

## Instruction

### Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s) guardian(s);
2. Notification processes that notify a student's parent(s) guardian(s) of a decision affecting a student's participation in the APP; and
3. Assessment processes that include multiple valid, reliable indicators.

The Superintendent or designee shall annually notify the community, parent(s) guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.: 105 ILCS 5 14A.  
23 Ill.Admin.Code Part 227, Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

ADOPTED: August 23, 2021

## Students

### School Admissions and Student Transfers To and From Non-District Schools

#### Age

To be eligible for admission, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

#### Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within ten days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

### Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

The Superintendent is authorized to allow a student who was suspended or expelled from any public or private school to be placed in an alternative school program established under Article 13A of the School Code for the remainder of the suspension or expulsion.

### Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

### Re-enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5-26-16 or an alternative learning opportunities program established under 105 ILCS 5-13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

LEGAL REF.: 8 U.S.C. §1101, Illegal Immigrant and Immigrant Responsibility Act of 1996.  
20 U.S.C. §1232, Family Educational Rights and Privacy Act.  
20 U.S.C. §1400 *et seq.*, Individuals With Disabilities Education Improvement Act.  
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.  
42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Act.  
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2,  
5/27-8.1,  
105 ILCS 10/8.1, Ill. School Student Records Act.  
105 ILCS 45/, Education for Homeless Children Act.  
105 ILCS 70/, Educational Opportunity for Military Children Act.  
325 ILCS 50/, Missing Children Records Act.  
325 ILCS 55/, Missing Children Registration Law.  
410 ILCS 315/2e, Communicable Disease Prevention Act.  
20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School  
Registration.  
23 Ill.Admin Code Part 226, Special Education.  
23 Ill.Admin Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 6:30 (Organization of Instruction), 6:110 (Programs for  
Students At Risk of Academic Failure and/or Dropping out of School and  
Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140  
(Education of Homeless Children), 6:300 (Graduation Requirements), 6:310  
(High School Credit for Non-District Experiences; Course Substitutions; Re-  
Entering Students), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100  
(Health, Eye, and Dental Examinations; Immunizations; and Exclusion of  
Students), 7:340 (Student Records)

ADOPTED: August 23, 2021

**Riverdale CUSD #100**  
**Administrative Procedures**  
**Acceleration Guidance Document**

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten or first grade, accelerated in one or more individual subject areas, or promoted to a higher grade level than their same-age peers. The policy shall be applied equitably and systematically to all students referred for acceleration.

**1. Definitions**

a. "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 must 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 the accelerated placement.

b. "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.

c. "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.

d. "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.

e. "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.

**2. Publication of Acceleration Policy**

a. Copies of the acceleration policy will be available and posted on the district website.

### 3. **Initiation of Evaluation Process**

#### a. Referral Procedures

- i. Referrers: Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the Principal for evaluation for possible accelerated placement.

- b. Parental Consent: The Principal of the referred student's school shall obtain permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement.

#### c. Timeline:

- i. Students residing in the district who are referred for evaluation for possible accelerated placement during the school year shall receive a determination within sixty (60) days. The evaluation team may determine that an extension of the window is required. In the event that the team extends the window, parents will be notified and given the initial data that the team has collected. The window shall not extend beyond 90 days unless mutually agreed upon.
- ii. Students residing in the district who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year such that the student may be placed in the accelerated placement on the first day of school. In all other cases, including but not limited to, students transferring into the district, evaluations of a referred student shall be scheduled at the student's Principal's discretion and placed in the accelerated setting(s) at the time recommended by those involved in determining whether the student should be accelerated.

4. **Evaluation Process:** The policy must utilize a fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians. This multi-person evaluation team is responsible for gathering relevant, reliable, and comprehensive data in order to determine whether and what type of accelerated placement is appropriate for that student.

#### a. Multiple Evaluators/Decision Makers

Members of the team may include:

1. Principal from the student's current school
2. Guidance Counselor
3. Current teacher(s) of that student
4. School psychologist and/or school social worker

5. A parent or legal guardian
  6. Teacher(s) in grade level in which the student may accelerate
- b. Multiple Evaluation Criteria
    - i. The evaluation process shall include multiple valid, reliable indicators. The criteria used will differ by grade level and are outlined below.
  - c. Procedures for Notifying Parents/Guardians of the Decision
    - i. A parent or legal guardian of the evaluated student shall be notified of the outcome of the evaluation process at the conclusion of the process.
    - ii. 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.

#### Early entry into Kindergarten:

Annually students will be permitted to enter Kindergarten on their 5th birthday if it falls on or before September 1st. If an evaluation is requested to allow early entry to kindergarten the team will use the following criteria:

- Conference with the child's preschool teacher and family.
- Preschool observation and/or scheduled observation at Riverdale
- Complete the Iowa Acceleration scale to include social-emotional and executive functioning assessments. Students must "pass" this test.
- If deemed ready for early entry to Kindergarten by the team the child will be tested for readiness as follows:
- Readiness testing via the Brigance for 5-year-olds
  - Students must achieve an appropriate cut score
  - Students must not fail in any subcategories.
- ESGI assessment
  - Must achieve "meets" scores across all subcategories for the quarter one ESGI assessment.

#### Grade K-2 Acceleration Model:

- Students will be evaluated by the team using the following criteria:
  - Conference with the child's teacher and family.
  - Complete the Iowa Acceleration scale to include social-emotional and executive functioning assessments.
  - Participate in an observation trial period in the current grade and the grade of advancement.

- If deemed ready for advancement, students will be tested utilizing the following assessments:
  - F & P benchmark assessment
    - Must meet expectations for the 1st interval of the grade advancing into.
  - Grade level assessments in math and reading
    - Must Achieve “meets” scores in both assessment areas on quarter one assessments in the grade the student may advance into.
  - Progress towards Illinois Learning Standard mastery
- Any other appropriate assessments as deemed valuable by the school psychologist.
- Observation by a school psychologist or social worker to evaluate readiness for acceleration.

#### Grade 3 and Above Acceleration Model:

- Students will be evaluated by the team using the following criteria:
  - Conference with the child’s teacher and family.
  - Complete the Iowa Acceleration scale to include social-emotional and executive functioning assessments.
  - If deemed ready for advancement, students will be tested utilizing the following assessments:
    - F & P benchmark assessment
      - Must meet expectations for the 1st interval of the grade advancing into.
    - Grade level assessments in math and reading
      - Must Achieve “meets” scores in both assessment areas on quarter one assessments in the grade the student may advance into.
    - 90% or above percentile ranking on IAR subcategories
    - Progress towards Illinois Learning Standard mastery
  - Any other appropriate assessments as deemed valuable by the school psychologist.
  - Observation by a school psychologist or social worker to evaluate readiness for acceleration.

## 5. Accelerated Placement

- a. Students who are accelerated will be monitored by the school to ensure their success. Monitoring may include a written transition plan, regular communications with the family, and check-ins by the building principal and school social worker/counselor.



**6. State Requirements**

- a. 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.
- b. 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.

**7. Final Determination meeting-plan**

The team will take in all data points and observations and meet to make a final determination for placement. If a student is accelerated their progress will be tracked quarterly to determine the best placement going forward.