



Hinckley-Big Rock CUSD #429 Accelerated Placement Program

HBR philosophy:

It is the philosophy of the Hinckley-Big Rock Community Unit School District #429 that student academic achievement, student achievement and personal enrichment in activities, and student growth as persons of character are at the core of the work of the District. The District is committed to providing the highest quality personnel, practices, services, and support to provide for the above stated purposes. In addition, the District is committed to serving the community and taxpayers at the highest levels. To meet this commitment, the District is dedicated to acting in a fiscally responsible manner, providing effective communication and transparent practices on all District work to its community members, and forming working relationships with the community and the District.

HBR vision:

All Hinckley-Big Rock students will be prepared to take hold of their tomorrow.

Rationale/Description:

As a result of the Board adoption of Policy 6:135 - Accelerated Placement Program on July 18, 2018, this plan has been created to align with and support our philosophy and vision. The options included in this Accelerated Placement Program (APP) include:

- accelerating a student in a content area;
- other grade-level acceleration; and
- early entrance into kindergarten or first grade

Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement.

This APP includes:

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

Purpose:

HBR CUSD #429 desires to provide an effective, appropriate, and clear process for accelerating students either in a content area or by a grade-level. To meet this stated purpose, it is important that this plan provides a process that is fair, equitable, and keeps the best interest of the students in mind. Our experiences and known best practices were utilized in the creation of this APP. We will review this APP as needed to ensure that it is meeting the needs of our students' learning as we strive to ensure they are continually ready to go.

Guiding principles:

The following principles serve as the foundation of our APP:

- We want to create a program that is free from unneeded barriers for students who would benefit from either content area or grade-level acceleration.
- Multiple measures are needed to make an informed decision on either content area or grade-level acceleration of students.
- Our K-12 curriculum has been created by our staff with the continual plan of challenging our students.
- Our K-12 curriculum has been created by our staff in a sequential manner to prepare our students for our capstone courses at Hinckley-Big Rock High School.
- Grades K-3 serve as the foundational years of learning for our students. During these years, foundational academic and social skills are reinforced to prepare our students' future academic and social success.
- If either content area or grade-level acceleration is needed, we have a responsibility to fill in any missing gaps of learning.
- The desire and opinion of the student for either content area or grade-level acceleration is an important factor.
- Local, district used assessments must be incorporated into the decision-making process for either content area or grade-level acceleration.
- Outside assessments, without prior approval, will not be considered in the decision-making process for either content area or grade-level acceleration.
- Content area or grade-level acceleration will be considered in December of either 3rd grade, 5th grade, or 7th grade. The decision will be made by March to be implemented during the next school year.

Early admission to kindergarten or first grade

To be eligible for admission to kindergarten, a child must be five years old on or before September 1 of that school term. To be considered for early entrance to kindergarten, a child must be four years old on or before September 1 of that school term and demonstrate readiness for entrance into kindergarten based upon an evaluation of the child's readiness using the HBR administered assessments listed in the multiple measures section of this document. To be considered for early entrance to first grade, a child must be five years old on or before December 31 of that school term, demonstrate readiness for entrance into first grade based upon an evaluation of the child's readiness using the HBR administered assessments listed in the multiple measures section of this document, and attended a non-public preschool, continued his or her education at that school through kindergarten, or was taught in kindergarten by an appropriately licensed teacher. A child with exceptional needs who qualifies for special education services is eligible for admission to our early childhood program at three years of age.

Multiple measures

It is important that multiple measures are evaluated when considering either content area or grade-level acceleration. At least three of the following objective measures will be used when making a decision about possible acceleration:

- NWEA MAP
- WISC-IV (Conducted by our School Psychologist)
- WPPSI-4 (Conducted by our School Psychologist)
- TONI-4 (Conducted by our School Psychologist)
- ESGI
- Mirrored pre and post assessments
- Behavioral Characteristics of Superior Students (SRBCSS)
- WISC (Conducted by our School Psychologist)
- HBRHS Final Exams
- PARCC
- PSAT
- SAT
- ACT

At least two of the following subjective measures will be used when making an accelerated decision:

- Social emotional learning surveys
- Teacher recommendation
- Parent/Guardian survey
- Student survey
- Learning Behaviors Inventory (HBRES)
- Executive Function Rubric (HBRMS)

Timeline for acceleration consideration

A teacher, student, or parent/guardian may request that a student be considered for either content area or grade-level acceleration during 3rd grade, 5th grade, or 7th grade. If grade-level acceleration is approved, at the start of the next school year the student will be placed in 5th, 7th, or 9th grade, respectively. The following timeline must be followed:

- By December 31st, a written request must be sent to the building principal by either the teacher, students, or parent/guardian requesting that either content area or grade-level acceleration be considered.
- A written notification that the request has been received will be provided within 5 school days of receipt of the written request to the requesting party.
- A meeting with the student, parent(s)/guardian(s), and the student's teacher(s) will be held within 15 school days of receipt of the written request.
- A follow up meeting with the student, parent(s)/guardian(s), and the student's teacher(s) will be held to share the decision of the requested acceleration. Determining factors along with potential impacts to the student's future academic and social success will be shared.
- A determination of either content area or grade-level acceleration will be made by March 1st. Final approval rests with the school academic team. If content area or grade-level acceleration is approved, the final decision will be made by the student and parent(s)/guardian(s). A decision must be shared with the building principal no later than March 31st.

Students in high school will be considered for content area acceleration when they meet the prerequisite requirements as described in the Hinckley-Big Rock Course Catalog.

Students in high school will be considered for grade-level acceleration when they meet the required credits in line with our graduation requirements:

- 9th grade - less than 6 credits
- 10th grade - 6 to 11.5 credits
- 11th grade - 12 to 17.5 credits
- 12th grade - at least 18 credits

Board Policies in line with this Accelerated Placement Program

The following Board Policies are reviewed and updated regularly. To view any of these policies, visit the Hinckley-Big Rock School Board Policy On-Line at http://boardpolicyonline.com/?b=hinckley_429.

- 6:10 - Beliefs and Guiding Principles
- 6:40 - Curriculum Development
- 6:60 - Curriculum Content
- 6:65 - Student Social and Emotional Development
- 6:210 - Instructional Materials
- 6:280 - Measurement of Academic Progress
- 6:300 - Graduation Requirements
- 6:310 - High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students
- 6:315 - High School Credit for Students in Grade 7 or 8
- 6:320 - High School Credit for Proficiency
- 6:340 - Student Testing and Assessment Program
- 7:50 - School Admissions and Student Transfers To and From Non-District Schools
- 7:250 - Student Support Services
- 7:260 - Exemption from Physical Education