

Interstate 35 Community Schools

Guidelines to Accommodate for Academically Advanced Students

The Interstate 35 Community School District embraces the concepts of continuous improvement and educating each student to be a lifelong learner and a caring, responsible citizen.

Provision of educational opportunities appropriate for children who are intellectually and academically capable of learning at a faster pace and in greater depth is part of the belief. The district adopted curriculum does provide considerable differentiation to meet the varying needs of students. In a few unique situations it may be an appropriate accommodation to accelerate in a subject area or to implement whole grade acceleration to meet those educational needs. **The following options will be approved on a student by student basis by a committee. All progress will be reviewed annually.**

We believe that our resources should be used to effectively and efficiently provide students with the best learning opportunities.

I. Curriculum Area Accommodation

In cases where student performance indicates a need for advanced **subject matter**, the following procedure will be followed:

1. Referral will be made by parent, student, classroom teacher, GT teacher, administrator, guidance counselor, etc. The referral should be given to the **building administrator** for review and further action.
2. Student proficiency in grade level subject matter will be examined. The classroom teacher, assisted by the GT staff and administrator, will complete this analysis. Appropriate department personnel will determine the proficiency level with administration concurrence.
3. The appropriate instructional level for this student will be determined. This will involve a collaborative approach by the classroom teacher, administrator, and other personnel as appropriate.
4. The involved classroom teacher(s), administrator(s) and GT teacher will review the assessments from the following list in the decision making process:
 - a. Student information
 - b. Family information

- c. Critical items
 - Student IQ, **if available**, should be at least one standard deviation above mean
 - Sibling concerns
 - Student should desire the acceleration
 - Parental support
 - d. School History
 - TAG Program
 - Previous Acceleration
 - Early school admittance
 - Grade skips
 - e. Ability Tests (past and present)
 - f. Achievement Tests (past and present)
 - g. District assessments
 - h. Classroom performance
 - i. Prior professional evaluation
 - j. Attendance record
 - k. Motivation and attitude toward learning
 - l. Academic self-concept
 - m. Developmental factors (physical size and motor skills)
5. The following options will be considered in determining the appropriate accommodation for the student:
- a. Differentiation of curriculum may be used to provide appropriate challenges for the students in the regular classroom. This is the preferred educational accommodation at the elementary level.
 - b. Subject matter acceleration may be used if the student has demonstrated proficiency at a level requiring advancement to the next level or beyond. This will require moving to another grade level within the school.
 - The administrator, GT teacher, present classroom teacher, receiving teacher and other personnel as necessary will design a plan (see addendum) for implementation with periodic monitoring. This plan will be reviewed with parents and placed in the student's file. Subject matter acceleration decisions should be made at the time of the school year when registration and

scheduling for the upcoming year are carried out, especially in the middle school and high school. Students new to the district or home schooled will be assessed as appropriate.

II. Whole Grade Acceleration

In cases where student performance indicated a need for acceleration to the next grade level or beyond, the following procedure will be followed:

1. The Iowa Acceleration Scale (IAS), developed by the Belin-Blank International Center for Gifted Education and Talent Development at the University of Iowa will be used as an instrument to guide the educators through the decision making process for whole grade acceleration. The GT Staff has the materials.
2. A Child Study Team will be designated to complete the IAS. This team may include some or all of the following
 - i. Child
 - ii. Parent
 - iii. Present teacher(s)
 - iv. Receiving teacher(s)
 - v. Counselor
 - vi. Principal
 - vii. GT Teacher
 - viii. AEA consultants
3. The following sections for the IAS will be completed and reviewed by the child study team:

Student, family and child study team information
Critical items
School history
Prior ability and achievement test results
Prior professional evaluation services
Academic ability and achievement
School and academic factors
Developmental factors
Interpersonal skills
Attitude and support

4. Whole grade acceleration decisions ideally should be made at the time of the school year when registration and scheduling for the upcoming year are carried out to accommodate staffing and scheduling decisions. If not in place at the beginning of the school year, every effort should be made to facilitate the placement by the end of the first 9 weeks. Students new to the district or home-schooled students enrolling in the district will be assessed as appropriate.

Plan Sheet for Accommodations for Academically Advanced Students

Student _____

Grade _____ Teacher _____ Date _____

Type of accommodation:

___ Differentiation of classroom curriculum

___ Subject matter acceleration

___ Whole grade acceleration

What is the plan for carrying out this accommodation?

Who is responsible for implementing the plan as described above?

In the case of whole grade acceleration or subject matter acceleration, who is responsible for the transitional part of the plan?

What is the time line for implementation of the plan?

Who will be responsible for monitoring the student progress with this accommodation?

How will student progress be reported?

What is acceptable student progress for these accommodations?

When will the Child Study Team meet to review the progress of the accommodation?

Child Study Team

Administrator_____

GT Teacher_____

Present Teacher_____

Receiving Teacher_____

Parents_____

Student_____