

## **Procedures on Academic Acceleration and Early High School Graduation**

### **Referrals and Evaluation**

Any student enrolled in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.

Copies of this policy and referral forms for evaluation for possible whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents through the principal of each school building. The principal of each school building (or his or her designee) shall collect the referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises is aware of procedures for referring students for evaluation for possible accelerated placement.

The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall review the academic data for all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement. Additional academic data or evaluation may be needed.

Children who are referred for evaluation for possible accelerated placement by March 1 shall be evaluated in advance of the start of the upcoming school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement after March 1 but before November 1 shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated.

A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 60 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

## **Acceleration Evaluation Committee**

### Composition

The referred student's principal (or his or her designee) may convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee may be comprised of the following:

1. A principal or assistant principal from the child's current school;
2. A current teacher of the referred student (with the exception of students referred for possible 3. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
3. A parent or legal guardian of the referred student or a representative designated by a parent or 5. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the district, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

The acceleration evaluation committee may be charged with the following responsibilities:

1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

Students considered for whole-grade acceleration and early high school graduation shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations. This discussion shall take place during the completion of the Iowa Acceleration Scale.

Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

2. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
3. The acceleration evaluation committee shall develop a written acceleration plan for students who will be whole-grade accelerated, or accelerated in one or more individual subject areas. The

parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

placement of the student in an accelerated setting;  
strategies to support a successful transition to the accelerated setting;  
requirements and procedures for earning high school credit prior to entering high school (if applicable); and,  
an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.

4. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
5. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

### **Accelerated Placement**

The acceleration evaluation committee shall specify an appropriate transition period (nine weeks) for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.

1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.

At the end of the transition period (nine weeks), the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

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

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