

RANKIN SCHOOL DISTRICT #98



Accelerated Placement Program Overview

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6:135 Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP; and
3. Assessment processes that include multiple valid, reliable indicators.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.:

105 ILCS 5/14A.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: 9/24/2018 9:46:48 AM

Rankin School District #98

Accelerated Placement Program - Process

The referred student's principal, or designee will convene the Acceleration Evaluation Committee (AEC) to review a variety of data sources representative of the student's academic performance. The AEC shall evaluate all students who are referred for possible acceleration and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

The AEC may be comprised of, but not limited to, the following:

- a principal or assistant principal from the student's school;
- a current teacher of the referred student for whom acceleration is being considered;
- a teacher at the grade level to which the student may be accelerated;
- a school counselor and/or school psychologist if requested by the school AEC chair and/or building administrator;
- a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian;
- the student if age appropriate and with parent/guardian permission.

The Acceleration Evaluation committee (AEC) will:

- Conduct a fair and thorough evaluation of the student using a researched assessment tool and a variety of data sources, including but not limited to:
 - Kindergarten screening process
 - IAR
 - Star Data
 - Iowa Acceleration Scale
 - Aimsweb
 - Behavioral Scales or check lists
 - Out of level achievement test(s) and/or content area aptitude assessment(s);
 - Consideration of the impact whole grade acceleration may have on future coursework and long-term academic planning;
 - Consideration of the student's maturity and own thoughts on possible accelerated placement.
- Designate the AEC chair, principal, or other designee to notify the parents in writing of the outcome of the evaluation process within 45 – 60 school days of receiving evaluation permission if they are not in attendance at AEC meeting. This notification will state the acceleration decision reached by the AEC.

If the AEC decision is *not* whole grade acceleration, the whole grade accelerations process stops here and the parents are appraised of their right to

appeal the decision to the Superintendent. The AEC will consider any same grade adjustments.

If the AEC decision is to whole grade accelerate, the team develops a written transition/support plan to include:

- Specifies on appropriate transition period for placement of the student who is whole grade accelerated.
- Initiation of a six to nine week trial period. At the completion of the trial period, if whole grade acceleration is deemed appropriate, the accelerated placement becomes permanent, and it is noted in the student's cumulative folder and in the state electronic student data base.
- Instructions for accepting or appealing the outcome of the evaluation process.

Rankin School District #98
13716 5th Street Pekin IL 61554
Referral Form for Accelerated Placement Program

Please print clearly.

Student Name: _____ DOB: ___/___/___ Male Female

Current School: _____ Current Grade: _____

Parent/Guardian Requesting Acceleration: _____

Phone Number: _____ E-mail Address: _____

List all Siblings:

Sibling Name	Age	Grade	Current School

Has the current school been consulted about grade acceleration? Yes No

Does the student currently have a sibling in the same grade? Yes No

Does the student currently have a sibling in the next grade level? Yes No

Does the student receive any special services (ESL, OT, Speech, Health, etc.)? Yes No

If Yes, please specify: *(We want to insure communication of all services currently received.)*

Provide a brief rationale as to why you think whole grade acceleration would benefit this student:

As the parent/guardian of the above named student, I understand that:

1. I am authorizing Rankin School District to screen and administer relevant assessments to determine appropriate educational placement for my child.
2. Student and parent support of whole grade acceleration is essential to achieve success.
3. If applicable, I authorize Rankin School District to gather data from my child's previous school. A *Release of Information* is attached.

Parent/Guardian Signature: _____ Date: _____

Submit form to:

April McLaughlin
 Rankin School District #98
 13716 5th Street
 Pekin, IL 61554

Office: 309-346-3182
 Fax: 309-346-7928
 Email: amclaughlin@rankin98.org

Summary of Process for Team Meeting

Prior to Meeting “To Do List”:

- Student tested for ability, aptitude, and achievement
- Schedule team meeting to include all team members listed below
- Invite team members and schedule meeting room

Time Needed: 1.5 – 2 Hours Total

Part 1: 45-60 minutes Begins with discussion of the purpose of the IAS-3, discussion and completion of form

Part 2: 45-60 minutes used to create an implementation plan by using the IAS-3 Summary and Transition/Support Plan

These meetings could be scheduled separately, however it is recommended to continue with developing the transition/support plan immediately after arriving at the decision. *The Acceleration Decision is then recorded within the Student Information System for early entrance to kindergarten, first grade, whole grade acceleration and subject acceleration.*

Team Members: Current Teacher, Receiving Teacher, administrator, counselor or school psychologist, parent(s), gifted teacher/coordinator

Team Leader/Administrator: Introduces team members and explains the purpose of the meeting and use of the IAS-3. Remind team members that their role is to focus on the key issues relevant to acceleration and personal opinions on the topic are not to be included in this meeting. The team leader may need to remind participants during the meeting of the validity of the research on acceleration and the many students who have been successfully accelerated using this process. It is important to remove individual bias by having team members remain focused on the specific item being discussed such as test scores, grades, school attendance, and the student’s attitudes towards learning. Designate the person responsible for completing the IAS-3 form during the evaluation meeting.

Counselor/School Psychologist/Gifted Coordinator: Responsible to gather and report on all the test scores needed, current grade reports, standardized test results and portfolio work. Designate the person responsible for completing the IAS-3 form.

Scoring: *Team members must reach a consensus for a single score for each of the items in sections 7-10.* Tally subscale scores. Higher scores reflect a stronger case for acceleration. Each item has been weighted to reflect its importance in the acceleration decision. A student may score a zero on some items. A zero indicates specific concern in a particular area that needs to be resolved in order for acceleration to be successful. A plan should be put in place to resolve the issue as the student may still be a strong candidate for acceleration. If acceleration is considered but not implemented, other options to challenge the student academically need to be put in place.

Summary and Transition/Support Plan: Included in the child’s cumulative file. The plan identifies who is responsible for facilitating the transition and who will monitor the child’s progress in addition to any other circumstances requiring the team to meet again. Copies are provided to the child’s parents/guardians and appropriate teachers.

Rankin School District #98 Appeals Process

Appeals Process:

- A parent or legal guardian of the referred student may appeal the decision regarding the Accelerated Placement Program made by the Acceleration Evaluation Committee in writing to the Superintendent within 10 days after being notified of the committee's decision.
- In the case of appeal, the Superintendent will review and notify the parent or legal guardian who filed the appeal of his or her decision within 10 days. The Superintendent's decision will be final. The student may not be considered again for whole grade acceleration until the following school year.