

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

It is the Windham School Committee’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 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.

**A. 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 in subparagraph “1” below than to any other factors.

1. Parental concerns
2. Achievement of the content standards of the Maine Learning Results, as demonstrated through classroom assessments, common assessments, standardized tests, and other elements of the Local Assessment System;
3. Participation and success in remedial programs, tutoring, summer school, and/or opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;
10. Program options; and
11. Student attitude

**B. Retention**

Retention is a collaborative decision. Parents will 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. Decisions concerning retention will 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.

**C. Acceleration**

Decisions regarding acceleration shall be made by the principal and parent in consultation with the student’s teacher(s), the Gifted and Talented Education Coordinator, and other professional staff or consultants, based on student achievement data. A parent who is dissatisfied with the principal’s decision may appeal to the Superintendent.

**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.

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 five (5) credits; for junior status, eleven (11) credits; and for senior status, seventeen (17) credits.

**E. Transfer Students**

For students who transfer into the school system from another state or education 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 (Maine Dept of Education 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: OCTOBER 1, 1980

Revised: First Reading – November 15, 2006 / Second Reading - \_\_\_\_\_