

ACCELERATION

The Alexandria City School Board is dedicated to the total and continuous development of each student and intends for each student to attain the highest level of individual achievement possible. This process may include acceleration, the practice of placing certain students in programs or subjects considered above their grade level. The curriculum and schedules of all ACPS schools provide flexibility for student acceleration. Scheduling students into subjects above their grade level is done with counseling based on evidence of ability, past academic achievement, and social and emotional development in collaboration with the Talented and Gifted Program Coordinator, administrator and school team, the individual student, and his/her parents or guardians.

The criteria and procedures for determining whether to accelerate students are defined in IKEB-R: Acceleration Regulations.

Acceleration may take the following forms at the elementary and secondary levels:

1. Elementary:

- A. Grade-based acceleration, commonly known as “grade skipping”;
- B. Single subject acceleration; and
- C. Underage entrance to first grade.

Decisions concerning the acceleration of an elementary student will be team-based. The decision-making team will include the principal, the Talented and Gifted Program Coordinator, the student’s parents/guardians, and the student’s educational team. This team should also include the student’s current teacher, a representative gifted and talented educator, school psychologist, school counselor, special education and English Learner (EL) specialists (if appropriate), and the receiving teacher(s) from the next grade.

2. Secondary:

- A. Grade-based acceleration, commonly known as “grade skipping”; and
- B. Single subject acceleration.

Acceleration decisions placing secondary students in courses which are commonly taught at grade levels above their current placement will be team-based. The decision-making team will include the Talented and Gifted Program Coordinator, the student’s parents/guardians, and the student’s educational team. This team will also include the student’s current teacher, school psychologist, school counselor, special education and English Learner specialists (if appropriate), and the receiving teacher(s) from the next grade.

When a student below the ninth grade successfully completes courses offered for credit in grades 9-12, the credit is counted toward meeting the standard units required for graduation, provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below the ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that ACPS omit the grade from the student's transcript and the student not earn high school credit for the course. The parent/guardian shall make such request in the format and by the deadline set forth by the Superintendent.

Acceleration decisions will be based upon current best practices and research provided through the Talented and Gifted office and as procedurally described in Regulation IKEB-R. In addition, while TAG identification is not required for a student to be accelerated, a designation for special education services or English Learner services will likewise not impede a student's consideration for acceleration.

Adopted: January 9, 1997
Amended: July 1, 2005
Amended: June 9, 2011
Amended: January 22, 2015
Amended: June 22, 2017

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78
8 VAC 20-131-50
8 VAC 20-131-90
22 VAC 40-180-10

Cross Ref.:	IGBB	Programs for Gifted Students
	IKE	Academic Promotion and Retention
	IKE-R	Academic Promotion and Retention Regulations
	IKEB-R	Acceleration Regulations
	JO	Student Records