



Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	Academic Acceleration in Grades K-8	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-123	April 2025	

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TIMELINE

In grades Kindergarten through 8th grade, the window to be considered for acceleration for the next school year is April 1-30. All requests should be made in writing and submitted to the student’s school during to this time. This allows data to be collected and reviewed before the end of the current academic year. There will not be considerations for grade-level or course acceleration after the April request window, unless a student is a transfer student from a different school district or state. The request window ensures KCS has proper staffing, scheduling, and planning to accommodate acceleration.

After the request for acceleration has been received, the school team will begin the S-Team process.

S-TEAM PROCESS

Prior to the initial S-Team complete the following steps:

- If a parent requests acceleration to another grade level, for the entire grade level or subject, open and schedule an S-Team within 10 days.
- Send home the parent referral for the S-Team.
- The school team does not have to wait for the referral to be completed to schedule the S-Team.
- Gather academic data for the student including screening data, benchmark data, student work samples, transcripts, etc.
- Convene a team of relevant stakeholders that are able to contribute valuable insights to the discussion. This team should include the following, but is not limited to: general education teachers, school administrators, parents, regional content facilitator, content area supervisors, and GT coach.

During the initial S-Team complete the following steps:

- Administrator will work with the parent to articulate the reason for the requested accelerated coursework or grade level.
- The administrator will describe opportunities for differentiation including enrichment opportunities within the current course and/or grade level.
- Administrator will explain the need for data collection prior to making a final determination and convey the data timeline to parents.

1 After the initial S-Team complete the following steps:
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- 3 • The school will administer assessments to determine grade-level content mastery. Schools should
4 contact the specific content area supervisor for assessments. Content supervisors will support schools
5 with assessment evaluation guidelines and provide additional examination of the data and results of
6 the assessment. Based on the data results, content supervisors will support schools in making a
7 recommendation.
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- 9 • The school will hold a second S-Team meeting to review the results of the data collected and inform
10 parents of data results and the school's recommendation.
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12 **Not a candidate:**

- 13 • If the data reviewed does not warrant a full grade level acceleration (all or just one subject), review
14 the data in detail. Discuss how this compares to grade-level peers.
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 - 16 ○ If the student will not be considered for acceleration, develop a plan of action to address the
17 student's individual needs.
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19 **Potential candidate:**

- 20 • If the data reviewed does potentially warrant a full grade level acceleration (all or just one subject),
21 review the data in detail. Discuss how this compares to grade-level peers.
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 - 23 ○ The team should create a plan of action designed to provide enrichment and complex
24 material. The support should target areas where assessment data identifies a need for
25 enrichment.
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 - 27 ○ The detailed action plan will cite the subject, resources, and support the teacher will receive
28 for the student.
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 - 30 ○ After implementing the enrichment plan and collecting data, the team should reconvene to
31 discuss:
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 - 33 ▪ Did the enrichment resources provide a challenging experience for the student?
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 - 35 ▪ If the team decides there is a need for additional enrichment, the team should review
36 with the parent the assessments that will be given to the student.
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39 **ASSESSMENT DATA**

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41 A comprehensive review of assessment data will take place prior to any decision related to a student's
42 potential for acceleration. This will include but is not limited to; content-specific data, state-wide assessment
43 data, and curriculum-based assessments. Transcripts from accredited homeschools or online public schools
44 may also be considered in addition to the pertinent student data points.
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46 **ACCELERATION DETERMINATION**

- 47 • If the student will be attending a course or entering a grade level ahead of their peers (decision to
48 accelerate was granted) the **current** school should notify the receiving school of the student.
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- 1 • If the student's acceleration causes them to need a course that is not offered at their base school (Ex:
2 5th grader who will take 6th grade honors) the **current** school should reach out to the school
3 counselor to inform them of the student.
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- 5 • The **receiving** school should ensure the student is enrolled in the appropriate course.
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- 7 • The S-Team should identify any potential scheduling conflicts and communicate with the parent.
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- 9 • When possible, both schools should work together to plan a schedule that allows for a smooth
10 transition for the student.
- 11 • The receiving school should ensure the student is enrolled in the appropriate class within the current
12 Student Information System.
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- 14 • The receiving school should coordinate TCAP or state testing for the student in that subject area and
15 communicate to all stakeholders.
- 16
- 17 • If the student is an elementary school student, the GT Coach will do frequent checks on the student.
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- 19 • At the end of the school year, district staff (GT Coach or Content Facilitator) will connect the
20 stakeholders needed to discuss the following year's placement.
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23 *Note: If at any point the parent/guardian requests an evaluation for IG (intellectually gifted) the team*
24 *should contact the school psychologist to arrange permission to assess. The use of this process may not*
25 *be used to delay or deny the provision of a full and individual evaluation to a child suspected of having a*
26 *disability.*
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