

ADVANCED GRADE PLACEMENT FOR STUDENTS - AR

- I. The purpose of advanced placement will be to provide an appropriate level of challenge for the student, adjust the pace of instruction to the student's capability and reduce the time period necessary for students to complete traditional schooling. The following procedures will be followed:
- A. Students must be referred by a classroom teacher or parent.
 - B. The referral must provide background on the student's academic status, and differentiation strategies used to meet the academic needs of the students.
 - C. A school-based committee shall meet to review the referral. The committee shall be composed of the student's classroom teacher, parent or guardian, the principal, the Curriculum Supervisor responsible for Gifted and Talented programming, and any others deemed necessary.
 - D. During the conference consequences of advanced placement will be discussed and the best possible attempt will be made to explore the total impact of the request. Considerations must include the student's intellectual and academic profile, social readiness, feasibility of meeting the needs of the student through differentiation in the current placement, and the student's preferences and disposition relative to the decision to be made.
 - E. If the committee agrees that the student is an appropriate candidate for advanced placement consideration the principal shall make a referral through the Coordinator of Special Education for a school psychologist to complete an assessment consisting of:
 - 1. A valid standardized test of general mental ability designed to measure superior intellectual functioning
 - 2. A student social emotional behavioral scale
 - 3. Other tests deemed appropriate by the school psychologist
 - F. The principal shall assign a teacher to complete a valid standardized test of achievement in reading, writing and mathematics.

- G. Upon completion of the assessment the committee will reconvene. The committee seeks to determine if the student is functioning in the top 10% of their class. The decision of the committee will be based upon the following criteria:
1. The student has an I.Q. above the 90th percentile as measured by a valid standardized individual intelligence test of general mental ability.
 2. The student is achieving above the 90th percentile in reading, mathematics, and written expression, as measured by valid standardized achievement tests.
 3. The student has the emotional, social, and physical health/maturity necessary for success where advanced placement is being considered.
 4. Consideration of other factors which enhance the success of acceleration including positive attitudes of teachers, timeliness of the decision, and parent support.
- H. Acceleration options for consideration include such practices as grade skipping, concurrent enrollment in two grades, and acceleration in one or more specific content areas.
- I. After full consideration the committee will make a recommendation. The principal or designee will prepare a written recommendation to the Superintendent stating the reasons upon which the decision was made. A recommendation for advanced grade placement must include a transition strategy and a plan for careful monitoring of the new placement with a clearly articulated option to return to the earlier setting without penalty. If the recommendation is approved by the Superintendent the report and supporting documents will be placed in the student's permanent record file.
- J. The progress of the student will be evaluated by the principal and teachers within nine weeks of the placement. Should adequate progress and/or adjustment not be shown, the principal must notify the child's parents and mutually determine whether or not the child should be returned to his/her previous placement, without penalty.

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