

590 ACCELERATED PROGRAMMING PROCEDURE

I. PURPOSE

The purpose of this policy is to provide information for parents who want their child to qualify for accelerated programming.

II. PROCEDURES FOR SELECTION

Interest for accelerated programming for a student will be initiated by the child's parent using the proper form. Course or subject acceleration will first be done through differentiated classroom work, before full grade level acceleration will be considered. Entrance into an accelerated program will be considered if space is available in the appropriate classes. This would be determined by May 31.

III. PRETESTING INTERVIEW

Knowledge of the school program is critical to making good decisions on accelerated programming. By knowing what type of program the school offers, it is possible to consider the prerequisite skills of the children for existing programs. An interview with the parents, the student, school principal and appropriate teachers will determine whether further testing is warranted. This interview will allow the school professionals to gather information from the parents and will allow a chance for professionals to observe the student.

IV. CRITERIA USED TO SELECT STUDENTS

Accelerated programming will be considered for those students who clearly possess the potential and abilities to be successful in an accelerated program and higher-level learning environment. Requests for accelerated programming must be submitted prior to April 1st, of the preceding school year.

To be eligible for accelerated programming, the student must possess the following high level, special abilities that permit accelerated programming.

Emotional and Social Maturity -

The emotional and social maturity of the student, as well as long term impact, will be considered. Assessments will be formal, including but not limited to the Iowa Acceleration Scale, and informal.

Academic Skills -

Language development and academic prerequisites and readiness will be considered. Evidence of successful completion of core academic curricular areas and Nationally Norm Reference Standardized Achievement Exam percentiles must indicate a level of adequacy to meet the rigor and level of the intended accelerated program. Performance in the 98th percentile across subject benchmarks.

If a parent has opted not have a student take part in statewide assessments, other forms of testing may need to be used in order to properly evaluate the student.

Appropriate Pupil Behaviors -

The following behaviors will be given consideration: 1) Ability to clearly and easily follow directions, 2) Superior attention span and stamina to perform at a high level of rigor, 3) Interest in accelerated programming activities, 4) Self-direction, motivation, self-help and independence, 6) Ability to learn, perform and interact in a group at a high level, 7) Peer relations and social skill ability, 8) Positive attitude toward school and learning.

Cognitive Ability –

A superior ability to learn will be required on an individual intelligence evaluation completed by the school psychologist. The child must obtain a standard score of 125 or above on a standardized cognitive assessment.

METHOD USED TO DETERMINE ACCELERATED PROGRAMMINGS:

After the individual evaluation is completed, the school principal, the school psychologist, and appropriate teachers will meet to discuss the results of the evaluation. Consideration will be given to all the criteria listed above.

POST-TESTING INTERVIEW

A post-testing interview will be held with the parents and school professionals to inform the parents of their child's performance within 30 school days from the initial parent interview. The decision for accelerated programming will be shared at this time.

FEE:

It is estimated that the total time involved for the evaluation and interviews will be six hours. Because parents will be requesting accelerated programming, the cost to the district to administer tests and conduct interviews shall be the responsibility of the parents unless the student is already enrolled in the K-12 program. The hourly rate will be in accordance with the negotiated rate between the Park Rapids Education Association and the District.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)

Appendix I

Parent Request Form

Parents/Guardians who are requesting or are involved with the possible acceleration of a student should fill out the form below and give it to the students' building principal following the timelines laid out in Policy 590- Accelerated Programming Procedure.

Parent/Guardian name(s): _____

Student Name: _____ Date: _____

Who is filling out the form? (Select One):

_____ Parent/Guardian _____ Teacher

Request for (select one):

_____ Course Acceleration _____ Full Grade Acceleration

1. For what reasons would acceleration be a good fit for your student?

Parent/Guardian Signature _____ Date: _____

Contact Information: Email _____ Phone: _____