

STUDENT PROGRESS THROUGH THE GRADES **PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS**

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire 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. Students may also differ in their progress toward achieving the cross-curricular skills identified in the *Guiding Principles of the Learning Results*.

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 [OR: decisions concerning promotion, retention, or acceleration of a student] should be consistent with the best educational interest of that student.

~~[NOTE: Board members should be aware that certification of students as having met the content standards of the system of Learning Results at a particular grade level or grade span is a concept that is related to but different from grade placement. Students may meet some standards and not others but still advance to the next grade level based on other considerations.]~~

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 paragraph "A" 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, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Achievement of cross-curricular skills associated with the *Guiding Principles of the Learning Results*.
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;

STUDENT PROGRESS THROUGH THE GRADES **PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS**

6.

The Cape Elizabeth School Department offers a planned program of instruction designed to assist students in achieving the content standards of the system of learning results for each grade span. In general, students will progress annually from grade to grade, but the Board recognizes that some students may require a shorter or longer time to reach instructional goals. Therefore, the grade placement of each student will be made on an individual basis. The Board expects school administrators and teachers to provide students with the instructional support needed to progress from grade to grade in the regular sequence whenever possible.

Effective communication with parents is critical to a student's success in school. The Superintendent, school administrators and teachers are responsible for ensuring that parents are kept informed of their child's progress through report cards, parent teacher conferences and other appropriate means. Parents are encouraged to keep themselves informed regarding their child's progress and to inform their child's teacher(s) of any information that may impact the child's school performance.

School administrators, teachers and guidance counselors shall consider the following factors in making decisions concerning promotion, retention or acceleration of students:

- Information regarding the student from the student assessment system;
- Other indicators of academic achievement;
- Attendance;
- 7. Social Motivation, attitude and emotional maturity behavior;
- 8. Health;
- 9. Age in relation to grade placement;
- 10. Age;
- Program options;
- 11. Student attitude; and
- 12. Parental concerns.

B. Retention

- Any other issues pertinent to the particular student's school performance.

Decisions concerning special education students shall be in consultation with the IEP Team.

STUDENT PROGRESS THROUGH THE GRADES **PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS**

Parents should will be notified as early as possible in the event that retention school year if their child is being considered. Parents will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student's teacher, the for retention, and except in very unusual circumstances, no later than April 1. 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 administrator 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 or 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. parents, teacher(s) and guidance counselor.

[NOTE: Board members and superintendents should be aware that we have used "acceleration" to refer to placement of a student in a grade level beyond that which is normally the next in the sequence, a practice known more familiarly as "skipping a grade." Many, but not all, students who have excelled or have the potential for excelling academically beyond their age peers have been identified for a school unit's "gifted and talented" program, and are assigned to grade levels in accordance with their individual education plans. Consideration of acceleration may indicate a need for further exploration of a student's potential through the identification process. See Maine DOE Rule Chapter 104, Educational Programs for Gifted and Talented Children, for additional information.]

D. High School Grade Level Assignment

For students starting high school prior to the 2014-2015 school year, grade level assignment will be based on the number of credits earned prior to the beginning of the school year.

STUDENT PROGRESS THROUGH THE GRADES **PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS**

For sophomore status, a student must have successfully completed _____ credits, for junior status _____ credits, and for senior status _____ credits.

[NOTE: The Board should modify dates to reflect any DOE approved extension.]

Beginning July 1, 2020, demonstrated proficiency in the content standards of the system of Learning Results and in the cross-curricular standards skills identified in the *Guiding Principles* of the Learning Results, and successful completion of all other requirements specified in the Board’s policy IKF (Graduation Requirements), will be required for a high school diploma.

High school grade level assignment will be based on the number of learning experiences/courses completed prior to the beginning of the school year.

For sophomore status, a student must have completed _____ learning experiences/courses, for junior status _____ learning experiences/courses, and for senior status _____ learning experiences/courses.

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.

Legal Reference: Ch. 20-A M.R.S.A. §§ 4711; 4721 et seq.; 6201 et seq. Chapters 125 and 127 (Me. Dept. of Ed. Rule Maine Department of Education Rules)

Cross Reference: ~~IK – Student Achievement~~
~~IKA – Grading/Academic Assessment~~
IKAB – Student Progress Reports to Parents
~~IKF – Graduation Requirements~~
ILA – Student Assessment/Local Assessment System

ADOPTED: October 10, 2006
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