

Subject/Grade Acceleration Procedures Park-Ridge-Niles District 64

Overview

Acceleration is one option for meeting the needs of high ability/high achieving students. In subject area acceleration, a child accesses materials beyond his or her grade level. This can occur in the child's current classroom or an alternate setting. Grade acceleration occurs when a child is placed in a grade that is one or more years ahead of the grade placement for their chronological age. The process may be initiated at the request of the school, student, or parent.

Parents initiating the process should contact the school principal.

Subject Area Acceleration

When a need is identified, a Child Study Team will be formed to make a recommendation to the principal on the appropriateness of subject area acceleration. The process may be initiated at the request of the school, student, or parent. Initiating the process does not require a decision to accelerate. The Child Study Team will be comprised of the classroom teacher, the Curriculum Specialist for Channels of Challenge, the building principal, and the student's parent/guardian.

The Study Team will review the student's current performance in the subject using multiple pieces of data. The Study Team may decide to collect additional information with written parent consent. After full review of the data, the committee will create a Learning Plan for the student which identifies opportunities for the student to access materials beyond his or her grade level. The process will be documented so that future teachers are aware of the child's program of study.

Grade Acceleration

When a need is identified, a Child Study Team will be formed to make a recommendation to the principal on the appropriateness of grade acceleration. The process may be initiated at the request of the school, student, or parent. Initiating the process does not require a decision to accelerate.

Study Team Membership: Standing members will be the Curriculum Specialist for Channels of Challenge, the building principal, a district psychologist, a social worker, a C of C teacher (Primary Challenge for students in grades K-2, Channels of Challenge for students in grades 3-8). The following people involved with individual cases will join the committee: the student's parent/guardian, the student's current classroom teacher and a teacher representative from an advanced grade level.

The committee will use the Iowa Acceleration Scale Protocol to gather information and inform decision making. Information will include ability tests (group or individual IQ such as the WISC V), achievement tests (at and above grade level), evaluation of social/emotional development, family background, and physical development. Each piece of information will be recorded on an Iowa Acceleration Scale protocol form. Written permission from the student's parent(s) or legal guardian(s) is required to evaluate the student for possible accelerated placement. After full review of the information, the committee will make a decision on whether or not acceleration is recommended at this time. If acceleration is recommended, parents must provide written permission for implementing the plan.

If acceleration is recommended, the committee report must include a transition plan that details the timing of implementation (immediate, middle of year, beginning of next school year) and any

transitional activities to facilitate the student's preparation for acceleration.

When the committee's review and recommendation are complete, the principal will submit the report to the Assistant Superintendent for Student Learning. The report will include a summary of the information on the Iowa Acceleration Scale form and the impact, if any, on the enrollment in the grade level to which the student will be assigned.

Documentation of the process will be stored in both the child's temporary file at the home school and a file at the Channels of Challenge office.