



Shelton School District
INSPIRE | CHALLENGE | EMPOWER

ADMINISTRATIVE PROCEDURES

No. 2195P
Page 1 of 3

PROCEDURES

INSTRUCTION

Academic Acceleration

Access to Rigorous Academic Courses in High School

All students are encouraged to enroll in academically challenging courses at the high school level. Advisors and Guidance Counselors will assist each student in developing a High School and Beyond Plan that will allow him or her to access dual credit options as appropriate to that student's chosen career path.

Academic Acceleration in Grades K-8

Early Entrance to Kindergarten

Procedures to be determined for implementation in 2015-2016 school year.

Whole Grade Acceleration

Nomination

Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community for students in grades K-8. Nominators will use the district's form to refer a student to be considered for whole grade acceleration. The referral will be reviewed by the building Advanced Academic Program services team.

Assessment

The building will obtain written parental permission prior to conducting assessments to determine eligibility for whole grade acceleration.

The assessment process shall be based upon a review of each nominee's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each nominee's potential for success in an advanced grade placement. The assessment criteria consists of both qualitative and quantitative instruments and may include:

- CogAT 7 Full Battery
- ITBS Reading and Math

- MSP/Smarter Balanced Assessments
- Standards-Based Report Cards
- Student Work Samples
- Parent/Teacher Checklists
- Iowa Acceleration Scale

Test results will be recorded in the student's cumulative record.

Selection

The building Advanced Academic Program services team will review data that has been collected for a student being considered for whole grade acceleration. The building team is composed of: A building administrator, the current or sending teacher, the proposed receiving teacher, a counselor or school psychologist, other pertinent staff (e.g. ELL teacher, Indian Education Tutor, Special Education Teacher), and the parent or guardian.

The building team will evaluate individual student assessment profile data. The selection decision is based on:

- Academic Ability, Aptitude, and Achievement
- School and Academic Factors
- Developmental Factors
- Interpersonal Skills
- Attitude and Family Support

A single assessment score or indicator generally will not prevent a student's selection for whole grade acceleration; however, individual pieces of evidence, if strong enough, could indicate that the student would not benefit from advancement. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon a preponderance of evidence.

When a student has been identified as eligible for whole grade acceleration, the principal and appropriate school staff will work with the student and his or her family to create a plan to provide those services.

The building will:

- Obtain parental permission to place identified students in the district's Advanced Academic Program before whole grade advancement services are provided to the student;
- Develop a transition and support plan to implement the whole grade advancement;
- Prepare a monitoring plan to ensure that the student successfully transitions to the new grade placement; and
- Determine whether or not the student would benefit from other Advanced Academic Program services, in addition to the whole grade advancement.

Process for Appeal

Parents/legal guardians have the right to appeal the building selection committee's decision. Individuals appealing the selection committee's decision must submit a completed appeals form or letter requesting review of selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual or academic abilities.

The appeal request and supporting evidence must be submitted to the building administrator within 10 school days of the school-based selection committee's decision notification.

The building selection committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. The decision of the committee may include:

- Upholding the original decision of the building selection committee; or
- Reversing the decision of the building selection committee.

A decision on the appeal will be made within 15 school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision on an appeal by the building selection committee is final.

Following an appeal, should a parent or guardian have questions or concerns about the nomination and/or selection process for advanced academic services, these may be addressed by contacting the Superintendent at the Shelton School District Administrative Services Building, 700 S. 1st St., Shelton, WA 98584, (360) 426-8231.

Exit Process

The exit process may be initiated for students who no longer demonstrate a need for advanced academic services. A request may be made by a teacher, principal, or program administrator for discontinuation of program services.

The district multi-disciplinary selection committee will review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria. The multi-disciplinary selection committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for advanced academic program services, it may be recommended that the student exit from services. The parent will be notified in writing of the committee's decision and of the appeals process.

A parent/legal guardian may request that the student be withdrawn from services or a student may voluntarily withdraw from services. A meeting will be convened by the Advanced Academic Program coordinator/director or building administrator to discuss the request. If the parent/legal guardian desires to withdraw the student from the services, the student will discontinue services. The multi-disciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.