

**BAYFIELD SCHOOL DISTRICT  
ACCELERATION PROCEDURE FOR STUDENTS  
WHO ARE BEING SERVED BY THE GIFTED AND TALENTED PROGRAM**

**Subject Acceleration**

For the purpose of this procedure, Subject Acceleration is defined as the placement of a student into the next appropriate level in one subject area. Subject Acceleration shall be done through a formal process involving the student's teachers, parents, and Gifted and Talented Program Facilitator. This process may include the student making an adequate score on an end-of-course assessment for the subject area considered. At the secondary level, the goal of acceleration will be long term planning that focuses on post-secondary and career readiness through advanced classes and other opportunities, such as Advanced Placement and Honors classes, dual credit/concurrent enrollment, or online courses. In the event the above-referenced decision-makers are unable to reach consensus on whether a student should be accelerated in a subject area, the matter will be referred to the Building Administrator, who shall confer with the teachers, parents, and GT Program Facilitator, and shall make the decision, which decision shall be final.

**Whole Grade Acceleration**

Whole grade acceleration may be considered for students in grades K-12. For the purpose of this procedure, whole grade acceleration is the promotion of a student to the next appropriate level. Before considering whole grade acceleration, teachers and parents/guardians must implement and document interventions that include content extensions, differentiation strategies, and/or other supplementary opportunities to help meet the student's needs for challenge. If these interventions appear to be insufficient in meeting the student's needs, a request for acceleration may be initiated. A student may be considered for acceleration to another grade level only when his or her academic achievement, social/emotional, physical, and/or cognitive development would become stagnant or hindered if he/she would remain in the current chronological grade level.

Acceleration decisions are made as a result of a process which includes collecting and considering information regarding academic, cognitive, social/emotional, and physical development of the student. A committee will be assembled, which may include, but not be limited to, parents/guardians, Gifted and Talented Program Facilitator, and building administrator, as well as current and proposed placement teachers. This committee will

review the information gathered and make a final decision about the placement that best supports the student's learning and social/emotional needs.

**STEP ONE:** A written request by parents/guardians and staff indicating reason(s) for acceleration along with comparison work samples shall be submitted to the Gifted and Talented Program Facilitator, who will confer with the requesting parties and guide further data gathering procedures.

**STEP TWO:** Collection of Records to include:

- Iowa Acceleration Scale to be completed by parents and Gifted and Talented Program Facilitator
- Norm-referenced test data and state required assessment results (if applicable)
- Pre and posttests of current curriculum
- Portfolio which includes work samples along with comparisons of included work to other high-performing students
- An assessment of the social/emotional needs of the gifted (SENG) student resulting from school psychologist, counselor, and teacher observations of classroom behavior, student interests, and motivation, etc.

**STEP THREE:** After the Collection of Records has been completed, a meeting will be scheduled where the afore-mentioned committee will review the body of evidence and determine if the preponderance of evidence indicates this student would be a good candidate for acceleration. Although a request for acceleration may be submitted at any time, actual placement in an accelerated level may be set to occur at an identified date that the committee determines will best support the student's transition, as well as academic and social/emotional needs.

## **Appeals**

An appeal of a committee decision concerning a request for acceleration will follow the Appeals and Dispute Resolution Process as outlined on the Gifted Education website of the San Juan Board of Cooperative Educational Services. See <http://sjboces.org/gifted/appeals.htm>

- Before a formal appeal, an attempt should be made at the building level to resolve the disagreement. The student or parent shall request a conference with the building level Gifted and Talented Representative in order to review the student profile and test scores, along with a thorough explanation of the screening process

and its purpose. This conference should occur as soon as possible once the disagreement is voiced.

- If the conference with the building level Gifted and Talented Representative is not to the satisfaction of the student or parent, then a written appeal must be submitted to the building Principal. The Principal must schedule and hold a conference with the submitting party upon receiving the written appeal. The written appeal must contain a statement of the complaint, any evidence in its support, the solution desired, the student or parent's signature and the date the appeal is submitted.
- If the outcome of the conference with the building level administrator is not to the student or parent's satisfaction, then the submitting party shall request a conference with the Director of Exceptional Student Services at the San Juan Board of Cooperative Educational Services. The Director will schedule and hold a conference with the disagreeing party within two weeks of receiving a request for a conference. A final decision will be made within thirty days of the conclusion of the conference. This decision will be in writing and is final.

NOTE: No parent or student shall have a legal claim against the District resulting from any alleged failure to comply with this procedure IKE, except for claims that District personnel discriminated against a student or parent on the basis for race, ethnicity or national origin, skin color, gender, sexual orientation, disability, or any other category protected against discrimination under state or federal law.