Omaha Public School District

Acceleration Guide

The Mission of Omaha Public School District is “Advancing human achievement through education.” Consideration must be given to addressing the specific learning needs of students who are already above and beyond the required curriculum at a specific age/grade level/content area. Along with offering differentiated instruction and curriculum through content, process, and/or product, there may be a need to address acceleration.

* Acceleration is an educational intervention moving a student through an educational program at a faster than usual rate or younger than typical age by matching the level, complexity, and/or pace of the curriculum with the readiness and motivation of the student.
* Acceleration is a strategy respecting individual differences and acknowledging the fact some differences merit educational flexibility. Acceleration may include single–subject acceleration, whole-grade skipping, and Advanced Placement (AP) courses. Grade-based acceleration shortens the number of years a student spends in the K-12 system. Subject-based acceleration allows for advanced content earlier than customary.

All Acceleration decisions will be made with regards to the needs of the whole child. In making educational decisions about the appropriateness of a particular form or extent of acceleration for a given child at a given time, the Omaha Public School District will consider the child’s intellectual abilities, academic profile, social and emotional development, parental support, and intrinsic motivation. Keeping in mind, acceleration may not always be the appropriate educational opportunity for every academically talented child.

**Procedure for Acceleration:**

1. A student may be referred for whole-grade or subject acceleration by a teacher, any other school district professional, community member, or parent/guardian by completing an Acceleration Request Form.
2. An Acceleration Request Form is submitted to the Gifted and Talented Coordinator.
3. The Gifted and Talented Coordinator obtains a signed parental permission form to collect relevant data, administer various tests, and share pertinent data with an Acceleration Placement Committee.
4. All decisions made regarding acceleration will be handled by an Acceleration Placement Committee. This committee may include a current principal, receiving principal, counselor, classroom teacher, Instructional Facilitator, Gifted and Talented Coordinator, and/or Superintendent.
5. An evaluation of the student’s potential to benefit from acceleration shall be required. Data will be collected and compiled by the Gifted and Talented Coordinator. Data may include: teacher rating scales, Iowa Acceleration Scale, Iowa Test of Basic Skills percentile rank in appropriate subject area(s), performance on Arkansas Benchmark Exam or other standardized testing data, and/or a portfolio assessment of exceptional above grade level work.
6. The collected data will be presented by the Gifted and Talented Coordinator to the Acceleration Placement Committee. The Acceleration Placement Committee will review and discuss the data results and agree upon a placement decision.
7. The Acceleration Placement Committee and/or Gifted and Talented Coordinator will hold a conference with the student’s parent/guardian to present the results of all data collected and the decision of the Acceleration Placement Committee. All parties will sign an Acceleration Decision Form designating the outcomes of the conference.
8. If a parent/guardian disagrees with the Acceleration Placement Committee’s decision to not accelerate a student, he/she will submit a signed written appeal to the Gifted and Talented Coordinator. The written appeal shall contain a short statement of the parent/guardian’s disagreement and any additional information helpful in review of the placement decision. An Acceleration Placement Committee meeting will be scheduled. The parent/guardian will be requested to attend the meeting and state his/her case including why there is disagreement with the decision and any other pertinent information in regards to the placement decision. The Acceleration Placement Committee will then go into a closed session in order to discuss parental concerns and placement decisions freely. The Acceleration Placement Committee will then present their decision to the parent/guardian.
9. If the parent/guardian remains in disagreement with the placement decision. He/she will be instructed to submit an appeal in writing within ten school days of the placement committee’s review to the superintendent of schools. The Superintendent will review the placement decision and instruct the Gifted and Talented Coordinator to complete further testing or an extensive case study. After reviewing all collected data, the Acceleration Placement Committee will then make a recommendation to the Superintendent.
10. The parent/guardian of a student has the right to refuse acceleration placement of his/her child.

**Implementation of Acceleration:**

1. An acceleration plan will be developed by the Gifted and Talented Coordinator to meet the specific needs of the students and may include input obtained from classroom teacher(s), counselor, receiving principal, and/or current principal.
2. A conference shall be held to share the details of the acceleration plan with the parents.

**Evaluation of Implementation of Acceleration:**

1. After the first nine weeks, evaluation of the student’s performance will be conducted with the Gifted and Talented Coordinator, principal, counselor, and teacher(s).
2. Continued evaluation of the student twill be used throughout the year to make academic adjustments and alternatives.

Omaha School District

Acceleration Request Form

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person making referral: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data: from classroom teacher:

STAR Reading: \_\_\_\_\_\_\_\_\_\_

STAR Math: \_\_\_\_\_\_\_\_\_\_\_\_

DRA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIBLES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Grades: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Gifted and Talented: YES NO

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature of person making referral: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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FOR OFFICE USE ONLY