

RSU #63

- a. **NEPN/NSBA Code:** IKE
- b. **Title:** Promotion, Retention, and Acceleration of Students
- c. **Author:** Curriculum Committee
- d. **Replaces Policy:**
- e. **Date Approved:** 11/16/2015 RSU #63
- f. **Previously Approved:** 12/19/2005
- g. **Policy Expiration:** Review as Needed
- h. **Responsible for Review:** Superintendent/Curriculum Committee/
Policy Committee
- i. **Date Reviewed:** 10/8/2015 Curriculum Committee,
11/2/2015 Policy Committee
- i. **References:** Chapter 127 (Maine Dept. of Ed. Rule)
- j. **Narrative:**

I. 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 Maine Early Childhood Learning Guidelines and Maine Learning Results than in others.

II. 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.

III. 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 to the following than to any other factors.

A. Achievement of the content standards of the Maine Early Childhood Guidelines and 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;

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.** Light's Retention Scale;
- I.** Age in relation to grade placement;
- J.** Program options;
- K.** Student attitude;
- L.** Parental concerns; and
- M.** Teacher(s)' concerns.

II. Retention

- A.** 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/guardians, the student's teacher, the building principal, and, as appropriate, the guidance school 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.
- B.** 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.

III. Acceleration

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

IV. Transfer/Homeschool Students

For students who transfer into the school system from another state or educational program (including home schooling) not required to meet the content standards of the system of Learning Results, the principal, with school personnel, will assess the student's prior educational experience for the purpose of grade placement.