

# Kent City School District

## Board Policy on Academic Acceleration

The policy covers BOTH whole-grade AND subject acceleration, so the process is the same, even though the conversations and decision-making will differ by need.

### Key Points in the Procedure:

- Much like with Special Education placement decisions, “**An acceleration evaluation committee** [will] determine the most appropriate and available learning environment for the students.”
- This possibility extends to all students and is reserved only for identified gifted students.
- The **Building Principal** is designated by policy to take the lead in the process and may choose to designate another to manage the process.
- The **ONLY** instrument approved by the Ohio Department of Education for acceleration is the **Iowa Acceleration Scales, 3<sup>rd</sup> Ed.**, to be followed for referrals for whole-grade acceleration, subject acceleration\*, and Early Entrance Kindergarten. The *information gathered from this process* is considered by the committee in deciding for or against acceleration; the decision is made *by the committee*. For subject acceleration it is acceptable to utilize multiple data points pertaining to the subject and readiness for acceleration; a complete IAS is not required.

### Procedure

1. Referral is made to Principal
2. Principal/ designee secures permission from parents to evaluate for acceleration
3. Principal convenes an Acceleration Evaluation Committee with at least the following: parent/ guardian, gifted coordinator/ specialist and/or school counselor and/ or school psychologist, current principal, a current teacher, and a teacher at the proposed level.
4. Information is gathered and discussed using the IAS, 3<sup>rd</sup> ed. and any other pertinent sources, and the committee utilizes this information to make an acceleration decision.
5. The decision will be written and provided for the principal and parent, including description of the appeal process.
6. In cases where acceleration placement is made:
  - a. A Written Acceleration Plan will be written and will specify: A. **placement** of the student in an accelerated setting; B. **strategies** to support a successful transition to the accelerated setting; C. **requirements and procedures** for earning high school credit prior to entering high school (if applicable); and, D. an appropriate **transition period** for accelerated students. This plan designates the **staff** responsible for overseeing the transition.
  - b. The student will be coded as “accelerated” for EMIS reporting purposes and will take required state assessments for the course/ grade level *at which instruction is delivered*.
  - c. A student may be removed from the acceleration setting during the stated transition time upon parent written request.

Kent City School District Board Policy verbiage is on the back.

## ACCELERATION

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum and to reduce the time period necessary for students to complete traditional schooling.

The District may use acceleration strategies in four academic areas.

1. Whole-grade acceleration: The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. Individual subject acceleration: The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
3. Early admission to kindergarten: The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to post-secondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments. The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to follow the guidelines established by the Ohio Department of Education's model acceleration policy.

[Adoption date: July 10, 2012]

LEGAL REFS.: ORC [3321.01](#)  
[3324.01](#) et seq.  
OAC [3301-51-15](#)

CROSS REFS.: [IGBB](#), Programs for Gifted and Talented Students  
IKFA, Early Graduation  
[JB](#), Equal Educational Opportunities  
[JEB](#), Entrance Age (Mandatory Kindergarten)  
[JEBA](#), Early Entrance to Kindergarten  
Ohio Department of Education Model Acceleration Policy for Advanced Learners  
Student Handbooks