



Academic Acceleration Policies

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. The Newark City School Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential.

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.

In the spring of 2006, the state of Ohio published a model policy on academic acceleration, including early entrance to kindergarten and first grade. Newark City Schools adopted this policy, which may be obtained by contacting the Gifted Coordinator, Stephanie DeBevoise.

Important!

Only a small percentage of four year old children are advanced enough to qualify for early entrance to kindergarten. Please make sure you proceed with child care arrangements as a contingency.

Academic Acceleration

Early Entrance to Kindergarten

Newark City Schools

What is Academic Acceleration?

Early entrance to kindergarten is designed for the child who is both academically ready as well as developmentally mature, compared to others his or her chronological age. Newark City Schools utilizes academic acceleration for the purpose of providing early access to appropriately challenging learning opportunities.

Children who will not yet be 5 years of age (the typical age for entrance into kindergarten) by September 30th of the school year for which admission is being requested, may be evaluated for possible early entrance into kindergarten.

What is the Process for an Acceleration Evaluation?

1. Referral is made to the Principal of the school your child is to attend, before the end of the prior school year, to allow time for the required testing to be administered and reviewed. For the upcoming 2018-2019 school year, the deadline for an early entrance referral is **April 15th, 2018**.
2. Principal will secure signatures on the Referral for Acceleration Consideration Form and the Permission for Acceleration Assessment Form.
3. Principal will send signed forms to the Gifted Coordinator, and the Coordinator will arrange for cognitive ability testing to be administered to the child.
4. If cognitive ability criterion are met, the Gifted Coordinator will gather information from parents/legal guardians, preschool teachers or day care providers to complete the Iowa Acceleration Scale (IAS). Additional assessments will also be administered at this time.
5. Principal will make arrangements for an Acceleration Evaluation Committee meeting with parents/guardians and involved educators. Coordinator will lead the committee through the acceleration process to determine appropriate service.
6. If the student is accelerated, the Gifted Coordinator will write a Written Acceleration Plan (WAP).
7. Principal will distribute copies of the WAP to all involved individuals, and place a copy in the student's file.

Who May Be Accelerated?

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 is developmental readiness. Social maturity, personal development, and motor development are all important factors for a child's success in school. A child who demonstrates a significant academic need may be considered for academic acceleration.

Who May Refer a Student?

If the child's birthday is before January 1st and after September 30th, the student may be evaluated upon the request of the child's parent or legal guardian. If the child's birthday is on or after January 1st of the school year which admission is being requested, a referral must come from an educator, psychologist, or physician with knowledge of the child.

What Is Included on the WAP?

The Written Acceleration Plan (WAP) shall specify:
-placement of the student in an accelerated setting;
-strategies to support a successful transition to the accelerated setting; and,
-an appropriate transition period for accelerated placement for early entrants into Kindergarten.