

Hortonville Area School District

Title: Criteria for Acceleration

Date Adopted: 7/24/95

Policy No. 7013

Date Revised: 9/25/00

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9/15/08

Policy Statement:

Upon meeting the prescribed criteria, students entering grades K-12 can be accelerated into an advanced course or courses. An "advanced" course is considered to be a course at least one level beyond the one in which students ordinarily enroll as a part of the curriculum's approved sequence of classes.

The Hortonville Area School District does not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities.

Rationale:

As students progress through the curriculum, the sequence of courses ensures that a proper foundation of concepts and skills is provided prior to moving on to the next level of learning. Additionally, course content is introduced at grade levels most appropriate to students' level of development and ability.

Nevertheless, the Hortonville Area School District understands that students learn in different ways and at different rates and recognizes the need for educational alternatives for high achieving students and identified gifted and talented (GATE) students. The District's definition of differentiation is a teacher's response to a learner's needs. Teachers can differentiate content, process, and product according to a student's readiness, interests, and learning style. These alternatives may include enrichment/acceleration within a student's chronological grade level or acceleration beyond a student's age appropriate grade level. Therefore, provisions should be made for students who have demonstrated a willingness and ability to challenge themselves academically by providing them with the opportunity to enroll in courses ordinarily offered at more advanced grade levels. In order to ensure that the student has been successfully and effectively placed in the new grade level, a trial period or re-evaluation may be suggested at mid-quarter and/or after the first month of school.

Scope: Students entering grades K-12

Responsibility:

Compliance with this policy shall be the responsibility of the District Administrator, the Director of Curriculum, Building Administrators and Gifted & Talented (GATE) Coordinator.

Implementation:

Grades K-8

Grade-level acceleration is more applicable to Grades K-8 due to course options that are available at the high school which makes grade-level acceleration unlikely.

President

Bill Murphy

Date 9/15/08

Clerk

Paul J. Thomas

Date 9/15/08

A request for grade-level acceleration may be made by a teacher, GATE personnel, other school district professional, student, parent, or guardian. The request must be made in writing and submitted to the building principal who then informs the GATE Coordinator.

Following the receipt of request for grade-level acceleration, a Child Study will be scheduled by the GATE Coordinator who will then act as the contact person. The objective of this meeting is to determine how to proceed and may or may not include the parents. This Child Study, which may include the school psychologist, GATE coordinator, counselor, teacher(s), and other professional as appropriate, will address current levels of intellectual functioning, academic skills, and socio-emotional adjustment. Parents will be contacted for written permission should the Child Study determine the need for further evaluation by a school psychologist. The evaluation will be done only with written approval of the parent/guardian. A variety of assessments, along with input from teachers and the student himself/herself will be used to help school personnel determine the best educational program option for the child.

Recommendations will be prepared by the Child Study Team. The principal shall then conduct a follow-up meeting which includes the parents/guardians and other professionals familiar with the student's capabilities and school progress. At this meeting, it shall be determined by the team that the child meets the following criteria:

1. The student desires the acceleration.
2. The student is determined to be ready emotionally and socially for the acceleration.
3. The student has a written recommendation from his/her teacher(s).
4. The student must qualify in accordance with the following criteria:
 - a. The student will be required to demonstrate cognitive abilities at or above the 95th percentile on a measure selected by the District. This measure should be written at the student's current grade level or age-appropriate level.
and/or
 - b. The student will be required to demonstrate academic skills at or above the 80th percentile in the grade he/she desires to skip based on District selected assessments.
and
 - c. Other pertinent information (including, but not limited to the Iowa Acceleration Scale) that serves to indicate the probability of success.
5. A letter from the student's parent/guardian accepting or declining the placement needs to be submitted to the GATE Coordinator.

In accordance with Policy #5016.1 (Valedictorian/Salutatorian Nomination and Wisconsin Academic Excellence Scholarship), Policy #5040 (Criteria for High School Valedictorian and Salutatorian and Selection Process for State of Wisconsin Academic Excellence Higher Educational Scholarship), and Policy #5063 (Granting Credit for High School Level Courses Taught at the Middle School Level), students who enroll as freshman and schedule courses with the intent of graduating early cannot be selected as Valedictorian or Salutatorian.

Parents of accelerated students shall be integrally involved and willing to accept responsibility in helping the child master those skills in the previous grade that are foundational to the accelerated grade.

Implementation of Subject Acceleration:

Grades K-12

A request for a subject acceleration may be made by a teacher, student, GATE personnel, other school district professional, parent, or guardian. The request must be made in writing and submitted to the building principal who then informs the GATE Coordinator. The GATE Coordinator acknowledges receipt of the request by forwarding a letter (see attached "Parent/Guardian Notification of Recommendation for Grade-Level and/or Subject Acceleration" letter) to the parent or guardian that explains and outlines the placement process. The GATE Coordinator also informs the principal at the incoming school of a possible enrollment due to subject acceleration. Additionally, following the receipt of request for subject acceleration, a Child Study will be scheduled by the GATE Coordinator who will then act as the contact person. The objective of the meeting is to determine how to proceed and may or may not include the parents. This Child Study, which may include the school psychologist, GATE coordinator, counselor, teacher(s), and other professionals as appropriate, will address current levels of intellectual functioning, academic skills, and socio-emotional adjustment. Parents will be contacted for written permission should the Child Study determine the need for further evaluation by a school psychologist. The evaluation will be done only with written approval of the parent/guardian. A variety of assessments, along with input from teachers and the student himself/herself will be used to help personnel determine the best educational program option for the child.

Recommendations will be prepared by the Child Study Team. The principal shall then conduct a follow-up meeting which includes the parents/guardians and other professionals familiar with the student's capabilities and school progress. At the meeting, it shall be determined by the team that the child meets the following criteria.

The following criteria, if met serve as indication that the student's level of ability is commensurate with the course's level of difficulty. Upon meeting the criteria, placement into the course will be granted by the building principal.

1. The student desires the acceleration.
2. The student has a written recommendation from his/her teacher(s).
3. The student must qualify in accordance with the following as evaluated by an instructor licensed in the subject area:
 - a. The student must be performing in the 95th percentile or above of his/her current class in the particular subject area as measured by either the most recently administered MAP test or the test specified in the identification process for the subject area.
and/or
 - b. If a prerequisite course is being bypassed, the student must demonstrate competency by means of a final examination, product, and/or portfolio as developed by teachers of the subject area. To ensure a clear understanding of expectation, the request to test out of a class must be submitted to the principal and/or department chair no later than September 15th for courses beginning in the spring semester and March 15th for courses beginning in the fall semester. Mastery of content and skills must be demonstrated at a performance level of 80th percentile or higher which is a minimal requirement in light of the amount of instruction that has been missed. Extenuating circumstances or other procedural issues will be addressed and resolved at the discretion of the administration
and/or

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- c. Other pertinent information that serves to indicate the probability of success.
4. A letter from the student's parent/guardian accepting or declining the placement needs to be submitted to the GATE Coordinator.

Associated Information:

- Parent Notification of Nomination (attached)
- Teacher Letter of Recommendation (attached)
- Student and Parent Application for Acceleration (attached)
- Parent Permission Form for Evaluation (attached)
- Acceleration Flowchart (attached)
- HASD Policy #5016.1 Valedictorian/Salutatorian Nomination and Wisconsin Academic Excellence Scholarship
- HASD Policy #5040 Criteria for High School Valedictorian and Salutatorian and Selection Process for State of Wisconsin Academic Excellence Higher Education Scholarship
- HASD Policy #5063 Granting Credit for High School Level Courses Taught at the Middle School Level

HORTONVILLE AREA SCHOOL DISTRICT

*The Hortonville Area School District, in partnership with our community,
will provide all students with challenging and diverse opportunities
to become enthusiastic, lifelong learners who will build the future.*

_____ (Name), Coordinator of the Gifted and Talented Education Program (GATE)
_____ (Address)
Hortonville, WI 54944
Tel _____
Fax _____
e-mail: _____

Date _____

Mr. and Mrs. _____
Address _____

Dear Mr. and Mrs _____

I am pleased to inform you that _____ has been recommended for (grade-level / subject)
acceleration.

According to Board Policy #7013 (Criteria for Acceleration), upon meeting the prescribed criteria, students entering grades K-12 can be accelerated into an advanced course or courses. An "advanced" course is considered to be a course level beyond the one in which students ordinarily enroll as part of the curriculum's approved sequence of classes.

The Hortonville Area School District understands that students learn in different ways and at different rates. For those reasons, curricula and services that are appropriately paced and leveled are provided to meet the needs of children who have demonstrated, compared with their peers, advanced learning and development. Acceleration within a student's chronological grade level or acceleration beyond a student's age appropriate grade level are means for providing instruction that is appropriate to a child's learning needs.

In recommending _____ for acceleration, teachers who have knowledge of (his/her) learning have discussed (his/her) current level of intellectual functioning, academic skills, and socio-emotional adjustment. In the event additional tests need to be administered for more specific information, your written permission will be required.

It is important that you, as _____'s parent, are involved in this process and are willing to assist (him/her) with the concepts and skills that are foundational to the accelerated grade. Acceleration is ultimately a parent's decision. Please talk with _____ about this program option. Be sure to discuss potential advantages and disadvantages. Once you and _____ have made your decision, please contact me. If I do not hear from you within the next week or two, I will call to ensure that any questions you may have are answered. We can then proceed with the next step in this process. In the meantime, if you need any additional information, please feel free to call (779-7901) or email (maryclaypool@hasd.org).

It is always a pleasure to write a letter that acknowledges a child's special ability or talent and I am pleased that our District is able to respond to _____'s learning needs by providing this opportunity for acceleration. Thank you for giving this recommendation your consideration. I look forward to hearing from you.

Sincerely,

Hortonville Area School District
Teacher Recommendation for Grade-Level or Subject Acceleration

Student _____ School _____

Student's Current Grade _____

Type of Acceleration _____ Subject (specify) _____

_____ Grade (from-to) _____

1. How well do you know this student? Please be specific.

2. Describe behaviors or characteristics demonstrated by this student that make him/her a good candidate for acceleration.

3. Describe behaviors or characteristics demonstrated by this student that might hinder the success of the acceleration?

4. Your overall recommendation:

- _____ I recommend this student for acceleration
_____ I recommend this student for acceleration, but with reservation
_____ I do not recommend this student for acceleration at this time

5. Additional comments

Name of teacher completing this form: _____
(Please print)

Title: _____ School: _____

Signature: _____ Date: _____

Please return to the District GATE Coordinator (Name and School)

Hortonville Area School District
Student and Parent Application for Grade-Level or Subject Acceleration

Student's Name _____ School _____

Student's Current Grade Level _____

Type of Acceleration Requested (please check one) _____ Subject (specify) _____

_____ Grade (from-to)

This form should be filled out jointly by the student and parent(s).

1. How would you describe yourself as a learner?

2. What gets you excited about learning?

3. Give 2-3 reasons explaining why you would like to be accelerated?

4. What interests do you have either at school or outside of school?

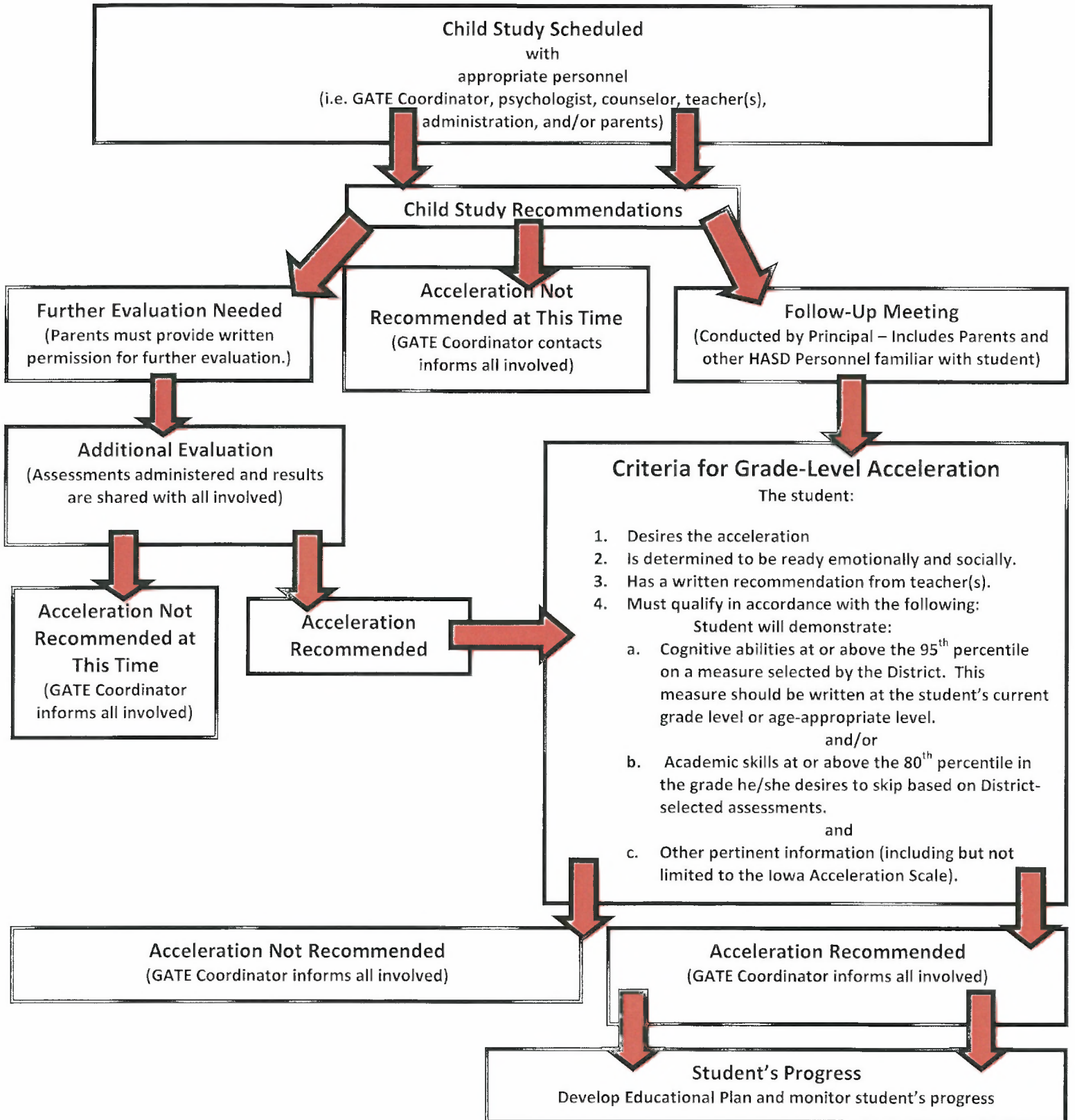
5. Additional thoughts or comments

Student's Signature: _____ Date: _____

Parent's Signature: _____

Please return to the District GATE Coordinator (Name and School)

Hortonville Area School District Flow Map for Grade-Level Acceleration



Hortonville Area School District Flow Map for Subject Acceleration

