

ACADEMIC ACCELERATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards may, within District resources, be provided the opportunity and be encouraged to do so.

The Board believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society. One of the District's priorities is to provide rigor and challenge in order to meet individual student needs. Access to appropriate programming will occur equitably throughout the District whenever and wherever it is needed.

The District will offer appropriate services, educational opportunities, and differentiated curricula for students who demonstrate high performance capability in specific academic fields or in intellectual, creative, artistic, or leadership areas.

Continuous progress acceleration should be the primary vehicle for meeting the needs of the gifted. When multiple criteria indicate exceptional need, acceleration may be considered.

The following types of acceleration are available:

- Continuous Progress
- Early Entrance
- Subject Matter Acceleration
- Whole Grade Acceleration

Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement.

The superintendent will develop and publish guidelines for implementing this policy.

Approved: November 12, 2012

Reviewed:

Revised: