

REGULATION

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Acceleration

(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.
- High school credit classes which may be offered in the middle school, during the regular school day as electives, are Algebra I and Spanish I and II. Geometry and English I may also be offered in the eighth grade during a "zero" hour period.
- Algebra I shall be offered *in addition to* Eighth Grade Math and English I may be offered *in addition to* Eighth Grade Language Arts. The course content of high

school credit classes may not be *merged* with required eighth grade classes, nor may high school credit courses be *substituted* for required eighth grade classes.

- 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, seventh grade MAP scores and sixth and seventh grade SBA or PARCC scores.
- Written parent consent is required before taking 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, or Geometry 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.