

Canyons School District
Department of Planning and Enrollment

Acceleration Administrative Guidelines

Each acceleration case shall follow the school team referral process. A team comprised of a school administrator, counselor, parent(s)/legal guardian(s), teachers, and school psychologist will consider individual patterns of growth and data to evaluate requested acceleration. Each request for acceleration should be approved or denied at the local school based on current data and information. The data, as outlined below, should be collected and considered in the evaluation for each student's acceleration.

The final decision to accelerate a student is the responsibility of the evaluation team under the direction of the school administrator. In the event that agreement cannot be reached by the team, parent(s)/legal guardian(s) may request a district-level committee, formed by the Department of Student Support Services, to review the local school decision.

Acceleration regarding any English Learner (EL) student should not be initiated prior to consultation with the Student Advocacy and Access Director. The Student Advocacy and Access Director will coordinate necessary evaluations to determine the linguistic and cultural appropriateness of the request to accelerate.

Data Guidelines

- A. The student's physical, social, emotional, behavioral, cognitive, and academic development should be considered. The school psychologist will collect data and information from as many sources as needed to make an informed decision. Tools used to collect data include but are not limited to:
- AIMS WEB data to determine academic ability
 - Interviews with the student, parent, school counselor, teacher's administrators and others as needed.
 - Official student reports/data (*criterion referenced tests, benchmark assessments, progress monitoring, report cards, responses to targeted instruction/intervention*).
 - Other academic, social, behavioral, and psycho-educational assessments as needed. These could include but are not limited to:
 - Cognitive development, as assessed by a standardized, norm-referenced intelligence test.
 - Academic achievement, as assessed by a standardized, norm-referenced academic achievement battery.
 - Social-emotional and behavioral assessments completed by parent, teacher, and, if appropriate, self-report
- B. The student should possess the academic pre-requisite skills necessary to be successful at a higher grade.
- C. When acceleration involves moving to another level, there must be involvement from the receiving school administrator (i.e. a fifth grade elementary student accelerated to a sixth grade middle school).
- D. Evaluation should include the degree of parental support.