



AMERICAN INTERNATIONAL SCHOOL OF LIMBE (AISL)

Promotion and Retention Policy

Policy Number: AISL-ACA-007

Category: Teaching and Learning

Approved By: Board of Directors

Effective Date: August 2026

Review Cycle: Every Two Years

"AISL believes every learner can succeed when provided with high-quality instruction, timely intervention, and appropriate support. Promotion is based on demonstrated readiness for the next stage of learning, while retention is considered only in exceptional circumstances and in the best interests of the child."

Table of Contents

1. Purpose
 2. Philosophy
 3. Guiding Principles
 4. Promotion Criteria
 5. Retention Criteria
 6. Early Intervention
 7. Decision-Making Process
 8. Learning Support & ELL
 9. Parent Partnership
 10. Appeals
 11. Policy Review
- Appendices

1. Purpose

To establish fair, transparent and student-centred procedures for promotion and retention that support academic achievement, social-emotional well-being and long-term success.

2. Philosophy

Promotion decisions consider the whole child. Students should progress with their age peers whenever appropriate, while receiving interventions to address learning gaps. Retention is not a routine intervention and is considered only after substantial support has been provided.

3. Guiding Principles

Decisions are evidence-based, equitable, collaborative, developmentally appropriate, and aligned with the American Common Core, IB philosophy and AISL mission.

4. Promotion Criteria

Promotion is based on multiple measures including mastery of grade-level standards, classroom performance, formative and summative assessments, MAP Growth data, attendance, work habits, social-emotional readiness, teacher observations and, where appropriate, IEP or ELL progress.

5. Retention Criteria

Retention may be considered only when there is compelling evidence that an additional year in the current grade is likely to benefit the student academically and developmentally. A single test score, report card grade or attendance record alone shall not determine retention.

6. Early Intervention

Students identified as at risk receive timely interventions such as differentiated instruction, targeted small-group support, learning support services, English language development, counselling, behaviour support or specialist referrals before retention is considered.

7. Decision-Making Process

The classroom teacher, parents, Learning Support Team, Division Principal and Head of School collaborate in reviewing evidence. Final promotion and retention decisions rest with the Head of School.

8. Learning Support & English Language Learners

Students with IEPs, accommodation plans or English language support needs are evaluated in light of their individualized goals and the accommodations provided. Language acquisition alone should not be the sole basis for retention.

9. Parent Partnership

Parents are informed early when concerns arise and are invited to participate in intervention planning, review meetings and discussions regarding possible promotion or retention.

10. Appeals

Parents may submit a written appeal within ten working days. Appeals are reviewed by the Division Principal, then the Head of School, and where appropriate the Board of Directors. The Board's decision is final.

11. Policy Review

This policy will be reviewed every two years or sooner in response to changes in educational research, accreditation expectations or school needs.

Appendices

Promotion and Retention Flowchart; Student Support Meeting Form; Intervention Documentation Template; Parent Notification Letter; Appeal Form; Promotion Checklist; Retention Review Checklist.