

Delphos Saint John's Elementary and High School
515 East Second Street Delphos, Ohio 45833
Phone: (419) 692-5371 / Fax: (419) 879-6874

Adam Lee – High School Principal/Father Dennis Walsh – Superintendent/Nathan Stant – Elementary Principal

Delphos St. John's Student Acceleration Policy for Advanced Learners

Definitions

Whole-Grade Acceleration: The practice of assigning a student to a higher grade level than is typical given the students' age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

Examples:

- 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.
- After completing the first semester of the fifth grade year, a student is placed in the sixth grade at the start of the second semester of the same school year.

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.

Example:

- A third grade student performing above grade level in reading and math goes to a fourth grade teacher every morning for instruction in these subjects and returns to the third grade classroom for instruction in other subject areas.

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.

Example:

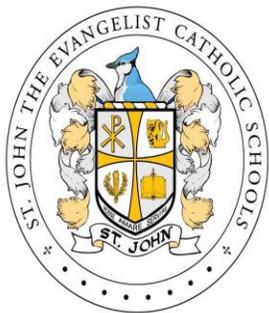
- A child who can read independently and is socially similar to typical five year-olds is admitted to kindergarten, although he will not reach his fifth birthday until the end of the school year.

Policy on Academic Acceleration and Early Entrance to Kindergarten

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The St. John's Administration, with support of St. John's School Council, believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.



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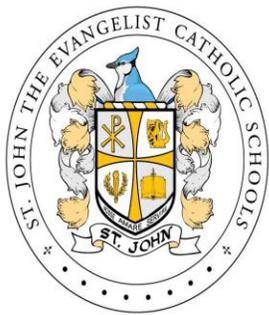
This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, and those students whom should be promoted to a higher grade level than their same-age peers.

1) Referrals and Evaluation

- a. Any student may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement.
- b. The principal shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- c. The principal (or his or her designee) shall obtain written permission from the student's parents or legal guardians to evaluate the student for possible accelerated placement. The school shall evaluate all students who are referred for evaluation and whose parents or legal guardians have granted permission to evaluate the student for possible accelerated placement.
- d. Evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated settings at the time recommended by the acceleration evaluation committee- if the committee determines the child should be accelerated. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator, a parent or legal guardian, a preschool educator who knows the child, or pediatrician or psychologist who knows the child.
- e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal.
- f. The student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee

- a. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - i. A principal (or his or her designee) from the child's current school;
 - ii. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 - iii. A teacher at the grade level to which the student may be accelerated;
 - iv. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
 - v. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted. (The parents may be responsible for any costs for the evaluation).



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- b. The acceleration evaluation committee shall be charged with the following responsibilities:
 - i. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - 1. Students considered for whole-grade acceleration, single-subject acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - ii. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
 - iii. If the parent or legal guardian of the student evaluated disagrees with the committee's decision, he or she has 10 days to write a written appeal of the decision and submit it to the building principal to make a final decision in coordination with the Pastor/Superintendent of St. John's. The Final Decision in response to an appeal will be given in writing from the building principal to the parent or legal guardian within 10 days of the written appeal.
 - iv. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.
- c. Accelerated Placement
 - i. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten and grade-level accelerated students.
 - 1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - 2. At any time during the transition period, the teacher or principal of the accelerated student may recommend withdraw from the accelerated placement, based on the student not transitioning well to the accelerated option. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - ii. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.
- d. The principal or principal's designee may determine a student or group of students, with the support of the teacher and/or department is eligible for an advanced course without conducting the entire evaluation process.
 - i. Example- 8th graders taking a high school Algebra course.