

Camdenton R-III

Guest

Policies

Home Policies Listing I. Instruction Policy - IKEB

SHARE

Policy ACCELERATION

Descriptor Code: IKEB

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The Camdenton R-III School District is committed to the continuous development of students enrolled in the district's schools. The Board believes it is necessary for the instructional staff to encourage, support and assist each student to achieve at a level that is commensurate with his/her cognitive ability. Equal access to education is defined as providing instruction at a depth and pace that is equal to the student's cognitive ability.

There are many accepted educational strategies that address depth and pacing of instruction. Participation in acceleration often is based on individual identified needs and is designed on a case-by-case basis. In arriving at a decision to utilize acceleration for a student, the combined views of the student, parents, classroom teacher(s), gifted education teacher(s), building principal, counselor, and Director of Gifted Education are taken into consideration. All student assessment data will be important factors in a decision. In each instance, the best interest of the student predominates. Acceleration strategies will include, but are not limited to, the following:

Coordinator

Capstone Program

This is the district's state-assisted program for the gifted. Students may participate in the K-12 program by meeting the state and local qualification criteria.

Differentiated Instruction

This is an instructional approach that allows the teacher to present one (1) concept to the entire class, but meets the individual intellectual needs of each child by providing individual or small group assignments that match the student's ability.

Individually Paced Instruction

Materials are presented that will allow the student to proceed at a self-selected pace.

Curriculum Compacting

The student is given reduced amounts of introductory activities, drill and review. The time saved may be used to move faster through the curriculum.

Grade Acceleration

The student is placed one (1) grade level ahead of the current grade placement. The criteria and procedures included in this policy must be followed when considering grade acceleration.

Dual Enrollment Programs

The student is enrolled in district-approved college course work that allows the student to earn high school and college credit at the same time.

Elective Courses

The student may select a variety of upper level courses for the purpose of meeting his/her educational needs and interests.

Subject Matter Acceleration

A student (K-12) is placed in a higher grade/subject level for a portion of a day without being permanently assigned to a higher grade level. The building administrator and/or the Director of Gifted Education must approve subject matter acceleration placements.

Coordinator

Advanced Placement Courses

This is a nationally developed program that allows students to pursue college level studies. Upon completion of the course, the student may take the AP examination. If the participating college or university ranks the student's score high enough, college credit will be awarded.

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.