



## ADMINISTRATIVE PROCEDURE

### GENERAL PROCEDURES PERTAINING TO PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

5123.2

Procedure No.

February 15, 2017

Date

- I. **PURPOSE:** Promotion and retention of students within Prince George's County Schools shall be based upon the degree of success the individual student has achieved in completing the educational program designated to meet his/her needs. Promotion and retention will be considered annually in terms of the best placement of an individual student. Promotion is effected when the student has demonstrated appropriate levels of achievement and would benefit from the curriculum designed for the next grade level.

The requirements in this Procedure shall be effective starting the 2016-2017 school year.

- II. **INFORMATION:** Maryland Code, Education Article section 7-205 states that the promotion of students in a public school and graduation from a public high school shall be in accordance with: (1) policies established by the County Board, and (2) the rules and regulations of the State Board. The Superintendent of each local unit is responsible for establishing policies and specific provisions regarding the progression of students from grade to grade.

III. **PROCEDURES:**

A. Promotion and Retention Considerations:

1. Elementary School

- a. Promotion: Students are expected to become creative and innovative thinkers and master certain skills if they are to be successful in succeeding years. Essential foundation skills in reading, writing, and mathematics must be developed in grades K-3. If these skills are not mastered, the student may experience difficulty with school tasks in subsequent years. In grades 4-6, emphasis is placed on applying basic skills and strategies, developing higher order thinking and communication skills to learn content, and learning independently. **Promotion from Grade 5 or Grade 6 to the middle school setting shall be based on the criteria listed in the transition skills document attached to this procedure.**
- b. Retention: A student may be considered for retention when the student has not demonstrated appropriate levels of achievement, in response to interventions based upon his/her needs, does not qualify as a student with a disability, and would benefit from additional experiences with the curriculum



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at the same grade level. When retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least one conference per semester will be held with parents or guardians prior to the retention. If the parent and school personnel cannot reach an agreement relative to the retention, the final decision will be made by the elementary school principal and communicated in writing to parents or guardians.

School teams are strongly encouraged to reference the retention guidelines for the different grade levels, which are described under Section IV of this procedure.

Appeals of retention decisions must be made in writing to the Associate Superintendent within fifteen (15) calendar days by the parent/guardian. The Associate Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within fifteen (15) calendar days. The Associate Superintendent or his/her designee's decision shall be final.

#### 2. Middle School

- a. Promotion: For purposes of clarification in this procedure, a middle school student is any student in grades 6 (including elementary based), 7, and 8. The middle school years are a time when students consolidate previous learning, explore new program areas, and focus on continuous development and application of academic skills. Middle school students are expected to successfully complete all subjects taken.

**Promotion to high school from middle school will be based on the criteria as listed in the transition skills document attached to this procedure. Promotion and retention of students from middle school to high school will be discussed in collaboration with the Instructional Director. The final decision for promotions shall be made by the Associate Superintendent.**

- b. Retention: A student will be considered for retention when the student has not achieved satisfactorily in response to interventions based upon his/her needs, does not qualify as a student with a disability, and would benefit from additional experiences with the curriculum at the same grade level. When



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retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least one conference per semester will be held with the parents or guardians prior to the retention. Middle school students who have failed at least two of the core content courses (mathematics, reading, social studies, and science) and must be considered for retention will be given the option of attending a summer school credit recovery program. Students must complete the credit recovery program with at least a grade of "D" to be considered for promotion to the next grade. School teams are strongly encouraged to reference the retention guidelines for the different grade levels, which are described under Section IV of this procedure.

#### 3. High School

##### a. Promotion for entering freshman in Fall 2014 or after:

- (1) From Grade 9 to 10, a student must have a total of five units of credit, including one credit of English. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment or PARCC assessment should be included. 3.a. (1) is retroactive and supersedes the September 2, 2014 requirement for one credit of mathematics for promotion from Grade 9 to 10.
- (2) From Grade 10 to 11, a student must have a total of 10 units of credit, including two credits of English, one credit of mathematics, one credit of science, and one credit of social studies. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment or PARCC assessment should be included. 3.a. (2) is retroactive and supersedes the September 2, 2014 requirement for two credits of mathematics for promotion from Grade 10 to 11.
- (3) From Grade 11 to 12, a student must have a total of 14 units of credits, including three credits of English, two credits of mathematics,



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one credit of science, one credit of social studies, and be able to fulfill all requirements, not to exceed nine original credits per year during the regular school day, for a Maryland High School diploma in June. In addition, the student must have taken all assessments. An exception will be made for students entering a high school their senior year from another Maryland LEA or from out of state. Students must sit for the appropriate high school assessment at the end of the course before being promoted to 12th grade. 3.a. (3) is retroactive and supersedes the September 2, 2014 requirement for three credits of mathematics for promotion from Grade 9 to 10.

- (4) Students must meet the assessment requirements or alternative option per entry year in high school in order to graduate with a Maryland High School Diploma (see Administrative Procedure 6150). Failure to achieve either option will result in a student not being able to graduate, regardless of credits and grades earned.
  - (5) Students must meet the service-learning requirements per entry year in high school in order to graduate with a Maryland High School Diploma (see Administrative Procedure 6151). Failure to achieve either option will result in a student not being able to graduate, regardless of credits and grades earned.
- b. Promotion for entering freshmen for the period through Fall 2013:
- (1) From Grade 9 to 10, a student must have a total of five units of credit, including one credit of English. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment should be included.
  - (2) From Grade 10 to 11, a student must have a total of 10 units of credit, including two credits of English, one credit of mathematics, one credit of science, and one credit of social studies. Progress



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toward fulfilling the graduation requirement with regards to the Maryland High School Assessment should be included.

- (3) From Grade 11 to 12, a student must have a total of fourteen units of credits, including three credits of English, two credits of mathematics, one credit of science, one credit of social studies, and be able to fulfill all requirements not to exceed nine credits per year, for a Maryland High School diploma in June. In addition, the student must have taken all three high school assessments. An exception will be made for students entering a high school their senior year from another LEA or from out of state. Students must sit for the appropriate high school assessment at the end of the course before being promoted to 12th grade.
  - (4) Students must meet the assessment requirements or alternative option per entry year in high school in order to graduate with a Maryland High School Diploma (see Administrative Procedure 6150). Failure to achieve either option will result in a student not being able to graduate, regardless of credits and grades earned.
  - (5) Students must meet the service-learning requirements per entry year in high school in order to graduate with a Maryland High School Diploma (see Administrative Procedure 6151). Failure to achieve either option will result in a student not being able to graduate, regardless of credits and grades earned.
- c. Promotion/Retention/Graduation requirements for students with disabilities receiving special education:
- (1) In all cases, the Individualized Education Program (IEP) Team, with the agreement of the parent(s)/guardian(s)/surrogate, will determine the appropriate program and placement for each student with a disability, including consideration of



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all promotion/retention/graduation options based upon the student's Individualized Education Program (IEP). The Individualized Transition Plan (ITP) must also be considered for students age 14 and above. It is the position of the Department of Special Education that the appropriate placement of students with disabilities is preferred to retention. High School students with disabilities working toward the attainment of a high school diploma must meet course and credit requirements to accelerate to the next grade. Graduation with a regular high school diploma ends the student's eligibility for a Free Appropriate Public Education (FAPE) and therefore is a change of placement. Parents must be given prior notice of the change of placement during the annual review held in the spring of the student's junior school year.

- (2) Students with disabilities graduating with a **Maryland High School Diploma** must meet all state and local graduation requirements. Students with disabilities electing the College Career Research and Development program completer must earn:
  - (a) Four credits of College Career Research and Development, and
  - (b) Successful completion of the appropriate assessments.
- (3) A **Maryland High School Certificate** of completion of a special education program can be awarded to students with disabilities, who meet one of the following standards:
  - (a) The student has been enrolled in an education program for at least four years beyond grade eight, or its age equivalency, and has been determined by the IEP Team, with the agreement of the parent(s)/guardian(s)/surrogate of the student



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with identified disabilities to have developed appropriate skills to enter the world of work, to act responsibly as a citizen, and to enjoy a fulfilling life including but not limited to gainful employment, post-secondary education and training, supported employment, and other services that are integrated in the community; or

- (b) The student with a disability has been enrolled in an education program for four years beyond Grade 8 or its age equivalency, and has reached age 21 by the end of the student's current school year.
- (c) Any student with a disability who cannot meet graduation requirements is eligible to be awarded a Maryland High School Certificate. The final decision to award a student with disabilities a Maryland High School Certificate will not be made until after the beginning of the student's last year in high school.

A student with significant cognitive disabilities may not meet high school graduation requirements, if he/she participates in an Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS); and continues to receive instruction based on Alternate Academic Achievement Standards through high school.

- (4) A student who receives a Maryland High School Certificate prior to age 21 continues to be entitled to FAPE through age 21. The IEP Team must consider and document any request from the parent(s)/guardian(s)/surrogate or student, for service after the certificate has been issued. The IEP Team follows all applicable procedures to determine what services are to be provided.
- d. Home and Hospital Teaching: Students who are receiving Home and Hospital Teaching due to a physical or mental condition must complete the requirements for graduation in order to receive a high school diploma. Students on Home and Hospital Teaching with an IEP



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or 504 Plan must also follow the same requirements for graduation, in order to receive a high school diploma.

- e. Section 504 Services: Students who are receiving services under Section 504 of the Rehabilitation Act of 1973 must complete the requirements for graduation in order to receive a high school diploma. These students are entitled to receive the provisions of their 504 plan.
- f. ESOL students: ESOL students at any grade level should not be retained solely on the basis of their English proficiency. See Administrative Procedure 5111.3.
- g. Notification of Seniors of Graduation Status
  - (1) A Graduation Notification/Agreement, PS-13 will be completed in triplicate with each senior in a conference with his/her counselor during the first eight weeks of the senior year. The original copy will be retained for the school file; a copy will be sent by U.S. mail to the parent or guardian prior to the end of the first grading period; and the student will retain the third copy.

NOTE: Senior students entering after issuance of the first report card will, at the time of registration, complete a Graduation Notification/Agreement. If an official transcript from the previous school is not available, a note on the Graduation Notification/Agreement will indicate "pending receipt of official previous school records."

When official records are received, a Graduation Notification/Agreement will be completed. One copy will be sent by U.S. mail to the parent or guardian; one copy will be retained for the school file; and one copy will be given to the student.

- (2) Additional notification of students' progress on the assessment requirements, credits earned, and grades is provided in the form of progress reports and report cards issued every nine weeks. Ongoing communication will be provided to parents of seniors in danger of not graduating.
- (3) Students not meeting graduation requirements will be notified immediately following final examinations by a personal conference with appropriate staff, a telephone call to parents or guardians, and a certified letter sent to parents or guardians.



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#### IV. RETENTION GUIDELINES:

##### A. Guidelines for Elementary and Middle Schools

1. The indicators below are offered as a reference for educators when making decisions about the retention of students.
  - a. Kindergarten – A **combination of two or more** of the following factors may suggest that another year in kindergarten may be appropriate for the student:
    - (1) Exhibits significant delays in language and communication skills as indicated by early identification screening procedures;
    - (2) Demonstrates very short attention span, exhibited by significant difficulty attending to activities, tasks and following simple directions;
    - (3) Has a documented pattern of sporadic attendance (attendance should be monitored).
  - b. Grade 1 – A **combination of two or more** of the following factors may suggest that another year in Grade 1 may be appropriate for the student:
    - (1) Remains at an emergent reading level in spite of interventions offered;
    - (2) Has not mastered learning names and sounds of letters, and simple sound blending skills;
    - (3) Experiences much difficulty with handwriting activities;
    - (4) Demonstrates poor skill development on mathematics objectives for grade one even when using manipulative aids;
    - (5) Cannot work independently even for limited periods of time;
    - (6) Exhibits much difficulty in following directions; and
    - (7) Has a documented pattern of sporadic attendance (attendance should be monitored).
  - c. Grade 2 – A **combination of two or more** of the following factors may suggest that another year in grade two may be appropriate for the student:



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- (1) Remains at a grade one reading level in spite of interventions offered;
  - (2) Has not mastered learning names and sounds of letters, and simple sound blending skill;
  - (3) Experiences much difficulty with handwriting activities;
  - (4) Demonstrates poor skill development on mathematics objectives for grade two even when using manipulative aids;
  - (5) Cannot work independently even for limited periods of time;
  - (6) Exhibits much difficulty in following directions; and
  - (7) Has a documented pattern of sporadic attendance (attendance should be monitored).
- d. Grades 3, 4, and 5 – A **combination of two or more** of the following factors may suggest that another year in grades three, four, and five may be appropriate for the student:
- (1) In spite of interventions provided, the student lacks fluency and/or demonstrates poor reading comprehension and is reading at a level lower than the previous grade;
  - (2) Demonstrates poor skill development on mathematics objectives for the current grade even when using manipulative aids;
  - (3) Experiences significant difficulty with written communication;
  - (4) Demonstrates significant difficulty following two and three part directions; and
  - (5) Has a documented pattern of sporadic attendance (attendance should be monitored).
- e. Grades 6, 7, or 8 – **If a student is retained during the middle school years, every effort should be made to help that student benefit from the opportunities middle school provides for preparation for high school.** Rather than retaining a student simply because he/she has received one or more failing grades a **combination of two or more** of the following factors may suggest that another year in Grade 6, 7, or 8 may be appropriate for the student:



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- (1) Experiences difficulty reading fluently, constructing meaning from text, and communicating in written form;
  - (2) Demonstrates poor performance on mathematics objectives;
  - (3) Experiences significant difficulty working independently, lacks appropriate study skills, and demonstrates repeated failure to complete assignments; and
  - (4) Has a documented pattern of sporadic attendance (attendance should be monitored).
2. Strategies to modify instruction for students if it appears that the student is not making adequate progress include:
  - a. Place students in small instructional groups using materials appropriate for each student's instructional level;
  - b. Increase use of multi-sensory instructional techniques and manipulative materials;
  - c. Provide flexible grouping for skills instruction;
  - d. Obtain assistance from the reading teacher or other specialists;
  - e. Provide an extra period for instruction in critical skills areas;
  - f. Provide extended day programs for reinforcement of skills;
  - g. Incorporate technology-based instructional interventions within the student's instructional program;
  - h. Employ the use of specifically identified intervention materials; and
  - i. Divide the lesson into manageable steps.
3. Summer School Option – Middle school students who have failed at least one of the core content courses (mathematics, reading, social studies, and science) and are considered for retention will be given the option of attending a fee-based credit recovery summer program. Students must complete the courses with at least a grade of "D" to be considered for promotion to the next grade.
4. Timetable – The timetable to follow in considering possible Grade K-8 retentions is provided below. Activities specified in the timetable must be completed for all students retained. A checklist or record indicating that these procedures have been followed should be maintained in the folder of each student who is retained.



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DATE	ACTIVITY	PERSON(S) RESPONSIBLE
August/ September	<ol style="list-style-type: none"> <li>1. Review Administrative Procedure 5123.2 with staff.</li> <li>2. Review Administrative Procedure 5124 with staff.</li> <li>3. Initiate and maintain folders with sample of students' work reflecting levels of Achievement.</li> <li>4. Develop and determine strategies for interacting with parents.</li> <li>5. Arrange for parents to receive information about promotion and retention.</li> <li>6. Meet with parents and discuss specific skills deficits and strategies for remediation.</li> <li>7. Review student data from the previous year in order to identify early interventions and support.</li> <li>8. Monitor the student's attendance.</li> <li>9. Review student's cumulative folder and LAF (if appropriate) to determine if the student has been identified with a disability.</li> <li>10. Review the student's IEP or 504 plan to ensure that services are appropriate and are being implemented.</li> </ol>	Principal, School Instructional Team, Counselor, Staff
October/ November	<ol style="list-style-type: none"> <li>1. Review records of all students receiving grades of "D" and "E", plus those of other students who may profit from academic and/or social skills intervention.</li> <li>2. Prepare and implement an intervention plan for students at risk for failure.</li> <li>3. Prepare a list of students to be reviewed by the SST.</li> <li>4. Contact parents regarding referral to SST to arrange conferences to discuss student's progress and the plan for improvement that will be implemented.</li> <li>5. Monitor all students' attendance.</li> </ol>	Principal, Supplemental Services Team (SST), Counselor, Teacher



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November/ December	<ol style="list-style-type: none"> <li>1. Monitor progress and maintain work samples.</li> <li>2. Maintain ongoing home-school communications.</li> <li>3. Review and revise the instructional intervention plan as necessary.</li> <li>4. Determine the need for further diagnostic evaluations for identified students.</li> <li>5. Monitor the student's attendance.</li> </ol>	Principal, SST, Counselor, Teacher
January/ February	<ol style="list-style-type: none"> <li>1. Review progress of students referred to SST for underachievement.</li> <li>2. Identify students to be considered for possible retention.</li> <li>3. In February, contact parents of students in writing that are initially considered for the possibility of retention to schedule a conference.</li> <li>4. Continue implementing the instructional intervention plan.</li> <li>5. Monitor the student's attendance.</li> <li>6. Submit a list of possible retentions to the Area Office for review.</li> </ol>	Principal, Teacher, Counselor, SST
March/ April	<ol style="list-style-type: none"> <li>1. Have SST review records of all students who may be retained.</li> <li>2. Continue implementing the instructional intervention plan.</li> <li>3. Initiate the development of a comprehensive plan for improvement for the next school year for students who are recommended for retention.</li> <li>4. Maintain home-school communications for students considered for retention.</li> <li>5. Monitor student's attendance.</li> </ol>	Principal, Teacher, Counselor, SST
May/ June	<ol style="list-style-type: none"> <li>1. Continue implementing the instructional intervention plan.</li> <li>2. Schedule a conference for teacher, principal, and parent of student to be retained.</li> <li>3. Have SST make final recommendation to the principal for promotion and retention.</li> <li>4. Principal makes final decisions regarding promotion or retention in consultation with their Instructional Director.</li> <li>5. Send letters to parents indicating promotion or retention of students.</li> <li>6. Develop a plan for instructional improvement for students retained for the next school year.</li> <li>7. Submit the list of retained students and plans of improvement to the Area Office.</li> </ol>	Principal, Teacher, Counselor, SST



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5. Instructional questions that should be considered when planning a program for the student who is retained include the following:
  - a. What teaching strategies would be most appropriate for the student?
  - b. Does the student have an IEP or a 504 Plan?
  - c. How does the disability impact the student’s ability to access instruction?
  - d. Are the identified supplementary aides and services, accommodations, and program modifications appropriate in order for the student to make academic progress?
  - e. Is the students program or placement appropriate?
  - f. What additional instructional/support service will be offered beyond the regular instructional schedule?
  - g. How can parents/guardians be supported in providing assistance for their child?
  - h. What are the most appropriate instructional and resource materials to use with the student?

**B. Guidelines for High School**

The timetable to follow in considering possible retentions in high school is below. Activities specified in the timetable must be completed for all students retained. A checklist or record indicating that these procedures have been followed should be maintained in the folder of each student who is retained. This timetable must be adjusted accordingly for students who are enrolled in schools with a four-period schedule.

DATE	ACTIVITY	PERSON(S) RESPONSIBLE
August/ September	1. Review Administrative Procedure 5123.2 with staff. 2. Review Administrative Procedure 5124 with staff. 3. Review schedules of students in sequential courses to ensure passing grades in previous courses.	Principal, Administrators, Counselor, Staff



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	<ol style="list-style-type: none"> <li>4. Assess skills of students who appear to be under-achieving and review student placements. Make necessary program adjustments.</li> <li>5. Develop strategies for interacting with parents.</li> <li>6. Maintain records of students' progress.</li> <li>7. Schedule counselor visitation to classrooms to discuss promotion and retention.</li> <li>8. Include information on promotion and retention in materials provided to parents, including information on assessments and service-learning and what students can accomplish for the current academic year, i.e., assessments that need to be taken, bridge projects that may be taken in an Academic Validation Program course, testing dates.</li> <li>9. Review student's cumulative folder and LAF (if appropriate) to determine if the student has been identified with a disability.</li> <li>10. Review the student's IEP or 504 plan to ensure that services are appropriate and are being implemented.</li> </ol>	
October	<ol style="list-style-type: none"> <li>1. Distribute progress reports.</li> <li>2. Review records of students receiving "D" or "E" grades.</li> <li>3. Provide appropriate instructional interventions for students, as needed.</li> <li>4. Identify needed resources, support elements, and additional intervention strategies.</li> <li>5. Notify and meet with the student's parents to discuss the planned supports and interventions.</li> </ol>	Principal, Counselor, Teacher, SST
November (End of First Marking Period)	<ol style="list-style-type: none"> <li>1. Distribute report cards.</li> <li>2. Review "D" and "E" grades to identify students who are struggling with or failing required courses.</li> <li>3. Review absence and tardy data to identify students who are frequently absent from school.</li> <li>4. Provide assessment and service-learning updates if available.</li> </ol>	Principal, Counselor, Teacher, SST
November	<ol style="list-style-type: none"> <li>1. Adjust instructional interventions for students, including assessment support as needed, and identify needed resources and support systems.</li> <li>2. Contact parents of students failing semester courses.</li> </ol>	Principal, Counselor, Teacher, SST
December/ January	<ol style="list-style-type: none"> <li>1. Distribute progress reports. Provide assessment updates if available.</li> <li>2. Schedule small group meetings in which counselors and administrators meet with students experiencing failure.</li> <li>3. Contact parents of students with failing grades to schedule conferences.</li> <li>4. Continue to provide instructional interventions.</li> <li>5. Advise students who need additional support of</li> </ol>	Principal, Counselor, Teacher, SST



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	Evening High School enrollment opportunities (registration early January).	
February	<ol style="list-style-type: none"> <li>1. Distribute report cards.</li> <li>2. Reschedule students as appropriate and according to space availability.</li> <li>3. Review “D” and “E” distribution to identify students at risk of failure.</li> <li>4. Have teachers and guidance counselors assess skills and review placements of students in second semester courses, contact parents and recommend program adjustments as necessary.</li> <li>5. Continue to provide instructional interventions.</li> </ol>	Principal, Administrators, Counselors, Teachers
March	<ol style="list-style-type: none"> <li>1. Distribute progress reports.</li> <li>2. Review records of students experiencing failures and/or in danger of not graduating with respect to assessments or service-learning. Arrange for grade level administrators/counselors to contact parents/guardians.</li> <li>3. Adjust instruction for students during semester as appropriate or enroll in AVP courses or interventions as appropriate.</li> <li>4. Continue to identify needed resources and provide instructional interventions.</li> </ol>	Principal, Administrators, Counselors, Teachers
April (End of Third Marking Period)	<ol style="list-style-type: none"> <li>1. Distribute report cards.</li> <li>2. Review “E” list to identify multiple failures in “required courses.”</li> <li>3. Review absence and tardy list to identify students with high rates of absence.</li> <li>4. Continue to provide instructional adjustments and identify resources as appropriate.</li> <li>5. Contact parents of students failing semester courses.</li> </ol>	Principal, Administrators, Counselors, Teachers, SST
May	<ol style="list-style-type: none"> <li>1. Distribute progress reports, including information on summer school for students in jeopardy of non-promotion or needing remedial courses or bridge projects to satisfy assessment requirements.</li> <li>2. Continue to provide instructional interventions.</li> <li>3. Arrange for public address announcements regarding summer school information and registration followed by an announcement in each English class.</li> <li>4. Schedule conferences in which counselors and administrators meet with individual students and/or parents/guardians regarding student performance.</li> <li>5. Review records of students experiencing failures and/or in danger of not graduating with respect to assessments. Arrange for grade-level administrators/counselors to contact parents/guardians.</li> <li>6. Flag students for retention using School Exclusion feature by the end of May.</li> </ol>	Principal, Administrators, Counselors, Teachers, SST



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#### V. **SchoolMAX FLAGS:**

A fair warning flag can be set to let parents know that a child is in danger of failing. It can print for any course where the child has a grade of "E" on the progress report or the report card.

#### VI. **ACCELERATED PROMOTION OF STUDENTS GRADES 2-5:**

##### A. Whole Grade Acceleration

Acceleration is a process of double promotion or higher grade placement based on the student's learning ability, as well as:

- age;
- maturity;
- academic skills;
- self-confidence;
- grade level;
- behavior; and
- other pertinent factors relating to the overall well-being of the student.

Acceleration will not apply to Kindergarten and 1st grade students. Please refer to Administrative Procedure 5111.1 Admission to Pre-Kindergarten, Kindergarten, and First Grade.

##### B. Individual Subject Acceleration

Academic acceleration may involve individual subject acceleration. Individual subject acceleration occurs when a student is doing the caliber of work necessary to be enrolled in the next course in the academic sequence, or demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course.

##### C. Process for Acceleration

An acceleration evaluation team convened by the principal will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).



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This evaluation team shall include the following:

1. a parent/guardian, or a representative designated by that parent/guardian;
2. a gifted education coordinator, gifted intervention specialist, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted;
3. a principal or assistant principal from the child's current school.
4. a current teacher of the referred student;
5. a teacher at the grade level or course to which the referred student may be accelerated;
6. others as the committee deems appropriate.

#### D. Referral for Acceleration

Students may be referred for acceleration by the teacher, parent, or self nomination. Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester. Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

#### E. Criteria for Acceleration

A student will be accelerated when the acceleration evaluation team determines that a student:

1. achieved the grade/course objectives and State-mandated requirements, if applicable, for the grade/course in which s/he is presently enrolled as well as for the grade(s)/course(s) that will be skipped;
2. in the opinion of the professional staff, achieved the instructional objectives set for the present grade/course as well as the succeeding one(s);
3. demonstrated sufficient proficiency to permit him/her to be accelerated in the educational program;
4. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grade/course to which s/he will be promoted or enrolled.



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The acceleration evaluation team shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision and will become a part of the student's cumulative folder. If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify placement of the student in an accelerated setting.

Appeals must be made in writing to the Associate Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Associate Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the plan. The Associate Superintendent or his/her designee's decision shall be final.

#### VII. **RELATED PROCEDURES AND DOCUMENTS:**

Administrative Procedure 5111.1, Admission to Prekindergarten, Kindergarten, and First Grade;

Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Early Childhood Through Grade Five;

Administrative Procedure 5121.2, Grading and Reporting for Middle Schools, Grade Six Through Grade Eight;

Administrative Procedure 5121.3, Grading and Reporting for High Schools, Grade Nine Through Grade Twelve;

Administrative Procedure 5124, Proactive Student Services Intervention – P-Team, School Instructional Team (SIT), and Supplemental Services Team (SST) and Response to Intervention (Rtl);

Administrative Procedure 6142.1, Technical Academy Program Enrollment Criteria;

Administrative Procedure 6142.3, Monitoring and Exit Procedures for the Science and Technology Center Programs;

Administrative Procedure 6144, Monitoring and Exit Procedures for Specialty Programs;

Administrative Procedure 6150, Educational Requirements and Options in Secondary Schools;

Administrative Procedure 6151 Student Service-Learning Graduation Guidelines

#### VIII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Office of the Deputy for Teaching and Learning and the Department of Student Services will be responsible for updating these procedures as needed.



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- IX. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5123.2, dated September 2, 2014.
- X. **EFFECTIVE DATE:** February 15, 2017

Attachment: Transition Skills

Distribution: Lists 1, 2, 3, 4, 5, 6, 7, 10, and 11