

**PROCEDURES
FOR
ACCELERATED PLACEMENT ACT
IN
NEW LENOX SCHOOL DISTRICT #122**



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New Lenox School District #122

Procedures for Accelerated Placement

Mission Statement for Accelerated Education

Our mission is to motivate, challenge and educate all students to achieve their highest level of performance so they can contribute to the positive development of themselves and society. All areas of development are taken into consideration when determining accelerated placement options, to ensure the success of the student.

Philosophy Statement for Accelerated Placement

New Lenox School District 122 believes that all students across the achievement spectrum should be challenged and supported to develop their potential. A continuum of programs and services are provided including differentiation opportunities across content areas (K-8), GATE classes (4-6) and Accelerated classes (grades 7-8). We strive to appropriately place students in programs and classes to meet all of their social, emotional, academic and cognitive needs. For some students needing a higher level of instruction, this can best be achieved by affording them access to curricula and learning environments more commonly provided to older students. This is achieved by Accelerated Placement.

Legal Basis for Accelerated Placement

On August 25, 2017, Governor Rauner signed Public Act number 100-0421 into law, effective July 1, 2018. This new law amends Section 14A of the Illinois School Code, 105 ILCS 5/14. Section 14A, now entitled "Gifted and Talented Children and Children Eligible for Accelerated Placement," defines the term "accelerated placement," requires that school districts have non-discriminatory gifted, talented and accelerated programs, and obligates school districts to develop a policy that allows for accelerated placement of eligible students.

State Requirements

The superintendent or his or her designee shall ensure that accelerated students participate in appropriate state assessments based on guidance from the State Board of Education.

The superintendent or his or her designee shall ensure that data regarding accelerated placement is collected and reported in accordance with rules adopted by the State Board of Education.

Definitions of Accelerated Placement

"Accelerated placement" is the placement of a student at the instructional level that best matches that student's needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement. Eligibility for accelerated placement shall also be open to all

students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status. An Accelerated Placement (AP) committee will evaluate multiple areas of child development including student's physical, emotional, social, cognitive and academic wellbeing when determining eligibility.

Accelerated Placement Options

- “Early entrance to kindergarten” is the admission of a student to kindergarten who will not yet be five years old by September 1 of that school year.
- “Early entrance to first grade” is the admission of a student to first grade who will not yet be six years old by September 1 of that school year and who has not completed kindergarten. Students who are younger than six upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.
- “Whole grade acceleration” is the practice of assigning a student to a higher grade level than is typical, given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.
- “Individual subject acceleration” is the practice of assigning a student to specific content at a higher instructional level than is typical, given the student's grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

Considerations for Acceleration

Acceleration requires high academic and cognitive abilities. Motivation and social emotional maturity are also important indicators to take into account when considering acceleration. The ultimate goal is to provide each student with a well-rounded education.

Who should and should not be accelerated?

According to Behrens & Calvert (2017), most good candidates for acceleration display some of the following characteristics:

- demonstrates above average general cognitive ability;
- achieves academically in one or more subject areas a grade level or a higher level than his or her age-mates;
- expresses a desire for more challenging instruction;
- is socially mature enough to adapt to an environment serving older students; or
- responds positively to the possibility of acceleration.

Acceleration may not be appropriate for students with some of the following characteristics:

- has an older sibling in the same school and grade level to which the student may be accelerated;
- is sufficiently challenged by the curriculum at his or her current grade level;
- would be significantly less emotionally mature than typical students at the grade level to which he or she may be accelerated; or
- responds negatively to the possibility of acceleration.

Timeline for Eligibility

- Requests to be considered for accelerated placement must be made in writing by May 1st to the building principal.
- Testing will occur over the summer and will take up to 30 school/business days.
- Requests made during the school year will be considered after all enrichment and differentiation opportunities have been exhausted.
- Students will not be eligible for consideration until completing at least one full school year in the district

Table 1 is an outline of the eligibility process.

Table 1: The following chart outlines the steps in the eligibility process.

Step 1	A request/referral is made for early admission or single or whole grade acceleration.	Request by parent, teacher, doctor
Step 2	The parent is contacted and informed of the process. A timeline for the process is shared.	Principal
Step 3	The eligibility process begins with the screening process which includes a file review and/or screening measures based on the established criteria.	AP Committee: building principal, current teacher, psychologist/diagnostician, social worker
Step 4	A parent meeting is scheduled to discuss the results of the file review, screening scores and student's needs.	AP Committee and Parents
Step 5	If the student meets the criteria, testing will be scheduled with the psychologist/diagnostician. Parents will sign consent for testing.	Psychologist/Diagnostician
Step 6	A school psychologist/diagnostician will administer a complete battery of tests to determine the possibility of accelerated placement. The Iowa Acceleration Scale (3 rd edition)/ or other grade level appropriate assessments will be used to collect data.	Psychologist/Diagnostician
Step 7	A parent meeting will be scheduled to review the results of the Iowa Acceleration Scale (3 rd edition) or other grade level appropriate assessments. Placement will be shared at this meeting.	AP Committee
Step 8	If acceleration is recommended, then a written plan specifying the type of acceleration the student will receive and strategies to support the student will be created.	AP Committee
Step 9	Annual evaluation of the plan will be conducted by the current teacher and AP team.	Teacher and AP Committee

Evaluation Process

Involves a multi-person evaluation team who is responsible for gathering relevant, reliable and

comprehensive data in order to determine whether and what type of accelerated placement is appropriate for the student. This team is referred to as the Accelerated Placement (AP) team.

Accelerated Placement (AP) Team is Multiple Evaluators/Decision Makers

A diverse evaluation team shall consist of multiple participants. Recommended team members include but are not limited to:

- Curriculum Director, Gifted Coordinator or the appointed designee responsible for understanding the needs of an accelerated student
- Principal/assistant principal from the student's current school
- Most current teacher of the student
- School psychologist/diagnostician and/or school social worker

A parent or legal guardian of the student shall be invited to participate in the evaluation process. The parent/legal guardian shall be allowed to invite an individual who is knowledgeable about the student's academic abilities. Accommodations will be made for parents with disabilities or who are not fluent English speakers to enable them to participate fully in the process.

Procedure for Identification

A referral is initiated to begin the eligibility review process. The principal explains the procedures to the parents/guardians. The process begins with a screening and a file review based on the established criteria (Table 2). A parent meeting is scheduled to discuss the results of the file review and the student's needs.

Based on the findings of the screening, a decision is made by the AP team to conduct further testing using the Iowa Acceleration Scale or other grade level appropriate assessments to meet the needs of the student in his or her current grade level for one or more subjects. If further testing is recommended, it will take place in a timely manner. Upon completion of the testing, parents/guardians will be invited to a meeting with the AP team. If acceleration is recommended, a written plan will be developed and reviewed annually by the team.

Referral Process

Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist/diagnostician, or a parent or legal guardian of the student to the Principal for evaluation for possible accelerated placement. A student may refer himself or herself through a district staff member who has knowledge of the referred student's abilities.

Publication of Acceleration Policy and Referral Procedures/Forms

Copies of the policy and referral forms for evaluation for possible early entrance to kindergarten or first grade, whole grade acceleration, and individual subject acceleration, shall be made available to district staff and parents at each school building upon request. Information will be included in the student handbook and published on the school district website.

The Principal (or his or her designee) of each school building shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

Referral Form

Referral Intake Form: The referrer (parent, teacher, administrator, psychologist/diagnostician and/or gifted education specialist, etc.) shall complete the referral form and submit it to the Principal. The Principal shall then forward the referral form to the AP team. Parents must sign the form in order to screen the student. The submission of the referral intake form by the initial referrer starts the clock on the thirty (30) day evaluation process. See **Appendix A** for the Referral Form.

Screening Procedures to Determine if Eligible for Testing

The Accelerated Placement (AP) team will meet with parents to discuss the student's needs. The AP team will collect and review data over multi-year period as part of the process. Parents will be informed of the screening information gathered and the recommendation of the AP team. Based on the findings of the screening, a decision is made by the AP team to conduct further testing or recommendations are made to meet the needs of the student in his or her current grade level for one or more subject.

Multiple Evaluation Criteria

A review of multiple valid, and reliable indicators will be analyzed by the AP team. The universal screening protocol criteria will be used to determine whether accelerated placement testing is appropriate. A review of data will take place to assess whether a student is ready for the accelerated placement and not whether he or she has already mastered the content at that level. If the student demonstrates successful mastery of skills based on the screening protocols, testing will be conducted by a school psychologist/diagnostician, and the Iowa Acceleration Scale or other grade level appropriate assessments will be used to determine early entrance to kindergarten or 1st grade, single subject or whole grade acceleration. The Eligibility Criteria used for screening is illustrated in **Table 2** and in **Appendix B**.

Table 2: Student Eligibility Criteria for Accelerated Placement Screener

Universal Screening Protocols	Early Entrance Kindergarten & First Grade Procedures	Single Subject Acceleration Procedures	Whole Grade Acceleration Procedures
<p>A file review will be completed to determine eligibility.</p>	<p>Kindergarten: If student is not 5 on or before September 1st, then the following procedures must be adhered.</p> <ul style="list-style-type: none"> • Complete 2 years of preschool • Preschool teacher must have a registered Professional Educator License (PEL) endorsed in Early Childhood Educator (ECE) • Potty-Trained • Recommendation from current preschool teacher <p>First Grade: If student is not 6 on or before September 1st, then the following procedures must be adhered.</p> <ul style="list-style-type: none"> • Completed a full year of kindergarten through an accredited program • Kindergarten teacher must have a registered Professional Educator License (PEL) endorsed in Early Childhood Educator (ECE) or K-9 license • Recommendation from current kindergarten teacher 	<p>In order to be considered, students must meet the criteria below. Then the student will be tested using an ability, achievement, and aptitude test by a psychologist/diagnostician. The Iowa Acceleration Scale (3rd edition)/ or other grade level appropriate assessments will be used to determine if the student qualifies for acceleration in reading or math.</p>	<p>In order to be considered, students must meet the criteria below. Then the student will be tested using an ability, achievement, and aptitude test by a psychologist/diagnostician. The Iowa Acceleration Scale (3rd edition) or other grade level appropriate assessments will be used to determine if the student qualifies for whole grade acceleration.</p>

TerraNova LA, Math, Language	N/A	For ELA: TerraNova LA and Language scores in the 99% locally for over a 3-year period (if data is available) For Math: Math scores in the 99% locally for over a 3-year period (if data is available)	TerraNova LA, Language and Math scores in the 99% locally for over a 3-year period (if data is available)
CSI from TerraNova	NA	CSI Score of 140 for a 3-year period (Grade 1: N/A; Grades 2-3: review data available)	CSI Score of 140 for a 3-year period (if data is available)
IAR	NA	For ELA: An IAR score of 5 for a 3-year period is required in the area of ELA (Grade 1-2: N/A; Grades 3-4: review data available) For Math: An IAR score of 5 for a 3-year period is required in the area of Math (Grade 1-2: N/A; Grades 3-4: review data available)	An IAR score of 5 for a 3-year period is required in the areas of ELA and Math (Grade 1-2: N/A; Grades 3-4: review data available)
aimswebPlus Complete Battery	Score in the 99% locally on the Spring aimswebPlus complete battery for reading and math	ELA: Score in the 99% locally on the Spring aimswebPlus complete battery for reading Math: Score in the 99% locally on the Spring aimswebPlus complete battery for math	Score in the 99% locally on the Spring aimswebPlus complete battery for reading and math
Running Records	Demonstrate reading abilities 2 years beyond current grade level placement	Demonstrate reading abilities 2 years beyond current grade level placement	Demonstrate reading abilities 2 years beyond current grade level placement
Ages and Stages Questionnaire or Student Interview	Demonstrate above grade level social & emotional development based on Ages and Stages	Demonstrate above grade level social & emotional development based on Student Interview	Demonstrate above grade level social & emotional development based on Student Interview

Report Card Skills	Show Mastery/Secure/A's on all of the requested grade level end of year report card skills	Show Mastery/Secure/A's on all of the current grade level end of year report card skills	Show Mastery/Secure/A's on all of the current grade level end of year report card skills
Additional Grade Level Assessments Determined by the AP Team	Show Mastery on grade level and above grade level skills	Show Mastery on grade level and above grade level skills	Show Mastery on grade level and above grade level skills

Accelerated Placement Evaluation

If the screening process and data review illustrate the student's advanced abilities, achievement and aptitude, then further testing will be recommended. The Iowa Acceleration Scale or other grade level appropriate assessments will be used to gather data. A District psychologist/diagnostician will conduct a variety of assessments to identify the areas for potential acceleration. Parents will sign consent for testing (**Appendix C**).

Written Parental Consent

The Principal of the referred student shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. Consent is presumed when the individual referring the student for evaluation is a student's parent or legal guardian. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement. See **Appendix C** for the Consent for Accelerated Placement Testing Form.

Assessments Utilized as Part of the Evaluation Process

- The instruments shall be appropriate given the needs of the student (e.g., linguistically appropriate instruments should be used with English Learner students);
- Any assessment accommodations to which the student may be entitled generally (e.g., by the terms of an IEP) shall be available during the evaluation for accelerated placement;
- Parents or guardians shall be notified about any assessments that will be conducted as part of the evaluation at the time that they are asked to consent in writing to the evaluation pursuant to Section 3(b). The student's desire to be accelerated shall be considered in the decision-making and transition planning process.

Procedures for Notifying Parents/Guardians of the Decision

A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within thirty (30) days of the submission of the referral to the referred student's Principal. This notification shall include instructions for appealing the outcome of the evaluation process.

A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation team to the local Superintendent within thirty (30) days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the

appeal of his or her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Communication of the Decision to Student's Educators

The decision that a student is eligible for accelerated placement shall be communicated to the student's current teacher(s) and to all teachers (including specialists) and relevant administrative personnel at the level to which the student will be accelerated, to ensure that all are informed and prepared to support the placement.

Student's Written Accelerated Placement Plan

The evaluation team shall create a written placement and transition plan for students selected for whole grade acceleration or acceleration in an individual subject area (**Appendix D: Student Accelerated Placement Plan**). The written plan will be provided to the student's parents or guardians and will detail the type of acceleration the student will receive and strategies to be used to support the student to facilitate a successful transition to the accelerated setting during a transition period specified in the written plan. Any accommodations or modifications the student is entitled to receive under an IEP or 504 plan shall be available in the accelerated setting.

The plan shall provide guidance regarding how the accelerated student's transition will be monitored and by whom. It is recommended that the accelerated student's transition be evaluated no later than thirty (30) days after placement. During the transition period specified in the written plan, the accelerated student's parent or guardian may request in writing that the student be returned to the non-accelerated setting without penalty.

At the end of the specified transition period, the student's records will be updated to reflect the student's accelerated status. This is designed to facilitate continuous progress in future years in the same district or if the student matriculates or transfers to a different district.

- After the identification process and results meeting has been completed, a letter will be forwarded to the parents notifying them of their child's placement status. (**Appendix E: Placement Status Letter**)
- The parent always has the prerogative allowing or disallowing his/her child who has qualified for the program to actually be enrolled in the Accelerated Placement.

Ongoing Staff Development Plan

Goals:

- Assist with the implementation of the District Accelerated Placement Plan.
- Retrain those who need to update their skills in gifted education.
- Train teachers to make curriculum modifications that meet the needs of gifted/talented students.
- Provide trainer of trainer opportunities for staff development within the district.

- Provide opportunities for teachers to share classroom strategies and methods of curriculum differentiation.

Type of Staff Development	Suggested Provider	Suggested Audience	Suggested Focus
Informational	Gifted Committee	School Board Members, parents, administrators, teachers	Comprehensive Accelerated Placement Plan
Awareness	PDA, Consultants, Teachers, Workshop Presenters	Teachers, Administrators	Definitions of terms, rationale, characteristics myths, identification
Curriculum and Development	PDA, Consultants, Teachers, Workshop Presenters	Teachers, Administrators	Programming, classroom management, differentiated instructional strategies
Advanced Coursework	Universities	Teachers, Administrators	Credit coursework

Evaluation of Accelerated Placement Procedures

The District Accelerated Placement Procedures will be evaluated and updated annually. Revisions and/or additions to the program will be based on student and teacher needs, as well as available funding.

Appendix A

Referral for Accelerated Placement

Appendix B

Student Eligibility for Accelerated Placement Screener

Appendix C

Consent for Accelerated Placement Testing Form

Appendix D

Student Accelerated Placement Plan

Appendix E

Placement Status Letter

Appendix A



Referral for Accelerated Placement

Student Name: _____ Date: _____

Date of Birth: _____ Current Grade: _____

Address: _____

Parent's Phone: _____

Current School: _____

Preschool Attended: _____ Dates attended: _____

Kindergarten Program Attended: _____ Dates attended: _____

Please select an option	Advanced Placement Options
	Early Entrance into Kindergarten
	Early Entrance into First Grade
	Single Grade Acceleration (list subject)
	Whole Grade Acceleration (list requested grade to be considered)

Referrer Name: _____

- Administrator
- Doctor
- Parent
- School Staff Member
- Teacher
- Other _____

Rationale for Accelerated Placement Consideration:

Signature of Referrer _____

Date _____

☐

Consent for student to be screened _____

Parent/Guardian Signature

Received by: _____ Date Received: _____

Appendix B



New Lenox School District 122

Student Eligibility for Accelerated Placement Screener

Student Name: _____

Date: _____

Date of Birth: _____

Current Grade: _____

CHOOSE ONE: <input type="checkbox"/> Early Entrance to Kindergarten <input type="checkbox"/> Early Entrance to First Grade <input type="checkbox"/> Whole Grade Acceleration <input type="checkbox"/> Single Subject Acceleration <input type="checkbox"/> ELA <input type="checkbox"/> Math	Year _____ Grade _____	Year _____ Grade _____	Year _____ Grade _____
TerraNova Composite-ELA			
TerraNova Composite-Math			
CSI			
PARCC – ELA			
PARCC – Math			
aimswebPlus Complete Battery – ELA			
aimswebPlus Complete Battery – Math			
Running Records or Reading Level			
Ages and Stages or Student Interview			
Report Card Skills			
Other: Additional Grade Level Assessments Determined by the AP Team			

Check all that apply	Preschool/Kindergarten Information	Name of school
	2 Years of Preschool Completed with a certified teacher	
	Full Year at Accredited Kindergarten with a certified teacher	
	Recommendation From Current Preschool or Kindergarten Teacher	

Last Grade Level Completed: _____

Student Eligibility Criteria Matrix
12/15/23

Appendix C



Consent for Accelerated Placement Testing Form

Student Name: _____ Date: _____

Date of Birth: _____ Current Grade: _____

I, _____, give consent for my child to be tested by the
Parent/Legal Guardian’s Name
school psychologist/diagnostician for consideration for Advanced Placement.

Please select an option	Advanced Placement Options
	Early Entrance into Kindergarten
	Early Entrance into First Grade
	Single Grade Acceleration (list subject)
	Whole Grade Acceleration (list requested grade to be considered)

Tests to be Administered	
Ability	
Achievement	
Aptitude	

Parent/Legal Guardian’s Signature: _____

Appendix D



Student Accelerated Placement Plan

Student Name: _____ Date: _____

Date of Birth: _____ Current Grade: _____

Student Qualifies for the following placement option.

Please select an option	Advanced Placement Options
	Early Entrance into Kindergarten
	Early Entrance into First Grade
	Single Grade Acceleration (list subject)
	Whole Grade Acceleration (list requested grade to be considered)

Description of student accelerated placement plan:

Strategies to support the student include but are not limited to:

At the end of 30 days, the plan will be reviewed by the classroom teacher and principal.
Parents will be updated on the student’s transition.

*Accelerated student’s transition will be monitored and by the classroom teacher and principal. The placement will be evaluated no later than thirty (30) days after placement. During the transition period specified in the written plan, the accelerated student’s parent or guardian may request in writing that the student be returned to the non-accelerated setting without penalty.

Appendix E



Placement Status Letter

Date _____

Dear Parent/Guardian,

Your student _____ has been evaluated for the following Accelerated Placement option.

Please select an option	Advanced Placement Options
	Early Entrance into Kindergarten
	Early Entrance into First Grade
	Single Grade Acceleration (list subject)
	Whole Grade Acceleration (list requested grade to be considered)

Upon review of the data collected, the Accelerated Placement Committee has made the following recommendation for placement.

Indicate recommended or not recommended	Advanced Placement Options
	Early Entrance into Kindergarten
	Early Entrance into First Grade
	Single Grade Acceleration (list subject)
	Whole Grade Acceleration (list requested grade to be considered)

We believe this recommendation is in the best interest of your child. If you have any questions, please contact me. *

Sincerely,

Building Principal

*A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation team to the local Superintendent within thirty (30) days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation.