



Board of Education Policy

6:135 Accelerated Placement Program

To the extent possible, all children eligible for accelerated placement shall have an opportunity to participate in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the child.

"Accelerated placement" includes, but need not be limited to the following types of acceleration: early entrance to kindergarten or first grade, accelerating a child in a single subject, and grade acceleration.

While many gifted students would benefit from acceleration, accelerated placement is not limited to those students who have been identified as gifted, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement.

Eligibility for accelerated placement shall not be conditioned upon race, religion, sex, socioeconomic status, language background, disability, or any factor other than the student's cognitive, academic, and social development.

The Board authorizes the Superintendent to provide a program of accelerated placement for children eligible for placement which includes:

1. A fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians;
2. Procedures for notifying parents or guardians of a child of a decision affecting that child's participation in an accelerated placement program;
3. An assessment process that includes multiple valid, reliable indicators;
4. Procedures for annually informing the community at-large, including educators and parents or guardians, about the accelerated placement program, procedures for referring students for evaluation for accelerated placement, and the methods used for the identification of children eligible for accelerated placement;
5. A process for referral that allows for multiple referrers, including a child's parents or guardians: other referrers may include licensed educational professionals, the child, with written consent of a parent or guardian, a peer, through a licensed educational professional who has knowledge of the referred child's abilities, or in case of possible early entrance, a preschool educator, pediatrician, or psychologist who knows the child; and
6. A provision that provides that children participating in an accelerated placement program and their parents or guardians will be provided a written plan detailing the type of acceleration the child will receive and strategies to support the child.

An annual report on the status of the District's accelerated placement program shall be submitted to the Board of Education by the Superintendent or designee.

When the State Superintendent of Education issues a Request for data on the District's accelerated placement program, the Superintendent or designee shall inform the Board concerning this request and respond with the data to the State Department of Education.

Procedures

DEFINITION OF ACCELERATION

Illinois Accelerated Placement Act, Public Act 100-0421 defines "accelerated placement" as:

1. Placement of a child in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the child; and,
2. Includes, but is not limited to, the following types of acceleration: **early entrance to kindergarten or first grade, acceleration of a child in a single subject, and grade acceleration.**

Other forms of acceleration include:

- Advanced Placement Courses (AP) - HS
- Concurrent/Dual Enrollment – HS or MS
- Cluster Grouping with Differentiated Instruction
- Continuous Progress
- Correspondence/Online Courses
- Credit by Examination - HS
- Curriculum Compacting
- Early Graduation - HS
- Extracurricular Programs
- Mentoring
- Telescoping Curriculum

EARLY ENTRANCE TO KINDERGARTEN OR FIRST GRADE

STEP 1: Formal Request and Document Submission (Registration Office) – All documents must be submitted by May 1st for the upcoming school year.

- Completed Request for Early Entrance Form
- Original Birth Certificate
- Proof of Residency
- Completed Parent Questionnaire
- Academic Records for Pre-School (required if applicable)
- Academic Records for Kindergarten (required if applicable)
- Completed Teacher Questionnaire (required if applicable)

STEP 2: Assessment Process (Assessment Office)

Once STEP 1 is completed, students will participate in a screening process conducted by Crete-Monee School District personnel. Screenings will be conducted in **May and August** of each year. The CM 201U Assessment Office (708-367-8345) will contact parents to schedule testing date(s). The assessment process and criteria differ depending on the early entrance scenarios described below.

EARLY ENTRANCE TO KINDERGARTEN

Assessments	Criteria
NWEA MAP for Reading, Language, and Math	Grade appropriate scores
STEP Literacy Assessment	STEP 1
Developmental Indicators for the Assessment of Learning (DIAL-4) <ul style="list-style-type: none"> • Motor • Language • Concepts • Social • Self-Help 	Age-appropriate scores No skill gaps

EARLY ENTRANCE TO FIRST GRADE

There are three tracks for early entrance into first grade.

1: Students Who Attended a Non-Accredited Kindergarten Program Before Age 5

Assessments	Criteria
NWEA MAP: Reading, Language, and Math	1 ST Grade Scores in All Subject Areas
STEP Literacy Assessment	STEP Level 3
Sight Words	Able to identify all kindergarten words

2. Students Who Attended an Accredited Kindergarten Program Prior to Age 5

Placement in first grade for students who attended an accredited kindergarten program prior to age 5 is honored, and the Crete-Monee School District Grade Placement Policy is in effect. Once the school year is underway, the school team will evaluate student performance and determine if the first grade placement is appropriate.

3: Students Who Have Not Attended Kindergarten

The child must start in kindergarten and be assessed by the kindergarten teacher during the first 40 days of the school year. A meeting will be held by November 1st with the building principal, teacher, and parent to review the assessment data and revisit the

request for placement in first grade. The review process will include data from the following assessments:

- Fall NWEA MAP
- KIDS Assessment
- STEP Literacy
- Sight Word Assessment
- Writing Samples
- Math Assessments
- Teacher Observations
- The IOWA Acceleration Scale may also be used for consideration.

STEP 3: Data Review and Recommendation (Office of Curriculum and Instruction)

Crete-Monee School District 201U personnel will review parent and teacher questionnaires, previous academic records, and assessment results. Based on that review, a recommendation for or denial of early entry will be submitted to the Assistant Superintendent of Curriculum and Instruction. The Assistant Superintendent will contact parents to review the results and finalize the decision.

SINGLE SUBJECT ACCELERATION/WHOLE GRADE ACCELERATION

All acceleration decisions take place at the school level. Requests for acceleration may be made by teachers, administrators, guidance counselors, parents/guardians, or even the individual student. Other referrers may include licensed educational professionals who have knowledge of the referred child's abilities.

School personnel shall identify or recommend students through the MTSS process that includes regular meetings to discuss student data, student groups, and individual student needs.

Parents/Legal guardians may request acceleration through a written request to the teacher, principal, or guidance counselor. A Request for Academic Acceleration form is available in the school office or on our district website.

Students may request acceleration through their parent/guardian or by contacting their teacher, principal or guidance counselor.

Acceleration decisions are made using the IOWA Acceleration Scale. Other data sources may be considered if applicable.

A Student Study Team consisting of the principal, sending and receiving teachers, parent/legal guardian, and, when applicable, division leader, guidance counselor, and literacy and math specialists shall review the data collected and determine a

recommendation. Acceleration options other than single subject or whole grade acceleration may be considered and recommended.

Each student who is recommended for acceleration shall have a written acceleration plan and a monitored transition period of 30 days. The written acceleration plan will become part of the student's temporary file. At the end of the 30-day monitoring period, an update will take place during an MTSS meeting and the update will be communicated with parents.

Parents/Legal guardians may request reversal of an acceleration decision any time during this 30-day period by contacting the principal.

Acceleration decisions may be appealed to the Assistant Superintendent of Curriculum and Instruction. The Assistant Superintendent will review the process and data, discuss the recommendation with the Student Study Team and parent/legal guardian. Decisions at this level are final.