

ACCELERATION GUIDELINES

PROCEDURE TO FOLLOW

A student may be referred for grade, subject, or course sequence acceleration by a teacher, any other school district professional, or parent(s)/guardians(s) by using the district acceleration (I-S Form) referral forms. The acceleration forms may be picked up in the counselor's office. A parent may deny a recommendation to accelerate.

DEFINITION OF TERMS

1. Subject acceleration: Curriculum compaction in a particular subject area: the student studies only the unknown curriculum content, subject acceleration may include movement to the next grade level curriculum. Subject acceleration will consist of advanced subject placement, when enrichment does not fully meet the needs of the student in a particular subject area.
2. Total acceleration: Advanced placement to the next grade level of the sequence i.e., fifth grade student is placed in sixth grade curriculum and/or classroom. Total acceleration (advanced grade placement) shall be considered when current grade placement in all academic area is not meeting the student's needs.

GUIDELINES

If subject or total acceleration takes place:

1. A DEP (Differentiated Education Plan) will be developed by the appropriate team.
2. A reevaluation, conducted by the team, will occur after approximately nine (9) weeks and quarterly whenever needed.

INDICATIONS OF NEED (More than one indication must be exhibited)

1. Academic Intellectual Advancement
 - a. Standardized achievement test scores in the 95th percentile in the area(s) of intended acceleration.
 - b. IQ in the "superior" range (128 or above).
 - c. Student receives good grades, but is capable of doing more advanced work.
 - d. Student receives average or poor grades, exhibits frustration or boredom with classwork, but is capable of doing more advanced work.
2. Emotional Maturity
 - a. Compared to other children of the same age, the student exhibits the ability to use higher level thinking skills in oral or written communication.
 - b. Compared to other children of the same age, the student can work independently on projects of interest.
 - c. Compared to other children of the same age, the student is better at:
 - *making decisions about his/her work
 - *evaluating his/her own work
 - *expressing agreement or disagreement
 - *expressing feelings
3. Social Development
 - a. Compared to other children, social development may vary dramatically, from the appearance of advanced social skills to the appearance of very poor social skills.
 - b. Children with very high IQs may be perceived as different or not fitting in because their interests are so different from most students the same age; this may be a strong indicator for special programming.

TOTAL GRADE ACCELERATION PAST KINDERGARTEN

Possible Implications for Elementary & Middle School Students

Grade acceleration should be completed by the end of third grade, but may be considered for individual students if they demonstrate exceptionally high ability or if specific education considerations facilitate such actions. By the time students complete third grade, social considerations are very important in their lives. Changing peer groups after that time may be counterproductive. When the child reaches high school, acceleration of some kind may be considered, and the student may complete high school in fewer than four years.

Implications for Secondary School Students

1. Students accelerated in the elementary grades shall have access to academic programming at all secondary schools at the appropriate time. Middle school students earning high school credit must take the appropriate amount of state required credits to graduate from high school unless they are exempted under form PI 1803, High School Graduation Compliance Review.
2. Secondary students should be encouraged to continue taking the sequence of courses offered in the area in which they have been accelerated.
3. Correspondence, summer school or college level courses taken by students may be accepted for credit by the Colby School District. They shall be subject to approval by the high school principal and follow the Youth Options Program or Alternative Credit Guidelines.
4. When early graduation is planned by the student as a result of the acceleration process, the Colby School District Early Graduation Policy shall be implemented.
5. A student who attends a portion of his/her daily class schedule within the Colby School District and also receives credit toward graduation through attendance at university classes shall be considered a student in full-time attendance in the district, provided the student meets the full-time credit requirements established by the district.