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.

• 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 XXth 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.") • Evaluation and placement procedures do not reflect research-based effective acceleration practices. • 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. • 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. • The policy allows a student to be removed from an acceleration option without the consent of the student's parent(s).	• The policy does not include a fair and reasonable appeal process. • 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. • The policy prohibits early entrance to kindergarten, individual subject acceleration, whole grade acceleration, or early high school graduation. • The policy prohibits acceleration at one or more specific grade levels. • The policy does not allow for referrals for evaluation from parents and educators of students in grades K-12. • The evaluation process does not allow specific opportunities for input from parents and referred students in making decisions about accelerated placement. • The policy does not describe a process for ensuring continuous progress through the curriculum for accelerated students. • The policy requires parents to pay for evaluations needed to make a decision about acceleration.

RETURN TO OFFICE FOR EXCEPTIONAL CHILDREN AS SOON AS POSSIBLE:

BY FAX: 614-752-1429, ACCELERATION POLICY, ATTN. BETH HAHN
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