

## **STUDENT ACCELERATION**

### **Grade or Subject Acceleration in Elementary Schools**

Although standard grade promotion should be the norm, research shows that acceleration for high-ability students can be effective. Exceptional cases based on their own merits may warrant acceleration, as high-ability students have unique academic, cognitive and social needs. For students whose needs are not being met, grade or subject acceleration may be considered.

Achievement above grade level is not in itself sufficient reason for grade acceleration. There is not any one factor, but rather a combination of factors that determine if grade or subject acceleration is appropriate. Grade or subject acceleration will only be considered after completion of Tier II and III interventions without significant success in meeting student's acceleration needs within the grade level.

The decision to accelerate a student has far-reaching implications for his or her total development. For this reason, a thorough evaluation of any student being considered for grade acceleration should be made by the teacher, principal and appropriate student assistance personnel before reaching a final decision. The corresponding *K-5 Student Grade Acceleration Data* forms are designed to aid the gathering of necessary information so that all factors are considered.

### **Grade Acceleration Procedures:**

Note: These procedures can be initiated by the principal, teacher, or parent/guardians. Below is the parent/guardian procedure

1. Parents/guardians contact their school principal. The parent/guardian is given or mailed a copy of:
  - The school district policy
  - Guidelines for Grade or Subject Acceleration in K-5
  - Grade/Subject Acceleration Form
2. The student's teacher(s) is given:
  - The Robbinsdale Area Schools Grade/Subject Acceleration Teacher Form
  - K-5 Student Acceleration Data Form
3. If this is a request for a grade acceleration the school psychologist will contact the family to discuss the evaluation process. The evaluation will include assessments in the areas of social/emotional level and background, intellectual level, and achievement level. The psychologist will then prepare a written report of his or her evaluative findings and recommendations. If the family has already obtained an outside evaluation it must be submitted

to the principal. The school psychologist will review the evaluation and conduct any other needed assessments.

- Students considered for grade acceleration must achieve a minimum Full Scale I.Q. score of 130.
4. When all the above information has been received by the principal, a meeting is scheduled with the principal, current teacher(s), district gifted education coordinator, school psychologist, and other appropriate personnel to discuss the results of the evaluation and family and teacher forms. The team will make a recommendation regarding acceleration and complete the Acceleration Summary.
5. The principal and psychologist meet with the family to discuss the recommendation and Acceleration Summary.
- If the child is accelerated, placement will be reviewed after nine weeks. A review and final determination about the appropriateness of the placement should be made after one quarter in the new placement.
  - If necessary, the parent/guardian is informed of the appeal process.
  - A copy of all paperwork is sent to the Executive Director of Academics and Elementary Schools

### **Appeal Process**

Parents/guardians who do not agree with the decision of the staff as outlined above may request that the Executive Director of Academics and Elementary Schools review the information and procedure regarding their child to assure appropriate policy implementation.