

**School Lane Charter School
3340 Tillman Drive
Bensalem, PA 19020
Board of Trustees Policy**

Accelerated Education Policy

WHEREAS, it is the desire of the Board of Trustees of School Lane Charter School to provide students that demonstrate superior cognitive ability and/or specific academic ability the opportunity to continue to accelerate their learning so they may continue to achieve at their optimal academic potential. In keeping with the mission and vision of School Lane Charter School (SLCS) of high achievement and lifelong learning, the accelerated education policy will reflect the belief that students who demonstrate exceptional abilities are entitled to be academically challenged at their level.

WHEREAS, School Lane Charter School (SLCS), a Pennsylvania Charter School, is not required by charter school law to provide a gifted education program,

WHEREAS, SLCS provides special education program for students who have a learning disability as determined by psycho-educational testing,

WHEREAS, SLCS recognizes the obligation to provide differentiated instruction and/or programs to meet the needs of all students, both academically advanced and delayed,

WHEREAS, SLCS desires to continue to provide an accelerated education program for students in grades 3 -12 that demonstrate advanced levels of academic achievement beyond that of their age/grade level peers, although may or may not be qualified as mentally gifted as defined by the Commonwealth of Pennsylvania,

WHEREAS, SLCS wants to continue to provide academically high achieving students with programs that meet their academic needs and provide challenging rigorous learning experiences at their individual level,

WHEREAS, SLCS will not be testing students for being mentally gifted and therefore not offer a Gifted Individual Education Program (GIEP) but will provide materials and/or instruction at the students superior cognitive level through various possible accelerated learning pathways which will be formalized in a written Accelerated Learning Plan (ALP),

NOW, THEREFORE, be it RESOLVED by the Board of Trustees, and it is HEREBY RESOLVED by the authority of the same as follows:

SLCS will continue to provide accelerated education programs for students who demonstrate exceptional academic achievement by examining individual scores on state assessments (such as PSSA, Keystones), and local nationally normed assessments (such as STAR) and locally designed assessments and/or, for particular programs, approved

intelligence tests (such as Wechsler Intelligence Scale, Stanford-Binet Intelligence Scale, IOWA Acceleration Scale) through several paths of accelerated learning.

SLCS Accelerated Education Program will provide the following multiple pathways of accelerating learning for students:

- **Subject Matter/Content Based Acceleration** –Students receive materials and/or instruction at a higher level than their peers either through being placed in a class with older peers or a class is created with several similar aged peers or a group is created within the classroom.
- **Curriculum Compacting** – The curriculum is adjusted so the student's instruction entails reduced amounts of introductory activities, drill and practice. There may be few instructional objectives compared to the general curriculum with the time saved being used for more advanced content instruction.
- **Telescoping Curriculum** – A student is provided instruction that entails less educational time than usual such as taking a full year course in one semester. Telescoping is a faster paced, with larger chunks of time for the act of accelerating, than curriculum compacting. Telescoping can be used to help facilitate advance grade placement.
- **Grade Skipping** – A student is given a placement ahead of chronological-age peers.
- **International Baccalaureate (IB)** – SLCS is an authorized IB World School offering both the Middle Years Program (MYP) grades 7-10 and the Diploma Program (DP) grades 11-12. IB Programs provide a rigorous high quality instruction which supports the development of knowledgeable and inquiring students. IB is considered accelerated learning. IB DP students may receive advanced standing at selected universities worldwide if they perform well on the exams.
- **Dual Enrollment*** – As per SLCS policy and pursuant to Pennsylvania state law, a student can take a course at the SLCS approved Dual Enrollment post-secondary college or university and receive credit for the course on both the SLCS transcript and a college transcript. **Dual Enrollment policy will be presented and approved in the Spring of 2023.*


SLCS CEO and their designees will provide a written process for determining student eligibility for each accelerated education pathway. The process for determining eligibility will, at a minimum, include a review of assessment data, both local and state, and must include input from current and/or past year teachers and the parent.

For a student who qualifies for an accelerated learning pathway, SLCS CEO and their designee will develop an Accelerated Learning Plan (ALP) Form. This Form will be

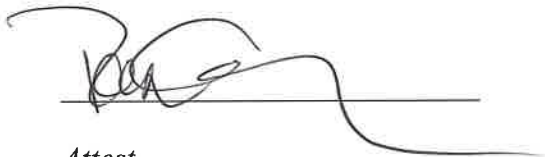
used to detail of the student's eligibility for an accelerated learning pathway, which pathway the student will be provided and requirements for remaining in the pathway or change to a different pathway option or removal. In addition, a written process will be created for a yearly data review of all students in the program to determine continued eligibility.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this 15th day of December, 2022



Peter Hyams, President



Attest

Policy Resources:

Accelerated Learning. Teacher Effectiveness Enhancement Program, SSAT (The School Network): London, England. December 2013. Retrieved December 12, 2022
https://webcontent.ssatuk.co.uk/wp-content/uploads/2016/11/24100423/TEEP-A4-6pp_Accelerated-learning.pdf

Definitions of Acceleration Interventions

Adapted from Southern, W. T., & Jones, E. D. (2015). Types of acceleration: Dimensions and issues. In S.G. Assouline, N. Colangelo, J. VanTassel-Baska & A. Lupkowski-Shoplik (Eds.), *A nation empowered: Evidence trumps the excuses holding back America's brightest students* (Vol. 2, pp. 9-18). Iowa City: University of Iowa, The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

Guidelines for Gifted Education, 2014. Pennsylvania Department of Education. Harrisburg, PA
<https://www.education.pa.gov/Documents/K-12/Gifted%20Education/Gifted%20Program%20Guidelines.pdf> Retrieved December 2, 2022.

Lucas, B. (2005) *The evidence for accelerated learning*. Teaching Expertise magazine, Issue 9, Autumn 2005. <https://www.teachingexpertise.com/articles/the-evidence-for-accelerated-learning/>
Retrieved December 12, 2022.