

## 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 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 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 educational 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 achievement of the content standards and his/her future success in school, more consideration shall be given to the criterion articulated below than to any other factors.

1. Achievement of the content standards;
2. Participation and success in available intervention programs;
3. Potential benefit from repetition of a grade or learning experience;
4. Potential for success if accelerated;
5. Attendance;
6. Social and emotional maturity;
7. Health;
8. Age in relation to grade placement;
9. Program options;
10. Student attitude; and
11. Parent concerns

### B. Retention

Parents should be notified as early as possible but no later than the end of January in the event that retention is being considered. Parents will be informed of the available intervention options for students. 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, or other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful intervention 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.

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 will be required for a high school diploma. High school grade level assignment will be based on the number of years successfully completed prior to the beginning of the current year.

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, 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 - Graduations

Adopted: February 12, 2014