

## Elementary Appeal Process

A parent, teacher or administrator may appeal a placement decision on behalf of a student who does not qualify for the high ability program by following the procedures below (this would also include students who qualify in one content area, but not the other):

1. The parent, teacher, or administrator must submit a *Request for Appeal Grades 2-8* form (Appendix D) to the Assistant Superintendent for Curriculum and Instruction, which includes the name of the student, the program under consideration and reasons for appealing the placement decision. The request of appeal must be accompanied by the following documentation and/or multiple samples of student work that demonstrates the student's advanced competency in achievement and/or aptitude. This information will be used by the appeal committee to make a final determination. Appeal requests submitted without supporting documentation will be considered incomplete and will not be acted upon. It is important to note that teachers will not provide supporting data as their content represents grade-level skills. Parents who anticipate submitting an appeal should create their own portfolio that demonstrates skills and behaviors far above those of typical peers. Parents requesting an appeal *may* provide testing from an outside source at the expense of the parents.

### **Achievement**

Include documentation and/or samples of student work that demonstrates reading, writing, mathematics and/or science skills ***far beyond the performance/behavior of typical peers***. Documentation in language arts could include, but is not limited to, standardized assessment data from outside sources, work samples demonstrating application, analysis, synthesis and evaluative skills (Bloom's Taxonomy), evidence of advanced vocabulary, sophisticated syntax, unusual or novel language use, and/or interpretive analysis of complex literary or non-fiction texts. Documentation in mathematics could include, but is not limited to, examples that demonstrate the student's ability to apply ideas from one mathematical problem to another, use of creative or unusual strategies to solve mathematical problems, success with advanced-level math concepts, and/or knowledge about a variety of mathematical topics. Classroom grades and performance on ISTEP+ are not sufficient evidence for placement as they assess grade-level standards and skills.

### **Aptitude**

Include documentation and/or samples of student work that demonstrates general intellectual ability ***far beyond the performance/behavior of typical peers***. Documentation could include, but is not limited to, examples of excellent reasoning ability, analysis of issues from many points of view, ability to reach good conclusions based on evidence, ability to rapidly understand novel tasks, and tendency to seek answers to questions.

Outside aptitude testing will be accepted but is not mandatory, and the expense must be borne by parents. The test must be administered by a licensed psychologist in private practice and not affiliated with a particular public or private school. Documentation of an

intelligence quotient of at least 126 on a Wechsler Intelligence Scale for Children or a Stanford-Binet Intelligence Scale would be considered; however, this would only be applicable if the area of concern is general aptitude.

2. The Assistant Superintendent for Curriculum and Instruction will meet with the appeal committee consisting of the current classroom teacher, high ability teacher and building administrator. The appeal committee will review the information provided and make a thoughtful decision on a case-by-case basis that is in the best interest of the student. Parents will receive written notification of the appeal decision during the week of May 15-19, 2017. **All appeal decisions are final.**
3. For the 2016-17 school year, the appeal application must be submitted between April 18 and April 28, 2017. **No late submissions will be accepted.**