



WAYNE LOCAL
SCHOOLS

Acceleration Manual

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659 Dayton Road, Waynesville, OH 45068

DISTRICT PROCEDURES FOR ACCELERATION

Academic acceleration involves moving a student through the traditional educational organization more quickly and includes such practices as whole-grade acceleration, single-subject acceleration, early entrance to kindergarten, and early high school graduation for advanced learners. 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. Acceleration of a student should be based on the premise that each student shall be placed in his/her best environment for learning. Therefore, the acceleration of each student in the district will be determined individually.

A parent, teacher, school administrator, or professional staff member may refer a student for an acceleration evaluation. Parents must submit the Acceleration Referral form to the Gifted Coordinator to start the evaluation process. Evaluations of a referred student shall be scheduled at the Gifted Coordinator's discretion.

When an acceleration referral is made, an acceleration evaluation committee will be formed to review and recommend steps for acceleration. The acceleration evaluation committee may include, but is not limited to, the following individuals: gifted coordinator, school psychologist and/or school counselor, teacher at the grade level to which the student may be accelerated, principal, parent or legal guardian, and current classroom teacher (with the exception of students referred for possible early admission to kindergarten).

Wayne Local Schools uses the Iowa Acceleration Scale (IAS) as a guidance tool for acceleration decisions. IAS is not an assessment. It is a protocol that brings a number of factors, including quantitative and qualitative, together so the acceleration evaluation committee can make an informed decision on best placement for the student.

If it is determined that acceleration is appropriate for the student, a Written Acceleration Plan (WAP) will be created to include a trial transition period. The Gifted Coordinator will initiate a progress check midway through the transition period. If the acceleration is effective, it will become permanent. If not, the acceleration evaluation committee will reconvene to determine if additional supports are needed or to reconsider the accelerated placement.

SINGLE SUBJECT ACCELERATION

An individual subject acceleration is the practice of assigning a student, who meets the specified criteria, to content instructed at a higher grade level with the purpose of meeting the high achieving or gifted student's unique needs. Example: A 5th grade student attends a 6th grade math class each day based upon the needs of the student who has consistently performed at such high achievement levels that his/her needs cannot be met at the student's current grade level.

WHOLE GRADE ACCELERATION

A whole grade acceleration is the practice of assigning a student to a higher grade level than is typical given the student's age full-time for the purpose of meeting the high achieving or gifted student's unique needs. Whole grade acceleration is rare and many factors are considered when evaluating whether or not a child is a good candidate. Example: After completing the first grade year, a student is placed in a third grade classroom (rather than a second grade classroom) on a full-time basis at the beginning of the next school year.

EARLY ENTRANCE TO KINDERGARTEN

In Ohio, a parent may request early admission to kindergarten if the child turns five years of age after the district's first day of kindergarten. Early entrance should be viewed as a means of meeting a child's needs. The key to determining whether or not early entrance is appropriate for a child is developmental readiness. Even though a child may have a lot of ability, s/he may not be ready for kindergarten. Social maturity, personal development, and motor development are very important factors for a child's success in school.

Early entrance is designed for the exceptional child who is both academically ready as well as developmentally mature when compared to others his or her chronological age. Some considerations when determining if early entrance is right for a child:

- Is my child capable of working in a classroom setting with children who are one year older than him or her?
- Will my child be frustrated by this placement?
- What are the possible long-term impacts for my child as s/he progresses through elementary, middle and high school (e.g., beginning college at a younger age or physical size for athletics)?
- Early entrance is not designed as a replacement for child care. Is this a need or a want?
- Do I understand the expectations for students in kindergarten today?

EARLY GRADUATION

Students may be eligible for graduation at the end of six or seven semesters provided they have met all graduation requirements as outlined in the current WLS High School Program of Studies. Parents and students should consult with a high school counselor to discuss the ramifications of early graduation and the required application process.

APPEALS

The acceleration evaluation committee will issue a decision on the outcome of the evaluation process to the principal and the student's parent(s). If not satisfied by the decision, parents may appeal in writing to the Director of Student Services within thirty (30) calendar days of the committee's decision. The Director of Student Services will review the appeal and notify the parent of his/her decision within thirty (30) calendar days of receiving the appeal.