



SHERIDAN  
SCHOOL DISTRICT

*Inspire. Empower. Serve.*

## Acceleration Procedures

## Gifted Education Program

The National Association of Gifted Children states this position concerning acceleration as a practice with gifted students:

1. Adjust the pace of instruction to the student's capability in order to develop a more satisfying work ethic
2. Provide an appropriate level of challenge in order to avoid boredom from repetitious learning
3. Reduce the time period necessary for students to complete traditional schooling.

For those rare students who might qualify for acceleration, benefits are promoting more challenging options in middle and high school as they are ready to become contributors to society at an earlier age.

Capable children of high performance include those with demonstrated achievement and/or potential ability in the following areas, singly or in combination: Academics, Art, Creativity, Intellectual, or Leadership.

**Referrals** — A student may be referred for possible acceleration by a parent, administrator, counselor, teacher, community member, or the student. This request should be in writing to the building principal of the campus attending and should explain the rationale for the request.

**Acceleration Committee** - The district gifted education coordinator will be responsible for convening the district's GT acceleration placement committee whose members will be comprised of at least five (5) professional educators: i.e. administrators, teachers, counselors, chaired by the GT coordinator.

**Procedures** — If the building principal finds, after an initial research of academic data, that the student being referred is an appropriate candidate for acceleration, then the referral is forwarded to the district's GT coordinator for action. The student will then be given, with parental or guardian permission, a series of intelligence and achievement tests.



# SHERIDAN SCHOOL DISTRICT

*Inspire. Empower. Serve.*

Parents and teachers may be asked to fill out rating scales on characteristics of giftedness and are welcome to discuss options before the official district GT acceleration committee convenes. It may be that after options are discussed that the parents may decide on options other than whole grade acceleration might be appropriate.

The counselor and/or GT coordinator may interview the student to determine social awareness and discuss the potential advantages and disadvantages of the acceleration.

After all data has been gathered, members of the acceleration committee shall review records, grades, intelligence and achievement results, rating scales, product/performance examples of class work and any written comments of parents, teachers, and the student.

Committee members will gain a consensus in order to accelerate. They will discuss whether they feel in favor, are neutral, or against acceleration for the nominated student and should give their rationale for their decision.

The decision of the acceleration committee will be summarized in writing to the parents and a copy filed in the school records after the meeting.

## **Factors to be Considered –**

Appropriate elements of the student's performance on achievement and intelligence tests must lead credence to the need for acceleration. Historically acceptable definitions of need for acceleration generally are found if the student scores higher than the 95<sup>th</sup> national percentile ranking on normed, achievement and intelligence exams.

Consistently high performance over time in the subject or subjects for which acceleration is being considered.

Degree of student's social maturity, level of responsibility, work habits, and motivation.

Support of parents/guardians: approval must be supported, and acceleration should not be considered if there is strong opposition from teachers involved.

Explanation of the ramifications of whole-grade acceleration on the student's graduation status when the student moves into high school.



# SHERIDAN SCHOOL DISTRICT

---

*Inspire. Empower. Serve.*

GT coordinator documents why the acceleration was proposed and the projected advantages of acceleration, both academically and socially.

Student should be fully cognizant of the procedures that will have to occur before acceleration occurs and when it is scheduled to occur.

Briefings must occur with both the “sending teacher” who documents level of learning and the “receiving teacher” who prepares so the transition occurs as seamless as possible.

On-going feedback from the receiving teacher, student, parents must occur to document that the acceleration was the right thing to happen.

All stakeholders must realize that whole-grade acceleration, once granted, must be very reluctantly abandoned.

Student should be granted the needed support from the school so acceleration can be successful.

Acceleration records will be added to the student’s permanent file and gifted education file.

If for unforeseen reasons, a re-evaluation is needed concerning the whole-grade acceleration, the change(s) must be approved by consensus through review of multiple criteria by the district’s GT annual gifted identification committee meeting which includes at least (5) certified staff members: administrators, teachers, or counselors which is chaired by the GT coordinator.

High school courses taken in the acceleration process will be given full credit and applied toward graduation requirements and GPA if a student needs to take high school courses while enrolled in the district’s intermediate or middle schools.

Revised: April 2020