



Advanced Learner Handbook

Updated 2026

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School District of Hartford Jt 1 Mission, Philosophy, Purpose, and Vision

Mission: The mission of the School District of Hartford Jt 1 is to prepare all students to flourish in their personal development and academic excellence.

Philosophy: It is the philosophy of the School District of Hartford Jt #1 to foster an environment that nurtures the intellectual, creative, and social-emotional growth of all learners by offering specialized resources, strategies, and opportunities.

Purpose: The purpose of the *Advanced Learner Handbook* is to provide a comprehensive and inclusive guide that supports the unique educational needs of *all* students.

Vision:

- Identify advanced students in all five areas of giftedness: intellectually gifted, academically able, creatively gifted, artistically gifted, and leadership able.
- Provide classroom support that fosters and encourages differentiation.
- Develop ongoing communication with parents of identified advanced learners to allow for input and feedback regarding their child's programming.
- Provide school-wide enrichment opportunities for students.
- In collaboration with school counselors, provide students with strategies to assist in their transition from grade to grade, elementary to middle school, and middle school to high school.
- Provide programming options for identified students to maximize advanced students' learning in their respective areas of giftedness and to ensure their overall success in school by:
 - Differentiating instruction to meet the needs of the learner.
 - Enhancing creative and critical thinking skills.
 - Developing self-awareness, personal/social skills, learning motivation, decision-making skills, and self-advocacy.
 - Exposing advanced learners to a variety of social, cultural, academic, and career-related experiences.
 - Providing opportunities for flexible grouping, allowing students to have the opportunity to work with others of similar ability.

Definitions:

Advanced Learner: a student who demonstrates performance or potential for performance at significantly higher levels of accomplishment compared to same-age peers in one or more academic areas. These learners often require differentiated instruction, enrichment, or advanced programming to remain challenged and engaged in their learning.

Acceleration: a strategy that moves students through an educational program at a faster pace or younger age than typical. It includes options such as grade-skipping, early entrance to school, curriculum compacting, or subject-specific advancement.

Accelerated Learner: a student who benefits from or participates in acceleration strategies due to advanced readiness and demonstrated mastery of grade-level standards.

Wisconsin State Statutes Governing Advanced Learning

Wisconsin Statute 121.02(1)(t)

Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

Wisconsin Statute 118.35

- (1) In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
- (2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
- (3) Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
- (4) From the appropriation under s. 20.255 (2) (fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies, institutions within the University of Wisconsin System, and school districts for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

History: 1985 a. 29; 1995 a. 27 s. 9145 (1); 1997 a. 27, 240; 2005 a. 25; 2007 a. 20; 2011 a. 32; 2017 a. 59.

Board Policies

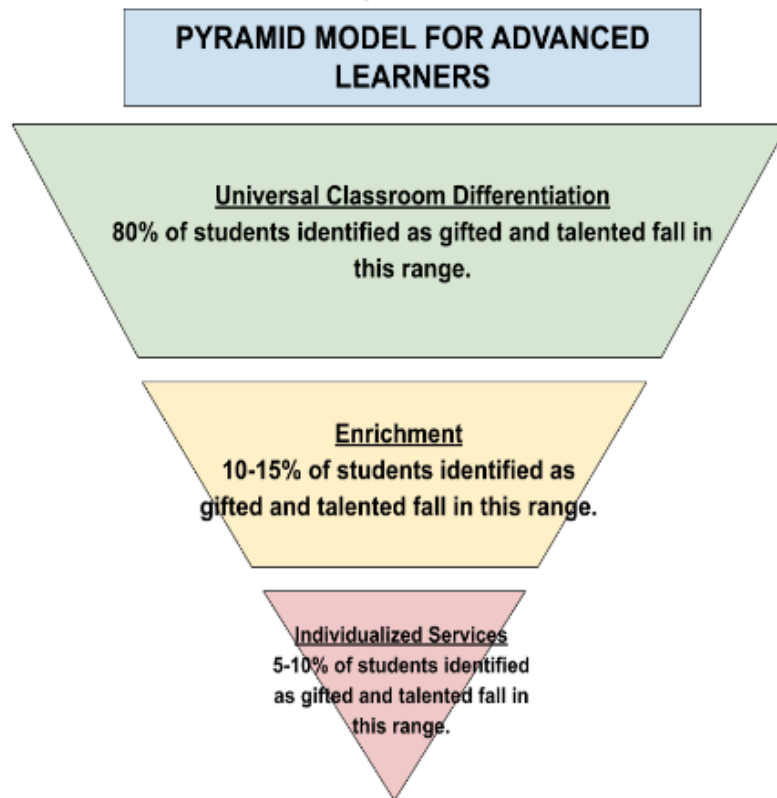
Board of Education Policy 2464 - PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the philosophy of the Board of Education to develop the special abilities of each student, the Board requires that appropriate instructional programs be conducted to meet the needs of gifted and talented students.

Gifted and talented students are those who are identified as evidenced, through valid assessment, of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.

Board of Education Administrative Guideline 5410A - ACCELERATION

Levels of Service Model Program Overview



Tier 1: Universal Classroom Differentiation

Approximately 80% of identified advanced learners align with this tier. Tier 1 strategies are similar to differentiation used at the universal responsive instructional level. Differentiation strategies may include (but are not limited to) , learning centers, team teaching, learning menus, and extension projects. In many cases, students at this tier are not aware of the different levels of activities that are provided to meet their unique academic needs.

Tier 2: Enrichment

Approximately 10-15% of identified advanced learners align with this tier. Tier 2 strategies move beyond the universal responsive instruction and tier 1 differentiation through more targeted and intensive enrichment opportunities. These may include (but are not limited to) flexible grouping of students, curriculum compacting, small group work, and advanced placement coursework. The enrichment opportunities available at tier 2 are dependent on the student grade level (elementary or secondary) and identified student needs.

Tier 3: Individualized Services

Approximately 5-10% of identified advanced learners align with this tier. Tier 3 is intended for students who demonstrate the greatest need and who have not been sufficiently challenged with universal responsive instruction, tier 1 differentiation, or tier 2 enrichment. Students in tier 3 require highly specialized services such as (but not limited to) Differentiated Education Plans (DEP), subject acceleration, grade advancement, and independent research.

Definitions of Giftedness

There are five areas of Giftedness as noted in Wisconsin Statute 118.35:

1. Intellectual: those children/students who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. Typically these students are several years beyond their peers in their cognitive ability.
2. Academic: those children/students who are making outstanding progress in a particular content area in school including math, science, social studies, reading or language arts.
3. Creativity: those students who develop original ideas and products. They express their creativity in oral, written, and/or non-verbal expression. They are flexible and original in their thinking, possess strong visualization skills, and frequently are independent and resist conformity.
4. Artistic: those students with demonstrated exceptional ability or potential in the field of drama, music, dance and/or visual arts.
5. Leadership: those students who demonstrate an ability to influence their peers and have the ability to convince people to act or not act in specific ways. Leaders demonstrate the ability to facilitate group problem solving, group goal achievement, and ability to delegate responsibility.

Characteristics

Observing gifted characteristics is challenging when we are working with obviously bright children. The chart below is helpful in seeing some of the subtle differences between the bright child and the gifted learner.

Adopted from the National Association of Gifted Children

Bright Child	Advanced Learner
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Answers the questions.	Discusses in detail, elaborates.
Top group.	Beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
6-8 repetitions for mastery.	1-2 repetitions for mastery
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults or peers with similar capabilities.

Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates a new design.
Enjoys schools.	Enjoys learning.
Absorbs information.	Manipulates information.
Technician.	Inventor.
Good memorizer.	Good guesser.
Enjoys straightforward, sequential presentation.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.

Checklist of Characteristics for Areas of Talent and Opportunities

**Adapted from the National Association for Gifted Children*

Talented Area	Characteristics	Opportunities
Intellectually Gifted	• Understand complex concepts • Draws inferences between content areas • Thrives on new or complex ideas • Enjoys hypothesizing • Sees beyond the obvious • Intuitively knows before taught • Uses extensive vocabulary • Learns rapidly in comparison to peers • Manipulates information	Maker's Space Concept Quest Science Fair History Fair DKG Literary Contest Spelling Bee Read-a-thon Battle of the Books Enrichment Activities
Academically Able	• Strong memorization ability • Comprehends at advanced level (1-2 repetitions for mastery) • Shows Intense interest in a specific academic area • Exhibits high academic capacity in special-interest area • Pursues special interests with enthusiasm • Operates at a higher level of abstraction than peers • Ask poignant questions • Discusses and elaborates in detail	Science Fair History Fair DKG Literary Contest Spelling Bee Read-a-thon Battle of the Books Academic Field Trips Math Wisconsin Math League Math Contest Enrichment Activities
Creativity	• Thinks independently and/or flexibly • Exhibits original thinking in oral and/or written expression • Generates many ideas to solve a given problem • Possesses a keen sense of humor • Creates and invents, intrigued by creative tasks • Improvises and sees unique possibilities • Takes risks • Resists conformity	Maker's Space Science Fair History Fair DKG Literary Contest Spelling Bee Musical Solo and Ensemble Multicultural Fair Academic Field Trips Enrichment Activities District Art Show
Artistic (Visual/Performing Arts)	• Communicates their vision in visual/performing arts • Shows unusual ability for aesthetic expression • Compelled to perform/produce • Exhibits creative expression, desire for creating original product • Observes keenly • Continues experimentation with preferred medium • Excels in demonstrating the visual/performing arts	Maker's Space Art Show Art Contests Forensics Band/Orchestra/Chorus Solo and Ensemble Yearbook AV Club Musical Academic Field Trips Enrichment Activities

Leadership	• Takes an active role in decision making • Has high expectations for self and others • Expresses self with confidence • Foresees consequences and implications of decisions • Follows through on a plan • Appears to be well-liked by peers • Expresses ideas that are accepted by others • Sought out by others to accomplish a task	NJHS Musical Band/Orchestra/Chorus Solo and Ensemble Hero's Club Book Clubs Student Council Enrichment Activities
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Identification

Identification of advanced learners may occur at any time PreK-8th grade. Students are identified using assessment and performance data. At the primary level, the majority of the educational needs of the advanced learners are met in the regular classroom through differentiation. As students continue through the grade-levels students may receive more opportunities for specialized programming.

The identification of advanced learners moves through a specific set of procedures. The type of advanced learner services provided will be dependent upon the area or areas of giftedness of each student.

Advanced Learner and Acceleration Procedures

1

Reason for Action:

- Advanced Learner Group Recommendation
 - January Data Meeting
 - May Data Meeting
 - June Data Meeting
- Teacher Recommendation
- Parent Recommendation

2

Team meeting to determine Outcomes/Next Steps:

Advanced Learner Teacher
Parents
Teacher

Review current scores
Review teacher information
Determine outcome/next step



Continued Universal Instruction
with differentiation
Formulate a plan for the
classroom

Schedule course (currently
available: math) for student(s)

Refer to school psychologist for
advanced learner opportunity
including but not limited to (if the
student has met the Tier 2
requirements in the handbook):
-subject acceleration
-advanced opportunities

*Referral Form Required



Meeting to review testing
outcomes and determine
qualification, develop plan moving
forward



Periodic review of the plan to
ensure the plan is working well.

Periodic review of the plan to
ensure the plan is working well.

Periodic review of the plan to
ensure the plan is working well.

Advanced Learner and Acceleration Timeline

- September-January
 - Monitor and review plans and recommendations
- MidYear (January)
 - Advanced Learner Data Review
 - Data Provided by Advanced Learner Coordinator (Data Wall)
 - Teachers share recommendations with Advanced Learner Coordinator
 - Team Meeting: Advanced Learner Teacher/Coordinator, School Psychologist, Building Principal
- February - April
 - Continue to monitor and review plans and recommendations
- May
 - Advanced Learner Data Review
 - Team meets after Spring diagnostic to make preliminary decisions regarding acceleration decisions
 - Data provided and updated by advanced learner coordinator
 - Collaborative decision making based on qualitative and quantitative data
 - Reach out to families for the students who have met acceleration criteria
- June
 - Advanced Learner Data Review
 - Data updated by advanced learner coordinator to include Forward
 - Collaborative decision-making based on qualitative and quantitative data
 - Communicate with families

Advanced Learner Criteria

If a student does not meet the threshold for Tier 2 then there is no need to complete additional testing for advanced learner qualification.

General Intellect

Tier	Universal Screener and Background Information	Additional Assessment Data
2	95th percentile or above (<i>changed from 95th-97th</i>) of national norms in both reading and math two consecutive times within 12 months and teacher/parent referral.	NA
3	At or above the 98% of national norms in both reading and math two consecutive times within one year and teacher/parent referral with Jot Down chart.	Full scale IQ greater or equal to 130 and Scales for Identifying Gifted Students (SIGS) standard General Intellectual Ability score greater than 130

Math

Tier	Universal Screener and Background Information	Additional Assessment Data
2	95th percentile or above (changed from 95th-97th) of national norms in math two consecutive times within one year and teacher/parent referral.	NA
3	At or above the 98th percentile of national norms in math two consecutive times within one year and teacher/parent referral with Jot Down chart.	Academic achievement assessment in math above 98%.

Reading

Tier	Universal Screener and Background Information	Additional Assessment Data
2	At or above the 95th percentile of national norms in reading two consecutive times within one year and teacher/parent referral.	NA
3	98th percentile of national norms in reading two consecutive times within one year and teacher/parent referral with Jot Down chart.	Academic achievement assessment in reading above 98%.

Creativity

Tier	Universal Screener and Background	Additional Assessment Data
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	Information	
2	Parent, teacher, student, or peer recommendation with Jot Down Chart	SIGs standard creativity score between 120-130. Portfolio of student work samples. Jot Down Chart: https://www.harlan.k12.ky.us/pdf/Gifted&TalentedForms/Gifted&TalentedJotDowns.pdf
3	Parent, teacher, student, or peer recommendation with Jot Down Chart	SIGs standard creativity score greater than 130. Portfolio of student work samples. Torrance Tests for Creative Thinking

Leadership

Tier	Universal Screener and Background Information	Additional Assessment Data
2	Parent, teacher, student, or peer recommendation with Jot Down Chart	SIGs standard creativity score is between 120-130. Portfolio of student work samples. Jot Down Chart: https://www.harlan.k12.ky.us/pdf/Gifted&TalentedForms/Gifted&TalentedJotDowns.pdf
3	Parent, teacher, student, or peer recommendation with Jot Down Chart	SIGs standard creativity score greater than 130. Portfolio of student work samples. Administration of SAGES.

Visual Arts or Music

Tier	Universal Screener and Background Information	Additional Assessment Data
2	Parent, teacher, student, or peer recommendation with Jot Down Chart	Portfolio of student work samples. Jot Down Chart: https://www.harlan.k12.ky.us/pdf/Gifted&TalentedForms/Gifted&TalentedJotDowns.pdf
3	Parent, teacher, student, or peer recommendation with Jot Down Chart	Portfolio of student work samples. Administration of SAGES.

Roles and Responsibilities

Advanced Learner Committee - Membership

- Pupil Services Representative
- District or Building Accelerated Learning Coordinator
- Regular Education Representative

Teachers

- Participate in the identification process by collecting data and recording observations
- Implement differentiation techniques within the classroom
- Provide continuous programming by using student records, meeting with previous teachers, and updating online records for future teachers
- Utilize tools, resources, and assessment materials to support differentiated classroom instruction
- Monitor and record the progress of students in the selected and intensive tiers
- Classroom teacher provides regular updates to families
- Participate in the annual review with parents
- Case manager, counselors will be involved for twice exceptional students

Pupil Services Representative

- Gather information regarding intellectual, academic, social and behavioral functioning as it pertains to the school environment
- Assist in the ongoing assessment of students and use assessment data to develop appropriate services for students
- Provide written summaries and documentation as needed to accomplish above responsibilities
- Assist in the development of plans (i.e. 504, IEP, DEP)
- Facilitate identification process
- Monitor Tier 2 and 3 data
- Coordinate and maintain a student identification system
- Provide input on budget needs

Instructional Coach

- Provides coordination and expertise to ensure systemic and continuous PreK-8 programming
- Provides expertise or support in monitoring of Tier 2 and 3 data
- Collaborate with pupil services personnel to ensure academic socio-emotional support
- Assist in identifying resource materials to support classroom differentiation
- Plan with the curriculum director to provide professional development
- Work in partnership with building principals and building leadership teams to design creative programming to meet the needs of Tier 2 and Tier 3 students
- Provide input on budget needs
- Coordination of annual review of the plan through meeting hosted with student's team (parents, teachers, principal)

Administrators

- Coordinate the tri-annual data meetings
- Provide support as needed to teachers
- Collaborate in identifying resources materials to support classroom differentiation
- Plan and provide professional development
- Monitor budget of Advanced Learner/Acceleration programming funds
- Participate in annual review with parents (building principal)
- Active member in the development of the Differentiated Education Plan (DEP)

Parents/Guardians

- Participate in the identification process and decision-making
- Provide support to their child
- Communicate with classroom teacher and school team about their child's progress

References

Kingore, B. (Spring 2004). High Achiever, Gifted Learner, Creative Learner. Understanding Our Gifted.

National Association for Gifted Children (NAGC). (n.d.). *Definition of giftedness*. Retrieved from <https://www.nagc.org/resources-publications/resources/definitions-giftedness>

Resources

National Association of Gifted Children
<http://www.nagc.org/>

Wisconsin Association of Talented and Gifted
www.watg.org

Wisconsin Center for Academically Talented Youth
www.wcaty.org

Wisconsin Department of Public Instruction
http://cal.dpi.wi.gov/cal_gift-overview

Advanced Learner Referral Form

Name of Student:	
Student's current grade:	
Referral initiated by [Name(s) and role(s)]:	
Subject, Course, or Grade requested for acceleration or Advanced Learner services requested (General intellectual, specific academic, creativity, leadership, artistic: visual or performing arts)	

Reason for Referral: _____

Supporting Documentation

Description of differentiation strategies that have been utilized in the universal classroom setting to help meet the student's needs:

The below characteristics are essential for success for students who are subject, course, or grade accelerated. Please note characteristics that the student possesses below. The student:

- ___ Is self motivated and can work independently
- ___ Has good problem solving skills
- ___ Has good time management
- ___ Communicates well with their teacher(s) and advocates for self
- ___ Is comfortable working with other students
- ___ Is emotionally ready for the stresses of course acceleration (extra challenge, scheduling irregularities, social implications)

Briefly describe the student's major interests, hobbies, or other creative endeavors.

What are the main reasons for referring the student to the Advanced Learner Program? Share insights about his/her talents, abilities, and learning needs.

Please write and/or attach any other information that would support acceleration in a subject, course, grade, or the need for advanced learner services (e.g., educlimber scores, exceptional work samples, academic accolades, outside testing results, evidence of participation in outside educational programs, etc.). **Please note that full grade acceleration is very rare.**

This referral should be filled out in collaboration with the parent/guardian. In order to determine if the student is an advanced learner, additional assessments may be conducted. These assessment results would be shared with the parent/guardian. Please check and sign below:

____ I give permission for school personnel to administer additional assessments around ability, aptitude, and achievement as part of the identification process.

____ I **do not** give permission for school personnel to administer additional assessments around ability, aptitude, and achievement as part of the identification process.

Parent/Guardian Signature: _____

Parent/Guardian Name: _____

Date: _____

Advanced Learner Differentiated Education Plan (DEP)

Name of Student:	
Student's current grade:	
Team Members [Name(s) and role(s)]:	
Subject, Course, or Grade for acceleration or Advanced Learner services requested (General intellectual, specific academic, creativity, leadership, artistic: visual or performing arts)	
Plan Development Date:	

Regular Classroom Differentiation	Person(s) Responsible
_____ _____ _____ _____ _____ _____ _____ Other:	

Beyond the Classroom	Person(s) Responsible
_____ _____ _____ _____ _____ _____ _____ Other:	

Individualized Services	Person(s) Responsible
_____ _____ _____ _____ _____ _____	

____ Other:	
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Any additional supportive measures: _____

Other Information: _____

Plan Review

Date:	Progress/Notes:

SCHOOL DISTRICT OF HARTFORD JT. #1
NOTICE & STATEMENT OF NONDISCRIMINATION

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board is committed to providing an equal educational opportunity for all students in the District. The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (“Protected Classes”) in any of its student program and activities. The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board’s policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity. The District will identify, evaluate, and provide a free appropriate public education to students with disabilities who are determined eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504). The Board designates the following individuals to serve as the District’s “Compliance Officer”

Doan Bui, Principal, Rossman Elementary, 600 Highland Ave, Hartford, WI 53027, 262-673-3300 ext. 2103, bui@hjt1.org;
Jennifer Eason, Director of Pupil Services, 402 W. Sumner St, Hartford, WI 53027, 262-673-8042 ext. 4122, jeason@hjt1.org

Students and District employees are required, and all other members of the District community and Third Parties are encouraged to promptly report suspected violations of this policy to an administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District’s Compliance Officer within two (2) days. The complaint procedure will follow Board Policy 2260.

NOTICE & STATEMENT OF NONDISCRIMINATION

The Board of the Hartford Jt. 1 School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District’s Title IX Coordinator(s) is:

Doan Bui, (262) 673-3300 ext. 2103, 600 Highland Ave, Hartford, WI 53027, bui@hjt1.org
Jennifer Eason, (262) 673-8042, 402 W. Sumner St, Hartford, WI 53027, jeason@hjt1.org

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education’s Office for Civil Rights, or both. The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of SexualHarassment, and how the District will respond.