

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

The MSAD #11 Board of Directors acknowledges the large body of research that discourages school retention except in very unusual, well-documented circumstances. When considering retention, it should be abundantly clear that such action significantly positions the child for academic or social growth.

It is the MSAD #11 Board's intent to provide sequential instruction programming that provides the opportunity for students to learn the knowledge and skills that will enable them to meet the MSAD #11 standards at each grade level. The MSAD #11 Board recognizes that at every grade level, there are differences among students in intellectual, physical, social, and emotional development and that individual students may be more proficient in some content areas of the Maine 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.

All MSAD #11 educators should be alert to students who may be at risk and to institute Response to Intervention (RTI) as early in the school year as possible. Teachers shall complete necessary documentation for students at risk of retention and hold a parent conference.

Any necessary retention should take place as early in a student's educational career as possible. Only in unusual circumstances should a child be retained more than once. Records of all retentions or accelerated promotions will be kept in the student's cumulative file.

Considerations

Although other factors may be taken into account, the following considerations will primarily be used in making decisions concerning promotion, retention and acceleration. Refer to IKE-E for further explanation of the considerations below.

- A. Achievement of the content standards of the Learning Results, as demonstrated through classroom assessments, common assessments, or standardized tests; Participation and successful growth in intervention programs, tutoring, summer school, and/or other opportunities for success;
- B. Significant benefit from repetition of a grade or learning experiences; Potential for success if accelerated;
- C. Attendance;
- D. Health;
- E. Social and emotional maturity;
- F. Physical size and age in relation to grade placement;
- G. Student attitude towards retention;
- H. Parental attitude towards retention;
- I. Program options;
- J. Out of School Influences;

Retention

As much as possible, retention in grades K-8 will be decided through conferences involving the student, parents, the principal, teachers, and guidance counselor. Other professional staff will participate as appropriate. If consensus cannot be reached, the final decision will rest with the

principal. Parents will be notified as early as possible that retention is being considered, and except in very unusual circumstances, no later than March 15.

Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time. A parent who is dissatisfied with the principal's decision may appeal to the superintendent. The superintendent's decision shall be final.

Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s), the coordinator of gifted and talented education, the parent, the classroom teacher, the guidance counselor and other professional staff as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the superintendent. The superintendent's decision shall be final.

Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of MSAD #11, the principal will determine the substance of the student's prior education experience for the purpose of grade placement or the fulfillment of credits.

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: Prior to 1985

Revised: April 7, 1986; May 5, 1994; August 2, 2007; March 1, 2012; May 7, 2020