

## **Sparta Area School District**

### Article 422 - The Accelerated Student

The Sparta Area School District's Board of Education recognizes that accelerated students may need alternative educational programming. These alternatives may include enrichment/acceleration within chronological grade level and acceleration beyond a specific grade level, subject and/or course included in the normal program and curricular sequence.

There must be careful consideration for the whole child when considering grade acceleration. The impact of moving a younger child to take classes with older students involves more than just academic considerations. Social, emotional, and physical growth also needs to be taken into account. For these reasons, grade acceleration is rarely recommended.

The consideration of complete acceleration beyond the student's current grade level placement can be initiated by the classroom teacher, parent or other school personnel and student (if appropriate). An evaluation of the student's potential to benefit from an accelerated grade placement will be required. A conference will be held with the student's parent/guardian to consider the appropriate placement. The decision to accelerate or not will be based on the evaluation results, classroom observations, parent information and classroom teacher reports. The decision to accelerate will be a result of consensus/agreement of the conference team made up of the building principal, STAT Team, building gifted and talented representative, pupil services representative, parent/guardians, and the student (if appropriate).

When acceleration is being considered in one subject area beyond the student's current grade level, parents/guardians, classroom teacher and building principal should have input into the decision.

An ongoing evaluation of placement will be conducted to ensure that students are receiving appropriate programming.

### **Grade Level Acceleration Steps**

There must be careful consideration for the whole child when considering grade acceleration. The impact of moving a younger child to take classes with older students involves more than just academic considerations. Social, emotional, and physical growth also needs to be taken into account. For these reasons, grade acceleration is rarely recommended.

A student may be considered for grade level acceleration through a request to the building principal by the classroom teacher, parent/guardian, student (if appropriate) or any other school district professional. The following steps will be followed when determining whether acceleration is appropriate for the student.

1. An evaluation of the child's potential to benefit from acceleration shall be required. The evaluation shall provide information on the student's academic achievement and skill, social and mental maturity. The specific tests and data sources will be determined by the school district. This evaluation will be done with the written approval of the student's parent(s)/guardian(s) by the school

district.

2. After the evaluation is completed, a STAT team, also including the gifted/talented representative and the pupil services representative, shall hold a conference with the parent(s)/guardian(s) and the student (if appropriate) to determine the appropriateness of acceleration. Before acceleration is approved, the parents(s)/guardian(s) and the school team should consider other alternatives such as gifted and talented small group or differentiated instruction in specific curriculum areas, acceleration for only one or more subject areas, curriculum compacting in classroom, etc.
3. The school team, parent(s)/guardian(s) and student (if appropriate) will base their discussion on the available information and confirm acceleration only if it is the consensus of the group. The parent(s)/guardian(s) may appeal a decision to the board of education who has final authority in these matters.
4. Grade acceleration decisions shall be made on a nine-week trial basis. The building principal/designee shall conduct a meeting with teachers, other professionals, and parent(s)/guardian(s) to review progress. Once the grade acceleration begins, the progress of the student shall be reviewed on an ongoing basis with the parent(s)/guardian(s) for four consecutive quarters.

Legal Reference:

Cross Reference:

Approved: February 24, 2004

Revised: