessments, progress monitoring, report cards, responses to targeted instruction/intervention, etc.*).
- Interviews with the student, parent, school counselor, teachers, administrators and others as needed.
- Completion of the Light's Retention Scale is recommended as part of the evaluation.
- Other academic, social, behavioral, and psycho-educational assessments as needed. These could include but are not limited to:
 - Cognitive development, as assessed by a standardized, norm-referenced intelligence test.
 - Academic achievement, as assessed by a standardized, norm-referenced academic achievement battery.
 - Social-emotional and behavioral assessments completed by parent, teacher, and, if appropriate, self-report.
 - Extenuating circumstances; i.e. health, mobility, attendance

The data and information gathered by the school team shall be shared with the parent or legal guardian to assist in making an informed decision about retention. Unless the school team finds that the data and information indicate that the requested retention is an unreasonable accommodation, the parent or guardian's request to retain shall be granted.

Grades 9-12 Guidelines

Retention in grades 9-12 should only be considered in extreme cases and is considered a unreasonable accommodation unless the parent or guardian provides clear evidence to the contrary. If circumstances warrant retention consideration in grades 9-12, procedures as listed under Grades 4-8 Guidelines should be followed. Refer parents to the Utah High School Athletic Association for policies pertaining to high school athletic eligibility. If a student does not graduate with his/her graduating class and still desires to pursue additional education, student and parents are encouraged to meet with the Ogden School District Student Advocacy Services.

Advancement

A school team (comprised of a school administrator, parent(s)/legal guardian(s), and one or more of the following: teacher(s), counselor, and/or school psychologist) will consider individual patterns of growth, data, and information to evaluate the requested advancement. Each request for advancement should be reviewed in a timely manner should be approved or denied at the local school level. The data, as outlined below, should be collected and considered in the evaluation for each student's advancement.

The final decision to advance a student is the responsibility of the school team under the direction of the school administrator. In the event that agreement cannot be reached by the team, parent(s)/legal guardian(s) may request a district-level committee, formed by the Office of Student Advocacy Services to review the local school decision.

Advancement regarding any English Learner (EL), Newcomer, or Refugee should occur in consultation with the Office of Student Advocacy Services and the Office of Equity and Access. These offices will coordinate necessary evaluations to provide the parent/legal guardian information on the linguistic and cultural elements of the request to advance.

The student's physical, social, emotional, behavioral, cognitive, and academic development should be considered. The school psychologist, under the direction of the school administrator, and with parental consent, will collect data and information from as many sources as needed to assist the parent or guardian to make an informed decision. The student should possess the academic prerequisite skills necessary to be successful at a higher grade. When advancement involves moving to another level, there must be involvement from the receiving school administrator (e.g., a 6th grade elementary student advancing to a 7th grade junior high school).

Tools used to collect data include, but are not limited to:

- Official student reports/data (*curriculum-based measures, criterion-referenced tests, benchmark assessments, progress monitoring, report cards, responses to targeted instruction/intervention, etc.*).
- Interviews with the student, parent, school counselor, teachers, administrators and others as needed.
- Other academic, social, behavioral, and psycho-educational assessments as needed. These could include but are not limited to:
 - Cognitive development, as assessed by a standardized, norm-referenced intelligence test.
 - Academic achievement, as assessed by a standardized, norm-referenced academic achievement battery.
 - Social-emotional and behavioral assessments completed by parent, teacher, and, if appropriate, self-report.



Request & Consent for Evaluation Grade Placement (Advancement / Retention)

Student Name: _____

Date of Birth: _____

School: _____

Current Grade: _____

Date: _____

As the parent / guardian of the student noted above, I would like to formally request that he/she be...

Advanced a grade level

Advanced a content/course level

Retained a grade level

Reason for the Advancement / Retention Appeal: *(Please write in narrative form. Attach additional pages, if necessary)*

As the parent / guardian of the student noted above, you have made a request for an evaluation to gather data for either (1) grade advancement, or (2) grade retention. The evaluation being conducted is NOT of the purposes of determining disability as provided under the Individuals with Disabilities in Education Act (IDEA). In the event that there are subsequent concerns, interests, and/or needs to conduct an IDEA evaluation, all procedural safeguards under IDEA must be followed.

By signing this document you have provided consent to these evaluation procedures, and further have given consent for the two-week waiting period (Utah Law, UCA 53E-9-203) to be waived so that psychological evaluation for my child may proceed sooner. All data collected and records generated from this evaluation will be considered as confidential as determined under the Family Educational Rights and Privacy Act (FERPA).

I give consent for evaluation (non-IDEA), and to waive the two-week waiting period so that psychological evaluations for my child may proceed sooner.

Signature of Parent / Guardian

Date

**Ogden School District
Grade Placement Change Form**

- Advancement
 Retention

Student Information

Student Name: _____

School Attending: _____

Student's Address: _____ **City:** _____ **Zip:** _____

Parent/Guardian's Name: _____ **Phone Number:** _____

Birth Date: ____ / ____ / 20____ **Grade Requesting:** _____ **Student ID Number:** _____

- Special Education English Learner Other: _____

A school team (*comprised of a school administrator, parent(s)/legal guardian(s), and one or more of the following: teacher(s), counselor, and/or school psychologist*) will consider individual patterns of growth, data, and information to evaluate the requested advancement or retention. Each request for advancement or retention should be approved or denied at the local school level.

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 Ogden School District.

The following tests have been given and scores recorded (*additional score sheets, and/or anecdotal information may be attached*).

Test	Results
1.	
2.	
3.	
4.	
5.	

Recommendation of School Team:

OSD Grade Change Placement Form

Recommendation of outside evaluation conducted at the request and expense of the parent/guardian, if any:

Parent or guardian comments:

Signatures:

Parent or Guardian's Signature

Date

Principal's Signature

Date

Director of Student Achievement or Special Education

Date

Approved Denied

Assistant Superintendent of Student Advocacy

Date

Ogden School District
Grade Placement Change APPEAL Form

This form is to be used when appealing a school based decision on advancement or retention. This form should be completed and returned (along with supporting documentation if any) to the Office of Student Advocacy Services located at 1950 Monroe Boulevard, Ogden, Utah 84401. If you have any questions or concerns, please call the Office of Student Advocacy Services at 801-737-7288.

Student Information	
Student Name: _____	
School Attending: _____	
Student's Address: _____	City: _____ Zip: _____
Parent/Guardian's Name: _____	Phone Number: _____
Birth Date: ____ / ____ / 20____	Grade Requesting: _____ Student ID Number: _____
Reason for the Advancement / Retention Appeal: <i>(Please write in narrative form. Attach additional pages, if necessary)</i>	

_____	_____
Parent/Legal Guardian Signature	Date
Office Use Only	
1. School report received <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Appropriate testing completed <input type="checkbox"/> Yes <input type="checkbox"/> No	
3. School psychologist report received <input type="checkbox"/> Yes <input type="checkbox"/> No	
Additional comments	

Approved Denied

District Representative Signature

Date