

Acceleration Guide



Huber Heights City Schools

Huber Heights City Schools Acceleration Information for Parents and Guardians

The Huber Heights City School District Board of Education believes that individual students often require access to advanced curriculum in order to realize their potential contribution to themselves and society. The district recognizes that children who can exceed grade level indicators and benchmarks set forth in the Ohio Learning Standards must be afforded the opportunity and be encouraged to do so.

The HHCS Board of Education re-adopted an Acceleration Policy in May 2015. This policy describes the process for student referral and evaluation for acceleration. The purpose of the policy is to ensure that advanced learners who demonstrate high ability and achievement beyond those of age peers be afforded curriculum, learning environments, and instruction that is rigorous and challenging. Copies of this policy are included in this guide, as well as at the district website, www.HuberHeightsCitySchools.org.

Consideration reviews for whole grade or subject acceleration must have written parent or guardian permission before the process can begin. Students considered for acceleration will be evaluated using a variety of data sources, including: standardized measures of achievement; past academic performance; interviews with the student; and in the case of acceleration for early graduation, the successful completion of state mandated graduation requirements.

If you have questions regarding the policy or process, please contact Kelly Bolin at 237-6300, extension 80119 or Kelly.bolin@huberheightscityschools.org.

ACCELERATION POLICY

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. Whole-grade acceleration: The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. 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.
3. 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.
4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to postsecondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments.

The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to follow the guidelines established by the Ohio Department of Education's model acceleration policy.

[Adoption date: July 20, 2006]

[Re-adoption date: May 7, 2015]

LEGAL REFS.: ORC [3321.01](#)

[3324.01](#) et seq.

OAC [3301-51-15](#)

CROSS REFS.: [IGBB](#), Programs for Students Who are Gifted

[IKFA](#), Early Graduation

[JB](#), Equal Educational Opportunities

[JEB](#), Entrance Age (Mandatory Kindergarten)

[JEBA](#), Early Entrance to Kindergarten

Ohio Department of Education Model Acceleration Policy for
Advanced Learners

Student Handbooks

THIS IS A REQUIRED POLICY

