Acceleration Review Process

Staff member, working in conjunction with the parent, identifies a possible need for special accommodations (i.e. whole grade or single subject acceleration) in order to provide appropriate academic pace and progress.

If a parent wishes to initiate a referral to the ARP they need to write a letter to their building principal requesting an ARP review.

Principal convenes team to review referral. Team is comprised of Instructional Challenge (IC) teacher, classroom teacher, counselor, school psychologist and others as identified by the principal.

ARP Needed

IOWA Acceleration Scale completed.

Team reviews assessment data, observational data, and parent feedback to determine whether to continue with ARP evaluation.

No ARP Needed

Team discusses other options for meeting student needs.

Team reviews and discusses results of IOWA Acceleration Scale with parent.

Acceleration Recommended
Instructional Challenge Teacher or Counselor (depending on grade level) identified as Service Coordinator.

ARP plan developed to meet student's needs.

No Acceleration Recommended
Service Coordinator identified based on the contents of the plan.

Service Coordinator follows student's progress over time, to support the transition from grade to grade. This includes providing next year's teacher/building team access to all information leading up to and resulting from the ARP referral.