

INDEPENDENT SCHOOL DISTRICT 719
PRIOR LAKE - SAVAGE AREA SCHOOLS**513 CURRICULUM ACCELERATION****I. PURPOSE**

The board supports the philosophy that all students must be educationally challenged by their school programs. Some students may have already learned material taught in their grade level classes or may learn it much more rapidly and in greater complexity than other students. Within regular classes, teaching approaches should be used which provide challenging curriculum, and may involve such techniques to differentiate content as curriculum compacting and tiered assignments.

When a reasonable attempt to provide curriculum at a student's grade level does not provide sufficient challenge, options for curriculum acceleration should be considered by teachers, parents/legal guardians, and the building principal.

II. DEFINITION

1. Curriculum acceleration may include:
 - a. Enrollment in courses from accredited educational institutions either full time or coordinated with school district enrollment
 - b. Recognition of prior learning
 - c. Omission of prerequisite courses
 - d. Placing a student in a higher grade level of a single subject (Subject Acceleration), and
 - e. Placing a student into a higher grade level (Grade Level Acceleration)
2. Iowa Acceleration Scale (IAS): Tool that guides a team/committee through a discussion of student characteristics in order to make recommendations(s) on student placement in an accelerated setting.

III. GENERAL STATEMENT OF POLICY

A student's parent/legal guardian(s) and/or teacher request for curriculum acceleration must be presented to the principal in writing with an explanation of the request.

The principal will gather educational information about the student. This may include the student's previous grades, scores on standardized tests, and other school information. The district may utilize the Iowa Acceleration Scale (IAS) in this process to evaluate and consider student acceleration.

The Executive Director of Academic Services or designee, in conjunction with the building principal, will select a committee of staff who are either affected by the acceleration decision or who have information helpful in making the decision. These will include the principal, the student's current or future teachers as selected by the principal, district differentiation specialist, guidance or social work staff, and the school psychologist. Other staff may be included at the discretion of the principal, or Executive Director of Academic Services or assigned designee. The purpose of the committee is to provide the principal with guidance in

making a recommendation concerning the request.

The committee will meet with the parents/legal guardians, and student as deemed appropriate, to discuss the request, the student's educational needs, the acceleration options that might apply, and implications for the student including social, emotional and long-term educational considerations. The committee will also consider implications for the district including logistical issues, cost, and curriculum organization.

Following the committee discussion, the principal will develop a recommendation and convey it to the parents/legal guardian and to the Executive Director of Academic Services. If the recommendation is not acceptable to the parent/legal guardian, an appeal may be made to the Executive Director of Academic Services.

Legal References: Minn. Stat. 120B.15 (Gifted And Talented Students Programs And Services)

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