



Kings Local School District Subject/Grade Acceleration Policy

Acceleration Placement

The Ohio Department of Education & Workforce requires districts to implement a student acceleration policy for advanced learners. Acceleration allows qualifying students to experience appropriately challenging instruction. Acceleration is defined as an educational opportunity in which a child moves at a faster pace through academic content as a result of demonstrated competencies, knowledge, abilities, and/or skills at a higher grade level than typical for the child's age.

Acceleration Options*:

Early Entrance to Kindergarten – moves a child into Kindergarten

Whole Grade Acceleration - moves a child to a higher grade level for all classes.

Single Subject Acceleration - moves a child to a higher grade level in one subject area

Early Graduation- student meets graduation requirements

** Please use the appropriate referral form for the type of acceleration*

Students do not need to be identified as gifted to be evaluated for acceleration.

"Gifted" refers to a specific identification of students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code. Acceleration is an educational option and is not guaranteed for every gifted student.

Whole Grade & Single Subject Acceleration Process

Step I: Acceleration Referral / Request

A signed copy of the Request for Acceleration Evaluation form is submitted to the building principal by the parent/guardian. This initiates the formation of the acceleration committee which may include the principal, gifted coordinator, school psychologist, gifted intervention specialist, current grade level teacher, and/or accelerated grade level teacher. The building administrator will be in contact to clarify the process with the parent/guardian.

Step II: Assessment, Data Collection, and Analysis

A district representative will schedule the appropriate assessment based on the requested acceleration type.

Whole Grade Acceleration:

Students will be assessed with The Iowa Acceleration Scale (IAS) in its entirety. The IAS considers academic, developmental, and interpersonal factors. An approved cognitive assessment will be administered in conjunction with the IAS. The results will be evaluated by the acceleration committee.

Single Subject Acceleration:

Student MAP data, state assessment data, teacher recommendations, progress through content area standards, and social and emotional readiness data will be collected and reviewed. Additional assessments or components of the Iowa Acceleration Scales may be needed.



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Step III: Acceleration Committee Meeting

The Acceleration Committee will review all available data. The committee will discuss and make recommendations for accelerated placement. The acceleration committee will provide their determination in writing to the building principal. The Parent(s)/Guardian(s) will be informed of the decision by the building principal at this time.

Step V: Development of a Written Acceleration Plan

For qualifying students, a Written Acceleration Plan (WAP) will be developed. WAPs define the specifics of the acceleration and establish a transition period of 30 days. It will include strategies to ensure success and list staff members responsible for monitoring academic progress until the end of the transition period.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly and the acceleration implementation plan shall become part of the student's permanent record in order to facilitate continuous progress through the curriculum. If a student is taking a high school level course, the final grade will be part of the official transcript and the student will be required to take the End-of-course examination.

Parents can request an extension during the initial transition period. At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within thirty calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly and a new transition period shall be specified. In such cases, the principal shall remove the student from the accelerated placement without repercussions.

~Important Information~

Board policy indicates children who are referred for evaluation sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the 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 sixty (60) or more days prior to the start of the second semester 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 the child shall be placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated.