

Instruction

Administrative Procedure - Accelerated Placement Program Procedures

The District's Accelerated Placement Program (APP) places qualified students in an educational setting that includes curriculum usually reserved for students who are older or in higher grades than the student, and is implemented by the Superintendent or designee. 105 ILCS 5/14A.

This administrative procedure contains seven sections as follows:

1. Definitions
2. Annual Notifications
3. Referral Process
4. Evaluation Process
5. Eligibility Determination
6. Automatic Enrollment in Advanced High School Coursework
7. Program Reporting Review , and Expanded Access Plan

Definitions

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 or first grade, accelerating a student in a single subject, and grade acceleration.

Early entrance to kindergarten is the admission to kindergarten of a student who: (a) is assessed for and meets the District's readiness standards to attend school; and (b) will not be five years of age on or before September 1 of that school term;

Early entrance to first grade is the admission to first grade of a student who is assessed for and meets the District's readiness standards to attend school. A student may, but is not required to, have, attended a non-public preschool and continued his or her education at that school through kindergarten, and been taught in kindergarten by an appropriately certified teacher. A student who is younger than six upon starting first grade but who was admitted early to kindergarten does not need to be reevaluated prior to admission to first grade

Individual or double subject acceleration (Accelerated and Enriched Curriculum (AEC), Gifted Literacy or Gifted Math) is the practice of assigning a student to a specific content area at a higher instructional level than is typical, given the student's grade, 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.

[See current matrix information posted here](#)

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

Annual Notification

Actor	Action
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<p>Superintendent or designee</p>	<p>Annually notifies the community, including community-based organizations, providers of out-of-school programs, parent(s)/guardian(s), students, and school personnel, about the:</p> <ol style="list-style-type: none"> 1. APP 2. Process for referring a student for possible evaluation for accelerated placement, including: <ol style="list-style-type: none"> a. Steps to be taken to make a referral; b. Individual(s) to whom a referral may be submitted; c. Deadlines by which a referral must be made; and d. Information that must be provided in the referral 3. Methods used to determine whether a student is eligible for accelerated placement. 4. Strategies used to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework. <p>Provides such notification:</p> <ol style="list-style-type: none"> 1. By varied communication methods, such as student handbooks and District/school websites; and 2. In multiple languages.
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Referral Process

<p>Actor</p>	<p>Action</p>
<p>Parent(s)/Guardian(s), Licensed Educational Professionals, Student (with written consent of a parent/guardian).</p> <p>In addition to the above-noted individuals, referrals for possible early entrance to kindergarten or first grade may also come from: Preschool Educator, Non-public Kindergarten Teacher, Pediatrician, or Psychologist who knows the student.</p>	<p>Refers a student for possible evaluation for accelerated placement using the process set forth in this procedure.</p>
<p>Assistant Superintendent of Teaching, Learning & Accountability, Building Principal, or designee</p>	<p>Within ten school days after receiving a referral, determines whether an evaluation for accelerated placement is warranted.</p> <p>To determine whether an evaluation is warranted, may review existing data about the student, utilize screening data, and conduct preliminary procedures such as observation of the student, consultation with the teacher or other individual making the request, and a conference with the student.</p> <p>Provides the student’s parent(s)/guardian(s) with written or oral notification of the referral determination. For cases not warranting an evaluation, the process ends here. For cases warranting an evaluation, proceed to Evaluation Process, below.</p>

Evaluation Process

Actor	Action
Assistant Superintendent of Teaching, Learning, and Accountability Building Principal, or designee	<p>Convenes an Evaluation Team (consisting of District Educators) having the knowledge and skills necessary to:</p> <ol style="list-style-type: none"> 1. Identify multiple valid, reliable indicators to use during the evaluation; See current matrix information posted here. 2. Identify appropriate assessment instruments; 3. Administer said assessments; and 4. Interpret evaluation results. <p>The composition of the team may vary depending upon the type of acceleration requested and other relevant factors.</p>
Evaluation Team	<p>Identifies multiple valid, reliable indicators and any assessment instruments appropriate to use during the evaluation.</p> <p>Prepares a written document identifying the evaluation components. This may occur without a meeting.</p>
Assistant Superintendent of Teaching, Learning & Accountability, Building Principal, or designee	<p>Provides parent(s)/guardian(s) with written or oral notification of the Evaluation Team’s conclusions regarding the evaluation components and requests parent(s)/guardian(s)’ written consent to conduct the evaluation.</p>
Parent/Guardian	<p>Provides written consent to conduct the evaluation.</p>
Evaluation Team	<p>Completes the evaluation within [insert number] school days following the date of receipt of parent(s)/guardian(s)’ written consent to conduct the evaluation.</p> <p>Ensures the evaluation is nondiscriminatory and follows policy 7:10, <i>Equal Educational Opportunities</i>.</p>

Eligibility Determination

<u>Actor</u>	<u>Action</u>
Evaluation Team	<p>Convenes a meeting with parent(s)/guardian(s) to review evaluation results and determine eligibility for the APP. Provides parent(s)/guardian(s) with written notice of eligibility determination.</p> <p>If the student is found eligible for the APP, prepares and provides parent(s)/guardian(s) with a written plan detailing the type of acceleration the student will receive and strategies to support the student.</p>

	If the student is not found eligible for the APP, provide parent(s)/guardian(s) with written notice of their right to appeal the eligibility determination, within five calendar days after receiving the determination, by submitting a written request to the Superintendent.
Parent/Guardian	If desired, within [insert number] calendar days after receiving written notice that a student is not eligible for the APP, submits a written appeal to the Superintendent.
Superintendent	Within [insert number] calendar days after receiving the written appeal request, reviews the case, and provides parent(s)/guardian(s) with written notice of his/her decision. The Superintendent's decision is final.

Program Reporting, Review, and Expanded Access Plan

Actor	Action
Superintendent, Assistant Superintendent of Teaching, Learning & Accountability, or designee	<p>Submits by July 31 each year to the Ill. State Board of Education (ISBE) through the Student Information System (SIS):</p> <ol style="list-style-type: none"> 1. Demographic information for each student participating in the APP; 2. Student participation in the APP; and 3. Type of APP placement. <p>Reviews disaggregated data on APP participation and successful completion rates to address gaps among demographic groups in accelerated placement opportunities</p> <p>Develops and, as necessary, updates a plan to expand access to the APP and to ensure the teaching capacity necessary to meet any increased demand.</p>

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