

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire 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. Students may also differ in their progress toward achieving the cross-curricular skills identified in the *Guiding Principles* of the Learning Results.

While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. **Decisions concerning promotion, retention, or acceleration of a student** should be consistent with the best educational interest of that student.

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention and acceleration.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, portfolios, performances, exhibitions, projects, or other evidence of proficiency.
2. Achievement of cross-curricular skills associated with the *Guiding Principles* of the Learning Results.
3. Participation and success in remedial programs, tutoring, summer school, and/or alternative pathways;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential benefit from acceleration to another grade, or partial acceleration in one or more content areas;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;
10. Program options;

11. Student concerns; and
12. Parental concerns.

B. Promotion

To qualify for promotion, all students must demonstrate satisfactory progress toward proficiency in the content standards, meet attendance standards, make satisfactory progress on an individualized education plan (IEP), and/or satisfactory progress on a “Response to Intervention” plan as developed by the school with parent input. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student’s teacher, the building principal, and, as appropriate, the guidance counselor, other professional staff, and/or consultants.

1. In grades k-8, promotion will be subject to recommendation from teachers based upon student progress toward proficiency in the content standards, also utilizing student performance on a variety of assessments.
2. High School Grade level Assignment will be based on the number of credits earned or courses/learning experiences successfully completed prior to the beginning of the school year.
3. No student with a disability shall be excluded from promotion solely on individual performance in the curriculum. The IEP team and/or ADA Section 504 team shall determine how, with appropriately designed accommodations, goals, and programming, a student will demonstrate satisfactory progress toward proficiency.

C. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of possible remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student’s teacher, the building principal, and, as appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

The principal shall be responsible for making the final decision regarding retention. A parent who is dissatisfied with the principal’s decision may appeal to the Superintendent. The Superintendent’s decision shall be final.

D. Acceleration

Decisions regarding acceleration shall be made by a team, including the principal, parent, the student's teacher(s), the Talent Development teacher, and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

E. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

*Cross Reference: IK – Student Achievement
IKAB – Report Cards/Progress Reports
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System*

Adopted: 7/8/09

Revised: 6/14/17