

Subject and/or Grade Level Acceleration

As per policies 350-1 and 350-2, Level 4 requires evidence of an existing enrichment plan that has thoroughly engaged Tiers 1-3. Coordinate with the District Coordinator for Enrichment to establish the required approvals including parents/guardians, principal, District Coordinator for Enrichment and the Director of Curriculum and Instruction. *Students may only accelerate one full grade level from Kindergarten to Grade 8.

For Some Stude

Curriculum Compacting

Targeted Social and Emotional Learning Supports

Mentorships

Independent Study

As per policies 350-1 and 350-2, Level 3 opportunities should be documented and monitored in an enrichment plan that is maintained by a school-based team including ESS, and teachers or teaching teams that work with the student.

For Many Students

Options for guided independent or small group study with student self-assessment.

Access to academic competitions that reinforce critical thinking, problem-solving, creativity, innovation and design, entrepreneurism, primary source interpretation, and research.

Connecting to a project being run by a community or school-based organization that fits with student identified interests.

Level 2 opportunities are provided in conjunction with Level 1 opportunities. The student's engagement and success with Level 2 opportunities will help to inform an enrichment plan should Level 3 opportunities be needed.

Connecting the classroom with authentic opportunities in the community.

Social and emotional learning.

Universal Design for Learning.

Frequent progress monitoring informed by Formative Assessment.

Development of critical thinking through rigorous content and instruction.

Inquiry-based learning.

Creativity with student voice and choice.

Culturally relevant instruction.

Targeted instruction.

Flexible ability grouping with individualized differentiation.

In ASD-W, we believe enrichment benefits all students.