

WEST LINCOLN-BROADWELL ELEMENTARY SCHOOL DISTRICT #92
MRS. HEATHER BAKER, SUPERINTENDENT/PRINCIPAL
2695 WOODLAWN ROAD
LINCOLN, IL 62656
PHONE: (217) 732-2630 FAX: (217) 732-3623
E-MAIL: hbaker@wlb92.org

ACCELERATED PLACEMENT PROGRAM



Guidelines, Procedures, and Evaluation

2023-2024

West Lincoln-Broadwell ESD #92 Board of Education Policy 6-135



Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential.¹ The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP.² APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade.³ Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented.⁴ Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in School Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP; and⁵
3. Assessment processes that include multiple valid, reliable indicators.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement.

Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.



Definitions

Accelerated placement is the placement of a student in an educational setting with curriculum that is usually reserved for students who are older or in higher grades than the student. Accelerated placement includes, but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject, and grade acceleration.

Early entrance to kindergarten is the admission to kindergarten of a student who: (a) will not be five years of age on or before September 1 of that school term; or (b) is admitted prior to the dates established in the *School Code* based upon an assessment of his or her readiness to attend school.

Early entrance to first grade is the admission to first grade of a student who: (a) is assessed for readiness, attended a non-public preschool and continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will attain the age of six years on or

before December 31; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.

Single subject acceleration is the practice of assigning a student to a higher subject 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. It may be accomplished by either: (a) physically moving the student to a higher level class for instruction; or (b) using higher level curricular or study materials in the student's current classroom.

Grade acceleration is 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 all subject areas. Commonly referred to as *skipping* a grade, grade acceleration may be done at the beginning of or during the school term.



Referral Process

- 1). A student may be referred for the program by parents/guardians, Licensed Education Professionals, Student (with written parental permission), Preschool Teachers, Non-Public Teachers, Pediatricians, or Psychologists
- 2). Within 10 days of referral form submission the district will respond in writing with a referral determination.

Evaluation Process

- 1). Convene Evaluation Team (three teachers, administrator, social work personnel, school psychologist) to identify multiple, valid and reliable indicators to use during the evaluation.
- 2). Administer assessments/observations and determine results.

Eligibility Determination

- 1). Convenes a meeting with parents and all stakeholders to discuss results of assessments.
- 2). Written eligibility will be provided to all stakeholders.
- 3). If found eligible, a written plan will be provided that outlines the type of acceleration and strategies to support the student.

Appeal of Decision

- 1). A written appeal must be submitted to the Superintendent within five days of eligibility denial. The Superintendent will make the final decision.



West Lincoln-Broadwell ESD #92

Early Admission into Kindergarten Parent Request Form

Child's Name: _____ Date: _____

Child's Date of Birth: _____

Address: _____

Phone Number: _____ Parents' E-mail Address: _____

Mother's Name: _____ Father's Name: _____

Name of Preschool: _____

Assessment Window: requests **must be submitted by May 1st** of the previous academic term for consideration for the August entrance date (**children must be four prior to May 1st**).

The child's fifth birthday falls between **September 2 and October 31 of the year of entrance**, as documented by a certified copy of the birth certificate.

I give my consent to West Lincoln-Broadwell ESD #92 to administer the following tests and procedures to determine eligibility for early admission into kindergarten.

- To administer AimsWeb Plus assessments for Literacy and Math.
- To administer appropriate assessments (intelligence testing, social/emotional testing) to help with determination.
- To contact my child's current/past preschool teacher(s).
- To allow my child to be interviewed by Licensed Psychologists, Social Workers, Educational Professionals.

Parent Signature

Date: _____

Received by

Date: _____

Early Admission to Kindergarten **Teacher Interview** Questionnaire

Child's Name: _____ Date: _____

Teacher Name: _____

Check the response that best applies. Please make any comments that you feel are relevant on the comment lines.

1. What is the student's attitude toward learning?

___ Disinterested and/or frustrated with new challenges.

___ Student completes tasks consistently.

___ Student is receptive to and enthusiastic about new academic challenges.

___ Student actively seeks and persists in new rigorous academic challenges.

2. Emotional Development

___ Student has difficulty separating from parent(s).

___ Students become easily frustrated when presented with a challenge.

___ Student thoughtfully considers feedback and criticism and modifies behavior appropriately.

3. Behavior

___ Student has a history of frequent discipline problems in the classroom or home.

___ Student has occasional discipline problems.

___ Student's behavior is exceptionally positive and effective.

4. Relationship with Peers

- ☐ Student has extremely poor interpersonal skills.
 - ☐ Student's interpersonal skills are not as well developed as age peers.
 - ☐ Student's interpersonal skills are appropriate for age.
 - ☐ Student demonstrates good interpersonal skills and prefers to be with older children.
 - ☐ Student has good interpersonal skills with same age peers as well as younger and older children.
-
-

5. Parent Attitude and Support

- ☐ Parents seem overly involved in their child's progress and/or pressure the child.
 - ☐ Parents seem interested and uninvolved in their child's school progress.
 - ☐ Parents seem supportive and are generally involved in their child's progress.
 - ☐ Parents are strongly supportive and committed to working with the school in the meeting the child's academic needs.
-
-

6. Motivation

- ☐ Student does not complete assignments and appears disinterested.
 - ☐ Student completes tasks that are assigned to him/her.
 - ☐ Student complete virtually all assignments on time and shows a positive attitude.
 - ☐ Student completes most assignments more quickly and more comprehensively than other classmates.
-
-

7. Academic Self-Concept

___ Student's academic self-concept is weak.

___ Student's academic self-concept is inflated.

___ Student's academic self-concept is positive and realistic.

Interviewed by/Title

Date: _____

Administration

Date: _____

Early Admission to Kindergarten **Parent Interview** Questionnaire

Child's Name: _____ Date: _____

Teacher Name: _____

Check the response that best applies. Please make any comments that you feel are relevant on the comment lines.

1. What is the student's attitude toward learning?

___ Disinterested and/or frustrated with new challenges.

___ Student completes tasks consistently.

___ Student is receptive to and enthusiastic about new academic challenges.

___ Student actively seeks and persists in new rigorous academic challenges.

2. Emotional Development

___ Student has difficulty separating from parent(s).

___ Students become easily frustrated when presented with a challenge.

___ Student thoughtfully considers feedback and criticism and modifies behavior appropriately.

3. Behavior

___ Student has a history of frequent discipline problems in the classroom or home.

___ Student has occasional discipline problems.

___ Student's behavior is exceptionally positive and effective.

4. Relationship with Peers

- ☐ Student has extremely poor interpersonal skills.
 - ☐ Student's interpersonal skills are not as well developed as age peers.
 - ☐ Student's interpersonal skills are appropriate for age.
 - ☐ Student demonstrates good interpersonal skills and prefers to be with older children.
 - ☐ Student has good interpersonal skills with same age peers as well as younger and older children.
-
-

5. Motivation

- ☐ Student does not complete assignments and appears disinterested.
 - ☐ Student completes tasks that are assigned to him/her.
 - ☐ Student complete virtually all assignments on time and shows a positive attitude.
 - ☐ Student completes most assignments more quickly and more comprehensively than other classmates.
-
-

6. Academic Self-Concept

- ☐ Student's academic self-concept is weak.
 - ☐ Student's academic self-concept is inflated.
 - ☐ Student's academic self-concept is positive and realistic.
-
-

Subject-Matter Acceleration Request Form **(Teacher)**

Child's Name: _____ Date: _____

Birthdate: _____ Grade: _____

Teacher(s) Name: _____ Subject(s): _____

Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or an accelerated grade level. This CAN look like the following:

- 1). Grade above current level studies.
- 2). Independent study (faster pace).
- 3). Online curriculum (Illinois Virtual School)

Documentation submitted for request:

____ Academic Grades (one year past and current)

____ AimsWeb Scores

____ Work Examples

____ Teacher/Psychologist/Social Worker/Medical Professional Recommendation(s)

Please give specific examples of how this student functions at a significantly higher level than students of the same age. Please continue on additional sheets if needed.

Signature: _____ Date: _____

Subject-Matter Acceleration Request Form **Parent(s)**

Child's Name: _____ Date: _____

Birthdate: _____ Grade: _____

Teacher(s) Name: _____ Subject(s): _____

Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or an accelerated grade level. This CAN look like the following:

Provide examples of each of the following that YOU have observed in terms of academics:

Ability to apply, analyze, and evaluate ideas at an advanced level:

Ability to work independently:

Ability to think creatively:

Motivation:

DATA COLLECTION FORM/DETERMINATION (Subject-Matter Acceleration)

PART I: Critical Issues (check all that apply)

___ Student expressed interest in acceleration.

___ Sibling will be in same grade level.

___ Sibling(s) in one grade level above.

___ Saebers Assessment

PART II: School and Academic Factors

Subject Area Achievement (Summary):

Evaluation Methods (results attached): Must meet all criteria.

___ AimsWeb Plus Percentile: _____ (must obtain 95th percentile per strand at grade level, if applicable)

___ Grades Percentile/Rank in Class: _____ (maintained "A" average in subject area for one year prior to referral)

___ Teacher Input (recommendation from current teacher(s) ___ Yes ___ No

___ S/E Screener (Saebers)/Checklist _____

___ Intelligence Testing-average to above average (after all screening criteria met) _____

___ Clearly indicates need for acceleration.

___ Partially indicates need for acceleration.

___ No need for acceleration at this time. Subject(s): _____

PART III: Recommendation and Implementation Plan

Recommendation of Committee: ___ Acceleration Subject(s): _____

___ No Acceleration Subject(s): _____

Administration: _____ Committee Lead: _____

Date: _____ Date: _____

*If acceleration is recommended, continue to Acceleration Plan and Monitoring.

DATA COLLECTION FORM/DETERMINATION (Early Kindergarten Entrance)

PART I: Critical Issues (check all that apply)

___ Student expressed interest in acceleration.

___ Sibling will be in same grade level.

___ Sibling(s) in one grade level above.

___ S/E Checklist/Saebars Assessment

___ Developmental Skills Checklist

PART II: School and Academic Factors

Achievement (Summary):

Evaluation Methods (results attached):

___ AimsWeb Plus (95th percentile in each strand at grade level)

___ DIAL Results

___ Developmental Stages/Social Emotional Screener

___ Teacher/Medical Professional Input

___ Developmental Checklist

___ Will turn 5 years of age between September 2nd and October 31st.

___ Intelligence Testing

___ Clearly indicates need early entrance (all criteria has been met).

___ No need for early entrance at this time (not all criteria has been met).

PART III: Recommendation and Implementation Plan

Recommendation of Committee: ___ Early Entrance

___ No Early Entrance

Administration: _____ Date: _____

Parent(s): _____ Date: _____

Committee: _____ Date: _____

Child's Name: _____ Date: _____

Subject(s): _____

Transition begins _____. Monitoring Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Administration: _____ Date: _____

Committee: _____ Date: _____