

**REGULATION****REGULATION****ACCELERATION****Subject-Based Acceleration in Middle School****Acceleration in K-3**

Each principal shall inform parents or legal guardians and K - 3 students of the options available at the school and the associated eligibility requirements for each option. If the parent or legal guardian selects one of these options, and the student meets the eligibility requirements established by the LEA, the student shall be provided the opportunity to participate in the acceleration option.

Eligibility requirements for K-3 acceleration to be included at a minimum are:

- the student's performance on a locally determined assessment;
- the student's performance as indicated on his or her individual student report;
- the student's grade point average;
- the student's attendance record;
- the student's conduct record;
- recommendations from one (1) or more of the student's teachers in core-curricula courses;
- recommendations from a certified school counselor or social worker, if applicable and if one is assigned to the school in which the student is enrolled; and
- recommendations from the student's parent or legal guardian.

**Subject-Based Acceleration in Middle School**

The following are guidelines for the implementation of this administrative regulation.

- Subject-based acceleration in middle school refers to an eighth grade student participating in a high school credit course while attending middle school.
- Access to subject-based acceleration is open to all students, regardless of ELL, disability, socioeconomic, or gifted status.

- All considerations for subject-based acceleration shall take place within either the Student Assistance Team (SAT) process, or the IEP team process for students in special education.
- All SAT procedures and activities shall be conducted in accordance with The Student Assistance Team (SAT) and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico's Response to Intervention (RtI) Framework, published by the New Mexico Public Education Department.
- All IEP procedures and activities shall be conducted in accordance with the implementing regulations to the Individuals with Disabilities Education Act (IDEA).
- Grades earned in courses taken in middle school for high school credit count toward a student's high school Grade Point Average (GPA). These courses are not Advanced Placement (AP) or Honors courses.
- The final decision to participate in subject-based acceleration must be made no later than the spring semester of the student's seventh grade year.
- High school courses offered for middle school credit shall adhere to the same protocol and guidelines for the course when it is offered in the high school. For example, once enrolled in a high school course, a student may not drop the course after ten (10) school days.
- In accordance with 22-13-1 NMSA 1978, Algebra I shall be offered in middle school. Other high school credit classes which may be offered in the middle school, during the regular school day as electives, are Spanish I, Spanish II, Geometry and English I.
- Beginning with School Year 2017-2018, Algebra 1 shall meet the requirement for eighth grade mathematics.
- An IEP team may specify instructional accommodations for a middle school student with a disability participating in a high school credit course, but the accommodations may not fundamentally alter the nature of the course or the criteria applicable to all students for participation in the course.
- Preliminary screening criteria to be used by a SAT or IEP team for determining participation in subject-based acceleration during the eighth grade year shall include, but are not limited to, grades, and sixth and seventh grade SBA or PARCC scores.
- Written parent consent is required before the District takes any action involving a student that is not taken for all students. Accordingly, SAT or IEP teams must obtain prior written consent in order to conduct additional screenings or assessments that are not administered to all students.

- Only students who scored at least “Proficient,” but preferably “Advanced,” on the seventh grade SBA or PARCC in Math will be considered by the SAT or IEP team for participation in high school Algebra I in the eighth grade.
- Only students who scored at least “Proficient,” but preferably “Advanced,” on the seventh grade SBA or PARCC in Reading will be considered by the SAT or IEP team for participation in high school English I in the eighth grade.
- If a parent refuses the SAT or IEP team recommendation/offer of subject-based acceleration, the school should be notified in writing. The notification will be maintained in either the student’s cumulative file or in the student’s special education file at the district special education office.