

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is the intent of the Beals School Committee that appropriate instruction be offered to all students in a progressive and sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the level of instruction at each grade is not a single level of instruction but rather a series of levels intended to meet the various needs of students assigned to that grade level.

PROMOTION AND RETENTION

In cases of potential non-advancement, teachers should notify the parent(s) as early as possible, preferably no later than the end of the second ranking period, that retention is being considered. By the time that report cards go home at the end of the third ranking period, parents will be notified of the potential non-advancement in writing by the Principal. A copy of the letter(s) will be placed in the student's permanent record folder. As far as possible, retention will be decided through conferences involving the Principal, teacher(s), and parent(s); however, the Principal shall be responsible for making the final decision as to retention and grade assignment. Parents dissatisfied with this decision may appeal to the Superintendent and Board. Decisions on special education students will be made through the Pupil Evaluation Team process.

The following criteria shall be utilized in making decisions concerning promotion and retention:

- A. Student achievement;
- B. Academic potential;
- C. Attendance;
- D. Health;
- E. Maturity;
- F. Physical size;
- G. Age in relation to grade placement;
- H. Student attitude;
- I. Parent concerns;
- J. Out-of-school influences; and
- K. Program options.

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 twice.

ACCELERATION

In the case of a request for student acceleration by parent(s)/guardian(s), teachers should implement an evaluation of the student using the following guidelines:

1. Review the student's academic record and achievement test results from previous years.

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2. Evaluate the student's academic work at the present assigned grade level to determine the degree of difficulty and challenge to the student.
3. Determine through testing by the sending and receiving teachers, if the child is capable of dealing successfully with next grade's work.
4. Consider the child's social development.
5. Consider any other factors which are of importance to the particular child in question.

When all of the above steps have been implemented, arrange to discuss the student's program with his/her parent(s)/guardian(s) and the Principal. If the evidence points to the possible need for acceleration and the parent(s)/guardian(s), teachers, and Principal are in total agreement, the Principal will seek permission from the parent(s)/guardian(s) to place the child in the next grade for a trial period of two to six weeks. At the same time, the Principal will inform the parents that should the trial prove unsuccessful, the child will be returned to the former classroom and will be required to make up the assignments given during the trial period.

If, after the two to six week trial period, it proves advisable to promote the child, the Principal will contact the Superintendent. Should the Superintendent and Board approve the acceleration and the child is accelerated, he/she will be periodically evaluated.

If the parent(s)/guardian(s), teachers, or Principal feel the child is unable to work at the assigned grade level once accelerated, the Principal will convene a meeting. At that meeting, the new evidence shall be discussed and the child shall be put back into his former classroom with the approval of the parent(s)/guardian(s), teachers involved, and Principal. Notification of this action should be made to the Superintendent.

Legal Reference: CH. 125.23, B, 5,1 (Maine Department of Education Rule)

DATE ADOPTED: July 1, 2003