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## MARION COUNTY PUBLIC SCHOOLS ADVANCED COURSEWORK PLAN

### Process in Requesting Acceleration

#### Step 1:

Referral/Request for evaluation from either the teacher or parent is given to the principal and/or Gifted and Talented Department.

#### Step 2:

Acceleration Evaluation Committee (AEC) members are identified. These members shall consist of:

- a. Principal or assistant principal from the child's current school;
- b. Current and receiving teacher of the referred student;
- c. Gifted education teacher(s)
- d. Special education teacher, if a student is twice-exceptional;
- e. Optional: A school guidance counselor or school psychologist

#### Step 3:

Ability assessments and achievement assessments are administered and reviewed. Assessments including but not limited to: iReady, ACT/SAT, common assessments, gifted and talented screeners, etc.

#### Step 4:

a. If a student is considered for whole-grade acceleration, all results are entered in the Marion County Acceleration Evaluation Committee Review Form to determine the candidate's placement. The committee will review all test results, the student's academic history, developmental issues, interpersonal skills, attitude, motivation and support with the completed form. The committee will make a placement decision based on data reviewed.

b. If a student is considered for subject(s) based acceleration, the committee will review all achievement test results, the student's academic history, developmental issues, interpersonal skills, attitude, motivation, and support. The committee will make a placement decision based on data reviewed.

#### Step 5:

If the committee recommends acceleration, the student acceleration plan is written (which includes an appropriate transition period and strategies to ensure a successful transition). Long term strategies will also be included to ensure continuous progress. If applicable, a student's Gifted Student Service Plan (GSSP) will be updated. The principal, the receiving teacher, and gifted education teacher(s) will monitor the transition period (normally two (2) months) for the accelerated student.

## **Acceleration Assessment Process, Procedures, and Related Forms**

- a. If the parent withdraws the student from accelerated placement during the transition period, then the student will be removed from the placement.
- b. If the parent does not withdraw the student from accelerated placement during the transition period, accelerated placement becomes permanent within the student's records and is updated accordingly. The student will progress through the K-12 curriculum unless referred in forthcoming years.
- c. If the teacher determines that the transition period has been completed successfully, the accelerated placement becomes permanent. The student's records are updated accordingly. The student will progress through the K-12 curriculum unless referred in forthcoming years.
- d. If the teacher determines that the transition period has not been completed successfully, parent notification will be sent and the Acceleration Evaluation Committee will reconvene to review the evidence from the receiving teacher.
- e. If the committee does not recommend acceleration, then the parent has the right to appeal the decision.
- f. If the parent does not appeal the decision, the student is not accelerated and the committee may recommend alternative strategies (such as curriculum compacting, independent study, mentoring, etc.).
- g. If the parent wishes to appeal the decision, the Acceleration Evaluation Committee will reconvene to review any additional evidence that the parent/legal guardian may provide. Once the Acceleration Evaluation Committee has reviewed the additional evidence, the appeal ends if accelerated placement is decided upon. If the Acceleration Evaluation Committee decides that acceleration is not in the best interest of the student, the parent/legal guardian can appeal this decision in writing to the local Superintendent/designee.

**Acceleration Evaluation Committee Review Form**  
**Request for Acceleration**  
**(Self-Referral or Parent Request)**

Name of Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_

Current Grade Placement: \_\_\_\_\_ Teacher/Team: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

On a separate paper, provide specific evidence of higher-level performance. In your narrative, describe each of the following:

- Overall academic performance
- Ability to apply, analyze and evaluate ideas at the advanced level
- Ability to work independently
- Ability to think creatively
- Motivation to work at an advanced level
- Oral and written communication skills
- Exhibits passion(s) for topic of interest
- Social/Emotion development

Date submitted to the principal:

**Acceleration Evaluation Committee Review Form**  
**Request for Acceleration**  
**(To be completed by teacher or team)**

Date submitted to the principal: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_

Current Grade Placement: \_\_\_\_\_ Teacher/Team: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

Subject (specify): \_\_\_\_\_ Grade (from-to): \_\_\_\_\_

Document that type of differentiation that has been utilized to accommodate this student's needs.