

**FILE: IKEB**

**MEDFORD AREA PUBLIC SCHOOL DISTRICT**

**DATE ADOPTED: April 19, 1990**                      **FILE SECTOR: INSTRUCTION**  
**DATE REVISED: November 15, 2001**           **POLICY TITLE: ACCELERATION**  
**DATE REVISED: July 15, 2004**  
**DATE REVISED: July 19, 2007**  
**DATE REVISED: January 16, 2014**  
**DATE REVISED: May 18, 2020**

Medford Area Public School District Board of Education recognizes that accelerated students may benefit from alternative educational programming. These alternatives may include enrichment/acceleration within chronological grade level and acceleration beyond a specific grade level, subject and/or course included in the normal program and curricular sequence.

The consideration of complete acceleration beyond the student's current grade level placement can be initiated by the classroom teacher, parent(s)/guardian(s) or other school personnel and student (if appropriate). An evaluation of the student's potential to benefit from an accelerated grade placement will be required. A conference will be held with the student's parent(s)/guardian to consider the appropriate placement. The decision to accelerate or not will be based on the evaluation results, classroom observations, parent(s)/guardian(s) information and classroom teacher reports. The decision to accelerate will be a result of consensus/agreement of the conference team made up of the building principal, classroom teacher, counselor, school psychologist, building gifted and talented teacher, parent(s)/guardian(s) and the student (if appropriate).

When acceleration is being considered in one subject area beyond the student's current grade level, parent(s)/guardian(s), current classroom teacher, teacher of the gifted/talented, teacher projected to be receiving accelerated student, and building principal should have input into the decision.

An ongoing evaluation of placement will be conducted to ensure that students are receiving appropriate programming.

**CROSS REFERENCE: IGBB, IKE, IKEB-R, IKEB-E, IKF & IL**  
**LEGAL REFERENCE: 118.33(6)(a)(1) Wis. Stat.**

**FILE: IKEB-R**

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A student may be considered for grade level acceleration through a request to the building principal by the classroom teacher, parent(s)/guardian(s), student (if appropriate) or any other school district professional.

- An evaluation of the student's potential to benefit from acceleration shall be required. The evaluation shall provide information on the student's academic achievement and skills. Student's emotional stability and social and mental maturity may also be considered. The specific tests and data sources will be determined by district administration. This evaluation will be done with the written approval of the student's parent(s)/guardian(s).

After the evaluation is completed, a school team made up of the building principal, current and next grade level classroom teacher, counselor, school psychologist and building gifted/talented teacher shall hold a conference with the parent(s)/guardian(s) and student (if appropriate) to determine the appropriateness of acceleration. Before acceleration is approved, the parent(s)/guardian(s) and the school team should consider other alternatives such as gifted and talented small group or individualized instruction in specific curriculum areas, acceleration for only one or more subject areas, curriculum compacting in classroom, etc.

- The school team, parent(s)/guardian(s) and student (if appropriate) will base their discussion on the available information and confirm acceleration only if it is the consensus of the group. A "Differentiated Educational Plan" (DEP) should be developed at that time and contain the following information: identifying information, data, background, recommendations and appropriate signatures. The parent(s)/guardian(s) may appeal a decision to the board of education who has final authority in these matters.

- Grade acceleration decisions shall be made on a nine-week trial basis. The building principal/designee shall conduct a meeting with teachers, other professionals, and parent(s)/guardian(s) to review progress and the student's DEP. If, after the nine-week trial period, the grade acceleration is continued, the progress of the student shall be reviewed on an ongoing basis with the parent(s)/guardian(s) throughout the school year. The DEP will be updated annually.

Medford Area Public School District

**Differentiated Educational Plan (DEP)**

**GIFTED AND TALENTED DEPARTMENT  
Resource Teacher**

There are various ways to provide appropriate education for gifted students in a regular classroom: change what is taught; change how it is taught; change the setting; and change the assignment/what you require the student to do, etc.

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Grade/School: \_\_\_\_\_

Data: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Background: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Recommendation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signatures:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position