

FOR DISCUSSION ONLY – SUBJECT TO FURTHER MODIFICATION

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. Assignment of a student to a grade level [**OR: decisions concerning promotion, retention, or acceleration of a student**] should be consistent with the best educational interest of that student.

[NOTE: Board members should be aware that certification of students as having met the content standards of the system of Learning Results at a particular grade level or grade span is a concept that is related to but different from grade placement. Students may meet some standards and not others but still advance to the next grade level based on other considerations.]

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 achievement of 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 “A” below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit’s local assessment system;
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 other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;
10. Program options;
11. Student attitude; and
12. 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, 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.

C. Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s), the Gifted and Talented Education Coordinator, 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.

[NOTE: Board members and superintendents should be aware that we have used "acceleration" to refer to placement of a student in a grade level beyond that which is normally the next in the sequence, a practice known more familiarly as "skipping a grade." Many, but not all, students who have excelled or have the potential for excelling academically beyond their age peers have been identified for a school unit's "gifted and talented" program, and are assigned to grade levels in accordance with their individual education plans. Consideration of acceleration may indicate a need for further exploration of a student's potential through the identification process. See Maine DOE Rule Chapter 104, Educational Programs for Gifted and Talented Children, for additional information.]

D. High School Grade Level Assignment

For students starting high school prior to the 2014-2015 school year, grade level assignment will be based on the number of credits earned prior to the beginning of the school year.

For sophomore status, a student must have successfully completed _____ credits, for junior status _____ credits, and for senior status _____ credits.

[NOTE: The Board should modify dates to reflect any DOE approved extension.]

Beginning January 1, 2018, demonstrated proficiency in the content standards of the system of Learning Results and in the cross-curricular standards skills identified in the Guiding Principles of the Learning Results, and successful completion of all other requirements specified in the Board's policy IKF (Graduation Requirements), will be required for a high school diploma. Starting with the 2014-2015 school year, credits will no longer be awarded or counted for graduation or other purposes.

High school grade level assignment will be based on the number of learning experiences/courses completed prior to the beginning of the school year.

For sophomore status, a student must have completed _____ learning experiences/courses, for junior status _____ learning experiences/courses, and for senior status _____ learning experiences/courses.

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
IKA – Grading/Academic Assessment
IKAB – Report Cards/Progress Reports
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System

Adopted: _____