

**United Community Center Schools
Grade Acceleration Procedures**

I. Acceleration Referral Process

- A. When a student exhibits evidence of unusually high potential and unusually rapid progress through the established curriculum, in one or more subjects, staff should extend curriculum experiences for that student.
- B. Upon extending curriculum experiences for a student, a staff member or a parent/guardian may refer the student for acceleration by notifying the principal in writing of the request and the reason(s) for the request before the end of the second parent-teacher conference (typically February 28th) of the current academic year.
- C. All referrals for acceleration shall be directed to the building principal.
- D. A limit of one acceleration referral per student, per academic year will be allowed. A minimum of nine months must elapse between requests of consecutive academic years.
- E. The building principal shall review the referral information and determine if any additional information (including parent/guardian consent) is needed to initiate the process.

II. Acceleration Procedures

- A. Upon receipt of the referral form, the building principal shall review the acceleration requirements with parent/guardian and initiate a support meeting.
 - 1. The support meeting shall include teachers familiar with the student, school psychologist, parent/guardian and the student (when appropriate). The group shall review the referral information, curriculum and other assessments, anecdotal records/notes, classroom work and learning behaviors.
 - 2. Information may be requested, gathered and reviewed from any other educational setting the student has had outside of the UCC Schools. Parents/guardians will provide a signed release of records to accomplish this portion of the review.
 - 3. All the information reviewed and discussed shall be documented in an acceleration report for the student's record by the school psychologist.

4. The review for purposes of the acceleration determination shall be conducted in accordance with the school's subject or grade acceleration criteria.
- B. If the results from the support meeting indicate additional information is needed to determine whether the student meets subject or grade acceleration criteria, designated personnel shall make arrangements to proctor the required assessments in the grade level or subject(s) with consent from the parent/guardians. Should the parent/guardian not provide consent for assessment, the school may determine that insufficient information exists to make the acceleration determination which may lead to the request being denied.
 - C. Upon reviewing the information in accordance with the school's established acceleration criteria, if the results of the review indicate that acceleration in grade level, or one or more subjects is recommended, the building principal will provide a summary and recommendation.
 1. The parent shall be notified in writing by the school of the Principal's determination.
 2. If the acceleration recommendation is approved, formal consent of the parent/guardian will be obtained, before programming begins.
 - D. Upon reviewing the results of the acceleration criteria and it is determined that acceleration is not recommended in the grade level or one or more subjects, the parent/guardian shall be notified in writing by the school principal or a member of the support team.

III. Subject Acceleration Procedures

Students referred for subject acceleration will be assessed on intellectual functioning, academic skill levels, aptitude and social-emotional development/maturity. As outlined below, multiple and varied criteria will serve as a basis from which students will be accelerated.

- A. The student will be administered an IQ test, or comparable, by the school psychologist. To be considered for subject level acceleration, the results must be at the 95th percentile, or higher.
- B. The school counselor will provide a recommendation regarding whether the student's social/emotional maturity supports the level where acceleration is requested.

- C. The student's current classroom teacher(s) will provide a recommendation regarding whether the student's work habits, study skills and social/emotional maturity support the level where acceleration is requested, as well as how acceleration may benefit the child in the long term.
- D. The student must have academic scores at the 98th percentile, or higher, on state assessment and other evaluation tools. These scores correspond with the subject in which acceleration is requested.
- E. The student must master 90% of the grade level curriculum for the subject recommended to be accelerated that would otherwise be missed due to acceleration, as measured by unit assessments.
- F. The student must demonstrate readiness for acceleration in terms of academic capacity and social/emotional maturity.
- G. Upon receiving a recommendation for acceleration decision from the school, parent/guardian must consent that the student be accelerated, including a release of liability of the school from the decision.

IV. Grade Acceleration Criteria

Students referred for grade acceleration will be assessed on intellectual functioning, academic skill levels, aptitude and social-emotional development/maturity. As outlined below, multiple and varied criteria will serve as a basis from which students will be accelerated.

- A. The student will be administered an IQ test or comparable by the school psychologist. To be considered for subject level acceleration, the results must be at the 95th percentile, or higher.
- B. The school counselor will provide a recommendation regarding whether the student's social/emotional maturity supports the level where acceleration is requested.
- C. The student's current classroom teacher(s) will provide a recommendation regarding whether the student's work habits, study skills and social/emotional maturity support the level where acceleration is requested, as well as how acceleration may benefit the child in the long term.
- D. The student must have academic scores at the 98th percentile or higher, on state assessment and other evaluation tools. These scores correspond with the subject in which acceleration is requested.

- E. The student must master 90% of the grade level curriculum for the subject recommended to be accelerated that would otherwise be missed due to acceleration, as measured by unit assessments.
- F. The student must demonstrate readiness for acceleration in terms of academic capacity and social/emotional maturity.
- G. Upon receiving a decision for grade level acceleration from the school, parent/guardian must consent that the student be accelerated, including a release of liability of the school from the decision.

V. Acceleration Implementation, Evaluation and Appeal Process

- A. Each student who is accelerated for subject(s) or an entire grade level shall be granted a 45 day interim period to demonstrate appropriate progress in the placement. If, during the interim period, school officials determine that the student's placement needs to be reviewed, the principal may make a recommendation for a placement revision. The support team, which includes the current classroom teacher(s), parent/guardian, school counselor and principal will review the recommendation and make a final determination of the child's placement.
- B. The parent/guardian may appeal the decision of the support team to the Chief Education Director within five (5) business days of the determination.
 - 1. The parent/guardian shall file an appeal letter with the Chief Education Director identifying the reasons for the disagreement with the placement team's decision.
 - 2. The Chief Education Director shall provide a written response to the parent/guardian within 10 business days of the date of receipt of the appeal decision. This response shall indicate if the school has granted or denied the appeal and reasons for such a determination.
 - 3. The decision of the Chief Education Director shall be final.
- C. If the parent/guardian's request for acceleration has been denied, they are encouraged to work with the School staff to monitor the progress of the student for any other enrichment possibilities or acceleration in future years.