

ACCELERATION

Academic Acceleration and Early High School Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Fairfield City School Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society. The practice of academic acceleration is used to match appropriate learning opportunities with student abilities. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

The District will use acceleration strategies in the following four educational areas:

1. Whole Grade Acceleration: The practice of assigning a student to a higher grade level than is typical given the student's age on a full-time basis 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 (Refer to Board of Education Policy: JEBA, Early Entrance 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 high school graduation requirements in fewer than four years for the purpose of providing earlier than typical access to post secondary educational opportunities.

Legal References: ORC 3321.01
3324.01 et seq.
OAC 3301-51-15

(Adopted: November 16, 2000; Revised: September 4, 2008)