



MILLARD PUBLIC SCHOOLS

PROCEDURES

FOR ACCELERATION in GRADES K-8

January 22, 2004, April 2012, May 2013, January 2018

OVERVIEW

Millard Public Schools acceleration procedures were reviewed during the 2004-05 school year. During the 2011-12 school year, a committee comprised of representatives of the following stakeholder groups reviewed the procedures and recommended changes: elementary and middle school principals and HAL Facilitators, school psychologists, secondary education, and special education.

The review and resulting changes were made to ensure that

1. District practices reflect current research on the topic of acceleration
2. Parental involvement in this important educational decision for their child is solicited and considered
3. The acceleration decision includes the review and consideration of objective data
4. The student's teacher/s and other current and prospective pertinent school specialists are a part of the acceleration discussion.

Foundational to these procedures is the recognition that the building principal has the authority and obligation to determine grade or course placement (MPS Policy 5100 and Rule 5100.2: Enrollment of Students). These procedures are applicable to Kaleidoscope/HAL students enrolled in grades K-8 only. MPS Policy 6320 and Rule 6320.1: Millard Public Schools Graduation Requirements delineates course options and required credits at the high school level; therefore, acceleration in grades 9-12 is not applicable.

In alignment with the Millard Instructional Model, a high ability learner should be afforded more rigorous and differentiated classroom instruction. Only when a student's readiness proves to be of even greater need than can be provided at this more enriched level should acceleration then be considered.

During the 2017-2018 school year the acceleration procedures were reviewed by Educational Services because of the changes in district-wide assessments. These recommendations were taken to building administrators for input and finalization.

Definitions

Acceleration: An educational intervention that moves exceptionally gifted students through academic content at rates faster, or at younger ages, than typical. Acceleration can be accomplished by whole-grade skipping or single-subject advancement.

Whole-grade Acceleration: An educational intervention where a student is placed ahead of his/her age peers into a classroom with older students. This form of acceleration shortens the number of years conventionally spent in the K-12 system.

Single-subject Acceleration: An educational intervention of content-based advancement in one subject area where a student is provided content and skills before the expected age or grade level.

6th Grade Math Placement: The math course assignment for 5th grade students moving into 6th grade is determined by the elementary and middle school personnel in partnership with the students' families. Millard uses testing data in order to best situate students for success in math coursework when beginning the secondary level. While this is a mutual home-school decision and is a form of acceleration, it is not necessary to follow the Millard Acceleration Procedures.

**MILLARD PUBLIC SCHOOLS
PROCEDURES FOR K-8 GRADE ACCELERATION**

The following procedures provide school staff and parents with guidelines and a process for making decisions regarding student grade or subject placement when the appropriateness of continued instruction in the current grade is questioned by parents or school staff.

Building Acceleration Committee

Each school shall convene a Building Acceleration Committee (BAC) to consider a parent request or teacher referral for whole-grade or single-subject acceleration for an individual student. The BAC should include the child's parent, the student's teacher/s, building principal, school psychologist, school counselor, building HAL Facilitator, and other school personnel as deemed appropriate. The BAC is responsible for implementing the acceleration process and, at the conclusion of the process, reaching a decision with respect to acceleration.

- I. Procedures for Parent Initiated Requests for Acceleration
 - A. All parent requests for whole-grade or single-subject acceleration shall be made in writing to the building principal using the appropriate Acceleration Request Form. (Parent Acceleration Request Form) A letter, email or other written communication from the parent is acceptable provided that all of the required information is provided. The principal is responsible for ensuring that all steps of the Parent Initiated Request for Acceleration Process are implemented and documented.
 - B. The principal and parent shall meet as soon as possible to discuss the parent's rationale for requesting acceleration and to learn more about the parent's concerns about the level of instruction provided to their child.
 1. Following the principal and parent meeting, unless the parent declines to continue the acceleration process, the principal shall schedule a meeting of the BAC.
 - C. The principal shall provide the parents and BAC members with the MPS Parent / Teacher Acceleration Resources (2012), which includes current research-based literature and other recommended resources on the topic of acceleration, as well as a written explanation of the Millard Public Schools Acceleration Process (form: Acceleration Process Checklist).
 - D. The BAC shall use the following process in this meeting:
 1. The principal shall chair the meeting, reviewing, explaining and answering any questions the parent has about the Acceleration Process, timelines, etc.
 2. The Building HAL Facilitator should lead the discussion of the BAC and parent about the information distributed in the MPS Parent / Teacher Acceleration Resources packet (2012). This discussion is an opportunity to ensure that the parent and BAC members have a common base of understanding about the current research regarding the short- and long-term effects of acceleration.
 3. The principal shall provide an opportunity for comprehensive discussion about the following to ensure that the parent and BAC members have a shared understanding of the student's academic, social, behavioral, and emotional status:

- a. Parent concerns about their child’s grade or subject placement, including response to HAL curriculum and differentiation
- b. Relevant data, including but not limited to the following:
 - (1) Academic achievement
 - (a) Grades K-2
 - i. Benchmark scores from District approved progress monitoring tools equivalent to 98th percentile (varies by grade and norming period—consult school psychologist)
 - ii. Text level (greater than two grade levels above assigned grade)
 - iii. Recommended for Kaleidoscope program
 - iv. Professional judgment
 - (b) Grades 3-8
 - i. Northwest Evaluation Association (NWEA) – Measure of Academic Progress (MAP) scores at or above the 97th percentile in reading and mathematics
 - ii. CogAT scores of 132 (95th percentile) or higher on verbal or quantitative subtests
 - iii. ELO and Nebraska State Assessment scores beyond proficient/exceeds expectations in all areas
 - iv. If all three of the above criteria are not met, professional judgment may substitute for one area/criteria
 - (c) Single-subject acceleration in grades 3-8
 - i. Northwest Evaluation Association (NWEA) – Measure of Academic Progress (MAP) scores at or above the 97th percentile in the general area in which acceleration is being considered, all other MAP scores at or above the 95th percentile
 - ii. CogAT scores of 132 (95th percentile) or higher on the verbal or quantitative subtest that correlates most closely with the general area in which acceleration is being considered
 - iii. ELO and Nebraska State Assessment scores beyond proficient/exceeds expectations in the area/s most closely correlated with the general area in which acceleration is being considered, all other ELO and Nebraska State Assessment scores must be proficient/meets expectations or above

- iv. If all three of the above criteria are not met, professional judgment may substitute for one area/criteria
 - (2) Classroom assessment results, including student's grades
 - (3) Efforts and results of classroom differentiation and HAL programming and other classroom/building efforts to address the concerns presented by the parent/teacher
 - (a) Review documentation provided by the student's teacher/s and HAL Facilitator
 - i. Work completion on regular class assignments
 - ii. Work ethic within HAL curriculum
 - (4) Reports of program satisfaction from student, parent and teacher/s (including student's attitude toward school and tasks, parent and teacher perceptions of student attitude)
 - (5) School attendance
 - (6) Behavior
 - (7) Social and emotional development
 - (8) Health
 - (9) Educational history, including mobility, early or delayed kindergarten entry, previous retention or acceleration, etc.
 - (10) Age, including relationship to closet older/younger siblings
 - (11) ELL status
 - (12) Disability status
- 4. Following the discussion, the student's parent and BAC members should come to consensus regarding the acceleration request
 - a. If the determination of the BAC is that the student is not an appropriate candidate for further acceleration consideration, the case shall be referred back to the Building HAL Facilitator to reevaluate HAL programming and recommend changes appropriate to the meet the student's learning needs.
 - (1) The principal completes the Building Acceleration Committee Report and obtains the signatures of those who attended the conference and participated in the discussion and decision to proceed or not with further consideration of acceleration.
 - (2) The principal shall ensure that the BAC report is properly documented and retained in the District's Student Data Management system and a copy of the report shall be placed in the student's cumulative file.
 - b. If the determination of the BAC is that the student is an appropriate candidate for further acceleration consideration, the following shall occur:

- (1) Obtain parental consent for administration of District approved individual standardized achievement and intellectual (IQ) testing and other assessments that may be recommended by the BAC
 - (a) District approved intellectual (IQ) tests
 - i. Most current editions of District approved intelligence scales
 - (b) District approved academic achievement tests
 - i. Most current editions of District approved academic scales
 - ii. If approved standardized academic achievement tests are not available for the area of proposed single-subject acceleration, curriculum based data sources will be considered
 - (2) Complete the Iowa Acceleration Scales
 - (a) Building HAL Facilitator requests IAS manual and student forms from MPS MEP HAL Facilitator
5. Following completion of individual testing and the Iowa Acceleration Scales, the BAC will reconvene to consider the results and make a recommendation regarding the request for whole-grade or single-subject acceleration.
 - a. The principal shall chair the meeting.
 - b. The school psychologist shall share the results of the individual standardized achievement and IQ tests that were administered, as well as any other measures that were recommended and administered.
 - (1) The school psychologist's written report of testing results will be uploaded and retained in the District's Student Data Management System: Counseling Module/Documents Tab/Upload Document
 - (a) Use the following document naming convention
 - i. Student's
 LastNameFirstName.DocumentName.SchoolYear
 Example: DoeJohn.AccelerationTestingReport.20XX-20XX
 - c. The Building HAL Facilitator shall lead the discussion of the results of the Iowa Acceleration Scales.
 - (1) The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - d. The BAC will discuss the student's results relative to the required acceleration criteria. All three criteria must be met for the student to be recommended and approved for whole-grade or single-subject acceleration.

- (1) Standardized achievement test
 - (a) Using the grade norms for the accelerated grade being considered, the student shall score at or above the 98th percentile
 - i. in all core areas (reading, writing, math) for whole-grade acceleration.
 - ii. in the accelerated subject area for single-subject acceleration.
 - (2) Individual IQ test
 - (a) The student shall have a full scale score of 140 using current age norms, including a score within the 90th percentile confidence interval.
 - (3) Iowa Acceleration Scales
 - (a) IAS score in the Excellent range (60-80) for whole-grade or single-subject acceleration recommendation
 - (4) Privately obtained testing results presented by the parent
 - (a) BAC members should consider the results of privately obtained testing results presented by the parent alongside the results found through the testing completed by the District
 - i. In order for the results to be used to support a decision to accelerate the student, the testing presented by the parents shall meet the same standard as District approved individual standardized achievement and intellectual (IQ) tests
6. Following the discussion, the student's parent and BAC members should come to consensus regarding the request for acceleration.
 - a. The principal completes the Building Acceleration Committee Report and obtains the signatures of those who attended the conference and participated in the discussion and acceleration recommendation.
 - b. The principal shall ensure that the BAC Report is properly documented and retained in the District's Student Data Management system and a copy of the BAC Report shall be placed in the student's cumulative file. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 7. If a consensus recommendation cannot be reached, the building principal shall make the decision regarding the student's grade placement.
 - a. The student's parent and members of the BAC shall be informed in writing of the decision of the principal within five (5) school days. (form: Principal's Acceleration Letter)

- b. The principal shall ensure that the BAC Report and the Principal's Acceleration Decision letter is properly documented and retained in the District's Student Data Management system.
 - c. A copy of the Principal's Acceleration Decision letter and BAC Report shall be placed in the student's cumulative file.
 - d. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - e. The principal shall inform the parent of the right to appeal the decision of the principal.
8. If the decision is made to accelerate the student, the following shall occur:
- a. The student will continue to participate in the HAL program.
 - b. The implications of the decision will be discussed and a plan to address each will be documented, as appropriate.
 - (1) Daily schedule
 - (2) Future course enrollment
 - (3) Transportation logistics, if necessary
 - c. A plan and timeline for implementing the acceleration decision will be developed and documented, including follow-up within 6-8 weeks following acceleration.
 - d. The principal shall ensure that the BAC Report and the Principal's Acceleration Decision letter is properly documented and retained in the District's Student Data Management system. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - e. A copy of the Principal's Acceleration Decision letter and BAC Report shall be placed in the student's cumulative file.
9. If the recommendation made is that the student should not be accelerated, the following shall occur:
- a. The case shall be referred back to the Building HAL Facilitator to reevaluate HAL programming and recommend changes appropriate to the meet the student's learning needs.
 - b. The principal shall ensure that the BAC Report and the Principal's Acceleration Decision letter is properly documented and retained in the District's Student Data Management system. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - c. A copy of the Principal's Acceleration Decision letter and BAC Report shall be placed in the student's cumulative file.

II. Procedures for Teacher Initiated Requests for Acceleration

- A. All teacher requests for whole-grade or single-subject acceleration shall be made in writing to the building principal no later than the end of the first semester and should not be

discussed with the parent before talking with the principal. (Teacher Acceleration Request Form) A letter, email or other written communication from the teacher is acceptable provided that all of the required information is provided. The principal is responsible for ensuring that all steps of the Teacher Initiated Request for Acceleration Process are implemented and documented.

1. The principal and teacher shall meet as soon as possible to discuss the teacher's rationale for recommending whole-grade or single-subject acceleration including, but not limited to, the efforts and results of classroom differentiation and any other classroom/building efforts to address the concerns presented by the teacher as the basis for acceleration.
 2. If the principal and teacher agree to proceed with consideration of the acceleration recommendation, the teacher shall inform the parents of his/her referral for whole-grade or single-subject acceleration consideration.
 3. Following the teacher's communication with the parent about the acceleration referral, unless the parent declines to continue the acceleration process, the principal shall schedule a meeting of the BAC.
- B. The principal shall provide the parents and BAC members with the MPS Parent / Teacher Acceleration Resources (2012), which includes current research-based literature and other recommended resources on the topic of acceleration, as well as a written explanation of the Millard Public Schools Acceleration Process (form: Acceleration Process Checklist).
- C. The BAC shall use the following process in this meeting:
1. The principal shall chair the meeting, reviewing, explaining and answering any questions the parent has about the Acceleration Process, timelines, etc.
 2. The Building HAL Facilitator should lead the discussion of the BAC and parent about the information distributed in the MPS Parent / Teacher Acceleration Resources packet (2012). This discussion is an opportunity to ensure that the parent and BAC members have a common base of understanding about the current research regarding the short- and long-term effects of acceleration.
 3. The principal shall provide an opportunity for comprehensive discussion about the following to ensure that the parent and BAC members have a shared understanding of the student's academic, social, behavioral, and emotional status:
 - a. Parent concerns about their child's grade or subject placement, including response to HAL curriculum and differentiation
 - b. Relevant data, including but not limited to the following:
 - (1) Academic achievement
 - (a) Grades K-2
 - i. Benchmark scores from District approved progress monitoring tools equivalent to 98th percentile (varies by grade and norming period—consult school psychologist)

- ii. Text level (greater than two grade levels above assigned grade)
 - iii. Recommended for Kaleidoscope program
 - iv. Professional judgment
- (b) Grades 3-8
- i. Northwest Evaluation Association (NWEA) – Measure of Academic Progress (MAP) scores at or above the 97th percentile in reading and
 - ii. CogAT scores of 132 (95th percentile) or higher on verbal or quantitative subtests
 - iii. ELO and Nebraska State Assessment scores beyond proficient/exceeds expectations in all areas
 - iv. If all three of the above criteria are not met, professional judgment may substitute for one area/criteria
- (c) Single-subject acceleration in grades 3-8
- i. Northwest Evaluation Association (NWEA) – Measure of Academic Progress (MAP) scores at or above the 97th percentile in the general area in which acceleration is being considered, all other MAP scores at or above the 95th
 - ii. CogAT scores of 132 (95th percentile) or higher on the verbal or quantitative subtest that correlates most closely with the general area in which acceleration is being considered
 - iii. ELO and Nebraska State Assessment scores beyond proficient/exceeds expectations in the area/s most closely correlated closely with the general area in which acceleration is being considered, all other ELO and NeSA scores must be proficient/meets expectations or above
 - iv. If all three of the above criteria are not met, professional judgment may substitute for one area/criteria
- (2) Classroom assessment results, including student’s grades
- (3) Efforts and results of classroom differentiation and HAL programming and other classroom/building efforts to address the concerns presented by the parent/teacher
- (a) Review documentation provided by the student’s teacher/s and HAL Facilitator

- i. Work completion on regular class assignments
 - ii. Work ethic within HAL curriculum
 - (4) Reports of program satisfaction from student, parent and teacher/s (including student's attitude toward school and tasks, parent and teacher perceptions of student attitude)
 - (5) School attendance
 - (6) Behavior
 - (7) Social and emotional development
 - (8) Health
 - (9) Educational history, including mobility, early or delayed kindergarten entry, previous retention or acceleration, etc.
 - (10) Age, including relationship to closet older/younger siblings
 - (11) ELL status
 - (12) Disability status
- 4. Following the discussion, the student's parent and BAC members should come to consensus regarding the acceleration request
 - a. If the determination of the BAC is that the student is not an appropriate candidate for further acceleration consideration, the case shall be referred back to the Building HAL Facilitator to reevaluate HAL programming and recommend changes appropriate to the meet the student's learning needs.
 - (1) The principal completes the Building Acceleration Committee Report and obtains the signatures of those who attended the conference and participated in the discussion and decision to proceed or not with further consideration of acceleration.
 - (2) The principal shall ensure that the BAC report is properly documented and retained in the District's Student Data Management system and a copy of the report shall be placed in the student's cumulative file. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - b. If the determination of the BAC is that the student is an appropriate candidate for further acceleration consideration, the following shall occur:
 - (1) Obtain parental consent for administration of District approved individual standardized achievement and intellectual (IQ) testing and other assessments as may be recommended by the BAC
 - (a) District approved intellectual (IQ) tests
 - i. Most current editions of a District approved intelligence scales
 - (b) District approved academic achievement tests

- i. Most current editions of a District approved achievement scales
 - ii. If approved standardized academic achievement tests are not available for the area of proposed single-subject acceleration, curriculum based data sources will be considered
 - (2) Complete the Iowa Acceleration Scales
 - (a) Building HAL Facilitator requests IAS manual and student forms from MPS MEP HAL Facilitator
- 5. Following completion of individual testing and the Iowa Acceleration Scales, the BAC will reconvene to consider the results and make a recommendation regarding the request for whole-grade or single-subject acceleration.
 - a. The principal shall chair the meeting.
 - b. The school psychologist shall share the results of the individual standardized achievement and IQ tests that were administered, as well as any other measures that were recommended and administered.
 - (1) The school psychologist's written report of testing results will be uploaded and retained in the District's Student Data Management System: Counseling Module/Documents Tab/Upload Document
 - (a) Use the following document naming convention
 - i. Student's
LastNameFirstName.DocumentName.SchoolYear
Example: DoeJohn.AccelerationTestingReport.20XX-20XX
 - c. The Building HAL Facilitator shall lead the discussion of the results of the Iowa Acceleration Scales.
 - (1) The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - d. The BAC will discuss the student's results relative to the required acceleration criteria. All three criteria must be met for the student to be recommended and approved for whole-grade or single-subject acceleration.
 - (1) Standardized achievement test
 - (a) Using the grade norms for the accelerated grade being considered, the student shall score at or above the 98th percentile
 - i. in all core areas (reading, writing, math) for whole-grade acceleration.
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- (2) Individual IQ test
 - (a) The student shall have a full scale score of 140 using current age norms, including a score within the 90th percentile confidence interval
 - (3) Iowa Acceleration Scales
 - (a) IAS score in the Excellent range (60-80) for whole-grade or single-subject acceleration recommendation
 - (4) Privately obtained testing results presented by the parent
 - (a) BAC members should consider the results of privately obtained testing results presented by the parent alongside the results found through the testing completed by the District
 - i. In order for the results to be used to support a decision to accelerate the student, the testing presented by the parents shall meet the same standard as District approved individual standardized achievement and intellectual (IQ) tests
6. Following the discussion, the student's parent and BAC members should come to consensus regarding the request for acceleration.
- a. The principal completes the Building Acceleration Committee Report and obtains the signatures of those who attended the conference and participated in the discussion and acceleration recommendation.
 - b. The principal shall ensure that the BAC Report is properly documented and retained in the District's Student Data Management system and a copy of the BAC Report shall be placed in the student's cumulative file. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
7. If a consensus recommendation cannot be reached, the building principal shall make the decision regarding the student's grade placement.
- a. The student's parent and members of the BAC shall be informed in writing of the decision of the principal within five (5) school days. (form: Principal's Acceleration Letter)
 - b. The principal shall ensure that the BAC Report and the Principal's Acceleration Decision letter is properly documented and retained in the District's Student Data Management system.
 - c. A copy of the Principal's Acceleration Decision letter and BAC Report shall be placed in the student's cumulative file.
 - d. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - e. The principal shall inform the parent of the right to appeal the decision of the principal.

8. If the decision is made to accelerate the student, the following shall occur:
 - a. The student will continue to participate in the HAL program.
 - b. The implications of the decision will be discussed and a plan to address each will be documented, as appropriate.
 - (1) Daily schedule
 - (2) Future course enrollment
 - (3) Transportation logistics, if necessary
 - c. A plan and timeline for implementing the acceleration decision will be developed and documented, including follow-up within 6-8 weeks following acceleration.
 - d. The principal shall ensure that the BAC Report and the Principal's Acceleration Decision letter is properly documented and retained in the District's Student Data Management system. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - e. A copy of the Principal's Acceleration Decision letter and BAC Report shall be placed in the student's cumulative file.
9. If the recommendation made is that the student should not be accelerated, the following shall occur:
 - a. The case shall be referred back to the Building HAL Facilitator to reevaluate HAL programming and recommend changes appropriate to the meet the student's learning needs.
 - b. The principal shall ensure that the BAC Report and the Principal's Acceleration Decision letter is properly documented and retained in the District's Student Data Management system. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
 - c. A copy of the Principal's Acceleration Decision letter and BAC Report shall be placed in the student's cumulative file.

III. Acceleration Requests Under Other Circumstances

- A. There may be times when the Acceleration Process outlined previously cannot be reasonably implemented due to the timing of the parent acceleration request or other circumstances. The circumstances outlined below are examples only and should not be considered an exhaustive list. Consultation with the Director of Special Education is recommended in these and other special circumstances.
 1. Students New to Millard Public Schools
 - a. The grade placement decision is the authority and responsibility of the building principal and consensus is not required (MPS Policy 5100 and Rule 5100.2: Enrollment of Students).

- b. When a student transfers into MPS from another school district, the grade placement decision should most appropriately be made by the school district from which the student has transferred.
 - c. In the absence of a decision or recommendation by the previous school district, and in response to the parent request for acceleration in MPS, the principal should make every effort to gather the necessary information and complete the acceleration process in a timely manner. This is done so as to make an informed grade placement decision as soon as possible, while ensuring that the process has been followed and all pertinent information has been gathered and considered.
 - (1) If official records from the school previously attended by the student cannot be obtained, the principal will assign the student to the age appropriate grade per Nebraska and District enrollment guidelines.
 - d. The Parent Initiated Request for Acceleration process shall be faithfully implemented, recognizing the importance of a timely decision and the resulting impact on the student's enrollment and attendance at school with peers.
 - e. School records should be requested, including classroom grades, results of District and State assessments, MDT Evaluation results and IEP if appropriate, attendance, behavior, etc.
 - f. The building principal should contact the principal or other school representative at the school the student previously attended to obtain information about the student in all relevant areas to be considered by the BAC.
2. Summer Parent Request for Acceleration for a currently enrolled MPS student who will be enrolling in the same or at a different MPS building for the ensuing school year
- a. The grade placement decision is the authority and responsibility of the building principal and consensus is not required (MPS Policy 5100 and Rule 5100.2: Enrollment of Students).
 - b. It is the responsibility of the principal and BAC at the school attended by the student the previous school year to implement the Parent Request for Acceleration Process as soon as possible after being notified of the parent's request and to complete the process in as timely a manner as possible.
 - (1) If the acceleration request is not received by the principal at the school the student attended the previous school year, the principal receiving the request shall inform the previous principal of the request in writing as soon as possible after receiving the parent request.
 - c. The principal at the school attended by the student the previous school year should inform the parent and the student's next principal in writing of the BAC decision as soon as possible after the decision is made so as to ensure

that the student is enrolled and appropriately placed in advance of the start of the new school year.

3. Parent Request or Teacher Referral for Acceleration when the student was previously whole-grade or single-subject accelerated or was approved for early entry to kindergarten
 - a. The MPS Parent Request or Teacher Referral for Acceleration process should be followed with the following exception:
 - (1) The grade placement decision is the authority and responsibility of the building principal and consensus is not required (MPS Policy 5100 and Rule 5100.2: Enrollment of Students).
 - (2) The principal will notify the parent and BAC of the decision in writing within five (5) school days.
 - (3) The parent has the right to appeal the decision following the appeals process outlined in this procedure.
 - b. The principal shall consult with the Director of Special Education prior to the first meeting with the parent and BAC and throughout the process, including prior to communicating the decision in writing.
4. Parent Request or Teacher Referral for Acceleration when the student was previously retained in grade or had delayed kindergarten entry
 - a. The MPS Parent Request or Teacher Referral for Acceleration process should be followed with the following exception:
 - (1) The grade placement decision is the authority and responsibility of the building principal and consensus is not required (MPS Policy 5100 and Rule 5100.2: Enrollment of Students).
 - (2) The principal will notify the parent and BAC of the decision in writing within five (5) school days.
 - (3) The parent has the right to appeal the decision following the appeal process outlined in this procedure.
 - b. The principal shall consult with the Director of Special Education prior to the first meeting with the parent and BAC and throughout the process, including prior to communicating the decision in writing.
5. Parent Request for their child to enroll in MPS without attending Kindergarten
 - a. The grade placement decision is the authority and responsibility of the building principal and consensus is not required (MPS Policy 5100 and Rule 5100.2: Enrollment of Students).
 - b. If the student is of age to enroll in kindergarten or has been admitted to kindergarten through approved MPS early entrance procedures, the principal will assign the student to the age appropriate grade.
 - c. While considering the parent request for acceleration, the school staff shall observe the student, differentiate instruction, and collect relevant data.

- d. The acceleration process should not begin earlier than the 2nd quarter of the school year or the second quarter that the student has attended kindergarten.

IV. Acceleration Appeals Process

- A. If a parent disagrees with the decision of the principal or BAC, the parent may request a review of the decision by submitting a written request to the Director of Elementary/Secondary Education within five (5) school days of the receipt of the principal's letter.
- B. The Director of Elementary/Secondary Education may contact the parent to arrange a conference at which the parent will have an opportunity to state the rationale for requesting acceleration and may form an acceleration review committee comprised of the following neutral staff members working at the same educational level (i.e., K-5, 6-8) to review the case: principal, HAL Facilitator, school psychologist, counselor, teacher, and other relevant staff.
- C. A written decision from the Director of Elementary/Secondary Education will be provided to the parent and principal within seven (7) school days of the receipt by the Director of Elementary/Secondary of the parent's request to review the decision.
- D. If the parent disagrees with the decision of the Director of Elementary/Secondary Education, the parent may request a review of the decision by submitting a written request to the Associate Superintendent of Education Services within seven (7) school days of the receipt of the written notice of the decision of the Director of Elementary/Secondary Education.
- E. The Associate Superintendent of Education Services will review the information from the BAC and the decision of the Director of Elementary/Secondary Education and may undertake such further inquiry as he/she determines to be appropriate. Thereafter, the Associate Superintendent of Education Services will render a written decision within ten (10) school days of his/her receipt of the request for review. The Associate Superintendent of Education Services will notify the parents, building principal, and the Director of Elementary/Secondary Education of the decision in writing.



Millard Public Schools Acceleration Forms

**Millard Public Schools
Parent Request for Acceleration**

Date
Student
Parent/Guardian

DOB

Student ID

Please explain the rationale for your request, including information you would like the school to know about your child’s background, achievement, interpersonal relationships, and any other concerns you have that have resulted in your request to have your child whole-grade or single-subject accelerated. (Attach additional pages if desired.)

Note: Submitting this form to your child’s principal begins the Acceleration Consideration Process and does not guarantee that acceleration will occur. In lieu of this form other written communication, e.g., email, letter, will be accepted provided that the necessary information is provided.

I understand that there is a process that will be followed to determine if acceleration may be appropriate for my child. I understand that I will participate and be a part of the Acceleration Consideration Process for my child.

Parent/Guardian Signature

Date

Millard Public Schools Procedures for Parent Initiated Request for Acceleration

Millard Public Schools acceleration have been developed to ensure the following

1. District practices reflect current research on the topic of acceleration
2. Parental involvement in this important educational decision for their child is solicited and considered
3. The acceleration decision includes the review and consideration of objective data
4. The student’s teacher/s and other current and prospective pertinent school specialists are a part of the acceleration discussion.

Foundational to these procedures is the recognition that the building principal has the authority and obligation to determine grade placement (MPS Policy 5100 and Rule 5100.2: Enrollment of Students). These procedures are applicable to Kaleidoscope/HAL students enrolled in grades K-8 only. MPS Policy 6320 and Rule 6320.1: Millard Public Schools Graduation Requirements delineates course options and required credits at the high school level; therefore, acceleration in grades 9-12 is not applicable.

Steps in MPS Acceleration Process

- _____ All parent requests for whole-grade or single-subject acceleration shall be made in writing to the building principal.
- _____ The principal shall provide the parents and BAC members with the MPS Parent Teacher Acceleration Resources and shall schedule a meeting as soon as possible between the BAC and the parent to discuss the following:
 - _____ The parent’s acceleration request
 - _____ Current research regarding the short- and long-term effects of acceleration
 - _____ The student’s academic, social, behavioral, and emotional status
- _____ Following the discussion, the student’s parent and BAC members should come to consensus regarding the parent request for acceleration.
- _____ The principal completes the Building Acceleration Committee report.
- _____ If a consensus decision cannot be reached, the building principal shall make the decision regarding the student’s grade placement and the student’s parent and members of the BAC shall be informed in writing within five (5) school days of the decision of the principal.
- _____ The principal shall inform the parent of the right to appeal the decision of the principal.

**Millard Public Schools
Teacher Referral for Acceleration**

Date
Student
Parent/Guardian

DOB

Student ID

Please explain the basis for your referral, including efforts and results of classroom differentiation and intervention and other classroom/building efforts to address the concerns on which your recommendation for whole-grade or single-subject acceleration is based. (Attach additional pages if needed.)

Note: Submitting this form to your principal may begin the Acceleration Consideration Process and does not guarantee that a BAC will be convened or that acceleration will occur.

Teacher's Signature _____ Date _____

Millard Public Schools Procedures for Teacher Initiated Referral for Acceleration

Millard Public Schools acceleration procedures have been developed to ensure the following.

1. District practices reflect current research on the topic of acceleration
2. Parental involvement in this important educational decision for their child is solicited and considered
3. The acceleration decision includes the review and consideration of objective data
4. The student's teacher/s and other current and prospective pertinent school specialists are a part of the acceleration discussion.

Foundational to these procedures is the recognition that the building principal has the authority and obligation to determine grade placement (MPS Policy 5100 and Rule 5100.2: Enrollment of Students). These procedures are applicable to students enrolled in grades K-8 only. These procedures are applicable to Kaleidoscope/HAL students enrolled in grades K-8 only. MPS Policy 6320 and Rule 6320.1: Millard Public Schools Graduation Requirements delineates course options and required credits at the high school level; therefore, acceleration in grades 9-12 is not applicable.

Steps in MPS Acceleration Process

- _____ All teacher requests for whole-grade or single-subject acceleration shall be made in writing to the building principal before the end of the first semester.
- _____ The principal shall provide the teacher a copy of the MPS Parent / Teacher Acceleration Resources (2012) and shall meet with the teacher as soon as possible to discuss the teacher's rationale for recommending acceleration.
- _____ If the principal and teacher agree to proceed with the acceleration referral, the teacher shall inform the parents of his/her concerns and the teacher's referral for acceleration consideration.
- _____ The principal shall provide the parents and BAC members with the MPS Parent / Teacher Acceleration Resources (2012) and shall schedule a meeting as soon as possible between the BAC and the parent to discuss the following:
 - _____ The teacher's acceleration recommendation
 - _____ Current research regarding the short- and long-term effects of acceleration
 - _____ The student's academic, social, behavioral, and emotional status
- _____ Following the discussion, the student's parent and BAC members should come to consensus regarding the teacher referral for acceleration.
- _____ The principal shall complete the Building Acceleration Committee report.
- _____ If a consensus decision cannot be reached, the building principal shall make the decision regarding the student's grade placement and the student's parent and members of the BAC shall be informed in writing within five (5) school days of the decision of the principal.
- _____ The principal shall inform the parent of the right to appeal the decision of the principal.

**MILLARD PUBLIC SCHOOLS
5606 SOUTH 147 STREET
OMAHA, NE 68137**

CONSENT FOR ACCELERATION EVALUATION

Date
Student
Parent/Guardian

DOB

Student ID

As part of the process of determining your child’s eligibility for whole-grade or single-subject acceleration, a comprehensive educational assessment will be conducted. The assessment will be conducted to gather information concerning your child’s intellectual abilities, academic skills and social/emotional development.

The following tests will be administered as a part of this evaluation:

The results of the evaluation will be discussed with you and the team in the process of determining appropriate placement recommendations. A written summary will also be provided for you.

A copy of the evaluation results will become part of your child’s school record.

Please indicate your willingness for the evaluation by checking the appropriate space and signing below:

- I consent to these assessments being administered as part of the Acceleration Process.
- I do not consent to these assessments being administered as part of the Acceleration Process and understand that the acceleration process will not be able to be completed without this information.

Parent/Guardian

Date

Address

Phone

cc: Parent

**Millard Public Schools
Building Acceleration Committee (BAC) Report**

Date _____
Student _____ DOB _____ Student ID _____
Parent/Guardian _____

BAC Discussion and Summary

The following were discussed by BAC members, including the parent of the above named student (check the topics discussed):

- Parent concerns about their child’s grade placement
- Teacher concerns about the student’s grade placement
- Academic achievement, including results of standardized assessments administered
- Classroom, district, and state assessment results
- Efforts and results of classroom differentiation and intervention and other classroom/building efforts to address the concerns presented by the parent
- School attendance
- Behavior
- Social and emotional development
- Health
- Educational history; including mobility, early kindergarten entry, previous whole-grade or single-subject acceleration, etc.
- Age, including relationship to closet older/younger siblings
- ELL status
- Iowa Acceleration Scales
- Other: _____

Summary and Options Considered

Options Considered	Summary and Determination
1.	
2.	
3.	

BAC Recommendation

It is the recommendation of this committee that _____ should be placed in ____ grade for the _____ - _____ school year.

It is the recommendation of this committee that _____ should be placed in ____ grade for _____ (subject) for the _____ - _____ school year.

My signature signifies that I participated in the discussion of acceleration for the student named above.

Signature

Relationship to Student/Role

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I have read the information provided to me by the Millard Public Schools. I understand that the decision to accelerate/not accelerate my child was made with my participation, knowledge, and consent.

Parent signature Date

**Millard Public Schools
Acceleration Appeals Process**

- A. If a parent disagrees with the decision of the principal or BAC, the parent may request a review of the decision by submitting a written request to the Director of Elementary/Secondary Education within five (5) school days of the receipt of the principal's letter.
- B. The Director of Elementary/Secondary Education may contact the parent to arrange a conference at which the parent will have an opportunity to state the rationale for requesting acceleration and may form an acceleration review committee comprised of the following neutral staff members working at the same educational level (i.e., K-5, 6-8) to review the case: principal, HAL Facilitator, school psychologist, counselor, teacher, and other relevant staff.
- C. A written decision from the Director of Elementary/Secondary Education will be provided to the parent and principal within seven (7) school days of the receipt by the Director of Elementary/Secondary Education of the parent's request to review the decision.
- D. If the parent disagrees with the decision of the Director of Elementary/Secondary Education, the parent may request a review of the decision by submitting a written request to the Associate Superintendent of Education Services within seven (7) school days of the receipt of the written notice of the decision of the Director of Elementary/Secondary Education.
- E. The Associate Superintendent of Education Services will review the information from the BAC and the decision of the Director of Elementary/Secondary Education and may undertake such further inquiry as he/she determines to be appropriate. Thereafter, the Associate Superintendent of Education Services will render a written decision within ten (10) school days of his/her receipt of the request for review. The Associate Superintendent of Education Services will notify the parents, building principal, and the Director of Elementary/Secondary Education of the decision in writing.

Date

Parent Name
Street Address
City, NE Zip

Dear

The Building Acceleration Committee (BAC) at _____ met
on _____ to consider your request to consider acceleration to grade _____ for
the _____ school year. In addition to review and discussion of relevant research, the BAC
considered all of the information that was collected in the acceleration determination process, including
parent and teacher input, school records and district and state assessments, as well as the results of any
special interventions or evaluations that were implemented.

After careful consideration and following discussion with you and members of the _____ School BAC, I
have determined that _____ should be placed in grade _____ for
the _____ school year. The attached Millard Public Schools Building Acceleration Committee
Report reflects the discussion and decision of the BAC on _____.

If you disagree with my decision, you may appeal to the Director of Elementary/Secondary Education by
filing a written request for a review of the decision. The Millard Public Schools Acceleration Appeals
Process is enclosed with this letter.

If you have questions about this letter or the attached documents, please contact me at _____.

Sincerely,

Principal

Enc.: BAC Report
Acceleration Appeal Process

cc: Director of Elementary/Secondary Education
Cumulative File

Other Information

- 1. Administrative Actions Following Acceleration Decision**
- 2. Ongoing Responsibilities of District Acceleration Committee**

Acceleration: Administrative Actions Following Decision

1. If the student will be grade accelerated for the *next* school year
 - a. Infinite Campus Actions Needed
 - i. In the student's current-year enrollment, enter "Promote" in the End Action drop list
 - ii. In the student's next year enrollment, change the Grade drop-list.
 1. If a schedule already exists for this student
 - a. Email helpdesk@mpsomaha.org with the student's name and student ID and request that next-year's schedule be deleted
 - b. Create a new schedule for the student.
 - iii. Upload BAC Report, Principal's Acceleration Decision Letter, and School Psychologist's Report of Testing Results (if testing completed) to the Counseling Module/Documents Tab/Upload Document
 1. Use the following document naming convention
 - a. Student's
LastNameFirstName.DocumentName.20XX-20XX
 - i. Example: DoeJohn.BACReport.20XX-20XX
SmithMary.AccelerationLetter.20XX-20XX
 - b. Cumulative File
 - i. A copy of the BAC Report and Principal's Acceleration Decision Letter should be placed in the student's cumulative file
 - c. Other actions needed
 - i. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
2. If the student will be grade accelerated during the *current* school year
 - a. Infinite Campus Actions Needed
 - i. In the student's current year enrollment
 1. Enter "Promote" in the End Action drop list
 1. End-date the enrollment with the student's last day of instruction in the current grade-level setting. This will automatically enter an end-date in the student's current roster records.
 - ii. Create a new enrollment using the calendar day after the end-date entered in the current enrollment
 1. Set the Grade drop list to the new grade level
 2. Roster the student into new course sections using the new enrollment start date as the roster start date.
 - ii. Upload BAC Report, Principal's Acceleration Decision Letter, and School Psychologist's Report of Testing Results (if testing completed) to the Counseling Module/Documents Tab/Upload Document

1. Use the following document naming convention
 - a. Student's
 LastNameFirstName.DocumentName.SchoolYear
 - i. Example: DoeJohn.BACReport.20XX-20XX
 SmithMary.AccelerationLetter. 20XX-20XX
 - b. Cumulative File
 - i. A copy of the BAC Report and Principal's Acceleration Decision Letter should be placed in the student's cumulative file
 - c. Other Actions Needed
 - i. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
3. If the student will be single-subject accelerated for *next* year
 - a. Infinite Campus Actions Needed
 - i. K-4 student accelerated to a different 1-5 grade
 1. Using next year's enrollment, roster the student into the course section listing the teacher from whom the student will be receiving instruction (if different from the AMHOME grade level)
 2. If the student already has a roster record for the same course at next year's enrollment grade level, email helpdesk@mpsomaha.org with the student's name and student ID and request that the roster record be deleted

For example, if a student is enrolled in grade 3 next year, and will be receiving grade 4 Math instruction, select next year's enrollment and roster the student into a MATH4 section with the appropriate teacher. Because the student will be starting the year in MATH4, leave the roster start date blank. If the student already has a MATH3 roster record, email helpdesk@mspomaha.org with the student's name, student number, and the course and section number to be deleted.
 - ii. K-5 student accelerated to a Middle School course
 1. Student should be enrolled at the MS, with a state-exclude, partial enrollment, then rostered into that class at the MS
 - iii. Middle School student accelerated to a High School course
 1. Student should be enrolled at the HS, with a state-exclude, partial enrollment, then rostered into that class at the HS
 - iv. Upload BAC Report, Principal's Acceleration Decision Letter, and School Psychologist's Report of Testing Results (if testing completed) to Counseling Module/Documents Tab/Upload Document
 1. Use the following document naming convention
 - a. Student's
 LastNameFirstName.DocumentName. 20XX-20XX

- i. Example: DoeJohn.BACReport.20XX-20XX
SmithMary.AccelerationLetter.20XX-20XX
 - b. Cumulative File
 - i. A copy of the BAC Report and Principal's Acceleration Decision Letter should be placed in the student's cumulative file
 - c. Other Actions Needed
 - i. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
4. If the student will be single-subject accelerated during the *current* school year
 - a. Infinite Campus Actions Needed
 - i. Enter an end-date in the student's current roster record
 - ii. Roster the student into the new course section
 - iii. Use the calendar day after the end-date entered in the current roster record as the start date of the new roster record
 - iv. Upload BAC Report, Principal's Acceleration Decision Letter, and School Psychologist's Report of Testing Results (if testing completed) to Counseling Module/Documents Tab/Upload Document
 1. Use the following document naming convention
 - a. Student's
LastNameFirstName.DocumentName. 20XX-20XX
 - i. Example: DoeJohn.BACReport.20XX-20XX
SmithMary.AccelerationLetter.20XX-20XX
 - b. Cumulative File
 - i. A copy of the BAC Report and Principal's Acceleration Decision Letter should be placed in the student's cumulative file
 - c. Other Actions Needed
 - i. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.
5. If the BAC convened and it was determined that the student will not be accelerated
 - a. Infinite Campus Actions Needed
 - i. Upload BAC Report, Principal's Acceleration Decision Letter, and School Psychologist's Report of Testing Results (if testing completed) to Counseling Module/Documents Tab/Upload Document
 1. Use the following document naming convention
 - a. Student's
LastNameFirstName.DocumentName.20XX-20XX
 - i. Example: DoeJohn.BACReport.20XX-20XX
SmithMary.AccelerationLetter.20XX-20XX

- b. Cumulative File
 - i. A copy of the BAC Report and Principal's Acceleration Decision Letter should be placed in the student's cumulative file.
- c. Other Actions Needed
 - i. The Iowa Acceleration Scales booklet should be sent to the District HAL Facilitator at RWSSC.

Ongoing Responsibilities of District Acceleration Committee

1. Periodic review and updating of these procedures, including the MPS Parent / Teacher Acceleration Resources, to ensure that District procedures reflect best practice on the topic of acceleration and information disseminated to parents/teachers is consistent with current research
2. Periodic discussion with Building Principals to ensure that the foundational principles upon which these procedures are based continue to be known, understood and implemented.