

Procedure Title	Acceleration		
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Revision Dates	November 27, 2023	Related Forms	AF 6955; AF 6970; AF 6971
Review Date		Originator	Administrative Council
References			
Education Act			

1.0 RATIONALE

- 1.1 The purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society.
- 1.2 Bluewater District School Board believes no individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. The knowledge and skills taught are within the reach of all students; however, students develop at different rates. All children should be provided accommodations and/or modifications, when necessary, in order to address their individual needs. Identifying and nurturing the talents of all students will enable all students to reach their potential.
- 1.3 Acceleration is defined as an educational intervention that moves students through an educational program at a faster than usual rate, or younger than typical age. Acceleration means matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It is important to define what acceleration is not. Acceleration does not mean pushing a child. It does not mean forcing a child to learn advanced material or socialize with older children before they are ready. Acceleration is a strategy that respects individual differences and acknowledges the fact that some of these differences merit educational flexibility. It provides cumulative educational advantage.

2.0 PROCEDURE

2.1 Referral and Identification Process

- 2.1.1 Any student may be recommended for acceleration by a teacher, administrator, guidance counselor, school psychologist, or a parent/legal guardian.
- 2.1.2 The In-School Needs Team (ISNT) includes the principal, current teacher, receiving teacher (if applicable), Learning Resource Teacher (LRT), board representative, parent/legal guardian, and student, as appropriate. Parent/legal guardian may also invite an advocate, if appropriate. The ISNT is to determine the most appropriate available learning environment for the referred student.
- 2.1.3 The ISNT will:
 - a) conduct evaluation based on criteria below;
 - b) issue a decision based on the options below;
 - c) develop a multi-year plan;
 - d) designate a staff member to monitor the student; and
 - e) review the plan and communicate the progress.

2.2 Criteria

Students who show the potential to exceed curriculum standards measured in classroom performance, assessment results, and report card data should have the opportunity for acceleration. Student's interest should also be assessed when considering acceleration.

2.3 Acceleration Plan Options

a) Whole Grade Acceleration

The decision to accelerate needs to be based on careful consideration of the whole child.

i. Elementary Grade Skipping

A student is considered to have grade skipped if they are given a grade-level placement ahead of chronological-age peers. Grade-skipping may be done at the beginning of or during the school year. Placement in a blended class is recommended to facilitate this, if available.

ii. Post-Secondary Acceleration (Telescoping)

The student's instruction takes less time than is normal (e.g., completing a one-year course in one semester, or three years of the Transition Years in two). Telescoping differs from curriculum compacting in that time saved from telescoping always results in advanced grade placement. It is planned to fit a precise time schedule. Curriculum compacting, on the other hand, does not necessarily advance grade placement.

b) Subject Acceleration

When the decision is made not to complete a whole-grade acceleration, consideration should be given to the following options:

i. Elementary Subject Acceleration

This practice allows students to be placed in classes with older peers for a part of the day (or with materials from higher grade classes) in one or more content areas. Subject acceleration may be accomplished by the student either physically moving to a higher-level class for instruction (e.g., a second-grade student going to a fifth-grade reading group), or by using higher level curricular or study materials. Subject-matter acceleration may also be accomplished outside of the general instructional schedule (e.g., summer school or after school) or by using higher-level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

ii. Secondary Subject Acceleration

Students who demonstrate mastery in a particular subject area may take a subject at a higher grade level than their peers. For example, a student might take a Grade 11 science course directly after a Grade 9 course. Typically, a student's name is put forward by the teacher.

iii. Elementary to Secondary Acceleration

Prior to modification of curriculum, telescoping or curriculum compacting of material should be used to ensure that current curriculum grade-level expectations have been met. Dual (i.e., shared) registration in both Elementary and Secondary panels will need to be initiated to ensure resources are secured.

iv. Post-Secondary Acceleration

A method by which students may obtain a university credit upon successful completion of a standardized examination. This credit is pursued while still registered at a secondary school. Some schools offer this program through course work. Other schools present this opportunity, but it is largely completed under the student's own initiative; the school facilitates taking the necessary examinations upon course completion.

v. E-Learning

The student enrolls in coursework delivered outside of normal school instruction. Instruction may be delivered traditionally by mail, but increasingly other delivery mechanisms such as Internet-based instruction and televised courses are used.

vi. Compacting

The student's instruction has reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies of curricula. The parsing of activities and goals should be based on pre-instructional assessment.

vii. Mentoring

A student is paired with a mentor or expert tutor who provides advanced or more rapid pacing of instruction.

2.4 Multi-Year Plan

Form AF 6955 "Multi-Year Acceleration Plan", including the following components shall be completed and filed in the OSR.

a) Transition Period

An appropriate transition period will be specified. At any time during the transition period, at the request of the parent/legal guardian, the student may be withdrawn from the acceleration program, or an alternative plan may be arranged. In the case of the latter, the multi-year plan will be revised, and a new transition period established. At the end of the transition period, the accelerated placement will become permanent.

b) Monitoring

After the decision for acceleration has been made, a monitor shall be designated. The monitor will be in charge of implementing the acceleration plan and tracking the progress.

c) Review

A regular review period will be established. From the data provided by the monitor, the ISNT will review the plan. A decision will be made to either continue with the current plan, or if modifications should be considered.

d) Communication

Communication is a key component of a successful acceleration plan. The monitor will communicate the progress to the In-School Needs Team to effectively review the plan.

APPENDIX A
Acceleration Process
Whole Grade / Subject / Post-Secondary

