

**OHIO DEPARTMENT OF EDUCATION  
ACCELERATION POLICY REVIEW FORM**

District name _____	IRN _____
Submitted by _____	District contact name _____
Phone number _____	E-mail address _____
Superintendent's Signature _____	DATE _____

**Choose One:**

- We are implementing the state model acceleration policy as written. We understand that we may submit modifications at any time.
- We are implementing the state model acceleration policy with some modifications. The following items are enclosed:
1. A complete amended version of the model policy our district is implementing. The changes our district made are highlighted.
  2. A narrative description of how the modifications will allow the district to more effectively evaluate students for possible accelerated placement.
- We are implementing an alternative acceleration policy. The following items are enclosed:
1. A complete copy of the alternative acceleration policy;
  2. A description of how the alternative acceleration policy will allow the district to more effectively evaluate students for possible accelerated placement;
  3. References to research (and local data, if applicable) supporting significant differences from the state model policy.

**Review checklist:**

The following are possible reasons an amended or alternative acceleration policy would ***not be approved*** due to conflicts with the intentions of the state model policy. While this is not an exhaustive list, ensuring that modifications to the state model policy or alternative policies ***avoid these conflicts*** will increase the likelihood of approval.

<ul style="list-style-type: none"> <li>• The policy sets an absolute standard for determining eligibility for acceleration (e.g. “the student must have an IQ score of XXX or above;” “the student must attain scores above the XX<sup>th</sup> percentile on all areas of an achievement test;” or “the student must be at least X years old by January 1 to be placed in an accelerated setting.”)</li> <li>• Evaluation and placement procedures do not reflect research-based effective acceleration practices.</li> <li>• Evaluation procedures and/or placement criteria would disproportionately limit access to acceleration for some groups of students based on gender, race, ethnicity, disability status, socioeconomic status, English language proficiency, or school building attended.</li> <li>• The policy contains language that discourages parents and educators from seeking evaluation or accelerated placement for students, or creates unreasonable barriers to evaluation and possible accelerated placement.</li> <li>• The policy allows a student to be removed from an acceleration option without the consent of the student’s parent(s).</li> </ul>	<ul style="list-style-type: none"> <li>• The policy does not include a fair and reasonable appeal process.</li> <li>• The policy does not address each of the following types of acceleration: early entrance to kindergarten, individual subject acceleration, whole grade acceleration, early high school graduation.</li> <li>• The policy prohibits early entrance to kindergarten, individual subject acceleration, whole grade acceleration, or early high school graduation.</li> <li>• The policy prohibits acceleration at one or more specific grade levels.</li> <li>• The policy does not allow for referrals for evaluation from parents and educators of students in grades K-12.</li> <li>• The evaluation process does not allow specific opportunities for input from parents and referred students in making decisions about accelerated placement.</li> <li>• The policy does not describe a process for ensuring continuous progress through the curriculum for accelerated students.</li> <li>• The policy requires parents to pay for evaluations needed to make a decision about acceleration.</li> </ul>
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**RETURN TO OFFICE FOR EXCEPTIONAL CHILDREN**

BY EMAIL: [Gifted@education.ohio.gov](mailto:Gifted@education.ohio.gov)