

Rule – Policy 345.42 Acceleration Procedures

Cross Reference: Policy No. 345.42

(A) 7-14-97
(R) 12-8-14

A. Overview

1. When a student provides evidence of unusually high potential and unusually rapid progress through the established curriculum in one or more subjects or areas of curriculum, the staff needs to extend curriculum experiences for that student.
2. In some cases, acceleration may be necessary to meet the student's needs. Any modification of a regular program can be considered acceleration if it enables the student to progress more rapidly and to complete a program in less time or at an earlier age.
3. When outstanding achievement is evident in one subject area, consideration may be given to partial acceleration in that area. When outstanding achievement is evident across all subject areas, consideration may be given to a full acceleration placement.

B. Definition of Terms

1. **Advanced Placement/Credit by Examinations** - Courses taken for college credit or which allow students to enter college with advanced standing in one or more disciplines.
2. **Curriculum Compacting** - The learner tests out of or bypasses previously mastered skills and content, focusing only on mastery of unlearned content or objectives, thus moving more rapidly through the curriculum.
3. **Dual Credit** - Credit earned for both college and high school by taking a high level high school course.
4. **Dual Enrollment** - A program whereby a student, excused from high school for part of the day, takes one or more courses at a post-secondary institution.
5. **Early Entrance to School** - See Board Policy No. 521.
6. **Early Admission to College/Graduation** - See ss.118.37(9), 227.11(2)(a), and PI 40; High School Course Description Book, and Board Policy No. 311.
7. **Mentorships** - A student is placed with a subject matter expert or professional to further a specific interest or proficiency which cannot be provided within a regular educational setting.
8. **Partial Acceleration** - Involves taking classes or studying particular subjects with students in higher grades. It permits the child to be intellectually challenged in a specific area while he/she continues to develop in other areas with peers.
9. **Full Acceleration** - The student would be enrolled in an appropriate grade above peers.

C. Assessment Process

The process begins by having the student referred for consideration for full/partial acceleration by either parent/guardian or a staff member. Written parent/guardian permission is required before an assessment can take place.

The Acceleration Review Team meets to decide on the assessment assignments and uses the attached worksheet as a guide. The Acceleration Review Team will minimally consist of the Gifted/Talented Coordinator, School Counselor, Principal and School Psychologist. Parent/Guardian and the referring teacher are also integral to the assessment process but may not be involved with all aspects of the assessment process.

Upon completion of the acceleration assessment, the Acceleration Review Team and referring teacher(s) meet to discuss the findings and make the final acceleration decision. A recommendation for full/partial acceleration is based on the recommendation of the Acceleration Review Team and the referring teacher with all members having equal status. The principal will provide a written account of the assessment process and the final recommendation to parent(s)/guardian and staff.

The Principal/Guidance Counselor will schedule a meeting with parent(s)/guardian to communicate the acceleration recommendation. If full/partial acceleration is recommended, written parent/guardian approval is required. Acceleration should take place at natural breaks, e.g. end of the calendar year, end of the semester or end of the school year.

D. Post-Acceleration

Any decision to accelerate will be evaluated by the Acceleration Review Team and building principal after approximately six weeks of school during the first year of acceleration. Any acceleration recommendation should be reviewed as temporary until that time. Each accelerated student case should be reviewed each year at the six week point (grades K-8) to discuss the student's progress/needs. In addition, "in school counseling" should be systematically scheduled to assess the student's adjustment to acceleration.

The building principal/school counselor will continue to monitor accelerated students until they leave the K-8 program. The building principal will help with transitions to the new grade level by helping to identify a new receiving teacher, providing staff training prior to placement and conveying pertinent student information to help make the placement and acceleration process successful. The building principal, with the classroom teacher input, will make the final classroom placement decision.

The building principal will provide a professional growth plan to allow teachers and parent(s)/guardians to learn about the issue of acceleration. Part of that plan will include providing ongoing support for the receiving teacher and informing all staff of the district policy and procedures related to the process of acceleration.

Exhibit – Policy 345.42

Acceleration Assessment Assignments			
Name _____		Date ____/____/____	
I. Student Characteristics			
A. Intelligence	Intelligence Testing Study of Records	School Psychologist	Principal
B. Achievement	Achievement Testing Study of Records	School Psychologist	Principal
C. Attitude Toward Acceleration	Interview Observation	G/T Coordinator School Counselor Classroom Teacher	School Counselor Principal
D. Social/Emotional Development	Observation Self-Rating Interview	G/T Coordinator School Counselor Classroom Teacher	School Counselor Principal
E. Current Classroom Academic Progress	Interview Report Card Curriculum-Based Measurement	G/T Coordinator School Psychologist	School Counselor Principal
F. Extra-Curricular Interests	Interview	G/T Coordinator School Psychologist	School Counselor Principal
G. Health	Interview School Health Record	G/T Coordinator School Psychologist	School Counselor Principal
H. Physical Development	Interview School Health Record Physical Education	G/T Coordinator School Psychologist	School Counselor Principal
I. Task Commitment	Interview Motivational Scale Observation	G/T Coordinator School Psychologist	School Counselor Principal
II. Family Characteristics			
A. Parent Concerns for Acceleration	Interview	G/T Coordinator School Psychologist	School Counselor Principal
B. Family Constellation	Interview Study of Records	G/T Coordinator School Psychologist	School Counselor Principal
C. History 1. Educational 2. Psychosocial Adjustment	Interview Cumulative File	G/T Coordinator School Psychologist	School Counselor Principal
III. School Characteristics			
A. Receiving Teacher Support	Interview	G/T Coordinator School Psychologist	School Counselor Principal
B. Student Make-up of Receiving Classroom	Interview	G/T Coordinator School Psychologist	School Counselor Principal
IV. Acceleration Recommendation			
A. Information Review	Study of all records/reports	G/T Coordinator School Psychologist	School Principal
B. Written Recommendation	Meeting with Parents	School Counselor	Principal
C. Acceleration Placement/Implementation	Post-Acceleration Meeting	G/T Coordinator School Psychologist Teacher(s)	School Counselor Principal Parent/Guardian