

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is Fiddlehead Board's intent to provide sequential instructional programming that provides equitable opportunity for students to learn the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The Board recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development and that individual students may be more proficient in some content areas of the Learning Results than in others. All reasonable efforts shall be made to identify learning difficulties at the earliest grade possible and apply intervention in accordance with the pre-referral policy and Response to Intervention (RTI) procedures.

A. Retention of Students in Kindergarten through Grade 8

It is the philosophy of the FSAS that retention for students in grades K-8 is a last resort process that will be utilized when other considerations/intentions have proved unsuccessful. Decisions concerning retention of a student shall be consistent with the best educational interest of that student.

The Executive Director or her/his designee shall create a process for retention that includes parental communication and involvement. Parents should be notified as early as possible in the event that retention is being considered by the school for their child. Parents will be informed of the results of intervention efforts as well as other remediation options available to students such as tutoring, after-school programs, and summer school. Decisions concerning retention shall be made through a conference involving the school-based team and the parents. Parental input, testing results and other data available will be considered. Decisions concerning retention for students with Individual Education Plans (IEP) will be made through the IEP team process.

The school Executive Director shall be responsible for making the decision regarding retention. A parent who is dissatisfied with the Executive Director's decision may appeal to the Fiddlehead School Board. The Board's decision shall be final.

B. Grade-based Acceleration of Students in Kindergarten through Grade 8

The needs of students who meet grade level expectations at a faster rate than their peers may be met through a variety of means including enrichment activities, extra-curricular activities, curriculum compacting, differentiated assignments and independent study projects. Acceleration to a higher grade level may be appropriate when other options fail to meet the needs of highly able students. Such practices are supported by research and by national organizations including the Institute for Research and Policy on Acceleration (IRPA), the National Association for Gifted Children (NAGC) and the Council of State Directors of Programs for the Gifted (CSDPG). Acceleration is not appropriate for students who are strong in a given area but may not have been exposed to new content and skills. Decisions regarding acceleration shall be made

by the Executive Director, in consultation with the school-based team. A parent who is dissatisfied with the Executive Director's decision may appeal to the Fiddlehead School Board. The Board's decision shall be final.

Approved: October 17, 2020