	<b>Governance</b>  <b>Placement, Promotion, Intervention, Retention and Acceleration</b>	<b>Administrative Regulation #</b>	IKE
		<b>Implemented</b>	1/9/02
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## **Administrative Regulation**

### ***1. Purpose***

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

### ***2. Scope***

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Carroll County Public Schools believes that all students can learn and succeed--- no excuses, no exceptions. Educators shall strive to place students at the grade level best suited to their demonstrated levels of achievement, while maintaining an appropriate degree of challenge and rigor. Appropriate decisions regarding placement, promotion, intervention, retention, and acceleration are best made through a collaborative process involving school staff, parents, and the individual student. The final responsibility for these decisions rests with the principal.

### ***3. Procedures***

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#### **A. Placement**

1. The principal has final responsibility for grade and class placement of students. In determining placement, the principal shall consult with appropriate staff and parents/guardians and consider their recommendations.
2. Placement of students in kindergarten through first grade is governed by state law and regulations. (See Board Policy JE: Student Enrollment and Attendance.)
3. Students in grades two through twelve who are new to CCPS and do not provide previous school records shall be placed in an age appropriate setting pending the review of further information.
4. For English language learners and other international students in all grades, placement, promotion, retention, and acceleration shall also include the recommendation of ESOL staff and shall be based upon an evaluation of the student's transcript and any available assessment data.
5. Students with documented special education needs shall be placed through the Individualized Education Plan (IEP) process. (See Board Policy IHBA: Program For Students With Disabilities)


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B. Promotion/Retention

The principal shall consider a student for retention when a student fails to meet grade-level standards. The principal may also consider for retention a student who is recommended by school staff or parents/guardians for other reasons. The principal must consider whether the needs of the student can be best met through retention and offer the parent/guardian an opportunity to be included in the process. The principal shall make the decision based on a number of factors including, but not limited to:

- academic achievement data
- response to academic interventions
- age of the student
- previous retention(s)
- attendance record
- parental concerns
- developmental factors
- health factors
- emotional factors
- report card
- IEP
- 504 plan

1. Kindergarten, Grades One and Two: Students at these grade levels exhibit a wide range of cognitive, physical, social, and emotional developmental levels; therefore, promotion is expected. Students who are not performing according to expectations shall be provided additional intervention prior to consideration for retention.
2. Grades Three, Four and Five: To be promoted to the next grade, students must pass English Language Arts (ELA) and mathematics.
  - A student who fails ELA and/or mathematics for the year (as determined by the average of the grades over the four (4) marking periods) shall be considered for retention.
  - A student who successfully participates in appropriate interventions, such as extra assistance, a pull-out program, extended day programs, extended year programs, etc., to address the ELA and/or mathematics deficiencies, shall be promoted.
3. Grades Six, Seven and Eight: To be promoted to the next grade, students must pass all core academic subjects (mathematics, ELA, science, and social studies).

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- A student who fails any of the core subjects for the year shall be considered for retention. A student who successfully participates in appropriate interventions, such as extra assistance, a pull-out program, extended day programs, extended year programs, etc., to address the subject-area deficiencies, shall be promoted.

4. Grades Nine through Twelve: To be promoted, a student in grades nine through twelve should meet the following requirements:

- 9<sup>th</sup> to 10<sup>th</sup> grade - completion of a minimum of 6 credits,
- 10<sup>th</sup> to 11<sup>th</sup> grade - completion of a minimum of 12 credits
- 11<sup>th</sup> to 12<sup>th</sup> grade - completion of a minimum of 18 credits and a minimum of 55 service learning hours

- For graduation (See Board Policy IKF: Requirements For Graduation From Carroll County High Schools)


The final responsibility for decisions on promotion of a student rests with the principal, except when decisions are made through the IEP process for students with documented special education needs. The principal is responsible for monitoring the decision. If the parent/guardian disagrees with the IEP Team decision, he or she has the right to appeal the decision according to legally mandated mediation/due process procedures.

Due to the potential detrimental effects of multiple retentions, it is not expected that a student would be retained more than once during the k-8 experience. Any recommendation for a second retention must be approved by the school-level director.

C. Intervention

A student who is not performing according to expectations is provided with appropriate assistance that addresses specific academic needs.


Research-based intervention programs and services that provide extended or remedial learning opportunities will be available to all students who are at risk or who do not meet the established standards for promotion. Such programs may be implemented through computer-assisted instruction, extended day or extended year programs, Saturday or summer school programs, tutoring, small group instruction, or classroom intervention. Interventions will address

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specific academic needs of the individual student as determined by multiple assessments.

1. When a student in grades kindergarten through grade five is not attaining assigned objectives or meeting required grade level promotion standards, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If the student does not respond to strategies, the Instructional Support Team will develop an Individual Learning Plan. Parents/Legal Guardians will be included in the development of the plan, as will students, when appropriate. The principal will monitor the implementation of this plan.
  
2. When a student in grades six through eight develops a pattern of failure in a core subject area, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If, at the end of a marking period, a child receives a failing grade in one (1) or more core subjects, the student will be assigned academic recovery. The student will be assigned an academic recovery plan that addresses the student's learning needs and provides academic support. If the plan is successfully completed by the mid-point of the next marking period, the grade for the core academic course will be changed to a d. If at the end of the third or fourth marking period a student is still in danger of failing, the administration will initiate a series of progress reports which will inform the parents/legal guardian of the student's continued failure or success. Decisions on retention will be made on a timely basis in order to allow for enrollment in the appropriate program of study.
  
3. When a student in grades nine through twelve is not attaining the course objectives, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If the student continues in not attaining course objectives, further school-based individualized intervention shall be developed and implemented through support teams such as the Instructional Support Team (IST), the Student Assistance Team, or Guidance and Student Services. In high school, credits earned determine promotion. For students who do not earn enough credits, a plan will be developed for credit recovery. Parents/legal guardians and students will be included in the development of this plan. The principal will have oversight of this planning process and monitor the implementation of this plan.

D. Acceleration

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1. The principal may, upon the recommendation of school staff or parent/guardian, consider accelerating a student to an advanced grade when the student consistently demonstrates the ability to exceed grade-level content standards.
2. School staff shall first attempt to address student advanced learning needs within the classroom or grade level through such program adjustments as flexible grouping, differentiated instruction, and enrichment.
3. Other options may include partial day or subject-area advancement to the next grade level or program.
4. A student will not be accelerated to advanced grades against the wishes of his/her parent/guardian.

E. Appeals

In matters of disagreement with regard to placement, promotion, acceleration, or retention, the parent/legal guardian may appeal a decision by writing to the appropriate director (elementary, middle, or high school) within ten days of receipt of written notification of the decision from the school principal.