

<b>TOPEKA PUBLIC SCHOOLS</b>	<b>REGULATION NUMBER: 6170-01</b>
<b>SUBJECT:</b>	<b>DATE OF ISSUE: 06/07/12</b>
<b>ADMINISTRATIVE ACCELERATION OF A STUDENT</b>	<b>REVISIONS: 06/12/16</b>
	<b>PREPARING OFFICE: TEACHING AND LEARNING</b>

**I. PURPOSE:**

Define the process for accelerating any student, including those with gifted IEP's.

**II. PERSONNEL AFFECTED**

Building principals and staff

**III. ADMINISTRATIVE ACCELERATION OF A STUDENT**

**A. Content-based acceleration provides students with advanced content, skills, or understanding before the expected age or grade level. Students typically remain with peers of the same age and grade. Content-based acceleration can also refer to allowing a student to work on higher grade-level instruction in their regular classroom in lieu of grade-level instruction.**

**B. Forms of content-based acceleration include:**

- 1. Individual Subject Acceleration;**
- 2. Compacting;**
- 3. Concurrent/Dual enrollment;**
- 4. Testing out or demonstration or mastery; and**
- 5. Advanced Placement.**

**C. Grade-based acceleration typically shortens the number of years a student spends in the PK-12 system. In practice, a student is placed on a full-time basis in a higher grade level than is typical, given the student's age, for purpose of providing access to appropriately challenging learning opportunities.**

**ADMINISTRATIVE ACCELERATION OF A STUDENT (Continued)**

**D. Forms of grade-based acceleration include:**

- 1. Whole-grade acceleration;**
- 2. Telescoping;**
- 3. Early entrance into middle school, high school, college; and**
- 4. Early graduation.**

**E. Referral Process**

The referral process may be initiated by an administrator, classroom teacher, counselor, parent, guardian, legal custodian, school support staff, or student. A completed Student Acceleration Referral Form is to be submitted to the school intervention team (e.g., SIT, GEI, IEP). The principal must ensure the following membership: administrator; teacher(s); counselor; parent, guardian, or legal custodian; special education personnel (e.g., gifted facilitator, school psychologist), if applicable. Additional team members may be added due to the nature of the referral; for example, including an administrator and counselor from the receiving school, if the acceleration plan includes a middle school student receiving instruction at a high school. The team leader will facilitate gathering data using the Student Acceleration Data Collection Form from all relevant parties (e.g., classroom teacher, special education personnel, counselor, parent, guardian, legal custodian, student). Data from the parent, guardian, legal custodian, and student (optional for elementary students) should be collected via interview with a staff member on the team and reported on the Student Acceleration Data Collection Form.

The findings of the comprehensive data collection will be shared and discussed with the student and parent, guardian, or legal custodian.

**F. Placement Process**

If deemed appropriate by the criteria in the TPS Acceleration Options document, whole-grade and individual-subject options will be discussed and evaluated by the team. Consideration will be given to the long-range ramifications of the proposed acceleration to the student's K-12 programming. A Student Acceleration Plan will be developed with a timeline for implementation and checkpoints to regularly evaluate the placement. If acceleration is not recommended, the requesting party can initiate the

**ADMINISTRATIVE ACCELERATION OF A STUDENT (Continued)**

referral process after the student completes at least one additional semester and demonstration of need.

**G. Appeal Process**

If the parent, guardian, or legal custodian or any member of the school team disagrees with the team's recommendation, he or she may submit a written request for an appeal to the decision to the school principal.

The principal will respond with a decision, in writing, based on the data and feedback gathered by the team, within 10 school days. The decision of the principal may be appealed to the Assistant Superintendent for Teaching, Learning and Administration, by filing a written request with the Assistant Superintendent within 10 days after receiving the principal's decision. The Assistant Superintendent will review the principal's decision, the data provided to the school team, and any additional information provided by the parent. Within 10 school days, the Assistant Superintendent will respond with a decision, in writing. The decision of the Assistant Superintendent shall be final.