

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is the 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 Maine Learning Results associated with 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 standards than in others.

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. Assignment of a student to a grade level should be consistent with the best interest of that student.

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's proficiency relative to the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the criterion articulated in paragraph 1 below than to any other factors.

- a. Achievement of the content standards of the Learning Results as demonstrated through individual artifacts, demonstrations, and other individual efforts; classroom tests/assessments, common assessments, standardized tests, and other elements of the district assessment system;
- b. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
- c. Potential benefit from repetition of a grade or learning experiences;
- d. Potential for success if accelerated;
- e. Attendance;
- f. Social and emotional maturity;
- g. Health;
- h. Age in relation to grade placement;
- i. Program options;
- j. Student attitude; and
- k. Parental concerns.

B. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of the remediation options available to students such as tutoring, 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.

C. Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student, the student's parents and teacher(s), the Chapter 104 Education Coordinator, and other professional staff or consultants, as appropriate. A parent may appeal to the Superintendent. The Superintendent's decision shall be final.

D. High School Grade Level Assignment

Successful completion of the requirements specified in the Board's policy IKF (Graduation Requirements) and demonstrated achievement of the mandated content standards of the system of Learning Results will be required for a high school diploma.

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: IKF – Graduation Requirements
ILA – Student Assessment

Adopted: March 6, 2018

Revised: April 26, 2022