

Defiance City Schools

Acceleration Policy

Introduction:

Defiance City Schools Board of Education adopted a new Acceleration Policy on June 12, 2013. This is accordance with House Bill 79, Section 3324.10. Appropriate use of accelerated learning opportunities supports compliance with requirements in Ohio Administrative Code 3301-35-06:

(A) Educational programs and experiences shall be designed and implemented to provide a general education of high quality to *all students...*

Instruction shall include intervention that is designed to meet student needs. Instruction and instructional activities shall be:

- (1) Consistent with educational research and proven practices;
- (2) Appropriate to student ages, *developmental needs*, learning styles, *abilities*, and English proficiency;
- (3) *Designed to ease the transition of students from one educational environment to another*

Sections (D),(E), and (F) of OAC 3301-35-06 specify that instruction for students in grades K-12 shall be provided in curricular areas identified in sections 3301.07, 3313.60, 3313.602, and 3313.90 of the Revised Code that are "*appropriate for the student's age and ability level...* and that reflect the mission and strategic plan of the district and school."

Academic Acceleration:

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral

forms for evaluation for whole-grade or individual subject acceleration will be available at each school building.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student.

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement.

For additional information regarding this policy, please see Board Policy 5410.