

ACCELERATION OF STUDENTS

The School District of Jefferson, in partnership with our community, provides an environment of excellence and opportunity for all students to achieve their dreams.

ACCELERATION DEFINITIONS

Acceleration is any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age than is traditional. Acceleration should include, but is not limited to: early entrance to kindergarten (as covered by district policy), moving at a faster pace through subject area(s), advanced grade placement, obtaining high school credit while in middle school, obtaining college credit while in high school and early graduation from high school.

Definitions of the types of acceleration are as follows:

1. **Horizontal Acceleration** – Includes curriculum differentiation through compacting or “testing out” that allows students to move at a faster pace through the curriculum but remain with their peers. Types of horizontal acceleration include individualized or independent study, differentiation, mentorship, magnet or cluster classes, enrolling in university courses as covered by district policy, and Advanced Placement courses. Horizontal acceleration can be done at any time and teachers are encouraged to pursue any of these modifications to best meet the needs of the high ability student.
2. **Vertical Acceleration** – Permits grade advancement at the elementary and middle levels that allows students to proceed to an advanced grade level in all subject areas to meet the student’s ability and performance needs. An example of vertical acceleration would be a third grade student, instead of enrolling in fourth grade the next academic year, enrolling in all fifth grade classes. Another example would be a seventh grade student not going to eighth grade but enrolling in all ninth grade classes. Vertical acceleration also allows students to move to an advanced grade level in one or more subjects while remaining identified with their own peers. An example: this type of vertical acceleration would be a third grade student attending a fourth grade reading class but staying in third grade for the remainder of the subjects. This must be done only with much deliberation as to the effects of this acceleration process upon the whole child.

ADOPTED: August 27, 2001

REVISED: January 28, 2002
September 23, 2013

LEGAL REFS.:

CROSS REFS.: IKE-R, Vertical Acceleration Guidelines

REVIEW DATE: September 23, 2013

VERTICAL ACCELERATION GUIDELINES

GENERAL CRITERIA

To be considered for acceleration, the student must demonstrate:

- skill levels superior to age/grade peers and test scores on or above the 95th percentile on a nationally normed test, for example a MAP test, in one or more subjects.
- academic readiness as demonstrated by “A” grades in pertinent subject areas.
- social and emotional maturity based on observation.
- parental and student commitment to the acceleration process.
- advanced scoring in pertinent subject areas on the Wisconsin State Assessment Test.

Early entrance into kindergarten, differential/subject acceleration and vertical acceleration must consider the points above and must also weigh each of these criteria:

- the student shows a high degree of motivation and persistence.
- the teachers involved have input into the planning and decision-making process.
- the parent(s)/guardian(s) of the student have input into the planning and decision-making process.

The decision to accelerate or not to accelerate will be:

- based on available data.
- a result of an agreement of the administration, teachers, pupil services team member, GT coordinator, and parent(s)/guardian(s) of the student.

VERTICAL ACCELERATION PROCEDURES

1. A written application shall be made by the student, parent(s)/guardian(s), teacher, administrator, GT coordinator, or other nominating person and submitted to the building principal. The form **Request for Vertical Acceleration** will be used.
2. The building principal will notify the parent(s)/guardian(s) and obtain consent to consider the application.
3. The building principal, in consultation with the GT coordinator, will then determine additional appropriate members of the team based on their knowledge of the student and of the student’s needs. The team will then meet with the student and the parent(s)/guardian(s). Through consensus, recommendation for appropriate programming will be made by the DEP (Differentiated Educational Plan) team.
4. A long-range differentiated educational plan will be developed by the DEP team. The form **Differentiated Educational Plan** will be used.
5. A review will occur after the first four weeks of placement. After this period, additional reviews may be requested by any DEP team member at any time during the school year.

6. The DEP team will meet with the student and parent(s)/guardian(s) at least once annually to review the Differentiated Educational Plan (DEP).

HIGH SCHOOL CREDIT GUIDELINES

Student prior to entering grade nine:

If a student, prior to entering grade nine, successfully completes a course offered at the high school, consistent with DPI guidelines, he/she may be awarded high school credit for that course.

1. The high school course work may be those offered in our district's program or may be offered off-campus or online.
2. Consistent with DPI guidelines, this credit may count as an elective toward the total required for graduation and may also fulfill the state's specified high school subject credit requirements.
3. The name of the course and the grade will be recorded on the student's transcript at the high school.

Student in grades nine or ten:

If a student in grades 9 or 10 completes advanced (grades 11/12) course offerings in a specific area and accesses advanced course areas, he/she may be awarded high school credit to fulfill that department requirement.

1. This credit will count toward the total required for graduation and will also fulfill the state's specified high school subject credit requirements. Prior approval from the building principal is required.
2. This credit will affect the student's GPA.
3. The name of the course and the grade will be recorded on the student's transcript.
4. Off-campus courses and/or online courses may be taken for credit and grade. Preapproval by the building principal is required.

Student in grades eleven or twelve:

1. If a student entering grades 11 or 12 has successfully completed required high school courses in a specific subject matter, he/she may use the Youth Options Program for further course work.
2. Off-campus or online credit courses may also be taken for credit and grade with preapproval by the building principal.
3. The name of the course and the grade will be recorded on the student's transcript.

3/10/14

REQUEST FOR VERTICAL ACCELERATION FORM

The School District of Jefferson, in partnership with our community, provides an environment of excellence and opportunity for all students to achieve their dreams.

Vertical acceleration permits grade advancement at the elementary and middle school levels. It allows students to proceed to an advanced grade level in subject areas commensurate with the student's ability and performance. An example of vertical acceleration would be a third grade student, instead of enrolling in fourth grade the next academic year, enrolling in all fifth grade classes. Another example would be a seventh grade student not going to eighth grade but enrolling in all ninth grade classes. Student acceleration is only done after consideration of a variety of variables reflecting the whole child and input from school personnel and parent(s)/guardian(s).

This form is to be completed by the student, parent, teacher, pupil service staff, or administrator. This form allows identification of a potentially vertically accelerated student. Please return this form to the building principal.

NAME OF STUDENT: _____ Date of Birth _____

Current Grade Placement _____ School: _____ Teacher _____

Parent(s)/Guardian(s): _____

Address: _____

Phone: _____

1. State, specifically, the reason for this request for vertical acceleration:
2. What modifications have been implemented or are currently being utilized to accommodate this child's needs?
3. What were the results of these modifications?
4. When and how was this referral discussed with the parent(s)/guardian(s) of the child?

Name of referring individual _____

Date: _____

Relation to the child _____

School District of Jefferson

Challenge Program
Differentiated Education Plan (DEP)
School Year: _____

Student Name: _____ Age: _____ Grade: _____
 Parent(s)/Guardian(s): _____ Telephone: _____
 Address: _____ Teacher(s): _____

Step 1

Identification Indicators/Student Assessment/Scores by established gifted categories of:

There are three levels of giftedness recognized by the School District of Jefferson. These levels parallel tiers of gifted and talented programming activities and services. A minimum of two (2) criteria in a level are required for student identification.

* Category(ies) where student is being considered and assessed (check all that apply):

General Intellectual Ability
 Specific Academic Ability
 Exceptional Creative Ability
 Exceptional Artistic Talent (Art, Music, Drama)
 Exceptional Leadership Ability

* Indicator Assessments/Student Results/Criteria Met

Area	Level I (10% of Students)	Level II (5% of Students)	Level III (2% of Students)
General Intellectual Ability			
Specific Academic Ability			
Exceptional Creative Ability			
Exceptional Artistic Talent (Music, Art, Drama)			
Exceptional Leadership Ability			

* Other Identification Criteria

- Involvement in programming in another district
- Other outside assessments
- Other, describe

* Does this student meet identification criteria? Yes No

If yes, what area & level? Area: _____ Level: _____

Signature of Personnel Verifying Identification: _____

Title: _____

Date: _____

Names of Identification Team – if applicable: _____

Step 2

Programming/Services/Activities Assessment Recommendations – School/Home

- **Tier I: (Level I Identification)**

*Activities/Who responsible:

*Assessment strategies/results:

- **Tier II (Level II Identification)**

*Activities/Who responsible:

*Assessment strategies/results:

- **Tier III (Level III Identification)**

*Activities/Who responsible:

*Assessment strategies/results:

Date of Differentiated Plan (DEP) Implementation: _____

Date of Student's DEP Review: _____

Miscellaneous Information/Comments: _____

Signatures and dates below indicate acknowledgement of the recommended programming/services/activities for _____ who will be involved in the School District of Jefferson's Challenge Program. The original of this DEP will be on file in the student's cumulative folder.

Signatures:

_____	_____	_____	_____
Parent	Date	Student	Date
_____	_____	_____	_____
Classroom Teacher	Date	Challenge Program Representative	Date
_____	_____		
Principal	Date		