

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

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

Responsible Office: Curriculum and Instructional Programs

Placement, Promotion, Acceleration, and Retention of Students

I. PURPOSE

To set forth the procedures for placing, promoting, accelerating, and retaining students in a Montgomery County public school

II. PROCEDURES

A. Placement

1. The principal has final responsibility for grade and class placement of students. In determining placement, the principal consults appropriate staff for their recommendations.
2. Placement of students in prekindergarten through first grade is governed by state laws and regulations. Also refer to:
 - Montgomery County Public Schools (MCPS) Regulation JEB-RB, *Early Entrance to Prekindergarten, Kindergarten, and First Grade*
 - Board of Education (Board) Policy IEA, *Framework and Structure of Early Childhood and Elementary Education*
 - MCPS Regulation JEA-RB, *Enrollment of Students*
 - MCPS Exhibit JEB-EA, *Age for School Attendance*
3. Students in kindergarten through Grade 12 who are new to MCPS and do not provide previous school records will be placed tentatively after consulting with the students and/or parent(s)/guardian(s). Final placement will be made by the principal when sufficient information about the student is available.

4. For international students, the principal should refer to MCPS Form 560-24: *New Student Information*, which is completed by the Residency and International Admissions Office. (See MCPS Regulation JEA-RC, *Enrollment and Placement of International and Foreign Students*.)
5. For students with documented special education needs, principals should refer to the *Problem Solving for Student Success Handbook*, Section III.

B. Promotion

1. For students in prekindergarten through Grade 2, promotion should be based on age. Students who are not performing according to expectations are provided additional assistance. Teachers must base their expectations on a thorough understanding of the wide range of cognitive, physical, social and emotional developmental levels which are typical for this age group. (For students in kindergarten see Board Policy JEB, *Early Entrance to Prekindergarten, Kindergarten, and First Grade* and MCPS Regulation JEB-RB, *Early Entrance to Prekindergarten, Kindergarten, and First Grade*. For students in prekindergarten through Grade 2, see Board Policy IEF, *Early Childhood Education*.)
2. For students in Grades 3 through 8, promotion is based on academic progress and the attainment of objectives assigned to the students. Other factors must be considered to meet the needs of the whole child.
3. For students in Grades 9 through 12, the following applies:
 - a) To be promoted to Grade 10, a student must earn a minimum of five credits including one credit for a required English course and one credit for a required mathematics course. Required courses that fulfill graduation requirements are identified in the *High School Course Bulletin*.
 - b) To be promoted to Grade 11, a student must earn a minimum of ten credits including two credits in required English courses, two credits in required mathematics courses, one credit in a required social studies course, and one credit in a required science course. Required courses that fulfill graduation requirements are identified in the *High School Course Bulletin*.
 - c) To be promoted to Grade 12, a student must earn a minimum of fifteen credits including three credits in required English courses,

three credits in required mathematics courses, two credits in required social studies courses, and two credits in required science courses. Required courses that fulfill graduation requirements are identified in the *High School Course Bulletin*.

4. The final responsibility for promotion decisions rests with the principal.

C. Acceleration

1. Student needs are met within the classroom or grade level through such program adjustments as flexible grouping, differentiated instruction, and enrichment.
2. The final responsibility for the decision about acceleration rests with the principal.

D. Intervention

When a student in prekindergarten through Grade 8 is not attaining assigned objectives, staff will initiate intervention strategies. If the student does not respond to the strategies, the Educational Management Team will develop a plan for educational support. Use MCPS Form 272-4: *Educational Management Team Summary*. (Refer to the *Problem Solving for Student Success Handbook*.) Parents/guardians and, when appropriate, students will be included in the development of the plan. The principal will monitor the implementation of this plan.

When a student in Grades 9 through 12 is not attaining the course objectives, staff will develop a plan of intervention strategies. If these strategies are not successful, the Educational Management Team will modify the plan to support improved student performance. (See the *Problem Solving for Student Success Handbook*.) Parents/guardians and students will be included in the process. The principal or designee will monitor the implementation of the plan.

E. Retention

For students in prekindergarten through Grade 2, retention is not expected to occur. Students who are not performing according to expectations are provided additional assistance. For students in Grades 3 through 8, retention may be considered only when documented alternative educational strategies have not resulted in the expected student progress. In Grades 9 through 12, if students fail to meet the requirements outlined in II.B.3. above, they will be retained.

The final responsibility rests with the principal except for students in special education programs; retention decisions for these students are the responsibility of the Individualized Education Program (IEP) team. The principal is responsible for monitoring the decision. If the parent/guardian disagrees with the IEP decision, he or she has the right to appeal the decision according to legally mandated due process procedures.

Retention decisions are made together with parents/guardians and, when appropriate, with the student.

1. For students in prekindergarten through Grade 2, staff bases expectations on a thorough understanding of the wide range of developmental levels. Students who are not performing according to expectations are provided special assistance.
2. For students in Grades 3 through 8, retention is to be used only when efforts to assist the student in achieving the assigned objectives have been unsuccessful. When retention is considered, the Educational Management Team, together with parents/guardians and the student, develops a new plan for educational support, using MCPS Form 272-42: *Educational Management Team Program Plan for Students Being Retained*, for the school year in which the retention is to occur. The outcomes of the previously implemented plan should be used as the basis for developing the program for the retention year. Such plans may include tutoring, mentoring, and other supports determined by the Educational Management Team. The principal will monitor the implementation of this plan.
3. For students in Grades 3–8, evaluation of progress should be based on the student's overall performance in the school program. The evaluation should not be based solely upon performance in individual courses.
4. Principals will submit the proposed plan of support for each retained student to the Office of School Performance.

F. Appeals

In matters of disagreement with regard to placement, promotion, acceleration, and retention, the procedures specified in MCPS Regulation KLA-RA, *Responding to Inquiries and Complaints from the Public* will be followed.

Regulation History: Formerly Regulation 355-3, May 15, 1981; directory information updated; revised December 1986; revised and split into two regulations (this one and JEA-RB) August 26, 1987; revised April 1, 1992; revised March 23, 2010.