
Iowa Acceleration Scale

The Iowa Acceleration Scale (IAS), 3rd Edition is the only acceleration guide recommended by the Ohio Department of Education. The instrument considers the following five main categories in the evaluation process: (1) Academic Ability, Aptitude, and Achievement; (2) School and Academic Factors; (3) Developmental Factors; (4) Interpersonal Skills; and (5) Attitude and Support.

Iowa Acceleration Scale Critical Items

The following items are critical to successful whole-grade acceleration. If any of these items applies to the student in question, whole-grade acceleration is *not recommended*.

- The student's ability (measured by IQ) is less than one standard deviation above the mean.
- The student would be accelerated into the same grade as (or higher grade than) a sibling.
- The student currently has a sibling in the same grade.
- The student indicates that he/she does not want to be whole-grade accelerated.

Resources

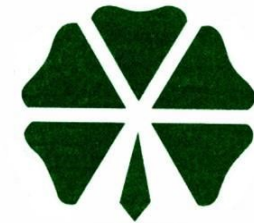
The following resources can be found on the Ohio Department of Education (ODE) Website at: <http://education.ohio.gov>:

- Kindergarten Readiness Checklist
- The Young Gifted Child: a Guide for Families
- Kindergarten
- Acceleration for Advanced Learners

EARLY ENTRANCE TO KINDERGARTEN

ACCELERATION POLICY FOR
ADVANCED LEARNERS

Information for Parents



Questions?

Concerns?

Need Additional Information?

Please contact one of the following:

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Early Entrance to Kindergarten

Ohio law establishes the minimum age requirement for admission to kindergarten and the standardized procedures for evaluating students for possible early entrance to kindergarten.

District Acceleration Policy

The Cloverleaf Board of Education believes that all children are entitled to an education commensurate with their abilities and needs. Advanced learners who exceed the grade-level indicators and benchmarks set forth in the standards will be provided with the opportunity to access advanced curriculum in order to realize their potential contribution to themselves and society.

In accordance with the District Acceleration Policy, a parent may request that a child be evaluated for early admission to kindergarten if the child turns age 5 after the district's kindergarten entrance date of August 1 and before January 1. Children who will not yet be the proper age for entrance to kindergarten 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 within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child.

The complete Cloverleaf Local Schools Board of Education Acceleration Policy is posted on the district website: <http://www.cloverleaflocal.org/Downloads/Acceleration%20Board%20Policy.pdf>

Referrals and Evaluation The Acceleration Referral Form is available on the district website under Curriculum/Gifted.

Once the Acceleration Referral Form has been returned to the school, the principal, or his or her designee, will request written permission from the

student's parent(s) or legal guardian(s) to evaluate the student for possible early entrance to Kindergarten.

The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

Children who are referred for evaluation for possible early entrance into kindergarten 60 or more days before the beginning of school will be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school.

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. This notification shall include instructions for appealing the outcome of the evaluation process.

A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within 30 days of being notified of the committee's decision.

Acceleration Evaluation Committee

Once the evaluation is completed, 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:

- A home school principal or assistant principal;
- A kindergarten teacher;
- A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
- A gifted coordinator or gifted intervention specialist

Acceleration Evaluation Committee Responsibilities

The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

Students considered for early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the students' thoughts about accelerated placement in its deliberations.

The 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.

The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

- Placement of the student in an accelerated setting;
- Strategies to support a successful transition to the accelerated setting;
- An appropriate transition period for accelerated placement for early entrants to kindergarten.
- 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.