

The Williams Bay School District recognizes the need for educational alternatives for the accelerated student. These alternatives may include enrichment/acceleration within the chronological grade level and acceleration beyond a specific grade level, subject, and/or course included in the normal program and curriculum sequence. Grades, subjects, or courses may be waived based on documented proficiency. The Williams Bay School District shall determine a specific process to address acceleration issues. The District Administrator or designee shall approve all cases of grade level and subject or course acceleration.

Subject Acceleration

Subject Acceleration is the practice of assigning a student to a higher grade level or specific course in just one subject area for the purpose of meeting the child's high academic abilities in one specific subject area.

A. Process

1. The parent(s)/guardian(s) will request in writing subject/course acceleration. If the parent(s)/guardian(s) has/have not initiated the request, the parent(s)/guardian(s) will be notified, and consent will be secured prior to proceeding.
2. Meeting of all concerned parties which may include parent(s)/guardians, teacher(s), school administrator, GATE Coordinator and School Psychologist to determine intellectual functioning, academic skill levels, and socio-emotional adjustment.
3. Academic performance and acceleration criteria are reviewed to determine best placement for academic challenge in a specific subject area.
4. If acceleration is deemed appropriate, the team develops a Differentiated Education Plan (DEP). It outlines the subject specific goals and placement and is placed in the student's permanent file.
5. If consensus cannot be reached regarding acceleration, the parent(s)/guardian(s) and building principal will meet with the District Administrator to further discuss the examination findings. Following this meeting, the administration will make a recommendation regarding acceleration. The District's recommendation will be shared with the parent(s)/guardian(s).
6. If the District's recommendation is not to accelerate, a plan will be developed collaboratively by the building principal and classroom teacher describing classroom differentiation strategies that will be utilized to meet the student's learning need. This plan will be shared with parent(s)/guardian(s).

B. Criteria for Subject Acceleration

1. Academic profile of past performance
2. Standardized test scores, including MAP, in that content area of 95% (NPR) or above or FORWARD Scale Scores by subject area in the gifted range. If FORWARD scores are not available for math, an alternative assessment would be considered.
3. Intellectual ability standard score of two standard deviations above the mean or more.

Grade Level Acceleration

Grade Level 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 meeting the high academic abilities or a gifted student's unique needs.

A. Process

1. The parent(s)/guardian(s) will request in writing grade level acceleration. If the parent(s)/guardian(s) has/have not initiated the request, the parent(s)/guardian(s) will be notified, and consent will be secured prior to proceeding.
2. The principal or designee will review the student's cumulative folder, gather all previous testing data, and solicit input from the student's current teacher(s), previous teacher(s), and parent(s)/guardian(s).
3. The principal, current teacher(s), and parent(s)/guardian(s) will determine if the need to gather additional information is necessary. If not, the school personnel will proceed to develop a Differentiated Education Plan (DEP) or offer applicable non-acceleration strategies/options that could be utilized to meet the student's needs.
4. If additional information is needed to determine qualification, the GATE Coordinator, School Psychologist and building principal will schedule ability, aptitude, and achievement testing.
5. After the completion of the evaluation, the school principal will conduct a meeting that includes the parent(s)/guardian(s), teachers involved, school counselor, GATE Coordinator, School Psychologist and other stakeholders as deemed appropriate to determine if acceleration is appropriate.
6. If acceleration is deemed appropriate, the team develops a Differentiated Education Plan (DEP). This plan will outline the subject specific goals and placement and is placed in the student's permanent file.
7. If consensus cannot be reached regarding acceleration, the parent(s)/guardian(s) and building principal will meet with the District Administrator to further discuss entrance criteria. Following this meeting, the administration will make a recommendation regarding acceleration and share it with the parent(s)/guardian(s) and the building principal.
8. If the District's recommendation is not to accelerate, a plan will be developed collaboratively by the building principal and classroom teacher describing classroom differentiation strategies that will be utilized to meet the student's learning need. This plan will be shared with parent(s)/guardian(s).

B. Criteria for Subject Acceleration

1. Academic Profile of past performance
2. Intellectual ability score of two standard deviations above the mean or more.
3. Additional academic testing may be administered by the School Psychologist. The results must indicate the student's academic achievement is two plus years beyond the current grade level.

Guidelines and Procedures

1. All grade, subject, or course acceleration shall be made on a nine-week trial basis. The teacher, principal, and parent(s)/guardian shall conduct a review of progress. At the high school level, course accelerations that have occurred prior to the ninth grade will not replace graduation credit requirements. Courses that are waived will be acknowledged on the high school transcripts but will not be credited toward graduation requirements.
2. If after the nine-week period, the grade acceleration plan is continued, the progress of the student shall be reviewed quarterly by the principal, school counselor, teachers, other professionals, and the parent(s)/guardian to monitor progress. These review procedures will include evaluation as to whether the acceleration plan will continue and a discussion of plans for transition from school year to school year, teacher to teacher, school to school, and course to course. In the case of subject and course acceleration, the progress may be reviewed on a quarterly basis by the teacher and parent(s)/guardian.

APPROVED: April 14, 2025