

Adopted: 11.13.11

Revised: 12.17.19

## **Acceleration Policy 513**

### **PURPOSE**

The purpose of this policy is to outline the process for using whole grade acceleration as a mean to meet the needs of exceptionally high achieving students. The philosophy of Swan River Montessori Charter School (SRMCS) is to provide individualized instruction that best meets the needs of all students prior to considering, developing, and implementing an individual acceleration plan.

### **GENERAL STATEMENT OF POLICY**

It is the policy of SRMCS to have several alternatives to meet the individual needs of students. This may include:

- Continuous Progress – The student is given content progressively as prior content is completed and mastered. The practice is accelerative when the student’s progress exceeds the performance of chronological peers in rate and level;
- Self-Paced Instruction – The student proceeds through learning and instructional activities at a self-selected pace. Self-paced instruction is a sub-type of continuous progress acceleration;
- Mixed-Aged Classrooms – While not in and of itself a practice designed for acceleration, this placement does allow younger students to interact academically and socially with older students; and
- Subject Matter Acceleration – This practice allows students to be placed in lessons with older students and use of higher level instructional activities on a continuous progress basis.

These alternative strategies are available to all students. If these interventions still do not meet the needs of the student then acceleration should be considered.

### **GENERAL PROCESS**

1. The process for considering a student for acceleration may be initiated by a teacher, the parent(s), legal guardian(s), and/or the School Director.

2. The School Director should interview the student's teacher(s) and parent(s) or guardian(s) to determine if the process should continue.
3. The School Director (or designee) shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement.
4. Evaluations of a referred child shall be scheduled at the School Director's discretion and placement in the accelerated setting will be at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. All children who will not be the proper age for entrance to kindergarten shall be evaluated for possible acceleration if referred by an educator within the school, a preschool educator who knows the child, and/or a pediatrician or psychologist who knows the child.

#### ACCELERATION EVALUATION COMMITTEE

- Composition
  - The School Director (or designee) shall convene an evaluation committee to determine the most appropriate learning environment for the referred student. This committee shall be comprised of the following:
    - The School Director;
    - The current lead teacher of the student;
    - A teacher at the grade level to which the student may be accelerated (with the exception of students referred to possible early admission to sixth grade or above);
    - A parent or legal guardian of the referred student or a representative designated by the parent or legal guardian of the referred student; and
    - The school psychologist.
- Detailed Process
  - The Acceleration Evaluation Committee (AEC) shall conduct a fair and thorough evaluation of the student including, but not limited to:
    - General information;
    - School history;
    - Evaluation of student ability, aptitude, and achievement;
      - The student's measured IQ is in the 98<sup>th</sup> percentile or achievement is at least two grade levels above current grade level and the measured IQ is in the 95<sup>th</sup> percentile.
    - School and academic factors;
    - Developmental factors;
    - Current placement of the student's sibling(s);

- Interpersonal skills;
  - Attitude and support; and
  - The student does not object to whole grade acceleration.
- Decision Regarding Acceleration
  - The AEC shall issue a written decision to the school director and the student's parent(s) or legal guardian(s) based on the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
- Acceleration Plan
  - The AEC shall develop a written acceleration plan for the student who will be admitted to kindergarten early or have whole grade acceleration. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
    - Placement of the student in an accelerated setting; and
    - An appropriate transition period for accelerated placement for early entrants to kindergarten or grade-level acceleration.

#### ACCELERATED PLACEMENT

- The AEC shall specify an appropriate transition period for accelerated placement or for early entrants to kindergarten.
  - At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from the accelerated placement. In such cases, the School Director shall remove the student without repercussions from the accelerated placement.
- At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.