

**PROMOTION, ACCELERATION AND RETENTION OF STUDENTS
(ACCELERATION PROCEDURES FOR K-5th)**

The purpose of this procedure is to assist district personnel in the acceleration of students. In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests, other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in student evaluations and will review grade assignments in order to ensure uniformity of evaluation standards.

Decisions on whether to accelerate a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

Definitions

Acceleration: Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or at a younger than typical age.

Recommendation and Implementation Plan: A written document developed by the Acceleration Study team specifying necessary transition process and how the student will be monitored when accelerating a student to the next grade.

Acceleration Study Team: A multidisciplinary group consisting of four (4) or more persons who have knowledge of the student, the meaning of the evaluation data and the placement options. This group could include school employees, necessary professionals, the parent, or others who have knowledge of the student. The Acceleration team decides eligibility, the accommodations necessary to provide a student who have been accelerated a free and appropriate public education, and the placement of the student.

Parent: For the purposes of this procedure and other forms related to providing services to students, a biological parent, guardian or person acting as a parent in the absence of a biological parent or guardian.

General

The Boonville R-1 School District is committed to academic and personal success for every student. This includes providing education with high academic standards and rigor which will promote the maximum academic, social-emotional, and physical development of each student.

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Identification

The district will assist students so that they progress academically in accordance with their capabilities. While provisions for individual differences should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade. Acceleration to a higher grade level should be approached with caution. Capable students may be so advanced, but only after thorough discussion with the student's guidance counselor and with the joint approval of the parents/guardians, the principal and the superintendent.

District staff will contact the administrator or designee immediately when:

1. Parents, teachers, administrators or students may initiate a grade acceleration consideration for student by submitting a *Request for Whole-Grade Acceleration* form. Once the *Request for Whole-Grade Acceleration* form is completed it should be submitted to the administrator. The current building principal will send copies of the form to the potential building principal(s) (if applicable) and school counselor(s) (current and potential). The Administrator reviews the *Request for Whole-Grade Acceleration* form. Every attempt will be made to have a decision within 60 school days of the receipt of the *Request for Whole-Grade Acceleration* form. If requested, the District will consider up to two acceleration requests per student during the student's enrollment in the district.
2. The following items are critical to successful whole-grade acceleration. The Administrator will check the following items:
 - Whether the student is already a part of the District gifted program
 - Whether the student indicates that he/she wants to be whole-grade accelerated.*
 - Whether the student currently has a sibling in the same grade (i.e. a twin).
 - Whether the student would be accelerated into the same grade as (or higher grade than) a sibling.

If any of the above items apply to the student, this information will be taken into strong consideration by the *Acceleration Study Team*.

**A discussion with the student regarding the possibility of grade-acceleration will take place. This discussion, led by the school counselor and/or the administrator, will be to gain the student's perspective.*

Evaluation

The Administrator will gather data from school records, parents (see *Whole-Grade Acceleration Request Form-Parent*), teachers (see *Whole-Grade Acceleration Request Form-Teacher*), and the student. The Iowa Acceleration Scale (IAS) will be completed by the Acceleration Study Team.

The Acceleration Study Team is scheduled by the Administrator for the purpose of assessing the student's suitability for acceleration. Possible team members should include: the building principal(s) (current and potential), current teacher or team, potential receiving teacher or team, school counselor(s) (current and potential), gifted teacher (if applicable), parents and others as requested by the Administrator.

The Acceleration Study Team will meet and complete the Iowa Acceleration Scale (IAS). A group consensus must be reached.

Eligibility

The Acceleration Study team will decide if the student is eligible for acceleration. To be eligible as a student to be accelerated, the student must be identified according the Iowa Acceleration Scale interpretation key.

Total Points	Interpretation
60-80	Excellent candidate for whole-grade acceleration. Acceleration is recommended.
46-59	Good candidate for whole-grade acceleration. Acceleration is recommended.
35-45	Marginal candidate for whole-grade acceleration. There is no clear recommendation. Review materials closely and carefully consider curricular alternatives
34 or Fewer	Whole-grade acceleration is not recommended . Consider single-subject acceleration, mentoring, enrichment, or other alternatives.

When making a determination, the Acceleration Study team will consider the effect the change of placement has on the student's performance in comparison with children at the same age or grade in the general population.

Once the Acceleration Study team determines whether the student is eligible, the district will notify the parents of the decision in writing and will document the reasons for the decision. If the Acceleration Study team recommends that the student be accelerated to the next grade, the Acceleration Study team will develop *Recommendation and Implementation Plan* for educational placement.

Educational Placement

The Acceleration Study team will decide the educational placement which addresses the needs of the student. The services determined necessary by the Acceleration Study team and the details regarding those services will be recorded in the *Recommendation and Implementation* plan, provided to the

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parents in writing and maintained by the district. The Acceleration Study team will consider the following points when developing the *Recommendation and Implementation* plan:

- Acceleration should take place at natural transition points.
- Accelerated students should be placed with high ability students in the new class.
- An effort should be made to combine students who have been accelerated.

If the recommendation is for whole-grade acceleration the recommendation and *Recommendation and Implementation* form are formally approved by the Administrator and sent to the Superintendent for final approval.

If approval is given by the Superintendent, a letter will be sent by the Administrator to the parents and the building principal(s) (Included in this letter will be a parent agreement form that will be signed by the parent(s) and placed in the student's cumulative file upon receipt by the Administrator.).

If approval is denied by the Administrator or by the Superintendent, notification will be sent to the parent(s).

Monitor

Within 6 to 8 weeks following grade acceleration, the Administrator will contact parents, the building principal(s), and the teacher(s) to review the student's progress. If the student is progressing, the current plan continues. If there is concern, the Acceleration Study Team will meet to make the necessary modifications to the plan. For exceptionally gifted students, further acceleration may be necessary.

All decisions will be recorded on the *Recommendation and Implementation* form which will be referred to in any subsequent acceleration meetings. The *Recommendation and Implementation* form will be filed in the student's cumulative (confidential) file at the building level, and a copy, along with other testing data, is retained by the Administrator.

During the last quarter of each school year the building principal will work with his/her building staff and other desired personnel as needed to determine the best placement for students who have been or are being grade skipped for the coming year.

A meeting between the current teacher(s) and the receiving teacher(s) will take place with the purpose of sharing student progress and successful strategies. The student will be monitored for two years after the change in placement.

Acceleration was Denied

If the decision is not to consider whole-grade acceleration or appropriate approval has not been received, the Acceleration Study Team should discuss and plan a challenging program using the *Iowa Acceleration Scale* as a guide.

All decisions will be recorded, referred to, and built on in the event of subsequent meetings. A copy of the testing data will be placed in the permanent record. Parent(s) will be contacted by the Acceleration Study team.

Parental Involvement

The district will involve parents throughout the assessment process. The Administrator will provide notice to parents before conducting an initial evaluation of a student. The parents will be invited to participate in the eligibility determination meeting and any meeting during which their child's program is designed and placement is determined, but their participation is not required.

Grievance Procedures

All complaints alleging discrimination, violation of law or failure to follow district policies or procedures regarding the education of students will be made to the compliance officer and will be investigated immediately. The district will use the grievance procedure outlined in policy AC. Complaints may be made at any time to the U.S. Department of Education, Office for Civil Rights.

Impartial Due Process Hearing

In the event the parent or district wishes to contest an action with regard to the identification, evaluation or placement of a student, either party may initiate a due process hearing. The district may do so by notifying the parent in writing. The parent may do so by notifying the district's compliance officer in writing. The request for a due process hearing must include a detailed statement as to the nature of the dispute. Both parties will have the opportunity to participate in the hearing and to be represented by counsel.

The district will immediately secure the services of an impartial hearing officer. The hearing officer will set a date for the hearing and may request additional clarification from either party as to the nature of the dispute. The hearing officer has the authority and the responsibility to create reasonable rules governing the hearing to ensure that relevant information is presented, but that a decision is made as expeditiously as possible. The hearing officer will provide each party a copy of the written decision within 15 calendar days after completion of the hearing. The decision is binding on both parties unless determined otherwise by a court of competent jurisdiction.

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Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: November 19, 2008

Revised:

Boonville R-I School District, Boonville, Missouri