

ACCELERATION

In most situations, the needs of high achieving and gifted students can be met through differentiating content and pacing within the regular classroom. Grade acceleration may be appropriate for gifted and high achieving students whose needs are far beyond those of age-level peers.

To determine whether a student qualifies for grade-level acceleration, the parent, teacher, or student must submit a written request for an evaluation to the school principal or Gifted and Talented (GT) coordinator no later than four weeks before the end of the school year. Students who are new to the district may request testing upon enrollment. A review team consisting of, but not limited to, the principal, GT coordinator, and classroom teacher will use the Iowa Acceleration Scales to determine the best placement for the student. These research-based scales use achievement, ability, and social data to determine whether acceleration is recommended. The GT coordinator will work with the principal, classroom teachers, and the student's family to complete the form. Additional testing may be required, which will be performed by the GT coordinator. If evidence provided by the Iowa Acceleration Scales clearly indicates that acceleration would be in the best interest of the student, he/she will be enrolled in the appropriate grade to begin on the first day of school in the next school year.

The protocol for disagreements will follow the Dispute Resolution policy procedures, however, the parent retains the right to choose not to accelerate the student.

- Student must have maintained a grade point average (GPA) of 3.85 or higher as a full-time brick/mortar student for a minimum of two consecutive semesters immediately preceding the acceleration request.
- Student must have achieved a score of 95th percentile or above on district administered math and reading achievement tests.
- Student has maintained an attendance level of 95% or higher for a minimum of two consecutive semesters before the acceleration request.
- Student must have at least one cognitive score at or above the 95th percentile.

In some circumstances, gifted students may underachieve due to a variety of issues related to being gifted. A common reason is that the student's programming is not at the appropriately challenging level. For this reason, you may choose to add a statement to your policy that allows these students to be accelerated even though they are not meeting some of the quantitative criteria for attendance and GPA. For example:

- At the discretion of the principal or superintendent, minimum GPA and/or attendance criteria may be lowered when a student is underachieving due to inappropriate programming.

Adopted December 20, 2018