

Guidelines

Administrative Procedure - Accelerated Placement Program Guidelines and Parent Referral Form

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.

Grade K-2 Acceleration Model

In grades K-2 acceleration should be provided in the regular education classroom. Acceleration should be looked at as a form of differentiation. Often times the acceleration can be managed within the context of typical guided reading and guided math processes. Standardized assessment scores and running record levels should be used to both determine the need for acceleration and to determine the skills to target. Teachers should consider one of these options when developing a plan that requires acceleration beyond what typically occurs in the classroom.

1. Can the student be moved to another grade level for instruction in the subject in question?
2. Can additional resources and course content be shifted from another grade level to support the student?
3. Can instructional software be used to supplement and extend the instruction in the classroom?

It should be noted that software programs alone do not constitute an instructional program and all students need instruction at their instructional level from the classroom teacher.

Early Entrance to Kindergarten & First Grade

District 34 follows Illinois School Code, which specifies that to enter kindergarten, children must be five years of age by September 1 of their kindergarten year and six years of age by September 1 of their first-grade year. However, the Accelerated Placement Act of 2017(Public Act 100-0421) requires that we have a process that allows for early entrance into Kindergarten and First Grade for students that demonstrate readiness. District 34 has specific criteria and procedures for considering parent requests for early entrance. The decision for a child to enter school early can have a profound effect on his or her academic and social performance for the remainder of the child's school career. It is a decision that needs to be taken very seriously. Because District 34 takes the decision for a child to enter school early very seriously, the criteria for early entry are very rigorous. The goal is to ensure that children are not frustrated by the challenges of the instructional programs and the effect that early placement might have.

Criteria for Eligibility:

Kindergarten

- The child's fifth birthday falls between September 2 and October 31, as documented by a certified copy of the birth certificate.
- The child demonstrates age appropriate social and emotional development as determined by the Brigance Inventory of Early Development III and the Developmental Indicators for Assessment of Learning 4 (DIAL IV).
- The child attains a score of 130 or above on an intelligence test administered by District 34.

First Grade

- The child's sixth birthday falls between September 2 and October 31, as documented by a certified copy of the birth certificate.
- The child has successfully completed education through kindergarten at an educational facility recognized by the State of Illinois.
- The child demonstrates age appropriate social and emotional development as determined by the Brigance Inventory of Early Development III.
- The child attains a score of 130 or above on an intelligence test administered by District 34.

Requesting Early Entrance to Kindergarten & First Grade

- Between March 1 and May 1, parents contact and meet with the principal and school psychologist of the school the child will attend to discuss the child's early entrance potential.
- Following this discussion, if parents wish to continue this process they will be given the necessary Early Entrance Application form to complete.
- Parents return the completed forms along with a certified copy of the child's birth certificate to the principal by May 15th.
- The testing will occur during an individual session with the school psychologist in early August. Results of the assessment will determine whether or not the screening process should continue at a date later in the month.
- After the screening and testing, parents will be invited to a feedback conference. Members of the early entrance team (Psychologist, classroom teacher from receiving grade) and the principal will provide information regarding the child's performance during the screening, review the test results, and give parents a written summary of the screening.
- The decision about early entrance eligibility will be made by the early entrance team. This decision is final.
- Children who are accepted for early entrance will be enrolled on a probationary basis. The school staff will assess each child's initial adjustment to school during the first twenty school days. If a child's adjustment is not satisfactory, the principal will request that the child enroll when the child meets the state's enrollment age requirement for the appropriate grade level. If it is determined that the child's adjustment is satisfactory, the child may continue enrollment in the early entrance program.

Grade 3-8 Subject Area Acceleration Model

Identified students will be pulled from the general education classroom for 50 minutes every other day for accelerated math or language arts. In the event that a student is identified to be accelerated in both subjects they would be pulled for 50 minutes every day. The expectation in terms of scheduling is that this 50-minute session will coincide with Response to Intervention (RtI) and small group differentiated instruction in the general education classrooms whenever possible. The placement decisions are for one year and students are regrouped based on new data at the end of the academic year. For middle school students, appropriate placement in higher level or grade level classes will be considered.

Identification Process grades 3-8:

Students will be identified through day-to-day assessments of the student ability and performance and referred by their classroom teacher to the Evaluation Team. The Evaluation Team will review assessment data, grades, attendance, and social and emotional data to determine if the student qualifies. The Eligibility Determination process from Policy 6:135AP1 will be followed.

Adopted: May/June 2019