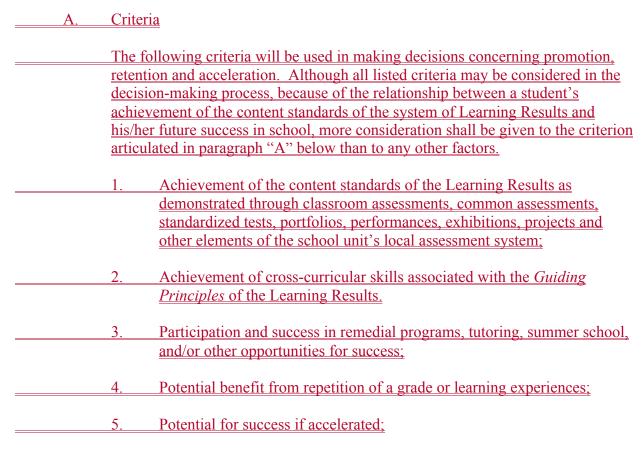
It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The Board recognizes that at every grade 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.]

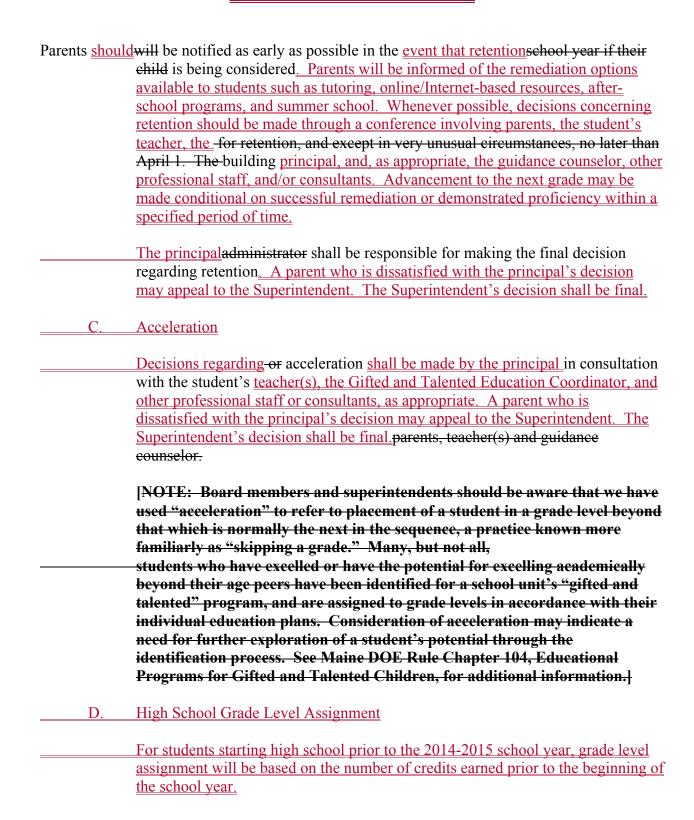


		6.	<u> </u>
The Ca	ipe Eliz	zabeth S	school Department offers a planned program of instruction designed to
			eving the content standards of the system of learning results for each grade lents will progress annually from grade to grade, but the Board recognizes
			ay require a shorter or longer time to reach instructional goals. Therefore,
the gra	de plac	cement (of each student will be made on an individual basis. The Board expects
school	admin	istrators	and teachers to provide students with the instructional support needed to
progres	ss fron	i grade t	o grade in the regular sequence whenever possible.
			tion with parents is critical to a student's success in school. The
			ol administrators and teachers are responsible for ensuring that parents are
			r child's progress through report cards, parent-teacher conferences and
			ans. Parents are encouraged to keep themselves informed regarding their
		l perforr	o inform their child's teacher(s) of any information that may impact the
cima s	SCHOO	i periori	nance.
School	admir	istrators	s, teachers and guidance counselors shall consider the following factors in
			ecerning promotion, retention or acceleration of students:
•—	Inforn	nation re	egarding the student from the student assessment system;
			ors of academic achievement;
•	Attend	dance;	,
		ĺ	
•			7. Social Motivation, attitude and emotional maturity behavior;
		8.	<u>Health;</u>
		9.	Age in relation to grade placement;
•—			<u>10.</u> Age;
•	Progra	am optic	ons;
	C	1	
		11.	Student attitude; and
		12.	Parental concerns.
	_	-	
	В.	Retent	<u>10n</u>
•	_		_Any other issues pertinent to the particular student's school performance.
			² my other issues pertinent to the particular student's school performance.

CAPE ELIZABETH SCHOOL DEPARTMENT

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

Policy: IKE



Begin system in the all oth Requirements.	TE: The Board should modify dates to reflect any DOE approved sion.] ming July 1, 2020, demonstrated proficiency in the content standards of the mof Learning Results and in the cross-curricular standards skills identified Guiding Principles of the Learning Results, and successful completion of mer requirements specified in the Board's policy IKF (Graduation rements), will be required for a high school diploma. School grade level assignment will be based on the number of learning iences/courses completed prior to the beginning of the school year.
Begin syster in the all oth Requi	ning July 1, 2020, demonstrated proficiency in the content standards of the n of Learning Results and in the cross-curricular standards skills identified Guiding Principles of the Learning Results, and successful completion of her requirements specified in the Board's policy IKF (Graduation rements), will be required for a high school diploma.
syster in the all oth Requi	m of Learning Results and in the cross-curricular standards skills identified Guiding Principles of the Learning Results, and successful completion of her requirements specified in the Board's policy IKF (Graduation rements), will be required for a high school diploma. School grade level assignment will be based on the number of learning
	ichces/courses completed prior to the beginning of the school year.
<u>exper</u>	ophomore status, a student must have completed learning iences/courses, for junior status learning experiences/courses, and for status learning experiences/courses.
E. Trans	fer Students
<u>progra</u> <u>Resul</u>	udents who transfer into the school system from another state or educational am not required to meet the content standards of the system of Learning ts, the principal will determine the value of the student's prior educational ience for the purpose of grade placement or the fulfillment of credits.
<u> </u>	<u>Ch.</u> 20-A M.R.S.A. §§ 4711; 4721 et seq.; 6201 et seq. 7 (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 Revised: November 13, 2012 Reviewed: January 14, 2014 Policy: IKE