

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEB-RA, JEB-EA, JEB, JEB-RB, JEA-RC, KLA-RA, IEF, IKA, IKA-RA

Placement, Promotion, Acceleration, and Retention

A. PURPOSE

To establish a policy that recognizes the profound effect that placement, promotion, acceleration, and retention decisions have on students

To provide a framework for increasing individual student success through early, well-planned, and documented intervention

To provide a process that supports the Board of Education's strong commitment to the success of all students

B. PROCESS AND CONTENT

This policy supports the belief that all students in regular and special education can learn, progress, and achieve when individual differences are recognized and addressed through adjustments in programming. Each child's cognitive, physical, emotional, and social developmental rate is unique. Current MCPS practices reflect a commitment to this premise.

The final responsibility for decisions on placement, promotion, acceleration, and retention of students rests with the principal except for students with documented special education needs where decisions are made through the Admissions, Review, and Dismissal (ARD) process. The decision-making process includes parents/guardians and staff. Students are also included when appropriate. The following rules guide decision making on placement and promotion, acceleration, intervention, and retention:

1. Placement and Promotion
 - a. In prekindergarten through grade two, placement and promotion should be based on age. For Kindergarten, see MCPS Policy JEB: *Early Entrance to First Grade* and Administrative Regulation JEB-RB: *Early Entrance to First Grade*

and for prekindergarten through grade two, refer to Policy IEF: *Early Childhood Education*.

- b. In grades three through eight, placement and promotion should be based on academic progress and attainment of objectives assigned to the student. The needs of the whole child must be considered in making these decisions.
- c. In grades nine through twelve, placement and promotion of students should be based on the number of credits earned as prescribed by Administrative Regulation JEB-RA: *Placement, Promotion, Acceleration, and Retention of Pupils*.
- d. The decision-making process includes parents/guardians and staff. Students are included when appropriate. The final responsibility for these decisions rests with the principal except for students with documented special education needs where decisions are made through the Admissions, Review, and Dismissal (ARD) process.

2. Acceleration

Before a student in grades one through eight is considered for acceleration, the student's needs must be reviewed by the Educational Management Team. For students in kindergarten, see MCPS Policy JEB: *Early Entrance to First Grade* and Administrative Regulation JEB-RB: *Early Entrance to First Grade*. The decision-making process includes parents/guardians and staff. Students are included when appropriate. The final responsibility for the decision rests with the principal.

3. Interventions

When a student in grades PreK-8 is not attaining assigned objectives, the teacher will initiate intervention strategies. When the student does not respond to the strategies, the Educational Management Team will develop a plan for educational support. (See EMT and ARD Procedures Manual) Parents/guardians will be included in the development of the plan, as will students, when appropriate. The principal will monitor the implementation of this plan.

When a student in grades 9-12 is not attaining the course objectives, the teacher and counselor will develop a plan of intervention strategies. If these strategies are not successful, the Educational Management Team will modify the plan. (See EMT and ARD Procedures Manual) Parents/guardians and students will be included in the process. The principal will monitor the implementation of the plan.

4. Retention

- a. In prekindergarten through grade two, retention is not expected to occur. Students who are not performing according to expectations are provided additional assistance. See MCPS Policy IEF: *Early Childhood Education*.
- b. In grades three through eight, retention is to be used only when planned, intervention efforts to assist the student in achieving the assigned objectives have been unsuccessful. When retention is considered, the Educational Management Team, including parents/guardians and students, develops a plan for educational support for the school year in which the retention is to occur. The principal will monitor the implementation of this plan.
- c. In grades nine through twelve, retention should be based on the number of credits that the student has earned as prescribed in Administrative Regulation JEB-RA: *Placement, Promotion, Acceleration, and Retention*. Parents/guardians and students will be included in the process.
- d. In elementary and mid-level schools, the principal will report the proposed plan of support for each retained student to the Associate Superintendent for Administration.
- e. In prekindergarten through grade twelve the final responsibility for the decision rests with the principal except for students with documented special education needs where decisions are made through the Admissions, Review, and Dismissal (ARD) process.

C. REVIEW AND REPORTING

1. An annual report on retentions will be sent to the Board of Education.
2. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Policy History: Adopted by Resolution No. 239-92, March 10, 1992.