**Acceleration Policy Reflection Tool**

**Developed by PAIU Gifted Liaisons**

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| **Is your acceleration policy characterized by accessibility, equity, and openness?** |
| Is the process of obtaining acceleration services detailed for all students (including referral & screening, assessment & decision making, and planning)? | □ Yes □ NoEvidence: |
| Is the policy inclusive of all students such that it aligns and agrees with PA Regulations and previous case law? (Including ELL, at-risk, low socioeconomic status, profoundly gifted, and twice exceptional as identified in Chapters 4, 14, 15, and 16). | □ Yes □ NoEvidence: |
| Is the process of student evaluation fair, objective, and systematic? | □ Yes □ NoEvidence: |
| Do parents or legal guardians have open communication with school officials about the policy document? | □ Yes □ NoEvidence: |
| Does the community have access to the policy document in the languages served by the school? | □ Yes □ NoEvidence: |

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| **Does your acceleration policy provide guidelines for implementing acceleration?** |
| Has acceleration for your district been defined? (refer to Appendix A from NAGC Acceleration Policy Guidelines for details) | □ Yes □ NoEvidence: |
| Is the process of obtaining acceleration services detailed (e.g. referral & screening, assessment & decision making, and planning with suggested timelines as referred to in Appendix C of the NAGC Acceleration Policy Guidelines)?  | □ Yes □ NoEvidence: |
| Does the policy specify that child study teams, not individuals, consider acceleration cases, and parents are part of the decision making process? | □ Yes □ NoEvidence: |
| Does the policy specify the creation of a “Written Acceleration Plan”? | □ Yes □ NoEvidence: |
| Does the policy specify a monitored transition period with adequate supports in place to increase the likelihood of success? | □ Yes □ NoEvidence: |

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| **Does the policy address short-term needs, such as…** |
| • who will monitor the implementation and fidelity of the “Written Acceleration Plan”? | □ Yes □ NoEvidence: |
| • specifying which grade-level achievement test the student should take? | □ Yes □ NoEvidence: |
| • clarifying transportation issues for students who need to travel between buildings? | □ Yes □ NoEvidence: |
| • determining the student’s class rank? | □ Yes □ NoEvidence: |

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| **Does the policy address long-term needs, such as…** |
| • maintaining accelerated standing for forward progress? \*\*(The District should retain a copy of the student’s “Written Acceleration Plan” to assure future opportunities in the plan are provided and that the student does not run into obstacles in subsequent years of school.) | □ Yes □ NoEvidence: |
| • assigning appropriate credit for accelerated coursework? | □ Yes □ NoEvidence: |
| • indicating acceleration coursework on a transcript? | □ Yes □ NoEvidence: |
| • planning for the potential of completing (either through coursework or testing exemption) all district curricula in a particular content area? | □ Yes □ NoEvidence: |
| Does the policy specify the process of awarding course credit to students? | □ Yes □ NoEvidence: |
| Is there a plan in place to warehouse (hard copy or digital format) the Written Acceleration Plan for a student so that it can be accessed at any point in the student’s education (kindergarten through graduation). | □ Yes □ NoEvidence: |

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| **Does your acceleration policy provide guidelines for preventing non-academic barriers?** |
| Are procedures in place to ensure participation in extracurricular activities, including sports? | □ Yes □ NoEvidence: |
| Have funding formulae been reviewed to prevent unintended disincentives? | □ Yes □ NoEvidence: |

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| **Does your acceleration policy include features that prevent unintended consequences?** |
| Is an appeals process detailed? | □ Yes □ NoEvidence: |
| Will the policy be regularly evaluated for its effectiveness? | □ Yes □ NoEvidence: |