Canyons School District

Acceleration Administrative Guidelines

The acceleration process must start at the school level

Each acceleration case shall follow the Canyons District Acceleration guidelines and procedures. Policy 600.13 provides, "Therefore to assist a parent/legal guardian in making an informed decision, determinations regarding retention or acceleration will be made only after the needs and abilities of the student have been assessed and reviewed by a school team." A parent/guardian may make the request for an acceleration by completing Form A and providing a signed physical copy to the building administrator. After the administrator receives the signed recommendation, the school's Student Support Team (SST) will review data and do additional testing when necessary. The data, as outlined below, should be collected as soon as possible and considered in the evaluation for each student's acceleration. After the SST makes their recommendation, a team consisting of the school principal, parent(s)/legal guardian(s), and one or more of the following: school psychologist, counselor, and/or teacher(s), with consultation from the Office of School Performance. Other district level personnel must be included in the acceleration process where appropriate, which may include Special Education, Student Services, Federal and State Programs, and Instructional Supports. School Performance and the other district level personnel listed above will function in a consultative role and may participate via electronic means. The School Performance Director's role will be to ensure that the Retention/Acceleration policy is followed and that the necessary personnel at the district level have been included in the process. The team will consider individual patterns of growth, data, and information to evaluate the requested acceleration. Each request for acceleration should be approved or denied at the local school level.

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 for the team to make an informed decision. Tools used to collect data include but are not limited to:
    a. District Benchmark data to determine academic ability
    b. Interviews with the student, parent, school counselor, teacher s administrators and others as needed.
    c. Official student reports/data (criterion referenced tests, benchmark assessments, progress monitoring, report cards, responses to targeted instruction/intervention).
    d. Other academic, social, behavioral, and psycho-educational assessments as needed. These could include but are not limited to:
        i. Cognitive development, as assessed by a standardized, norm-referenced intelligence test.
        ii. Academic achievement, as assessed by a standardized, norm-referenced academic achievement battery.

iii. 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 school level in Canyons District (i.e. a fifth grade elementary student accelerated to a sixth grade middle school), there must be collaboration and coordination between the two schools.
D. Evaluation should include a degree of parental support.

The final decision to accelerate a student is the responsibility of the school team, under the direction of the school principal. In the event of parental disagreement with the student support team, parent(s)/legal guardian(s) may request an appeal reviewed by School Performance and the Legal Department.