

### **PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS**

The RSU 56 offers a planned integrated sequence of instruction that meets State requirements. Our schools are transitioning to a proficiency-based approach to education, which means that learners will progress through the learning system at their own pace consistent with the attainment of learning targets; as opposed to the traditional approach of advancing learners largely on the basis of age and grade. Thus, some students will advance through the learning system in a shorter or longer time than others depending on their attainment of learning targets. Appropriate instructional supports and strategies are provided to assist learners in achieving learning targets and proficiency, which take into account individual learners, interests and abilities.

School administrators, teachers and guidance counselors use multiple assessment methods of measure learners performance and progress towards learning targets, and to make decisions about progress through the learning system. School staff may also consider other factors in making decisions concerning learner progress.

#### A. Factors

1. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
2. Potential benefit from repetition of a grade or learning experiences;
3. Potential for success if accelerated;
4. Attendance;
5. Social and emotional maturity;
6. Health;
7. Age in relation to grade placement;
8. Program options;
9. Student attitude; and
10. Parental concerns

B. Retention

As schools move towards a standards-based, proficiency-based model of matriculation, chronological grade level will begin to play a lesser role. However, students do need to be assigned to a cohort or grade level for many academic and logistical reasons. If a student is not progressing adequately academically or socially, grade retention may be considered. Consideration of grade retention must include a wide variety of data including classroom grades, standardized test grades, and the opinions of teachers, guidance personnel, school psychologists, and parents. If a student is retained a grade level, a well-defined plan must be developed by school personnel to ensure that the student will be much more likely to achieve the learning objectives and standards.

The principal shall be responsible for making the decision regarding retention. A parent 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. Transfer Students

For students who transfer into the school system from another state or educational program the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits, standard and proficiencies.

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: July 11, 2017