

## 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 uses 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. The District at minimum provides any advanced learning opportunities required by law.
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 postsecondary 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 and Workforce's model acceleration policy.

[Adoption date: August 6, 1991]

Revised: July 19, 2006  
January 15, 2009  
October 15, 2025

LEGAL REF.:

ORC 3321.01 ,ORC 3324.01 et seq., OAC 3301-51-15, ORC 3313.6032  
ORC 3301.0710, ORC 3301.0712  
Ohio Department of Education and Workforce Model Acceleration Policy for Advanced Learners

Cross References:

IGBB, Programs for Students Who are Gifted  
IKFA, Early Graduation  
JB, Equal Educational Opportunities  
JEB, Entrance Age (Mandatory Kindergarten)  
JEBA, Early Entrance to Kindergarten  
Student Handbooks