

Title: Grade Level Acceleration Procedures

## PROCESS FOR WHOLE-GRADE ACCELERATION

The Council Bluffs Community School District recognizes that there are times when a student demonstrates advanced skills across all content areas and may benefit from skipping a grade. If a child is considered for grade-skipping, the following guidelines and procedures should be followed:

General Guidelines:

- This must be a team decision. Team members may, at a minimum, consist of: TAG teacher, classroom teacher, parent, building administrator or designee. Other members might include: school psychologist, TAG consultant, or others as deemed appropriate by the team.
- The person facilitating a meeting to determine whether acceleration should be used must have training in the use of the most current version of the Iowa Acceleration Scale (IAS). In order to make an objective judgment, the trained staff member should be someone who is not currently working with the child.
- District Acceleration Request form must be submitted to the TAG strategist or principal by the end of the first semester of the school year in order to determine whether grade acceleration is appropriate for the next school year. This form may be submitted by teacher or parent. The procedure for considering acceleration will not begin until this form has been received. Requests received after this may result in the process being delayed until the next academic year.

Procedures:

1. The person (i.e. parent/guardian, classroom teacher) recommending that a student be accelerated in a grade level completes a District Acceleration Request Form and gives it to the building TAG strategist/teacher or principal. If this form is submitted to the TAG teacher, they should immediately inform the principal and discuss the procedures and a timeline for considering the request. The form will specify the reasons for the request. If the

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parent/guardian is not the originator of the request they will be notified and given an opportunity to provide input.

2. After the request has been received, a portfolio reflecting the student's academic achievement including such items as student's test scores, evidence of student achievement of grade level/course benchmarks, other available assessment information, written TAG facilitator recommendations, and teacher written recommendation for the grade level involved will be compiled by TAG facilitator and classroom teacher. The TAG strategist should include a summary of the type of programming the student is currently receiving, including any acceleration, Seminar activities, differentiation of curriculum, etc. All data will be forwarded to the principal. The Chief of Elementary Schools or Chief of Secondary Schools will be informed that grade acceleration is being considered.
3. The principal and TAG strategist/teacher will determine if additional information is needed. Data will be gathered as needed. This additional data gathering process may take up to three weeks to complete.
4. A team (general education teacher, TAG teacher, principal, counselor, etc.) and parents will meet to discuss the request and make a recommendation. During this meeting, the Iowa Acceleration Scale will be completed. (Note that demographic information regarding the student can be added to the IAS prior to this meeting.) The purpose of this meeting is for the team to make a decision on whether to grade skip the student or not.
5. The principal will make a recommendation to the Chief of Elementary Schools or Chief of Secondary Schools for final approval.

If the team recommends acceleration, a Personal Education Plan will be developed, prior to the student's new placement. This plan should address student needs in the new placement and outline staff responsibilities. The TAG teacher is responsible for initiating and monitoring this plan. If the team does NOT recommend acceleration, a Personal Education Plan should be developed which outlines appropriate options for the student in their current placement. This Personal Education Plan should be reviewed and updated annually.

Appeal Process: If the parents/guardians disagree with the team recommendation, they may appeal the decision to the Chief Academic Officer.

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### PROCESS FOR SUBJECT-MATTER ACCELERATION

Decisions regarding subject-matter acceleration will be made at the building level. In the event that a student is recommended to be subject accelerated by more than one grade level, the recommendation should be made to the Chief of Elementary Schools or Chief of Secondary Schools and the Chief Academic Officer for final approval. The TAG committee at the respective building is responsible for gathering performance and observation information relative to the current academic, social, and achievement levels of the student. Both quantitative and qualitative data will be collected and may include: achievement test scores, cognitive testing, student progress reports, district assessment data, information from parents and educators who know the student in the school setting, any special assessments relative to the content area under consideration. It is also recommended that some type of out-of-level assessment be used (out-of-level district assessments, Explore test, etc.)

This committee will review all data and then will make a written report as to whether subject acceleration is warranted. If subject acceleration is recommended a Personal Education Plan will be written for the student. The TAG teacher in the student's building will be responsible for monitoring the progress of the student. If subject acceleration is not recommended, this report will outline appropriate options to meet the needs of the student in their current placement. Subject acceleration may involve a student being considered for concurrent enrollment.

### CONCURRENT ENROLLMENT PROCESS

If a student is unable to access a class in their current building, concurrent enrollment (enrollment in more than one building) may be considered.

Concurrent enrollment requests will be handled at the building level. The student's home school TAG committee should convene a team which includes staff from both the receiving and sending school. This may include: parents, student, curriculum coaches, administrators or designees, district TAG coordinator, subject area teachers, and TAG staff. This team shall be

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charged with gathering achievement data, examining the needs of students, and developing a written plan designed to allow the student to access the needed course of study. This may include electronic access, independent study, or enrollment of the student in two buildings. A Personal Education Plan Personal education plan shall be developed and monitored by TAG staff in each building.

Cross References: \_\_\_\_\_

Legal References: \_\_\_\_\_

Approved: April 22, 2014 \_\_\_\_\_

Reviewed: \_\_\_\_\_

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