

1. A request for curriculum enhancement to meet student needs may be initiated by a staff member or parent.
2. Communication between staff and parent is the first step. Discussion of the student's needs, based on abilities, interests, motivation, behavior, relevant past experiences, and a review of current performance at school and at home may be included. If parent and teacher agree that the student's needs are being met with the present program, they do not need to continue with this planning process. However, they should maintain communication during the year to determine if the student's needs continue to be served.
3. If either parent or teacher feels current programming is not meeting the student's needs, parent and staff should compile a portfolio. The classroom teacher completes an anecdotal report on materials and methods currently being used to meet the student's needs. (This may include the student's current or past work, testing data, comments by past teachers or other professionals.). The building principal will review the portfolios compiled by the parent and the teacher.
4. The teacher or the building administrator may refer the student to the PAT Committee (Pupil Assistance Team) using the portfolio as evidence. After reviewing the portfolio, the PAT Committee makes a recommendation(s) for the student. This might include:
 - IOWA Acceleration Scale and individualized testing
 - an evaluation in a particular content area
 - continuation of current service
 - suggestions of accessing district services and support.
5. The school psychologist will initiate the process if a determination is made by the PAT Committee for further data or testing.
6. The PACE (Programs for Achieving Children's Excellence) coordinator will inform the administrator, the teacher(s) and the parent of the determinations of the PAT committee.
7. After all the appropriate assessments and documentation have been completed by the district, the IOWA Acceleration Team will review all data and information to determine if acceleration is appropriate. The IOWA Acceleration Team will consist of the current teacher(s), the receiving teacher(s), building administrator, school psychologist, school social worker, and the PACE coordinator. If the student is to be accelerated, a PEP (Pupil Enrichment Program) is then developed by the receiving teacher(s), current teacher(s), building principal, PACE coordinator and parents. The team must complete the PEP no later than May 30th of the testing year, prior to any acceleration.

Acceleration year:

1. Implement PEP plan for the accelerated student in the next academic year.
2. A review of the student's program will be completed by the end of the first ten weeks of the accelerated year by the current classroom teacher(s), parents, building principal and the PACE coordinator.
3. The classroom teacher(s), building principal, and the PACE coordinator (with parental input) will compile a report at the end of the accelerated year. A copy of the acceleration report and the student's PEP will be placed in the student's permanent record file.