



Shelton School District
INSPIRE | CHALLENGE | EMPOWER

BOARD POLICY

Policy No. 2195
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INSTRUCTION

Academic Acceleration

Grades 9-12

The Shelton School District Board of Directors recognizes the need for all high school students to have equitable access to rigorous advanced courses, including dual credit programs. To that end, district personnel will encourage students who meet the state standard on the high school statewide student assessment to select the next most rigorous level of advanced courses offered by the high school. Students who successfully complete advanced courses will then be encouraged to continue enrollment in the next most rigorous level of those advanced courses, with the ultimate goal being the student's enrollment in dual credit courses.

The subject matter of courses in which high school students are enrolled will be determined by the areas of the statewide assessment in which the student met state standards. Students who meet the state standard on both end-of-course mathematics assessments are considered to have met the state standard for high school mathematics and will be encouraged to enroll in advanced mathematics course(s). Students who meet the state standard for English Language Arts will be encouraged to enroll in advanced courses in English, Social Studies, Humanities and other related subjects.

Schools offering education to students in grades 9-12 will inform parents/guardians of the academic acceleration policy and the advanced courses available to students. Schools will provide parents/families with an opportunity for all high school students to consider participation in the academic acceleration process.

Grades K-8

The Board recognizes that whole grade acceleration and early entrance to school can be beneficial to highly capable students in grades K-8. Research demonstrates that giving exceptionally talented children a chance to find academic challenge and access to intellectual peers through whole-grade acceleration and/or early entrance to school are viable and sound interventions. A decision to whole-grade accelerate or accept a student for early entrance should be approached thoughtfully and systematically, using a comprehensive research-based process.

Procedures

The Superintendent will establish procedures for early entrance to school, whole grade acceleration, and high school academic acceleration and/or participation in dual credit options.

Approved: May 27, 2014

Cross References:

Policy 2000 Student Learning Goals
Policy 2413 Equivalency Credit for Career and Technical Education Courses

Legal References:

[Chapter 28A.300 RCW](#) Superintendent of Public Instruction
[Chapter 28A.320 RCW](#) Provisions applicable to all districts

Management Resources:

Policy and Legal News, September 2013 Legislature encourages boards to adopt an academic acceleration policy