

Manheim Township School District
Acceleration Guide
Grades K-12



The Mission of the Manheim Township School District: Nurture and Challenge for Success

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Guidelines for Acceleration

Introduction

The Manheim Township School District strives to meet the learning needs of all students by offering challenging instructional programs. These guidelines have been designed for school personnel considering any type of acceleration strategy that is not part of routine district procedures. Examples of routine district procedures include high school students taking Advanced Placement courses or participation in the International Baccalaureate program. The material is adapted from The National Association for Gifted Students (2018), *Developing Academic Acceleration Policies: Whole Grade, Early Entrance & Single Subject*.

The Manheim Township School District provides differentiated and enriched programming within the grade-level curriculum. Regular education teachers receive professional development as needed and supports from content specialists and supervisors of Curriculum & Instruction. Additionally, MTSD provides additional advancement offerings at the secondary level.

Definition

Acceleration is a modification of the regular education curriculum that allows any student to progress at a faster pace or rate and/or younger age based on readiness and motivation (NAGS, 2018). In the case of acceleration, a student's educational placement should correlate with his/her mastery level rather than the chronological age. "Acceleration is a broad term that encompasses many accelerative options" (NAGS, 2018) for gifted learners or learners who demonstrate a need for instruction at an advanced level. **Acceleration opportunities are evaluated by a team based on individual student needs.** The National Association for Gifted Students (2018), *Developing Academic Acceleration Policies: Whole Grade, Early Entrance & Single Subject* delineates a variety of acceleration options.

Not all content-based acceleration opportunities are appropriate for all advanced learners.

The following definitions are adapted from the [NAGC policy \(2018\)](#) and [PDE Gifted Guidelines](#):

Content-Based Acceleration

Acceleration: Access to higher level learning activities and skill development than typically provided in regular education to students of the same age. The pacing, complexity, and depth of planned coursework are modified as indicated by individual needs.

Advanced Placement (AP): The AP program offers college-level coursework for students. AP exams allow students to earn university credit and/or advanced university standing based on the examination score.

Curriculum Compacting: A student is pre-assessed to determine whether grade-level proficiency in a specific academic area has been achieved. The student then engages in advanced content and skills development in that area “compacted” while typically remaining in the regular classroom. For example, a fifth-grade student might complete the 5th and 6th-grade math during the same school year.

Dual Enrollment: The school system allows advanced students to enroll in higher-level coursework when proficiency at grade level has been demonstrated.

International Baccalaureate (IB): Advanced students may participate in the IB program, taking the corresponding university-level curricula. At the end of high school, the students complete an international examination, receiving advanced standing and course credits upon matriculation to university.

Mentoring: A student is paired with an academic mentor who provides advanced or rapid-paced instruction.

Single Subject Acceleration: A student is assigned to a higher grade level than is typical given the student’s age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

Not all content-based acceleration opportunities are appropriate for all advanced learners. The following definitions are adapted from the [NAGC policy \(2018\)](#) and [PDE Gifted Guidelines](#)

Grade-Based Acceleration

Continuous Progress: This type of acceleration allows students to be given content progressively as prior content is completed and mastered. The practice is accelerative when a student's progress exceeds the performance of chronological peers in rate and level.

Independent Study: The student proceeds through learning and instructional activities at a self-selected pace. Self-paced instruction is a sub-type of continuous progress acceleration. Self-paced instruction is distinguishable from the more general continuous progress in that the student has control over all pacing decisions.

Telescoping Curriculum: A group of advanced students is accelerated through more than one year’s curriculum in one year in all academic areas, such that 3 years curriculum is completed in 2 years time, or if at high school, 4 years are completed in 3 years. Students fulfill credit requirements and graduate early.

Whole Grade Acceleration: A student is assigned to a higher-grade level than is typical given the student's age on a full-time basis to provide access to appropriately challenging learning opportunities. However, the District maintains the authority to require a student to take mandatory courses required to fulfill graduation credits.

Eligibility for Acceleration

Acceleration is not universally appropriate or helpful, and the decision to use it as an option should not be undertaken lightly.

For a student to be considered eligible for acceleration, the following are key considerations:

1. Documented evidence (ex: multiple assessment data) that the student is processing and achieving well above most others at the current grade level in one or more academic subjects.
2. The student demonstrates personal characteristics (as indicated by the Iowa Acceleration Scale or psychological evaluation) such as being motivated by challenge and learning, being independent in thought and action, persisting in other-directed and self-directed tasks.
3. The student can demonstrate learning preferences that include willingness to work at his/her own pace, but not necessarily always alone through evidence of student self-assessment, observation, parent input, and psychological evaluation.

A student who meets these requirements may be a candidate for acceleration; however, discussion and decisions in relation to acceleration, either full (whole grade advancement) or partial (individual subject level, compacting, telescoping), will be carried out by individual GIEP teams with adherence to the following guidelines.

Guidelines for Suitability for Acceleration

1. There must be a comprehensive psychological evaluation of academic skill levels and social-emotional adjustment by a school psychologist to follow established criteria to meet acceleration requirements as outlined in this guide.
2. Ideally, whole-grade acceleration should occur during natural transition points, such as the beginning of the school year. However, advancement at other times may sometimes be desirable where the student's prior and receiving teachers may more easily confer how best to help the student make a smooth transition.
3. Academically, the student should demonstrate skill levels at an above-average range of the class being considered for acceleration.

4. Care should be taken to avoid building up excessive expectations from grade advancement. A small minority of gifted students are so far advanced in their intellectual or academic functioning that one year of advancement will still leave them bored at school. For such students, further advancement may be advisable, either at that time or later in their educational experience. Also, flexible programming will be required to accommodate students with asynchronous (uneven) development. These children have varying rates of cognitive, emotional, and physical development and may need different levels of provision in these areas.
5. All acceleration cases should be arranged on a **6-week trial period**. The student and family should be aware that if the trial period is unsuccessful, he/she will return to their original year placement. Additionally, the GIEP team will convene a meeting to discuss other gifted supports as needed.
6. Decisions regarding acceleration are based on data and best practices.
7. The family, student, and teacher input will be provided to gather input on the student's learner profile and characteristics that would determine recommendations for acceleration through the IOWA scales.
8. The receiving teacher has access to needed resources when the student is eligible and approved for acceleration.

Procedures for Gifted Students in District

If the student has a GIEP, the GIEP team will convene a meeting with the parents, adhering to Chapter 16 regulations, to determine the need for acceleration. The Gifted Support Teacher will facilitate this meeting. The GIEP team must include the parent/ guardian, student (if applicable), one of the student's current subject/classroom teachers, building level administrator, school counselor, school psychologist, content specialist, Student Services, and Curriculum and Instruction (C&I), and other relevant members who can speak to the student's strengths.

1. A gifted student may be referred by any member of the GIEP team for possible acceleration. This referral should be made in writing to the gifted support teacher or building administrator.
 - a. Requests will not be considered during the months between June and August, except for students newly enrolled in the District. The GIEP team should be communicating with families regularly throughout the school year to address needs and concerns should they occur.
 - b. The District does not support asynchronous online programs and/or coursework for subject-level or grade-level acceleration that is not aligned with MTSD's scope and sequence or the student's GIEP.

2. The GIEP case manager will inform the Director of Student Services and Supervisor of Math/ELA of the initial request for acceleration.
3. A consultation meeting will be scheduled by the GIEP case manager. Meeting participants shall include the student (when appropriate), parent, school psychologist, building administrator, school counselor, current teachers, specialists, content specialist, student services (Director), and C&I (Supervisor).
 - a. The consultation meeting will include a review of current records and data dependent upon the subject area for consideration, including, but not limited to, those identified within the criteria section of this document. For example, a team considering single-subject acceleration will look at the IOWA, end-of-year/ benchmark assessments, student work samples, STAR, and PSSA.
4. The student's gifted support teacher will be responsible for bringing the proposal before the GIEP team, who will review all the relevant data and make a decision within 10 calendar days of receiving the request.
5. The GIEP team will review each request for English Language Arts, Mathematics, or Science acceleration or grade level acceleration based upon meeting all (or nearly all) of the following criteria. The team's consideration will include whether grade-level differentiation of instruction can address the student's needs.

Please note the school team will determine the appropriateness of the criteria listed below for each student.

English Language Arts	Mathematics	Science
Demonstration of need, based upon documented differentiation implemented and measured in the regular classroom. <i>(included but not limited to extension activities based on skill mastery, project-based enrichment opportunities based on mastery of grade-level standards, small group instruction, and completion of advanced, grade-level skills (may include but are not limited to: IXL/STAR/CDTs)</i>	Demonstration of need, based upon documented differentiation implemented and measured in the regular classroom <i>(included but not limited to extension activities based on skill mastery, project-based enrichment opportunities based on mastery of grade-level standards, small group instruction, completion of advanced, grade-level skills (may include but are not limited to: IXL/STAR/CDTs).</i>	Demonstration of need, based upon documented differentiation implemented and measured in the regular classroom <i>(included but not limited to extension activities based on skill mastery, project-based enrichment opportunities based on mastery of grade-level standards, small group instruction, completion of advanced, grade-level skills (may include but are not limited to: IXL/STAR/CDTs).</i>
Results from IOWA	Results from IOWA	Results from IOWA

Acceleration Scale, range 60-80, classified as Excellent Candidate.	Acceleration Scale, range 60-80, classified as Excellent Candidate.	Acceleration Scale, range 60-80, classified as Excellent Candidate.
Star Data- 99th percentile (grades K-8, please see the diagnostic report).	Star Data-99th percentile (grades K-8 please see the diagnostic report).	Star Data-99th percentile (grades K-8 please see the diagnostic report) in areas of ELA & Math.
PSSA scores in the advanced range.	PSSA scores in the advanced range.	PSSA scores in the advanced range.
PVAAS projections indicate 95% achievement or above.	PVAAS projections indicate 95% achievement or above.	PVAAS projections indicate 95% achievement or above.
Student work products of high quality or other evidence of outstanding performance as measured by relevant student performance data.	Demonstration of mastery using district curriculum-based math materials at least one year ahead of current placement. Mastery is considered achieving at least 95% or above on the end-of-year test or benchmark a student would be accelerated through. The Math Content Specialist or Math Supervisor will administer this assessment.	Demonstration of mastery using assessments, such as (but not limited to) district curriculum-based science materials at least one year ahead of current placement. Mastery is considered achieving at least 95% or above on the end-of-year test or benchmark a student would be accelerated through. The Science Content Specialist or assigned Science educator will administer this assessment
Student work products of high quality or other evidence of outstanding performance as measured by a student performance task.	Student work products of high quality or other evidence of outstanding performance as measured by a student performance task.	The student has met the established prerequisites for the requested accelerated science course, including courses required for graduation. This can be found in the High School Educational Planning Guide.
		Student work products of high quality or other evidence of outstanding performance as measured

		by a student performance task.
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The final determination regarding acceleration will be made by the GIEP team, which includes the parent, teacher(s), building administrator, gifted teacher, and school counselor. The GIEP team must also include the school psychologist, content specialist, Student Services, and Curriculum and Instruction (C&I). If the student meets the established criteria and needs acceleration, plans will be written into the GIEP and noted on the NORA. If the parent and/or other team members are not in agreement with the team’s decision, they are encouraged to contact the Assistant Superintendent or may utilize their gifted procedural safeguards through the Office for Dispute Resolution.

Procedures for Students Not Identified as Gifted

Acceleration should only be considered by the student’s school team, which includes the current classroom teacher, building level administrator, school counselor, school psychologist, parent/guardian, student (when appropriate), content specialist, Student Services, and Curriculum and Instruction (C&I), and other relevant members who can speak to the student’s strengths and needs. Acceleration requests will not be considered during the months of June, July, and August.

The school team will review each request for English Language Arts, Mathematics, or Science acceleration or grade level acceleration based upon the majority of the following criteria:

Please note: The school team will determine the appropriateness of the criteria listed below for each student.

English Language Arts	Mathematics	Science
Demonstration of need, based upon documented differentiation implemented and measured in the regular classroom. <i>(included but not limited to extension activities based on skill mastery,</i>	Demonstration of need, based upon documented differentiation implemented and measured in the regular classroom <i>(included but not limited to extension activities based on skill mastery,</i>	Demonstration of need, based upon documented differentiation implemented and measured in the regular classroom <i>(included but not limited to extension activities based on skill mastery,</i>

<i>project-based enrichment opportunities based on mastery of grade-level standards, small group instruction, and completion of advanced, grade-level skills (may include but are not limited to: IXL/STAR/CDTs)</i>	<i>project-based enrichment opportunities based on mastery of grade-level standards, small group instruction, completion of advanced, grade-level skills (may include but are not limited to: IXL/STAR/CDTs).</i>	<i>project-based enrichment opportunities based on mastery of grade-level standards, small group instruction, completion of advanced, grade-level skills (may include but are not limited to: IXL/STAR/CDTs).</i>
Results from IOWA Acceleration Scale, range 60-80, classified as Excellent Candidate.	Results from IOWA Acceleration Scale, range 60-80, classified as Excellent Candidate.	Results from IOWA Acceleration Scale, range 60-80, classified as Excellent Candidate.
Star Data- 99th percentile (grades K-8, please see the diagnostic report).	Star Data-99th percentile (grades K-8 please see the diagnostic report).	Star Data-99th percentile (grades K-8 please see the diagnostic report) in areas of ELA & Math.
PSSA scores in the advanced range.	PSSA scores in the advanced range.	PSSA scores in the advanced range.
PVAAS projections indicate 95% achievement or above.	PVAAS projections indicate 95% achievement or above.	PVAAS projections indicate 95% achievement or above.
Student work products of high quality or other evidence of outstanding performance as measured by relevant student performance data.	Demonstration of mastery using district curriculum-based math materials at least one year ahead of current placement. Mastery is considered achieving at least 95% or above on the end-of-year test or benchmark a student would be accelerated through. The Math Content Specialist or Math Supervisor will administer this assessment.	Demonstration of mastery using assessments, such as (but not limited to) district curriculum-based science materials at least one year ahead of current placement. Mastery is considered achieving at least 95% or above on the end-of-year test or benchmark a student would be accelerated through. The Science Content Specialist or assigned Science educator will administer this assessment
Student work products of high quality or other evidence of outstanding	Student work products of high quality or other evidence of outstanding	The student has met the established prerequisites for the requested

performance as measured by a student performance task.	performance as measured by a student performance task.	accelerated science course, including courses required for graduation. This can be found in the High School Educational Planning Guide.
		Student work products of high quality or other evidence of outstanding performance as measured by a student performance task.

Steps for Identification

1. **Referral** - A written referral is made, via the **Request for Acceleration** (Appendix A), or **in writing**, by a teacher, parent/guardian, or other personnel. The written referral should be submitted to the building administrator. Every attempt will be made to enact a decision to accelerate within 60 calendar days of receipt of the Request for Acceleration form or written request. The 60 calendar days do not include the summer months of June through August.

- a. Parents/Guardians may submit a request for acceleration on behalf of their student once per academic school year. Requests will not be considered during June, July, and August.
- b. The District does not support asynchronous online programs and/or coursework for subject-level or grade-level acceleration that is not aligned with MTSD’s scope and sequence.

2. **Communication**- The Principal will inform the Director of Student Services, Supervisor of Math/ELA, and/or the Science Content Specialist of the request for acceleration.

3. **Consultation** - A meeting is held with the school team members to determine whether or not the student should be considered a candidate for potential subject area/grade level acceleration or continuation of accelerated programming. The meeting will be facilitated by the school psychologist.

- a. Meeting participants shall include the student (when appropriate), parent/guardian, school psychologist, building administrator, school counselor, current teachers, specialists, content specialist, student services (Director), and C&I (Supervisor).

b. The consultation meeting will include a review of current records and data dependent upon the subject area for consideration, including, but not limited to, those identified within the criteria section of this document. For example, a team considering single-subject acceleration will look at the IOWA, end-of-year/ benchmark assessments, student work samples, STAR, PSSA, and any other pertinent data points.

c. The team should also consider conducting a full gifted evaluation to determine if the student is eligible and in need of gifted support services.

d. At the conclusion of the consultation, a decision will be rendered if the student shall move forward in the consideration process or remain in the current academic setting with appropriate differentiation and instruction. All data sources will be reviewed by the school team.

e. The school will issue the consent for Acceleration Evaluation to the parent/guardian to begin the evaluation process.

3. **Action Plan Meeting** – A second meeting to discuss the findings with the school team is scheduled. At this meeting, the team will determine whether or not acceleration is recommended. The school psychologist will facilitate this meeting. Meeting participants should include the student (when appropriate), parent/guardian, school psychologist, building administrator, school counselor, current teachers, specialists, content specialist, student services (Director), and C&I (Supervisor).

a. If acceleration is recommended, an **Acceleration Plan** (Appendix C) will be developed during this action plan meeting and signed by the parent/guardian. The general education teacher of the accelerated area will be the case manager for the Acceleration Plan. No Acceleration Plan issued by the team shall be implemented without the signed consent of a parent/guardian. Written notification will also be sent to the parents/guardians by the building principal.

b. If acceleration is not recommended, the student will remain in the current academic setting with appropriate differentiation and instruction. If the student is identified as gifted, the GIEP team will meet to discuss enrichment and gifted services.

c. If the school team can not reach a consensus, the appeal process should be enacted. This process is detailed on page 15.

4. **Placement Guidelines** – The primary goal of the acceleration action is to provide the appropriate level of challenge while allowing the student to perform/achieve at a high level with the new curriculum.

a. In cases where subject acceleration is approved, the student will be placed in an appropriately leveled course as identified by the school team supported by a written **Acceleration Plan** (Appendix C).

b. Continued formative and summative assessment to determine gaps in key learning areas of the grade missed should occur. During the initial 6-week transition period, student progress will be monitored on a biweekly basis by the classroom teacher.

c. The team will meet after 6 weeks from when the transition occurred to review the progress monitoring and address any questions or concerns.

d. The performance will be considered successful based on test/quiz/benchmark scores average of 80% or higher and anecdotal notes from the parent/guardian, teacher, and student that describe engagement.

6. **Recommendation** – Student performance data and placement guidelines for acceleration are designed to be used as a guide in the decision-making process. The decision to accelerate through the curriculum is and will continue to be made on an individual basis. The building principal and Director of Student Services must approve the final recommendation.

Steps for Implementation

If the school team recommends subject acceleration:

1. An Acceleration Plan for the student will be developed by the district and signed by the parent(s)/guardian(s) and school team. The plan could include, but not be limited to, attending class in a different grade, working with an above-grade-level curriculum with a cohort group, or independently in the student's own age-based classroom under the supervision of the current classroom and any properly certified support teachers. Additional acceleration options previously identified may also be considered.

2. An Acceleration Plan will also include 'Escorting Procedures' for moving between classrooms and district buildings as deemed necessary for the student's age and overall safety and security. If

the student has driving privileges and the plan calls for a dual enrollment option, the student will transport themselves to the location of instruction with parent permission.

3. A copy of the Acceleration Plan will be uploaded to the student's Document Center in Sapphire for easy access and reference at any time during the student's educational career-Kindergarten through Graduation.

The building principal will send the finalized acceleration plan to the Director of C&I and Director of Student Services. The following information will be included: the schedule of when the acceleration will take place, the location of where the student will be located during instruction, and staff that will be responsible for instruction and/or supervision.

4. If subject placement into an advanced grade is warranted during the current school year, it should occur at a natural transition time (i.e., end of the quarter or semester breaks).

5. The subject acceleration will be formatively monitored to ensure appropriate placement and student achievement. All cases of acceleration will be on an initial trial basis for a period of six weeks and formatively assessed at two-week intervals. At the conclusion of the 6-week trial period, the school team will reconvene to review the progress monitoring data and determine the appropriateness of the acceleration.

6. If the team agrees that the student is performing satisfactorily on content assessments (80%+), the student will remain in the accelerated placement and be monitored using formative classroom data sources as well as previously identified assessment results and empirical evidence. If the team agrees that the student is performing satisfactorily on content assessments and benchmark assessments and obtaining the necessary criteria/prerequisite expectations, the student will remain in the accelerated placement.

7. If the team agrees that the student is not performing at the optimal level of learning and knowledge retention to support further study, as indicated by performance measures of 70-79%, the school team may recommend a modification or discontinuation. If the student performs at 69% or below on performance measures, discontinuation of the acceleration plan will be discussed and determined by the school team or GIEP Team. Meeting participants should include the student (when appropriate), parent/guardian, school psychologist, building administrator, school counselor, teachers, specialists, content specialist, Director of Student Services, and the Director of C&I.

8. Students who qualify for acceleration shall only be accelerated within the scope of the Manheim Township School District's curriculum.

9. Communication is imperative between home and school. Follow-up meetings will be scheduled as needed. The Acceleration Plan will be formally reviewed every year until the plan is completed. The GIEP Case Manager/Building Administrator will be responsible for initiating the formal review process. Formal reviews will be conducted **during the first 4-6 weeks of school, the end of 2nd marking period, and the end of the 4th marking period.**

10. Acceleration Plans are evaluated at the end of each school year by the building administrator and GIEP Case Manager, and the evaluation is shared with C&I and Student Services. Parents/Guardians should be aware that future years will require a review of student programming and placement. This will include a review of student data. Additional assessments may be administered by the ELA/Math Supervisor or Content Specialist, depending on the review of available student data. If any programmatic changes need to be made pertaining to the acceleration plan, a formal team meeting, including the parent/ guardian, will occur. The school team will be responsible for coordinating the meeting.

11. The building principal will send the finalized acceleration plan for the upcoming year to the Director of C&I and the Director of Student Services. The following information will be included: the schedule of when the acceleration will take place, the location of where the student will be located during instruction, and the staff that will be responsible for instruction and/or supervision.

Acceleration Appeals Process

If subject acceleration is not recommended by the GIEP or School Team

1. The classroom teachers will continue to monitor student progress to ensure the appropriate level of challenge and rigor, including recommendations for differentiation/enrichment at the current grade level.

2. The school team's determination for placement and services will be provided in writing. Students and/or their parents may appeal procedural issues in writing to the building principal within five (5) school days of the receipt of the principal's notification.

3. The building principal will collaborate with the Director of Student Services and the Director of C&I to review the request. A written decision will be provided to the parent and building principal.

4. If parents continue to disagree with the decision of the appeal, parents may appeal the placement decision in writing to the assistant superintendent. The Assistant Superintendent will review all student documentation and evidence and render a final placement.

5. If a student has a GIEP, a parent/guardian may file for gifted mediation or due process at any time.

6. Parents/Guardians may re-submit a request for acceleration on behalf of their student once per academic/calendar school year. Requests will not be considered during June, July, and August.

Grading and Assessment

Note: Individual parent/guardian and student requests are subject to content specialist and administrative review and approval.

It is the policy of the Pennsylvania Department of Education that students take the grade-level (state-mandated) assessment for which they have enrolled, not the grade level of the course they have been accelerated into. For example, a 4th-grade student who is taking a 5th-grade math course will take the 4th-grade PSSA and not the 5th-grade assessment. Similarly, a 2nd-grade student who would be taking the 3rd-grade math course would not be taking the 3rd-grade PSSA. However, if an accelerated student is enrolled in a Keystone triggered course(s), including Algebra I, Literature, and/or Biology course, they will need to take their grade-level Math PSSA, the Keystone Algebra I, and/or the designated Keystone assessment. Additionally, state assessment scores of an accelerated student will not adversely affect access to future classes in the middle or high schools. In the event a student is whole grade accelerated, they will be disenrolled in the current grade level and re-enrolled into the accelerated grade level and take that grade-level assessment.

Student Payments

Students taking a Dual Enrollment course, (i.e., one which provides both credit for district high school purposes and college credit), must pay the cost required to attain the college credit.

Students taking an Advanced Placement course must pay all of the cost for taking the Advanced Placement examination. High School credit for the Advanced Placement course will still be awarded even if the student elects not to pay for and take the Advanced Placement examination and thus not receive any associated college credit and/or college course acceleration.

If a student participates in an online course, which is arranged or approved by the District as part of the student's education in order to provide acceleration for the student within the scope of the District's curriculum, the District will pay all of the costs of the online course.

*This does not apply to courses outside the academic school year i.e. summer school.

**The District does not support asynchronous online programs and/ or coursework for subject-level or grade-level acceleration that is not aligned with MTSD's scope and sequence and the student's GIEP.

Prevention of Non-Academic Barriers

Extracurricular opportunities, especially interscholastic sports opportunities, will not be withheld or denied to students who are accelerated.

Necessary information regarding interscholastic sports participation will be shared during yearly Acceleration Plan review meetings by the student's case manager and include the Athletic Director for the district who will communicate with the coach of the sport/activity in question.

Resources:

Developing Academic Acceleration Policies (2018 October, 23).

https://www.accelerationinstitute.org/Resources/Policy_Guidelines/Developing-Academic-Acceleration-Policies.pdf. Retrieved August 10, 2022.

Neilhart, M., Reis, S.M., Robinson, N.M., & Moon, S.M. (2002). The social and emotional development of gifted children: what do we know? Waca, TX: Prufrock Press

[22 Pa. Code 16](#)

[PDE Gifted Guidelines](#)

Acceleration Scheduling Guide (Mathematics)
Example of One-Year Subject Acceleration

Enrollment Grade:	Accelerated Into:	Programming:
Kindergarten	1st Grade Math	Differentiated instruction within the regular classroom
1st Grade	2nd Grade Math	Differentiated instruction within the regular classroom
2nd Grade	3rd Grade Math	Differentiated instruction within the regular classroom
3rd Grade	4th Grade Math	Instruction occurs in the 4th-grade regular education classroom
4th Grade	5th Grade Math	<p>Virtual instruction – Should align with the 4th-grade math block. Essential 4th grade lessons, such as morning meetings will not be eliminated to fit the acceleration class.</p> <p>Student’s 4th-grade building should coordinate supervision during the math block. This may include staff assigned to supervise the student in another location in the school to support engagement and progression while receiving instruction virtually.</p>
5th Grade	6th Grade Math	Instruction occurs in the 6th-grade regular education classroom
6th Grade	Algebra 1	<p>Algebra instruction from 7th-grade math teacher at the MS</p> <p>Transportation will be coordinated by LRIS, MS, C&I, the Director of Transportation, and the Director of Safety & Security</p> <p>*Reach out to the Math Supervisor/Director of Student Services if the student does <i>not</i> meet the requirements for Algebra 1 (linked here)</p>
7th Grade	Algebra 2	Instruction occurs in the 8th-grade regular education classroom

8th Grade	H Geometry	Students will be accompanied to/from the HS by MS staff member Coordinate with HS admin about scheduling
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**Please reach out to C&I / Student Services if you have a student that is accelerated more than one grade level or in a subject other than math.*



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Manheim Township School District Parent/Guardian Request for Acceleration Student

Name _____ Grade _____

Please provide a written rationale for the acceleration request. This may contain additional information about the student to help the team to determine appropriate placement, such as:

- School and academic factors (school attendance, student's motivation, attitude toward learning, etc.)
- Developmental factors (physical size, motor coordination)
- Interpersonal skills (relationships with peers and teachers, outside-of-school activities)
- Attitude and support (student's attitude toward acceleration, parents' attitude, school system attitude and support, planning for the future).

Please note: This form will start the process of collecting preliminary information about this student. This does not mean acceleration will necessarily occur. Parents/Guardians will return this form to the Building Principal, School Counselor, or Gifted Case Manager to submit their request.



MANHEIM TOWNSHIP SCHOOL DISTRICT

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www.mtwp.net

Manheim Township School District Consent for Acceleration Assessment

Date: _____

Student: _____ Date of Birth: _____

Parent/Guardian: _____

As part of the process of determining your child's eligibility for acceleration, a comprehensive educational assessment will be conducted. The assessment will be conducted to gather information concerning your student's academic skills and social/emotional development.

When indicated by these guidelines, the District will administer assessments to evaluate the criteria for eligibility for ELA, math, and/or science acceleration.

The results of these assessments will be discussed with you and the Student Acceleration Committee in the process of determining appropriate placement recommendations. A copy of the assessment results will become a part of your student's school record.

Please indicate your permission for the acceleration assessments by checking the appropriate space and signing below:

I consent to these assessments being administered as part of the Acceleration Process.

I do not consent to these assessments being administered as part of the Acceleration Process and understand that the Acceleration process will not be able to be completed without this information.

Parent/Guardian Signature

Date



MANHEIM TOWNSHIP SCHOOL DISTRICT

DISTRICT OFFICE

450A CANDLEWYCK ROAD LANCASTER PA 17601
(PH) 717.569.8231 (FAX) 717.569.3729
www.mtwp.net

Manheim Township School District Acceleration Plan

Student: _____ Grade: _____

Type of Acceleration:

- Subject (specify)
 - Math English Language Arts Science
- Grade (specify) _____

Acceleration Placement _____

Grade/Subject Teacher _____

6 Week Review Meeting Date: _____

Case Manager: _____

Strategies for transition:

Strategies for progress monitoring following transition:

Requirements and procedures for earning high school credit before entering high school:

Comments from 6 Week Review Meeting:

Building Principal Date Parent/Guardian Date

Participants:

Is the student performing satisfactorily in the accelerated curriculum? ____ yes ____ no

Should the acceleration plan continue for the remainder of the school year ____ yes ____ no