



Level: Procedure I-Instructional Programs	Accompanying Policy: IHE	Descriptor Code: P.IHE	Rescinds May 16, 2016
Descriptor Term: Promotion/Retention/Acceleration		Effective Date:	

Keywords:
Student Discipline:
Policy References:

File IHE provides the policy regarding promotion, retention, and acceleration of Gwinnett County students, including for English Learners (EL) and where the provisions of the Individuals with Disabilities Education Act (IDEA) apply for special education students. Exceptions may be made for elementary/middle students who have an Individualized Education Plan (IEP), but all students are required to take either the Georgia Milestones End of Grade(EOG) Assessment or Georgia Alternate Assessment (GAA). Limited English Proficient (LEP) is defined as those students who are eligible for language assistance services (English to Speakers of Other Languages [ESOL]). English Learners (EL) are defined as those students who are eligible for language assistance services (English to Speakers of Other Languages [ESOL] direct or consultative) and those who have exited the ESOL program within the past two years.

ELEMENTARY SCHOOL

1. CRITERIA FOR PROMOTION/RETENTION FOR ELEMENTARY SCHOOL

1.1 Kindergarten

The guideline for promotion from Kindergarten to First grade is: The Kindergarten Progress Reports should reflect each student's proficiency on the AKS. Multiple assessments, including GKIDS for kindergarten, should be used continuously throughout the year. The teacher should recommend promotion for all students possessing the academic knowledge and skills (AKS) necessary to be reasonably successful at the next grade level. For students being considered for retention, the Student Support Team (SST), with teacher input, should determine promotion or retention according to Policy IGB. If retention is the decision, the Retention Notification Form should be used.

1.2 First Grade

The guideline for promotion from First grade to Second grade is: The Progress Report should reflect the student's proficiency on the AKS. Multiple assessments should be used continuously throughout the year. The teacher should recommend promotion for all students possessing the academic knowledge and skills (AKS) necessary to be reasonably successful at the next grade level. For students being considered for retention, the SST should determine promotion or retention according to Policy IGB. If retention is the decision, the Retention Notification Form should be used. Promotion to 2nd grade for an English Learner (EL) student may be determined by his/her academic progress on his/her English Learner

Proficiency Plan and recommendation of the EL/Test Participation Committee (TPC).

1.3 Second Grade

The guideline for promotion from Second grade to Third grade is: The Progress Report should reflect the student's proficiency on the (AKS). Multiple assessments should be used continuously throughout the year. The teacher should recommend promotion for all students possessing the academic knowledge and skills (AKS) necessary to be reasonably successful at the next grade level. For students being considered for retention, the SST should determine promotion or retention according to Policy IGB. If retention is the decision, the Retention Notification Form should be used. Promotion to 3rd grade for an EL student may be determined by the student's progress on his/her English Learner Proficiency Plan and recommendation of the EL/TPC.

1.4 Third Grade

~~Students should have a yearlong average of 70 or better in Reading and possess the academic knowledge and skills [AKS] necessary to be successful at the next grade level in Mathematics, Science and Social Studies. Any student with a yearlong average below a 70 in Reading should be invited to attend Summer School. At the end of Summer School the school will conduct a local school review to determine promotion based on a preponderance of evidence.~~

The guideline for promotion from Third grade to Fourth grade is: Third grade students should score Grade Level or Above on the Reading and Vocabulary domain of the Language Arts Georgia Milestones End of Grade (EOG) Assessment. Students should also possess the academic knowledge and skills (AKS) necessary to be successful at the next grade level. For students being considered for retention who have passed the EOG, the SST according to Policy IGB should determine promotion or retention. If retention is the decision, the Retention Notification Form should be used.

When a student does not achieve grade level proficiency or does not take and pass the EOG Assessment, the principal should contact the parent by the final day of post-planning and no more than ten school/working days after Georgia Milestones End of Grade Assessment state results are received in the local school with the following information: a) the student's below grade level performance, b) dates of specific retests, c) dates of the summer school targeted remediation opportunity, and d) the possibility of retention for the student for the next school year.

A Georgia Milestones End of Grade (EOG) retest shall be provided at the end of summer school remediation for all students including EL and Special Education students. For students who have still not passed, including ELs, an appeal process may be conducted after the EOG results are returned to the school.

Principals should notify the parent through first-class mail of a) the student's retention, b) the automatic appeal through the SST for students with no semester average lower than a "C" in Reading, Writing/Grammar, Spelling, or a requested appeal for students with a semester average of "D" or "U" in any of these subjects, c) the composition of the SST committee with the parent's right to be a member of the committee, and d) the requirement that the decision to promote should be a unanimous decision. Parents should be notified in advance of the date, time and location of the SST meeting.

Promotion decisions regarding placement of special education students should be guided by their IEP, but all students are required to take either the Georgia Milestones End of Grade Assessment or Georgia Alternate Assessment. In addition to this requirement, the Progress Report should reflect the student's proficiency on the AKS. Multiple assessments should be used continuously throughout the year.

Promotion decisions regarding placement of a Limited English Proficient (LEP) student should also consider the student's progress on his/her English Learner Proficiency Plan and the student's growth in academic language proficiency on ACCESS.

1.5 ~~A. Students Entering Fourth Grade in the 2015-16 School Year~~ Fourth Grade

The guideline for promotion from Fourth grade to Fifth grade is: Students should have a yearlong average of 70 or better in Reading and Mathematics and possess the academic knowledge and skills [AKS] necessary to be successful at the next grade level in Science and Social Studies. Any student with a yearlong average below a 70 in Reading and/or Mathematics should be invited to attend Summer School. At the end of Summer School the school will conduct a local school review to determine promotion based on a preponderance of evidence.

Promotion decisions regarding placement of special education students should be guided by their IEP, but all students are required to take either the Georgia Milestones End of Grade (EOG) Assessment or Georgia Alternate Assessment. In addition to this requirement, the Progress Report should reflect the student's proficiency on the AKS. Multiple assessments should be used continuously throughout the year.

Promotion decisions regarding placement of a Limited English Proficient (LEP) student should also consider the student's progress on his/her English Learner Proficiency Plan and the student's growth in academic language proficiency on ACCESS.

~~B. Students Entering Fourth Grade in the 2014-15 School Year~~

~~Fourth grade students should demonstrate proficiency on the AKS, in order to be promoted to the 5th grade.~~

~~The Progress Report should reflect the student's proficiency on the (AKS). Multiple assessments should be used continuously throughout the year. The teacher should recommend promotion for all students possessing the academic knowledge and skills (AKS) necessary to be reasonably successful at the next grade level. For students being considered for retention, the SST should determine promotion or retention according to Policy IGB. If retention is the decision, the Retention Notification Form should be used. Promotion to 5th grade for an EL student may be determined by the student's progress on his/her English Learner Proficiency Plan and recommendation of the EL/TPC.~~

~~Promotion decisions regarding placement of special education students should be guided by their IEP.~~

1.6 Fifth Grade

~~Students should have a yearlong average of 70 or better in Reading and Mathematics and possess the academic knowledge and skills [AKS] necessary to be successful at the next grade level in Science and Social Studies. Any student with a yearlong average below a 70 in Reading and/or Mathematics should be invited to attend Summer School. At the end of Summer School the school will conduct a local school review to determine promotion based on a preponderance of evidence.~~

The guideline for promotion from Fifth grade to Sixth grade is: Fifth grade students Grade Level or Above on the Reading and Vocabulary domain of the Language Arts Georgia Milestones End of Grade (EOG) Assessment and achieve the performance level of developing or higher on the Mathematics Georgia Milestones EOG. Students should also possess the academic knowledge and skills (AKS) necessary to be successful at the next grade level. For students being considered for retention who have passed the EOG, the SST

according to Policy IGB should determine promotion or retention. If retention is the decision, the Retention Notification Form should be used.

When a student does not achieve grade level proficiency or does not take and pass the EOG Assessment, the principal should contact the parent by the final day of post-planning and no more than ten school/working days after Georgia Milestones End of Grade Assessment state results are received in the local school with the following information: a) the student's below grade level performance, b) dates of specific retests, c) dates of the summer school targeted remediation opportunity, and d) the possibility of retention for the student for the next school year.

A Georgia Milestones End of Grade (EOG) retest shall be provided at the end of summer school remediation for all students including EL and Special Education students. For students who have still not passed, including ELs, an appeal process may be conducted after the EOG results are returned to the school.

Principals should notify the parent through first-class mail of a) the student's retention, b) the automatic appeal through the SST for students with no semester average lower than a "C" in Reading, Writing/-Grammar, Spelling, Mathematics or a requested appeal for students with a semester average of "D" or "U" in any of these subjects, c) the composition of the SST committee with the parent's right to be a member of the committee, and d) the requirement that the decision to promote should be a unanimous decision. Parents should be notified in advance of the date, time and location of the SST meeting.

Promotion decisions regarding placement of special education students should be guided by their IEP, but all students are required to take either the Georgia Milestones End of Grade Assessment or Georgia Alternate Assessment. In addition to this requirement, the Progress Report should reflect the student's proficiency on the AKS. Multiple assessments should be used continuously throughout the year.

Promotion decisions regarding placement of a Limited English Proficient (LEP) student should also consider the student's progress on his/her English Learner Proficiency Plan and the student's growth in academic language proficiency on ACCESS.

2. CRITERIA FOR INTERVENTION AND TRANSITION SERVICES FOR ELEMENTARY SCHOOL

- 2.1** If a student is not achieving the academic knowledge and skills (AKS) necessary for success in the present grade and promotion to the next level, the following procedures should take place.
- A. Teacher notes area(s) of weakness, provides appropriate intervention strategies and communicates this to the parents.
 - B. If the initial level of intervention is not successful, the teacher should utilize a school committee (similar to SST design or the SST itself) to develop a Student Academic Contract (available in Lotus Notes database) or English Learner Proficiency Plan for ELs. Recommendations may include such possibilities as:
 - 1) Specific school-based interventions such as readiness or other transitional classes, Title I, ESOL, EIP, paraprofessional or volunteer tutoring, Reading Recovery, or other school developed programs.
 - 2) Before or after school tutorial (at parent expense, unless funded and implemented by the local school).

3) Summer School

- C. A teacher/parent/student conference should be held to discuss, finalize, and sign the Student Academic Contract. Parents need to be reminded of the system's "no social promotion" policy. This conference should be held as early in the year as appropriate but no later than December 1. A second conference should take place no later than March 15. During this entire time, communication with the parent should be continuous and a revised plan developed, if necessary.

2.2 ~~Students who are unsuccessful during summer school should be retained and should receive transition services. A transition program should include the following components:~~

- ~~A. Transition classes should place an emphasis on academics with clear expectations, high levels of student participation, and many alternative resources for instruction.~~
- ~~B. Delivery of instruction should be active, as well as interactive, to engage students in collaborative activities and to provide hands-on learning activities.~~
- ~~C. Instruction should include problem solving, and independent, critical and creative thinking skills.~~
- ~~D. A prescriptive and accelerated approach should be used which combines curriculum that meets the needs of each individual student.~~

~~Students in the transition program should experience: more time and opportunity; alternative ways to achieve proficiency; interest, skill, and learning style inventories; Quality Plus Teaching Strategies; ongoing assessments; and interventions specific to each student's needs.~~

~~The local school Student Study Team (SST) should create an Individual Learning Plan (ILP) for each transition and extended transition student based on the needs of each individual student. The curriculum should be developed using the accelerated learning model to bridge the gaps in learning. The ILP should be created during the first two weeks of the school year in which the student receives transition program services.~~

- 3. Elementary school students should be designated as "promoted" by elementary school personnel to enroll in the 6th grade.

MIDDLE SCHOOL

4. CRITERIA FOR PROMOTION FOR MIDDLE SCHOOL

4.1 Sixth Grade

The guideline for promotion from Sixth grade to Seventh grade is: The guideline for promotion from grade six to grade seven is: Students should pass five out of six subjects each semester. (Language Arts and Mathematics should be two of the five subjects passed.) Passing a course is determined by the student earning a grade average of no less than 70 percent each semester. (Yearly averages of 70 percent or higher in each core subject may be considered in making promotion decisions.) For promotion of a LEP student, the SST should also consider the student's progress on his/her English Learner Proficiency Plan and the student's growth in academic language proficiency on ACCESS. Promotion decisions regarding the placement of special education students should be guided by their IEP. In addition to this requirement, the Report Card should reflect the student's proficiency on the grade level AKS. When a student is retained, the Retention Notification Form should be completed and intervention strategies should be utilized to accommodate the student's individual needs within resources available. The program plan should be communicated by the school to the student and parents.

4.2 Seventh Grade

The guideline for promotion from Seventh grade to Eighth grade is: The guideline for promotion from grade seven to grade eight is: Students should pass five out of six subjects each semester. (Language Arts and Mathematics should be two of the five subjects passed.) Passing a course is determined by the student earning a grade average of no less than 70 percent each semester. (Yearly averages of 70 percent or higher in each core subject may be considered in making promotion decisions.) For promotion of a LEP student, the SST should also consider the student's progress on his/her English Learner Proficiency Plan and the student's growth in academic language proficiency on ACCESS. Promotion decisions regarding the placement of special education students should be guided by their IEP. In addition to this requirement, the Report Card should reflect the student's proficiency on the grade level AKS. When a student is retained, the Retention Notification Form should be completed and intervention strategies should be utilized to accommodate the student's individual needs within resources available. The program plan should be communicated by the school to the student and parents.

~~Students Entering Seventh Grade in 2014-15~~

~~The guideline for promotion from grade seven to grade eight is: Students should pass four out of five subjects for the school year, with Connections classes being averaged as one grade each semester. (Language Arts and Mathematics should be two of the four subjects passed.) Passing a course is determined by the student earning a grade average of no less than 70 percent each semester. A student grade average of less than 70 percent either semester constitutes course failure for the school year. For students being considered for retention, the SST should determine promotion or retention according to Policy IGB. For promotion of a LEP student, the SST should also consider the student's progress on his/her English Learner Proficiency Plan and the student's growth in academic language proficiency on ACCESS. If retention is the decision, the Retention Notification Form should be used. When a student is retained, intervention strategies should be utilized to accommodate his/her individual needs within resources available. The program plan should be communicated by the school to the student and parents.~~

4.3 Eighth Grade

The guideline for promotion from Eighth grade to Ninth grade is: The guideline for promotion

from grade eight to grade nine is: Students should pass five out of six subjects each semester. (Language Arts and Mathematics should be two of the five subjects passed.) Passing a course is determined by the student earning a grade average of no less than 70 percent each semester. (Yearly averages of 70 percent or higher in each core subject may be considered in making promotion decisions.) ~~Promotion decisions regarding the placement of special education students should be guided by their IEP. In addition to this requirement, the Report Card should reflect the student's proficiency on the grade level AKS.~~

Eighth grade students should Grade Level or Above on the Reading and Vocabulary domain of the Language Arts Georgia Milestones End of Grade (EOG) Assessment and achieve the performance level of developing or higher on the Mathematics Georgia Milestones EOG. Note: Students who take Georgia Milestones End of Course (EOC) in Mathematics will satisfy the math requirement through participation. For students being considered for retention who have passed the EOG, the SST according to Policy IGB should determine promotion or retention. If retention is the decision, the Retention Notification Form should be used.

When a student does not achieve grade level proficiency or does not take and pass the EOG Assessment, the principal should contact the parent by the final day of post-planning and no more than ten school/working days after Georgia Milestones End of Grade Assessment state results are received in the local school with the following information: a) the student's below grade level performance, b) dates of specific retests, c) dates of the summer school targeted remediation opportunity, and d) the possibility of retention for the student for the next school year.

A Georgia Milestones End of Grade (EOG) retest shall be provided at the end of summer school remediation for all students including EL and Special Education students. For students who have still not passed, including ELs, an appeal process may be conducted after the EOG results are returned to the school.

Principals should notify the parent through first-class mail of a) the student's retention, b) the automatic appeal through the SST for students with no semester average lower than a "C" in Reading, Writing/Grammer, Spelling, Mathematics or a requested appeal for students with a semester average of "D" or "U" in any of these subjects, c) the composition of the SST committee with the parent's right to be a member of the committee, and d) the requirement that the decision to promote should be a unanimous decision. Parents should be notified in advance of the date, time and location of the SST meeting.

Promotion decisions regarding placement of special education students should be guided by their IEP, but all students are required to take either the Georgia Milestones End of Grade Assessment or Georgia Alternate Assessment. In addition to this requirement, the Progress Report should reflect the student's proficiency on the AKS. Multiple assessments should be used continuously throughout the year.

For promotion of a LEP student, the SST should also consider the student's progress on his/her English Learner Proficiency Plan and the student's growth in academic language proficiency on ACCESS.

When a student is retained, the Retention Notification Form should be completed and intervention strategies should be utilized to accommodate the student's individual needs within resources available. The program plan should be communicated by the school to the student and parents.

5. CRITERIA FOR INTERVENTION AND TRANSITION SERVICES FOR MIDDLE SCHOOL

- 5.1** If a student has not achieved or is not achieving the academic knowledge and skills (AKS) necessary for success in the next grade, the following procedures should take place:

- A. Teachers or teams should identify area(s) of weakness and develop an Academic Contract (available in Lotus Notes database) to assist with alleviating the current academic deficits. The Academic Contract should document the need for additional time and opportunity. The following may be included: Tutorial before or after school; Saturday School; tutorial classes offered during Connection time; additional time for language arts and/or math during academic time; other specific school-based intensive interventions; summer school; and/or retention.
 - B. Teachers or teams should have a parent conference to discuss the areas of concern and to finalize the Academic Contract.
 - C. The SST may be convened if appropriate progress is not shown following implementation of the Academic Contract.
 - D. Since the student may not achieve at the rate necessary for successful completion of the grade, a parent conference should be held as early as possible but no later than December 1 of the current school year to review the student's progress and develop an Academic Contract for the student. (This plan should be reviewed quarterly by the teacher or team.) If adequate progress is not achieved, a second conference should take place no later than March 15. Revisions to the Academic Contract should be made at this time.
 - E. Exceptions to 4.1 and 4.3 (passing five out of six subjects) can be made by the SST, using all information from the interventions, available assessment data, and semester average on the report card. An SST may be convened to consider any promotion decisions outside the standard criteria. The school principal must be a part of this SST process. When an SST decision could result in a student being promoted to 9th grade, the principal (or his/her designee) from the potential receiving school should be invited to the SST meeting. (SEVENTH GRADE GATEWAY REQUIREMENTS CANNOT BE WAIVED BY THE SST.) These requirements should follow P.IHC.
 - F. If a student is retained in Grades 6 or 8, intervention strategies should be utilized to accommodate his/her individual needs within resources available. Parents should be notified and the Retention Notification Form should be completed and the program plan should be communicated by the school to the student and parents.
- 5.2** Students who are unsuccessful during summer school should be retained and should receive transition services. A transition program should include the following components:
- A. Transition classes should place an emphasis on academics with clear expectations, high levels of student participation, and many alternative resources for instruction.
 - B. Delivery of instruction should be active, as well as interactive, to engage students in collaborative activities and to provide hands-on learning activities.
 - C. Instruction should include problem solving, and independent, critical and creative thinking skills.
 - D. A prescriptive and accelerated approach should be used which combines curriculum that meets the needs of each individual student.

Students in the transition program should experience: more time and opportunity; alternative ways to achieve proficiency; interest, skill, and learning style inventories; Quality Plus Teaching Strategies; ongoing assessments; and interventions specific to each student's needs.

The local school Student Support Team (SST) should create an Individual Learning Plan (ILP)

for each transition and extended transition student based on the needs of each individual student. The curriculum should be developed using the accelerated learning model to bridge the gaps in learning. The ILP should be created during the first two weeks of the school year in which the student receives transition program services.

6. Middle school students should be designated as "promoted" by middle school personnel to enroll in the 9th grade.

HIGH SCHOOL

7. CRITERIA FOR PROMOTION AND RETENTION FOR HIGH SCHOOL

Students entering 9th grade in 2011-2012 or subsequent years should be promoted on the basis of the following:

To be classified:

as a 10th grader	5 Carnegie Units
as an 11th grader	11 Carnegie Units
as a 12th grader	17 Carnegie Units
as a graduate	23 Carnegie Units

(According to graduation requirements and standardized assessment requirements as determined by state and district policies)

Passing the Gateway is a graduation requirement for students who entered 9th grade in 1998 and subsequent years.

8. CRITERIA FOR INTERVENTION FOR HIGH SCHOOL

If a student is not achieving the Academic Knowledge and Skills (AKS) necessary for success in a course, the following should take place:

- 8.1 Every effort should be made by each teacher to identify students who have difficulty passing a course.
 - A. If during the first ten (10) days of student's placement in a class the teacher questions the appropriateness of a student's placement, schedule adjustments may be made.
 - B. If it becomes apparent during a reporting period that the student may fail, the teacher of the course should make verbal or written contact with the parent. Progress reports may suffice as the written contact, except for seniors. Parents of seniors should be notified in writing at the beginning of the last six-weeks or anytime thereafter if and when a senior's average drops to a failing grade in any class(es) required for graduation.
- 8.2 SSTs should be used to help design interventions.
- 8.3 Please note that decisions regarding students in Special Education programs should be guided by their IEP.
- 8.4 Promotion and intervention decisions regarding ELL students should be guided by predetermined modifications and interventions based on the WIDA English Language Development Standards and the level of English proficiency of the student and documented in the English Learner Proficiency Plan (ELPP). ESOL-ES and -LA classes are appropriate instructional interventions for students eligible for ESOL. Core content courses delivered through a sheltered approach are also appropriate interventions for students eligible for ESOL. A sheltered delivery model is defined as one in which teachers incorporate second language acquisition principles with traditional teaching methodologies to increase the comprehension of the content being taught (Krashen 1982).

ELEMENTARY/MIDDLE SCHOOL ACCELERATION

9. **ACCELERATION: Acceleration is an educational intervention that moves students through an educational program at a faster than usual rate or younger than typical age . Acceleration includes single-subject acceleration , whole-grade-skipping, and AP courses. (A Nation Deceived: Volume 1)**

9.1 Acceleration Within One School Level for Individual Students (Elementary and Middle School)

- A. Parent/Guardian, teacher, counselor, school administrator, or district staff may initiate a request to the principal for single subject or whole grade acceleration of a student by submitting a *Request for Acceleration Form*.
- B. The Acceleration Review Team consisting of an administrator, the regular education teacher, gifted teacher, counselor, school psychologist, and additional staff, as needed, should convene to consider the request for acceleration. The team should review appropriate student data reported on the *Request for Acceleration Form*. The decision to proceed with further evaluation should be determined by the Acceleration Review Team. If the Acceleration Review Team decides not to proceed, the school should communicate this decision to the parent(s)/guardian(s) of the student. The student may be reconsidered for acceleration after two calendar years.
- C. If the Acceleration Review Team's decision is to proceed with further evaluation, an SST should be convened within 30 school days but no later than 60 days. The SST Committee should be composed of the parents, the student's teacher, a teacher from the grade level being considered, the principal and others deemed necessary to meet and review all information and data. The local school should designate a school contact person to coordinate the collection of data as required by the Iowa Acceleration Scale (IAS). No decision is to be made at this meeting.
- D. If whole-grade acceleration is being considered, the local school should designate a school contact person to coordinate the collection of data as required by the Iowa Acceleration Scale (IAS, 3rd edition). No decision is to be made at this meeting. For whole grade acceleration, after reviewing all of the documentation, it should be the principal's responsibility to confer with the Director of Gifted Education and with his/her Area Superintendent. For single subject acceleration, the IAS is not administered; conferencing with the Director and Area Superintendent is not required. The parent should be notified of the final decision. If the SST does not approve acceleration, the student may be reconsidered for acceleration after two calendar years. The final decision, whether it is to accelerate or to remain in the current grade level, should be documented on the *Request for Acceleration Form*.
- E. The *Request for Acceleration Form* should be filed in the student's standard educational record. The Iowa Acceleration Scale Summary and Planning Record should be filed in the student's supplemental file.
- F. If at any time it becomes evident that it would be in the best interest of the student to be returned to his/her prior grade level of school, the parent and school should re-evaluate the placement following the above outlined process.
- G. Due to the required age entry at the kindergarten level, students shall not be allowed to skip kindergarten to first grade (Georgia Department of Education Rule 160-5-1-.28).

9.2 Acceleration between School Levels for Individual Students (Elementary to Middle and/or Middle to High)

- A. Parent/Guardian, teacher, counselor, school administrator, or district staff may initiate a request to the principal for whole grade acceleration of a student to the next level by

submitting a *Request for Acceleration Form*.

- B. The Acceleration Review Team consisting of an administrator from both school levels, the regular education teacher, gifted teacher, counselor, school psychologist, and additional staff, as needed, should convene to consider the request for acceleration. The team should review appropriate student data reported on the *Request for Acceleration Form*. The decision to proceed with further evaluation should be determined by the Acceleration Review Team. If the Acceleration Review Team decides not to proceed, the school should communicate, in writing, this decision to the parent(s)/guardian(s) of the student. The student may be reconsidered for acceleration after two calendar years.
- C. If the Acceleration Review Team's decision is to proceed with further evaluation, an SST should be convened within 30 school days, but no later than 60 days. The SST Committee should be composed of the parents, the student's teacher, a teacher from the grade level being considered, both level principals and others deemed necessary to meet and review all information and data. If whole grade acceleration to the next level is being considered, the local school should designate a school contact person to coordinate the collection of data as required by the Iowa Acceleration Scale (IAS, 3rd edition). No decision is to be made at this meeting.
- D. After reviewing all of the documentation, it should be the current principal's responsibility to confer with the Director of Gifted Education and his/her Area Superintendent. The Principal should communicate, in writing, the final decision to the parent(s)/guardian(s) of the student. If the acceleration of the student is not approved, the student may be reconsidered for acceleration after two calendar years. The final decision, whether it is acceleration or to remain in the current grade level, should be documented on the Request for Acceleration Form.
- E. The *Request for Acceleration Form* should be filed in the student's standard educational record. The Iowa Acceleration Scale Summary and Planning Record should be filed in the student's supplemental file.
- F. If the decision is to accelerate the student to the next level, the receiving school should convene a SST within 10 school days to develop the (Acceleration Implementation and Monitoring Plan). School staff should monitor accelerated student placement and performance in accordance with the (Acceleration Implementation and Monitoring Plan) created by the SST. The Principal's designee should monitor the student's progress each 9 weeks for one calendar year to ascertain if the student is in the appropriate level to meet his or her learning, social and/or emotional needs.
- G. If at any time it becomes evident that it would be in the best interest of the student to be returned to his/her prior grade level of school, the parent and school should re-evaluate the placement following the above outlined process.

9.3 Acceleration of a Cohort of Students

If a school intends to offer a grade-accelerated course to a cohort of students (e.g., 9th grade science for 8th grade students); the principal should communicate the proposal to his/her Assistant Superintendent for approval.

Attachments:



Request for Acceleration Form.docx



RETENTION NOTIFICATION FORM.doc

Document History		
Created:	07/06/2016 01:38 PM EDT	by Deanne Sport/Superintendent's Office/GCPS
Last modified:	07/07/2016 10:59:00 AM	Edited by: Deanne Sport/Superintendent's Office/GCPS
	07/06/2016 01:54:34 PM	Edited by: Eric Spoto/School Operations and Support/GCPS
	07/06/2016 01:54:12 PM	Edited by: Eric Spoto/School Operations and Support/GCPS
	07/06/2016 01:51:25 PM	Edited by: Eric Spoto/School Operations and Support/GCPS
	07/06/2016 01:45:05 PM	Edited by: Eric Spoto/School Operations and Support/GCPS