

[CU Board Policy 6:135 Accelerated Placement Program](#)

**CALHOUN CUSD 40 SCHOOL DISTRICT
ACCELERATED PLACEMENT PROCESS**

Definition:

Accelerated placement is the placement of a student in an educational setting with curriculum that is usually reserved for students who are older or in higher grades than the student. Accelerated placement includes, but may not be limited to: early entrance to kindergarten, accelerating a student in a single subject, and grade acceleration.

Early entrance to kindergarten is the admission to kindergarten of a student who: (a) will not be five years of age on or before September 1 or the school term; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.

Early entrance to First Grade is the admission of a student to First Grade who: (a) will not be six years of age on or before September 1 or the school term; or (b) who has not completed kindergarten. Students who are younger than six upon beginning first grade, but who were admitted early to kindergarten do not need to be evaluated prior to admission to first grade.

Whole Grade acceleration is the practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in all subject areas. Commonly referred to as skipping a grade, grade acceleration may be done at the beginning of or during the school term.

Single subject acceleration is the practice of assigning a student to a higher subject level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. It may be accomplished by either: (a) physically moving the student to a higher level class for instruction; or (b) using higher level curricular or study materials in the student's current classroom.

Process:

It shall be the practice of Calhoun CUSD 40 to allow grade/subject acceleration. The following is the process for evaluating student placement:

1. The parent initiates the request with the building principal:
 1. For students who reside in the district: All requests should be submitted by May 1 (the year prior to the intended accelerated placement). Parents will be notified regarding the district's decision of the request no later than June 1.

2. In all other cases, including but not limited to students transferring into the District, evaluations of a referred student shall be scheduled at the Principal's discretion and placed in the accelerated setting at the time recommended by the School's Evaluation Team.
2. The School Evaluation Team will consist of the building principal, the student's current teacher(s), social worker, curriculum coordinator (if applicable), school psychologist, and the receiving teacher(s)/school principal (if applicable).
3. The building principal will arrange a meeting with the School Evaluation Team and the parent(s).
4. The purpose of the meeting will be to gather data regarding the student's current achievement and abilities. It may be necessary to request further testing in order to make a decision. The School Evaluation Team will use the Iowa Acceleration Scale (3rd Edition) to determine if placement is warranted.
5. After all necessary assessments have been completed and data has been collected, the School Evaluation Team will make a decision as to whether the student shall be accelerated. The building principal is responsible for communicating the decision to the parent(s).
6. If the student meets the criteria set forth by the District, it will be necessary for the student to demonstrate competencies of the grade level that will be missed.

Guidelines:

Grade/subject acceleration decisions are based on a comprehensive look at the whole child and should follow these guidelines:

- The student should be intellectually gifted and/or academically advanced.
- Current achievement should be above the mean for the intended target grade.
- Developmental factors are considered (e.g. birth date, physical size, motor coordination).
- Interpersonal skills are considered (e.g. emotional development, behavior, relationship with peers and teachers, non-school extracurricular activities, leadership roles).
- Social and emotional variables (age of siblings, support for grade advancement within the family, student self-concept, careful consideration of age differences with grade-mates in high school) must be considered.

- Factor in student history (e.g. attendance, motivation, physical health).
- The student should desire advancement independently of parental preference.
- When possible, involve the receiving teacher(s)/school.

Psychological Issues:

The best education placements consider additional factors:

- Interactions with others
- Ability to easily cope with frustration
- The demand for strong interpersonal skills
- One's attitude toward self as a learner
- Concerns about sensitivity to criticism or aggressive reactions
- The attitude of the new grade or school about grade acceleration
- The impact on an older sibling who will be in the same grade as a younger sibling
- The placement of one age-mate sibling in a higher grade level than the other age-mate

When the factors listed above indicate there is a concern, principals/teachers are encouraged to find options other than grade advancement to meet a child's rate and level of learning.

Checklist:

Calhoun CUSD 40 School District uses the criteria and procedures of The Iowa Acceleration Scale, 3rd Edition: A Guide for Whole-grade Acceleration K-8 to determine candidacy for grade acceleration. The Iowa Acceleration Scale is authored by professors at the Belin and Blank International Center for Gifted Education and Talent Development. The IAS-3 gives an objective look at various aspects of the student while analyzing major factors that need to be considered when making a decision about grade acceleration. Each section has numerical value which are added together to determine a final score. The score becomes the primary guideline for prediction how successful the student will be as a candidate for grade acceleration.