

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 shall 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. All listed criteria may be considered in the decision-making process.

1. Achievement of the content standards of the Learning Results, as demonstrated through standardized tests and the various assessment measures used in the District;
2. 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 record;
6. Social and emotional maturity;
7. Age in relation to grade placement;
8. Program options;
9. Student attitude; and

10. 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 after 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

The awarding of a diploma from Houlton High School is contingent upon successful completion of the requirements specified in the Board's policy IKF (Graduation Requirements) and demonstrated achievement of any additional standards that may be mandated by the State.

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/grade 10 status, a student must have successfully completed 5 credits, for junior/grade 11 status 11.5 credits, and for senior /grade 12 status 17 .5credits.

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. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent, whose decision shall be final.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: IKAB – Report Cards/Progress Reports
IKF – Graduation Requirements
ILA – Student Assessment

Adopted: November 6, 1989

Revised: July 12, 1999; November 4, 2013

