

Administrative Regulation Topic	Adoption Date	Rescinds/Amends
Developmental Placement (Acceleration Option)		

When a request for placing a child in a grade level above that of his chronological age comes from a parent or teacher, the following procedures must be followed and the following data must be gathered. Ideally this procedure should be set up so that the child would make the grade change over the summer. This will allow time to do specific curricular diagnostic testing and prescription of any necessary skills as summer study. It will also make a smoother social transition.

- I. The child should be currently in grades one through seven. Developmental placement should not occur in the Senior High because emphasis is upon course work mastered rather than grade. Demonstration of competence in a particular field and level that go beyond simply attending class, may be accepted. (E.g. accepting alternative qualifications such as summer language camp, private tutoring, correspondence courses, independent projects or simply testing out.)
- II. Cat scores, WISC or Stanford Binet IQ scores, a current Woodcock Johnson, parent information forms, and challenge coordinator recommendation must be sought and placed in a folder. The following criteria are suggested:
  - A. WISC of 130; Stanford Binet of 133 (98%)
  - B. CAT total battery 95% with both reading and math above 90%
  - C. Woodcock Johnson (scored on age comparison, it should show that the student already has a mean of knowledge above that of 50% of the students at that grade level with reading and math above that of 80% of the students at that grade level.)
  - D. Parents' recommendations should specify (1) inadequacies of present placement and (2) awareness of potential difficulties in social interaction and school grades which may occur during transition, and (3) awareness of the long-term effects of being younger than schoolmates and graduating earlier. Parents' checklists should indicate curiosity, persistence, areas of intense interest, and depth. There are no specific number of responses suggested. The list provides data for discussion.
  - E. The building challenge facilitator's Renzulli checklist should show curiosity, intensity, selective persistence, and depth. It also provides data for discussion rather than a numerical screen.
- III. If A, B, or C are met and D, E are gathered, than a staffing should be conducted. The district challenge coordinator, the building challenge facilitator—who knows the child best, the current classroom teacher, and the building administrator should attend. If the child is asking for a transfer from elementary to junior high, a junior high counselor or administrator should be at this staffing. (If they should be unavailable, a junior high teacher may attend.)

- IV. All members of the team must have read the two articles enclosed on developmental placement and reviewed all the documents prior to the staffing. If the parent has not indicated awareness of social, physical, and transition issues, the committee may wish to raise these issues at the staffing. An interview with the child should be conducted during the staffing time to assure the team that the youngster desires the placement himself. A decision should be reached at the end of the same session so that the parent may raise any questions with the entire team. The committee's recommendation may: (1) deny the need for or appropriateness of developmental placement; (2) propose an alternative to developmental placement which will better meet the challenge needs of this youngster in the form of an IEP; or (3) recommend developmental placement. Reasons for the recommendation must be documented.
- V. If developmental placement is recommended, a follow up staffing should be scheduled at the end of the quarter to review the youngster's progress and determine if the plan appears to be successful. The family should be informed that if at any time they or their child feel the placement is not a success, they may initiate another staffing to return the child to his/her former placement.
- VI. If a denial of developmental placement has occurred, the parent has the right to appeal. If the building administrator and district challenge coordinator have been involved in the staffing, the appeal would be at the Central Office.