

ACADEMIC ACCELERATION

The district is committed to excellence and equity for all students and believes that the best way to achieve these goals is through differentiated educational opportunities, resources, and advocacy for all students.

Acceleration: The district recognizes that students' physical, social, emotional and academic growth varies. These individual growth characteristics will be recognized in classroom instruction and programs. It is the responsibility of school staff members to make a reasonable effort to adjust the student's program and the classwork according to the individual student's abilities and achievements so that the student may progress from one grade to the next on an annual basis.

Traditional instructional adaptations, such as curriculum compacting, telescoping, and curriculum revision are desirable practices for extraordinarily talented students; these practices may not fit the needs of all students. Personal acceleration is called for in these cases. Academic acceleration for a student can be addressed through classroom methods or school methods (acceleration through a subject, for instance) and/or through grade-level advancement. In all cases of acceleration, academic data supporting the student's academic potential to be successful with the acceleration will be present.

The decision for grade acceleration will typically be done between school years as a natural transition, but this timeline will be considered a guideline and not limit the acceleration of the student in a subject or grade level at another time of the year if acceleration is in the student's best interest.

Subject and/or grade-level acceleration may be proposed by a parent/guardian, student, teacher, school counselor, school psychologist, or administrator.

The board recognizes the need for all middle and high school students to have greater access to rigorous advanced courses, including dual credit programs. The district will evaluate students who meet or exceed the state standard on the eighth grade or high school English language arts or mathematics statewide student assessment and ensure the opportunity to be placed in the most rigorous level of advanced courses or programs offered by the high schools.

The subject matter of courses or programs in which students are automatically enrolled will be determined by the areas of the statewide assessment in which the student met state standards, as per RCW 28A.320.195. Students who meet or exceed state standards on a state assessment are eligible for enrollment in available advanced courses aligned with the subjects met or exceeded.

Students who successfully complete the advanced courses will then be eligible for enrollment in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses.

The district will notify students and parents/guardians about this policy and the advanced courses available to students. The district will provide the parents/guardians with an opportunity for the student to opt out of participation in the academic acceleration process and enroll in an alternative course or program that aligns with the student's high school and beyond plan goals.

Cross References:

2000 - Student Learning Goals
2020 - Course Design, Selection and adoption of Instructional Materials
2024 - Online Learning
2090 - Program Evaluation
2100 - Educational Opportunities for Students with a Parent/Guardian in the Military
2104 - Federal and/or State Funded Special Instructional Programs
2106 - Program Compliance
2110 - Transitional Bilingual Education
2130 - Character Development
2133 - Diversity and Multicultural Education
2140 - Guidance and Counseling
2150 - Co-curricular Program
2161 - Education of Students with Disabilities
2162 - Education of Students with Disabilities Under Section 504
2165 - Home or Hospital Instruction
2171 - School To Work
2180 - Parent, Family and Community Partnerships
2190 - Programs for Highly Capable Students
2240 - Summer School
2250 - Alternative Programs Policy
2255 - Alternative Learning Programs
2320 - Field Trips, Excursions and Outdoor Education
2331 - Controversial Issues/Guest Speakers
2402 - English Language Arts
2403 - Math
2404 - Science
2405 - Social Studies
2406 - The Arts
2407 - Health and Fitness

2410 - High School Graduation Requirements
2411 - Certification of Educational Competency
2412 - Diplomas for Veterans
2413 - Credit Equivalency for Career and
Technical Education Course
2415 - Department Honors
2416 - Academic Honors
2421 - Promotion and Retention
3101 - Qualifications of Attendance and
Placement
3114 - Part-time, Home-based, or Off-Campus
Students
3115 - Homeless Students, Enrollment Rights
and Services
3116 - Students in Foster Care
3120 - Enrollment
3123 - Withdrawal Prior to Graduation
3130 - District Attendance Areas
3131 - District Attendance Area Transfers
3140 - Release of Resident Students
3141 - Nonresident Students
3142 - International Exchange Students
3200 - Student Rights and Responsibilities
3210 - Nondiscrimination
3211 - Gender Inclusive School
3231 - Student Records
3232 - Parent/Guardian and Student Rights in
Administration of Surveys, Analysis, or
Evaluations
3241 - Student Discipline
3520 - Student Fees, Fines, and Charges
4200 - Safe and Orderly Learning Environment
4218 - Language Access Plan
3220 - Cooperative Program with Other
Districts and Public Agencies
4330 - Cooperation with Private and Parochial
Schools and Day Care Agencies
6000 - Program Planning, Budget Preparation,
Adoption and Implementation
6100 - Revenues from Local, State and Federal
Sources

Legal References:

RCW 28A.320.196 Academic acceleration incentive program—Dual credit courses—Allocation of funds—Reports

RCW 28A.320.195 Academic acceleration for high school students—Adoption of policy

RCW 28A.300.560 Data on college credit through dual credit courses—Posting on website

RCW 28A. 150.220(3) (g) (3) The instructional program of basic education provided by each school district shall include: (g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

RCW 28A.185.020 The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

WAC 392-170-012 For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable students programs.

Adoption Date: 8/11/2016

Revised Dates: 1/13/2022