

MAINE SCHOOL ADMINISTRATIVE DISTRICT #33

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 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.

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. Although other criteria may be considered in the decision-making process, more consideration shall be given to the criteria 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, and other elements of the Local Assessment System;
2. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
3. Potential benefit from repetition of a grade or learning experiences;
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. 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 (familiarily known as "skipping a grade")

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s) 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 of the system of Learning Results will be required for a high school diploma.

However, high school grade level assignment will be based on the number of credits successfully completed prior to the beginning of the current school year.

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

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: IKA – Attendance
IKF – Graduation Requirements
IL – Student Assessment

History: Adopted: Meeting #605 February 4, 1991
Revised: Meeting #823 April 13, 2006