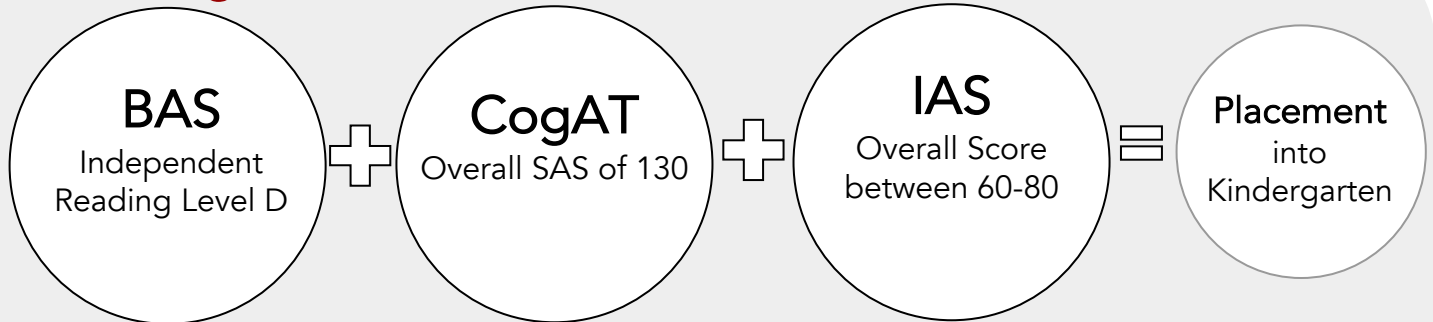




## District 181 Early Entrance to Kindergarten or First Grade For Suggested Class Placement (Fall 2019)

### Kindergarten

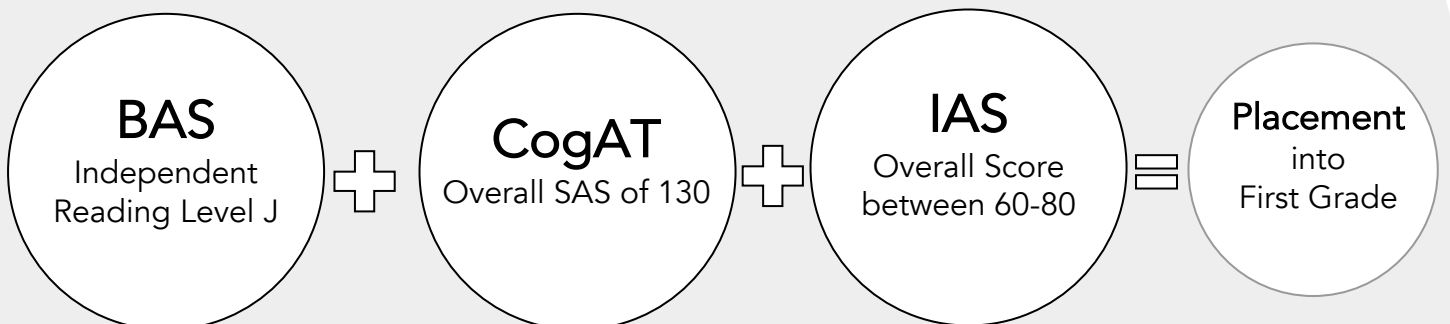


At the written request of a parent or professional with knowledge of the child such as a preschool educator, a child may enter kindergarten if his/her birthday falls between September 2 and October 15 of the year of entrance and will be five prior to or on October 15. Written request must be submitted to the D181 District Office by June 30. The child will be admitted to kindergarten based on school readiness for social emotional aspects of learning, aptitude and achievement.

#### Required Documents:

Written request, early entrance application, consent to test form, birth certificate, preschool records including attendance dates and achievement, residency documents, enrollment documents

### First Grade



At the written request of a parent or professional with knowledge of the child such as a preschool or kindergarten educator, a child may enter first grade if his/her birthday falls between September 2 and December 31 of the year of entrance and will be six prior to or on December 31. Written request must be submitted to the D181 District Office by June 30. The child will be admitted to first grade based on first grade readiness for social emotional aspects of learning, aptitude and achievement.

#### Required Documents:

Written request, early entrance application, consent to test form, birth certificate, kindergarten records from an accredited school with a licensed teacher including the IEIN number, residency documents, enrollment documents

The assessments for early entrance include multiple valid and reliable indicators. To be eligible for early entrance, students must exhibit significantly above average performance for their age in math and literacy and demonstrate age-appropriate social/emotional skills.

Assessments used for early entrance:

BAS – Benchmark Assessment System 3<sup>rd</sup> edition including writing

CogAT – Cognitive Abilities Test

IAS – Iowa Acceleration Scale (Aptitude, Achievement, Social/Emotional)

In the event a new family moves into the D181 school boundary after June 30, a late request will be accepted with documentation of the move up to 30 school days prior to the first day of student attendance.

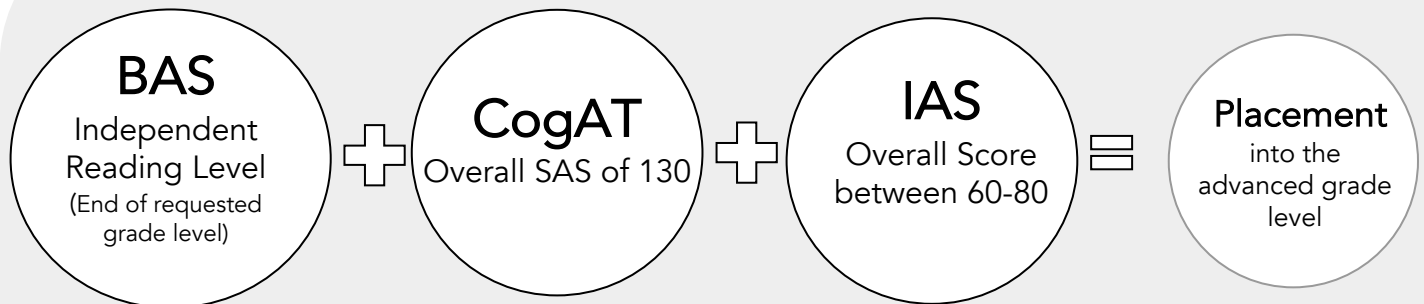


## District 181 Whole Grade Acceleration • 2019-2020

### For Suggested Class Placements in Grades 1-8

“Accelerated placement” is the placement of a student at the instructional level that best matches that student’s needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student.

### Whole Grade



At the written request of a parent or professional with knowledge of the child such as an educator, a child may be assessed for whole grade acceleration and demonstrate significantly above average performance for their age in all academic areas, aptitude, and demonstrate age-appropriate social/emotional skills. The principal and Department of Learning will assemble a school acceleration team and schedule a meeting with the team including the parents of the child. The team will typically consist of the administrator, school psychologist, social worker, current and former classroom teacher, and any other staff who may have information or expertise in the acceleration decision-making process.

#### Required Documents:

Written request, whole grade level acceleration application, consent to test form, enrollment & residency documents, school records.

Deciding whether or not to accelerate a child is always a complex decision. A research-based guidance tool was created to standardize the process. This guidance tool, known as the Iowa Acceleration Scale (IAS), has proven itself as a systematic and defensible way to generate recommendations and guidelines for whole-grade acceleration. The IAS was developed by Belin & Blank from the International Center for Gifted Education and Talent Development at the University of Iowa. The scale is used to collect information from various sources to guide decision-making about whether a student is an excellent candidate for whole grade acceleration.

The Iowa Acceleration Scale will be used to guide the acceleration process and decision. The team will have 60 school days from the time of written consent to complete the evaluation and make a decision. If the request occurs during summer months the 60 school day timeline will begin with the first day of school.

The school team will make a decision using the IAS information and written notice of the outcome will be provided to the parents of the child. The child must obtain a score of 60-80 on the IAS as an excellent candidate for acceleration. If the child is granted acceleration, the team will develop a plan for movement.

\*\*\*Only one evaluation for acceleration will be conducted within a two year period for a student.

Assessments used for whole grade acceleration:

BAS – Benchmark Assessment System 3<sup>rd</sup> edition including writing

CogAT – Cognitive Abilities Test

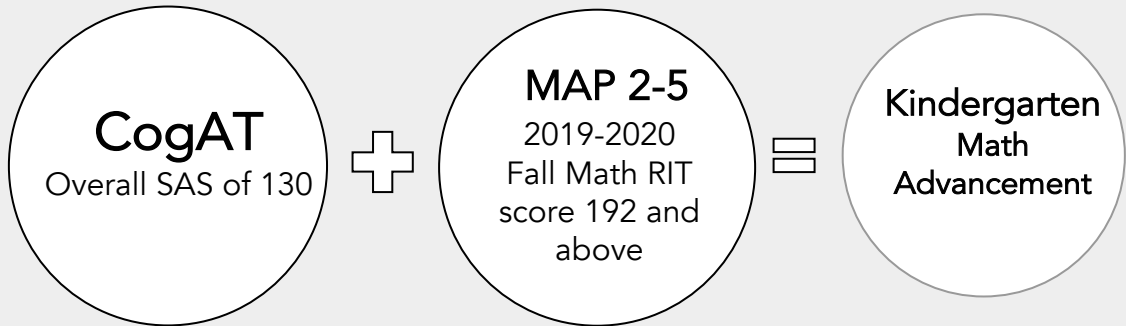
IAS – Iowa Acceleration Scale (Aptitude, Achievement, Social/Emotional)



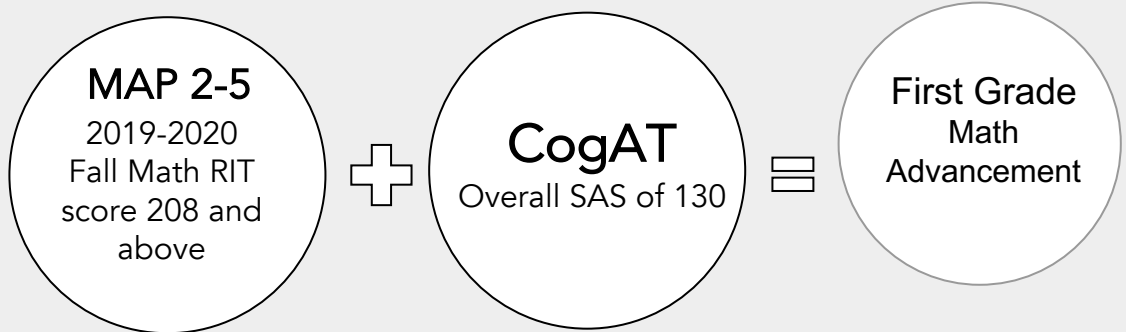
# District 181 Single Subject Advancement • 2019-2020

## Grades K-2 Math

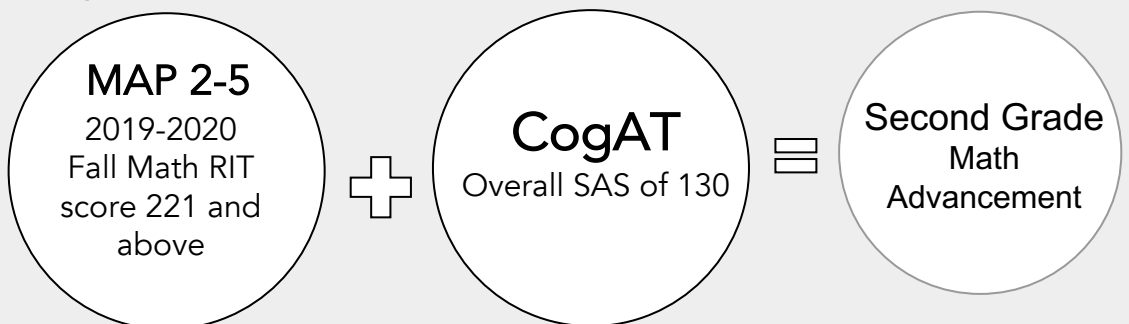
### Single Subject Kindergarten



### Single Subject First Grade



### Single Subject Second Grade



At the written request of a parent or professional with knowledge of the child such as an educator, a child may be assessed for single subject enrichment. Written request must be submitted to the building principal by September 30 for grades 1-2 and October 30 for Kindergarten.

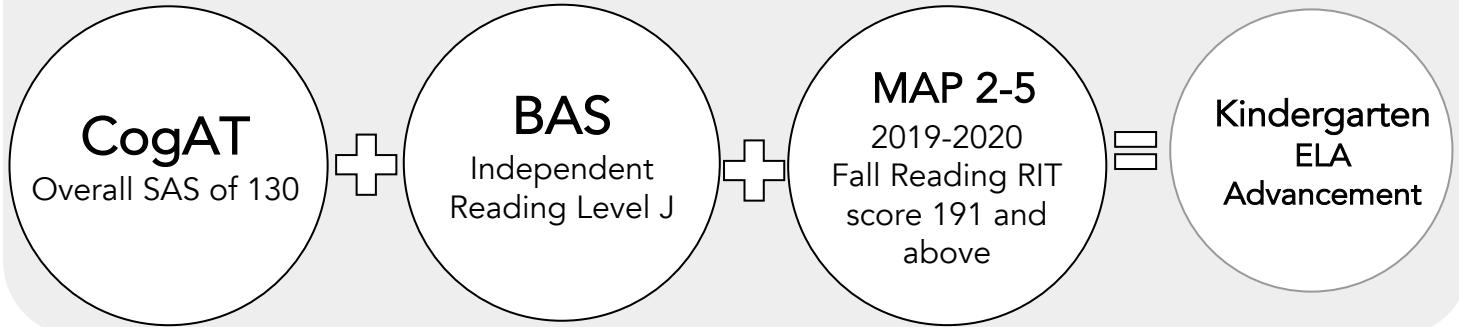
Students in kindergarten through grade two who meet the criteria for single subject enrichment will remain in their current grade-level classroom with a high level of differentiation in a workshop model. A plan will be developed in conjunction with the team which may include the building principal, classroom teacher, differentiation specialist, reading specialist, social worker, psychologist, and parents.



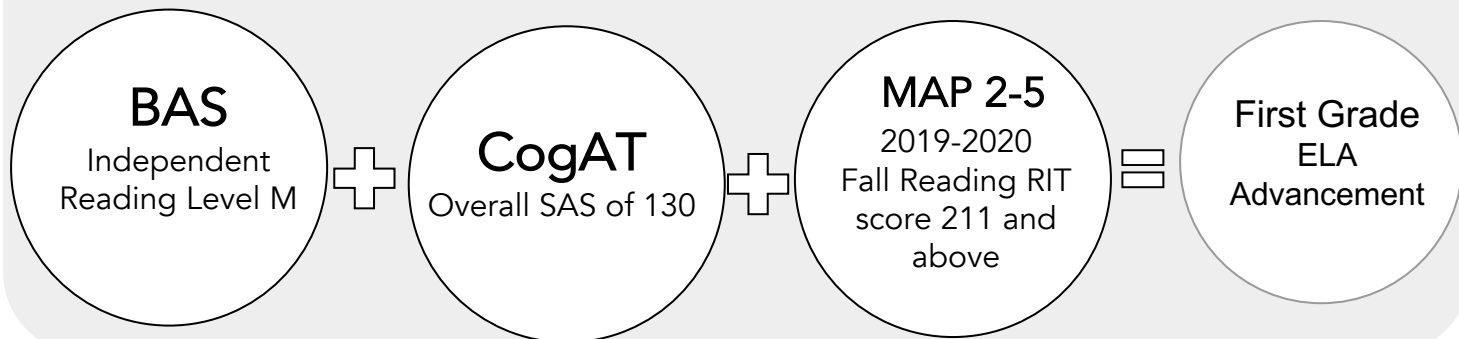
# District 181 Single Subject Advancement • 2019-2020

## Grades K-2 ELA

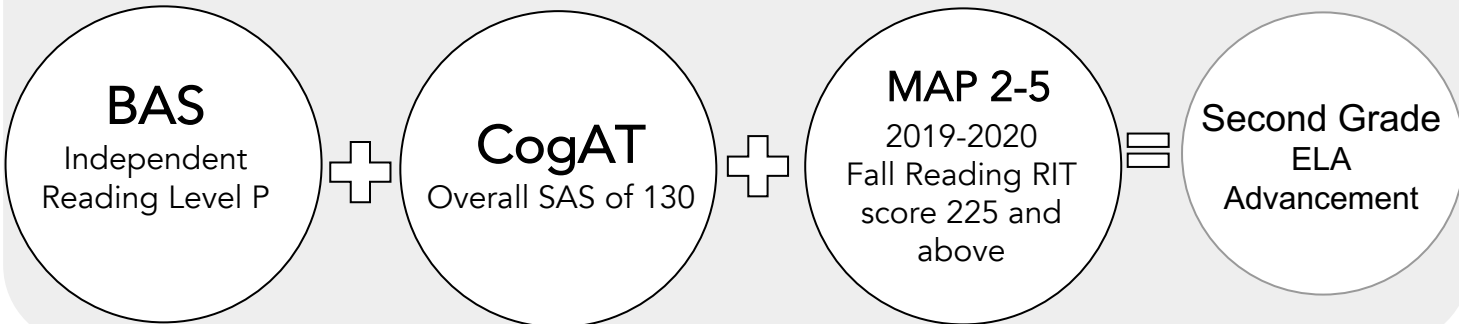
### Single Subject Kindergarten



### Single Subject First Grade



### Single Subject Second Grade



At the written request of a parent or professional with knowledge of the child such as an educator, a child may be assessed for single subject enrichment. Written request must be submitted to the building principal by September 30 for grades 1-5 and October 30 for Kindergarten.

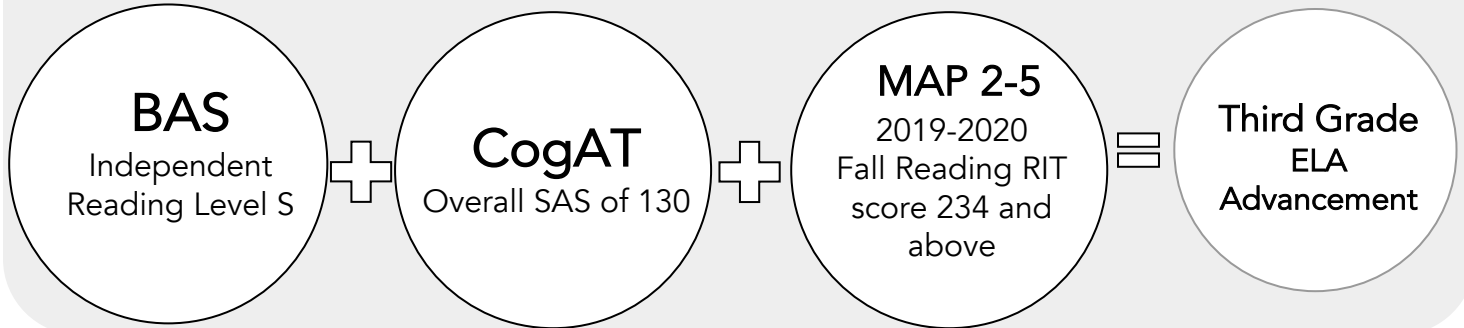
Students in kindergarten through grade two who meet the criteria for single subject enrichment will remain in their current grade-level classroom with a high level of differentiation in a workshop model. A plan will be developed in conjunction with the team which may include the building principal, classroom teacher, differentiation specialist, reading specialist, social worker, psychologist, and parents.



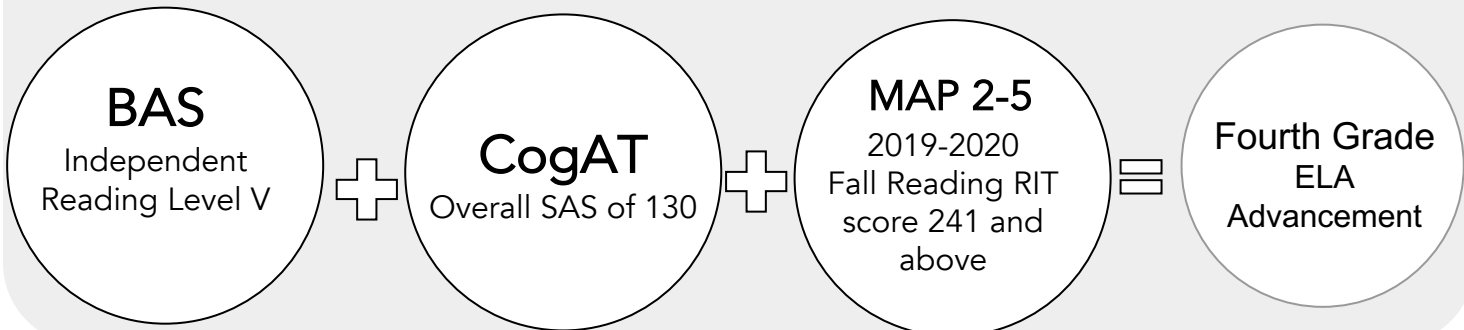
# District 181 Single Subject Advancement • 2019-2020

## Grades 3-5 ELA

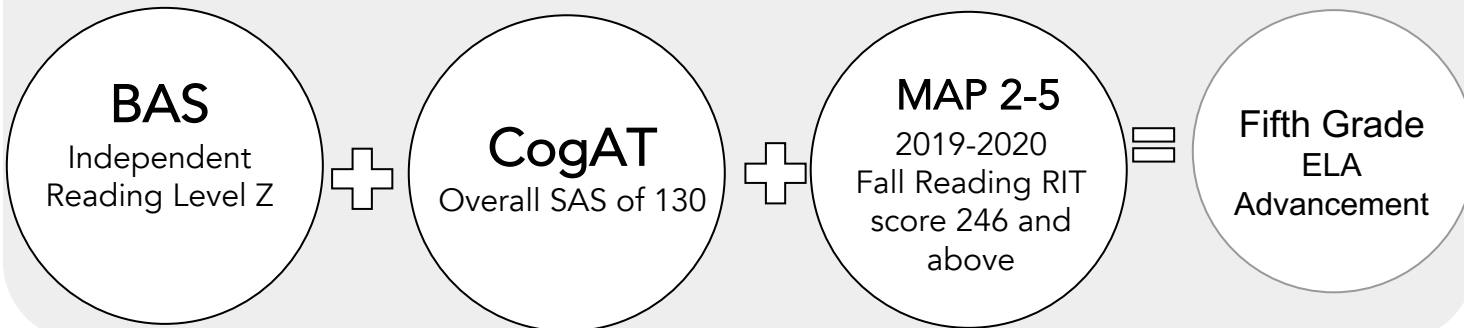
### Single Subject Third Grade



### Single Subject Fourth Grade



### Single Subject Fifth Grade



At the written request of a parent or professional with knowledge of the child such as an educator, a child may be assessed for single subject enrichment. Written request must be submitted to the building principal by September 30 for grades 1-5 and October 30 for Kindergarten.

Students in grades three through five who meet the criteria for single subject enrichment will remain in their current grade-level classroom with a high level of differentiation in a workshop model. Reading will be differentiated during the shared reading portion of the literacy block. A plan will be developed in conjunction with the team which may include the building principal, classroom teacher, differentiation specialist, reading specialist, social worker, psychologist, and parents.