

## **IKE-AR**

### **Procedures for Grade Level Acceleration (Skipping a Grade)**

Parent/guardian or teacher may initiate request, in writing to the school administrator, during the month of March, for acceleration during the following school year. Parent/guardian also signs "Permission to Test" form. By May 15, a conference will be conducted in which members of the school team meet directly with the parent/guardian and make a whole-grade acceleration determination.

Any whole-grade acceleration review process will consider all dimensions of student development. The following guidelines and process are intended to help parents and educators make appropriate, student-centered decisions regarding whole-grade acceleration.

A Review Team may consist of parent(s)/guardian(s), student (if age appropriate), school administrator, teachers (current and at grade level considered), counselor or school psychologist, and TAG coordinator. The IAS-3 Form will serve as the foundation for discussion and consensus.

Factors considered:

- \* Parent input
- \* Student academic success
- \* Student's attitude about acceleration
- \* Nationally normed achievement scores (examples: ITBS, CAT, WIAT, SBAC, WJ-ACH)
- \* Developmental factors
- \* Interpersonal skills
- \* Cognitive Abilities Test (CogAT)
- \* Talented and Gifted (TAG) identification
- \* Student's IQ score (at least one standard deviation above the mean- 115 and above)
- \* The results of the Iowa Acceleration Scale
- \* Grade level(s) of sibling(s)
- \* Staff input

Working with the recommendations of the Review Team, the final decision whether or not to whole-grade accelerate a student will be made by the school principal. If the acceleration moves the student to another school, both principals must be in agreement for the student to accelerate. If the parent(s)/guardian(s) dispute the principal's decision, they may appeal in writing to the superintendent or designee.

If acceleration is selected, a Transition Plan is written by the Review Team. The Transition Plan will include all academic areas and address social/emotional goals.

If acceleration is not selected, individual student needs will be articulated in a Student Plan.