Foley Public Schools Adopted by the Board: 05/15/2023

513.3 ACCELERATION POLICY

I. PURPOSE

The purpose of this policy is to define a process for accelerating students using subject and whole grade acceleration to help meet the needs of gifted and talented students. The philosophy of the Foley Public Schools is to provide alternative programs and services that best meet the needs of gifted and talented students prior to considering, developing and implementing an individual acceleration plan.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to have several alternatives to acceleration to meet the individual needs of gifted and talented students which may include:

- Cluster Classrooms for gifted and talented students with specific teacher training regarding differentiation, compacting and clustering for gifted and talented students.
- Gifted Education Directed Services
- Compacted Curriculum

These alternative strategies should be available to identified gifted and talented students. If these interventions still do not meet the needs of the student, then acceleration should be considered.

III. REQUIREMENT

A. The process for considering a student for acceleration may be initiated by the principal, a staff member or a parent. The GTE (Gifted and Talented) coordinator must meet with the principal to inform him/her of the request for possible acceleration. Following the consent of the building principal, the coordinator should conduct interviews with the teacher, the teacher from the previous year, student and parent. Then he/she should report back to the principal to determine if the process should continue.

B. If determined that the process should continue, the following data should be collected:

- Documentation of current and past year's progress (report cards, teacher reports)
- Intellectual and achievement assessment scores

C. The following criteria should serve as a guideline for **grade acceleration**:

- A high level of achievement should be present in most areas of the curriculum with special emphasis placed upon reading, math and writing.
- Exceptional talent is clearly demonstrated across the subject areas.
- An intellectual ability screening should indicate ability that is two standard deviations above the norm.
- The social and emotional maturity of the student should be considered. The student should be self-directed, independent and motivated to learn.
- A high degree of persistence.
- The interest and motivation of the student to be accelerated should be considered as well as his or her social/emotional readiness.

D. The following criteria should serve as a guideline for **subject acceleration**:

- The student is scoring at the 98% on achievement tests in the subject matter.

- Exceptional talent in the subject matter is clearly demonstrated.
- A high level of achievement in the subject matter as indicated by previous grades or scores should be reviewed.
- The social and emotional maturity of the student should be considered. The student should be self-directed, independent and motivated to learn.
- A high degree of persistence.

E. The process for considering a student for acceleration may be initiated by the principal, a staff member or a parent. The GTE (Gifted and Talented) coordinator must meet with the principal to inform him/her of the request for possible acceleration.
F. Following the consent of the principal, the coordinator should conduct interviews with the teacher, the teacher from the previous year, student and parent. Then he/she should report back to the principal to determine if the process should continue.
G. Those students meeting eligibility for acceleration will attend a trial period of acceleration. A conference will follow a six week trial period to determine if the acceleration is the appropriate placement. The final decision lies with the school district.

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PROCEDURES FOR ACCELERATION
FOR INFORMATIONAL PURPOSES ONLY

1. The GTE Coordinator will receive any requests for acceleration. If they were not initiated by the parent(s), the coordinator will request parent permission to assess the possible acceleration of the student.

2. The principal, the classroom teacher and the GTE coordinator should present the collected data. Possible additional assessments include:

- An intellectual ability evaluation (Slosson) scoring at least two standard deviations above the norm.
- An aptitude test in the subject area to be accelerated at least two standard deviations above the norm.
- An individual achievement test demonstrating skill level at or above 90% of the advanced grade.
    - MCA – Minnesota Comprehensive Assessments
    - FAST/STAR – Dynamic Indicators of Basic Early Literacy Skills
    - Scantron
    - SAGES – Screening Assessment for Gifted Elementary Students
- Social emotional readiness will be determined by the team.
- Sayler – Parent and teacher performance Questionnaire

Other factors to consider:

- The child should possess a high degree of persistence and motivation.
- The child should not feel unduly pressured to advance a grade, but wants to make the move him/herself. (This will be determined by interview and recommendation)
- Siblings/close relatives in the advanced grade level.

2. After all assessments are complete and data analyzed, the information is synthesized using a checklist based on the Iowa Acceleration Scale.

3. An acceleration conference will be held to inform parents of assessment results and to discuss educational options. The information will be discussed, but the final determination lies with the school district. (Attendees must include the classroom teacher(s), GTE coordinator, principal and parent.)

4. If it is determined that the student meets eligibility for acceleration, the following procedures should be followed and the plan should be filed by the GTE Coordinator in the student cumulative folder, the GTE student file and a copy should be given to the classroom teacher and the parent:

a. The support plan for the student, parent and receiving teacher should be created by the GTE Coordinator, classroom teacher(s) and principal. This plan should include an opportunity to become familiar with the material that will be skipped and receive instruction in areas where a deficit has been determined. This plan will become part of the student's permanent record.

b. A timeline for transition should be established. Acceleration may take place at any time but, if possible, a regular school break is recommended. The grade advancement should be arranged on a trial basis.

c. Six weeks after the transition a formal meeting with the principal, GTE coordinator, classroom teacher(s) and parent will be held to evaluate the transition. At this time the decision will be made to continue the acceleration or to return to the previous alternatives and class.

The plan for acceleration should be reviewed annually as the student progresses through the educational system.

5. All information shall be regarded as confidential.