

**MSAD 12/RSU 82 POLICY  
LEARNER PROGRESS THROUGH THE LEARNING SYSTEM**

**For Class of 2015, 2016, 2017**

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. Assignment of a student to a grade level 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. Achievement of the content standards of the Learning Results, as demonstrated through classroom assessments, common assessments, standardized tests, and other elements of the Local Assessment System;
2. Participation and 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;
6. Social and emotional maturity;
7. Health;
8. Age in relation to grade placement;
9. Program options;
10. Student attitude; and
11. 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 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. 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.

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 status, a student must have successfully completed six (6) credits, for junior status twelve (12) credits, and for senior status eighteen (18) credit.

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.

**For the Class of 2018 and Beyond**

The MSAD 12/RSU 82 District offers a planned and 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 their 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. Instructional supports and strategies are provided to assist learners in achieving proficiency.

School administrators and teachers use multiple measures to assess learners' performance and progress toward 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, such as attendance; individual learner interests and needs; information provided by parents or service providers; and any other factors of importance for the individual learner. Decisions concerning learners with special needs shall be made in

consultation with Gifted and Talented, Response to Intervention and Individual Education Plan teams.

Communication between parents/guardians and school staff is critical to a learner's success. The school administration and teachers are responsible for ensuring that parents/guardians are kept informed of their child's progress on a regular basis. Parents/guardians are encouraged to stay informed regarding their child's learning progress and to inform their child's teachers(s) of any issues that may impact his/her learning and performance. Parents/guardians who have questions or concerns about their child's progress through the learning system are encouraged to discuss their concerns with their child's teacher(s) and/or the school administration, as appropriate.

Learners and their parents/guardians will be informed of the standards for receiving a high school diplomas upon entering high school.

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

Cross Reference:

IHA – Basic Instructional Program  
IKAB – Report Cards/Progress Reports  
IKF – Graduation Requirements  
ILA – Student Assessment/Local Assessment System

**Adopted: September 10, 2002**

**Revised: September 13, 2005**

**Revised: September 17, 2014**