

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

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

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 grade-level learning targets aligned to the Maine Learning Results. 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 than others.

While most students will be promoted from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Decisions concerning promotion, retention, or acceleration of a student should be consistent with the best educational interests of that student.

A. Criteria

The following factors/criteria will be used in making decisions concerning promotion, retention or, and acceleration of students:

- ~~Information regarding the student from the student assessment system;~~
 - a. Other indicators of academic ~~Student~~ achievement;
 - b. Academic potential;
 - c. Attendance;
 - d. Motivation, Health;
 - e. Social and emotional maturity;
 - f. Physical size;

CAPE ELIZABETH SCHOOL DEPARTMENT

Page 1 of 2

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

- g. Age in relation to grade placement;
- h. Student attitude and behavior;
- Age;
- i. Parent concerns; and
- j. Program options;
- Any other issues pertinent to Retention

~~Whenever possible, d~~ Decisions concerning grade-level retention should be made through a conference involving parents, the particular student's school performance.

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

~~A. Parents will~~ teacher(s), the principal, the guidance counselor, and, as appropriate, other professional staff and/or consultants. Advancement to the next grade may be notified as early as possible in the school year if their child is being considered for retention, and except in very unusual circumstances, no later than April 1, made conditional on successful remediation or demonstrated proficiency within a specified period of time. This team building administrator/principal shall be responsible for making the final decision reaching consensus regarding retention, or acceleration in consultation with the student's parents, teacher(s) and guidance counselor. Parents dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

B. Acceleration

~~Whenever possible, d~~ Decisions concerning grade-level acceleration should be made through a conference involving parents, the student's teacher(s), the principal, the gifted and talented teacher, the guidance counselor, and, as appropriate, other professional staff and/or consultants. The team principal shall be responsible for making the final decision recommendation regarding acceleration. Parents dissatisfied with the principal's team's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

Cross References: IKF - Graduation Requirements

Legal References: 20-A M.R.S.A. §§ 4711; 4721 et seq.; 6201 et seq.
 Chapters 125 and 127 (Maine Department of Education Rules)

ADOPTED: October 10, 2006
 Revised: November 13, 2012