

ADMINISTRATIVE PROCEDURE

GENERAL PROCEDURES PERTAINING TO PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

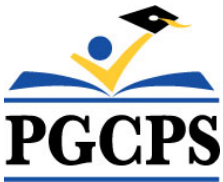
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Procedure No.

September 2, 2021

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- 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 affected when the student has demonstrated appropriate levels of achievement and would benefit from the curriculum designed for the next grade level.
- II. **POLICY:** The Board of Education believes that students should not be indiscriminately promoted through the grades without a level of skill mastery that will allow them to be successful at each succeeding grade. Research shows that students learn at different rates and some need longer than others to master specific academic skills. The Chief Executive Officer will oversee the implementation of a system that measures student achievement and provides supplemental programs for students who are not achieving at appropriate levels, subject to annual budget resource availability. Parents must be kept informed of lack of student progress that might result in failure and of the existence of supplemental learning opportunities. (Board Policy 5117)
- III. **BACKGROUND:** Maryland Code, Education Article Section 7-205 states that “(a) 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 Chief Executive Officer of each local unit is responsible for establishing policies and specific provisions regarding the progression of students from grade to grade.
- IV. **DEFINITIONS:**
- A. **Acceleration** – The term means when a student moves through traditional curriculum at rates faster than typical. Among the many forms of acceleration are whole grade, early entrance, and individual subject acceleration.
 - B. **Promotion** – The term means promoting a student to the next grade after the current school year’s requirements are met.
 - C. **Retention** – The term means repeating an academic year of school. Retention in school is also called grade retention, being held back, or repeating a grade.
- V. **PROCEDURES:**
- A. **Promotion and Retention Considerations**
 - 1. Elementary School
 - a. Promotion: Students are expected to become creative and innovative



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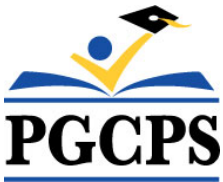
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thinkers and master certain skills if they are to be successful in succeeding years. Essential foundation skills in reading, writing, and mathematics must be developed in grades K-3. If these skills are not mastered, the student may experience difficulty 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 to middle school shall be based on the criteria listed in the transition skills document (See Appendix A).

- 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, and would benefit from additional experiences with the curriculum 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.
- c. Appeals of retention decisions must be made in writing to the Associate Superintendent within fifteen (15) calendar days by the parent or guardian. The Associate Superintendent, or his/her designee, shall review the appeal and notify the parent or 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.
 - i. 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.
 - ii. Middle school students are expected to successfully complete all subjects taken.
 - iii. Promotion from middle school to high school will be based on the criteria as listed in the transition skills document attached to this



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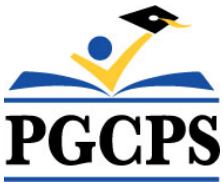
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- iv. Promotion and retention of students from middle school to high school will be discussed in collaboration with the Instructional Director.
 - v. The final decision for promotions shall be made by the Associate Superintendent.
- b. Retention: A student will be considered for retention when the student has not achieved satisfactorily in response to interventions based upon his/her needs, and would benefit from additional experiences with the curriculum at the same grade level.
- i. 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 the parents or guardians prior to the retention.
 - ii. 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.
 - iii. Students must complete the credit recovery program with at least a grade of “D” to be considered for promotion to the next grade.
 - iv. School teams are strongly encouraged to reference the retention guidelines for the different grade levels, which are described under Section V of this procedure.

3. High School

- a. Promotion for entering freshmen in Fall 2014 through Fall 2020:
 - i. 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 Assessments should be included.
 - ii. From Grade 10 to 11, a student must have a total of ten 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



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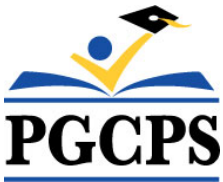
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Maryland High School assessments should be included.

- iii. 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 original credits per year during the regular school day, for a Maryland High School Diploma in June.
 - iv. All seniors must be enrolled in courses daily to meet their graduation requirements. A minimum of four credits is required (see Administrative Procedure 6150).
 - v. In addition, a student must have taken all required course assessments. An exception will be made for students entering a high school their senior year from another Maryland LEA or from out of state.
 - vi. 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).
 - vii. 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 in Fall 2021 (students entering high school in school year 2021-2022) or after:
- i. From Grade 9 to 10, a student must have a total of five units of credit, including one credit of English and one credit of Mathematics. Progress toward fulfilling the graduation requirement with regards to the Maryland High School assessments should be included.



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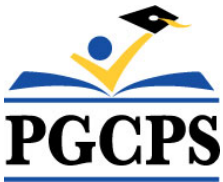
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- ii. From Grade 10 to 11, a student must have a total of ten units of credit, including two credits of English, two credits of mathematics, one credit of science, and one credit of social studies. Progress toward fulfilling the graduation requirement with regards to Maryland High School assessments should be included.
 - iii. From Grade 11 to 12, a student must have a total of fourteen units of credits, including three credits of English, three credits of mathematics, 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.
 - iv. All seniors must be enrolled in courses daily to meet their graduation requirements. A minimum of four credits is required (see Administrative Procedure 6150).
 - v. In addition, a student must have taken all required course assessments. An exception will be made for students entering a high school their senior year from another Maryland LEA or from out of state.
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- c. Promotion/Retention/Graduation requirements for 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).
 - d. Notification of Seniors of Graduation Status:
 - i. A Graduation Notification/Agreement (electronic and/or PS-13) will be completed with each senior in a conference with his/her school counselor during the first eight weeks of the senior year.



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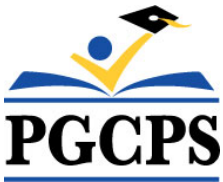
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- ii. The original copy will be retained for the school file; a copy will either be sent by U.S. mail or emailed to the student and parent or guardian prior to the end of the first grading period.
- iii. NOTE: Senior students entering after issuance 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.”
- iv. When official records are received, a Graduation Notification/Agreement will be completed.
- v. Additional notification of student’s 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.
- vi. 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.
- vii. Appeal of Denial of Diploma for Failure to Meet Maryland Comprehensive Assessment Requirement (see COMAR 13A.03.02.09-1)
 - a) The principal or his/her designee shall notify each senior and the senior's parents or guardians on or before the end of February of the senior year if a student may not graduate. The notice shall explain the reasons the student may not graduate, the options available to meet all graduation requirements, that a waiver of the Maryland Comprehensive Assessment graduation requirement may be one of the options if the student meets the criteria, the waiver process and timeline, and to submit information in writing to the principal concerning eligibility of their child for the waiver.
 - b) On or before the end of February, the principal shall report to the area superintendent the name and student identification number of each student identified in the February notice.
 - c) On or before April 1, the principal shall identify each student who may fail to graduate because the student has taken none



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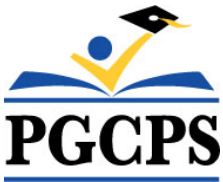
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or failed some or all of the required Maryland Comprehensive Assessments

- d) On or before April 1, the principal shall report to the area superintendent the name and student identification number of each student identified as meeting the criteria in C.
- e) By April 1, for each senior identified, the school principal shall consider whether to recommend to the area superintendent a waiver of the Maryland Comprehensive Assessment graduation requirements that the student has not fulfilled to date if:
 - 1) The student meets the following criteria:
 - (a) The student has or will meet all other graduation requirements;
 - (b) The student has or will take all required Maryland Comprehensive Assessments before the graduation date; and
 - (c) If the student had an opportunity to participate in one or more interventions, or remediation opportunities, including the Bridge Plan, the student participated in them; and
 - 2) The student is prevented from meeting the Maryland Comprehensive Assessment graduation requirements because:
 - (a) Of a decision made by PGCPS concerning the provision of appropriate assistance;
 - (b) The student experienced a circumstance(s) preceding the administration of the most recent Maryland Comprehensive Assessment, such as a recent death in the immediate family, a serious or prolonged illness or pregnancy with medical complications, an accident causing serious injury, or a destructive house fire;
 - (c) The student moved to the United States in the



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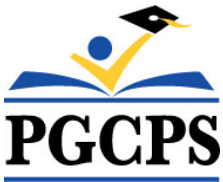
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- junior or senior year and the student is literate in the student's native language but not literate in English; or
- (d) The student moved to Maryland in the senior year, has passed all the Maryland Comprehensive Assessment courses, but has failed the related Maryland Comprehensive Assessment, and has had no adequate opportunity for intervention.
 - (e) On or about April 1, the principal shall notify the student and the student's parents or guardians that the student is being considered for a waiver of the Maryland Comprehensive Assessment graduation requirements that the student has not fulfilled to date. The notice shall explain the waiver decision-making process.
 - (f) On or before May 1, the principal of the high school shall make a Maryland Comprehensive Assessment waiver recommendation to the area superintendent for each student who meets the criteria set forth with the participation of:
 - (1) The student's IEP team, if the student is a student with disabilities;
 - (2) The English Language Learner staff, if the student is an English Language Learner;
 - (3) Other school personnel; or
 - (4) One or more of them.
 - (g) The principal shall explain the reason for each recommendation, whether the recommendation is to grant or deny the waiver.
 - (h) The area superintendent shall review each



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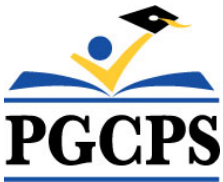
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recommendation and shall:

- (1) Grant or deny the waiver;
 - (2) Promptly notify the student and the student's parent or guardian of the decision; and
 - (3) If the waiver is granted, include in the notification the local procedures and requirements that must be met for a diploma to be awarded.
- (i) The area superintendent's decision in this matter is not appealable to the local Board of Education, but may be appealed to the Chief of School Support and Leadership and then to State Superintendent of Schools.
 - (j) A student or the student's parents or guardians may appeal the waiver denial to the State Superintendent by sending a written appeal letter explaining why the waiver denial was an arbitrary or unreasonable decision. The State Superintendent may affirm or reverse the local superintendent's decision and shall inform the student, the student's parents or guardians, the local superintendent, and the State Board in writing of the decision.
 - (k) The decision of the State Superintendent may be appealed to the circuit court
 - (l) By August 1, the Chief of School Support and Leadership by approval of the Chief Executive Officer shall send a report to the State Superintendent or the State Superintendent's designee on waiver decisions.
 - (m) No part of this procedure is intended to establish any right to participate in the graduation ceremony while an appeal is pending.



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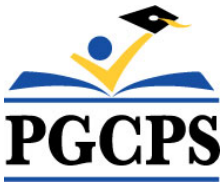
- (n) Participation in the graduation ceremony remains at the discretion of local leadership.

B. Retention Guidelines:

1. Guidelines for Elementary and Middle Schools

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:
 - i. Exhibits significant delays in language and communication skills as indicated by early identification screening procedures;
 - ii. Demonstrates very short attention span, exhibited by significant difficulty attending to activities, tasks and following simple directions; and
 - iii. 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 one may be appropriate for the student:
 - i. Remains at an emergent reading level in spite of interventions offered;
 - ii. Has not mastered learning names and sounds of letters, and simple sound blending skills;
 - iii. Experiences much difficulty with handwriting activities;
 - iv. Demonstrates poor skill development on mathematics objectives for grade one even when using manipulative aids;
 - v. Cannot work independently even for limited periods of time;
 - vi. Exhibits much difficulty in following directions; and
 - vii. Has a documented pattern of sporadic attendance (attendance should be monitored).



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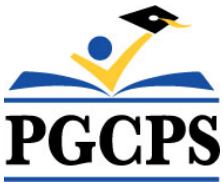
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- c. Grade 2 – A **combination of two or more** of the following factors may suggest that another year in grade two may be appropriate for the student:
- i. Remains at a grade one reading level in spite of interventions offered;
 - ii. Has not mastered learning names and sounds of letters, and simple sound blending skill;
 - iii. Experiences much difficulty with handwriting activities;
 - iv. Demonstrates poor skill development on mathematics objectives for grade two even when using manipulative aids;
 - v. Cannot work independently even for limited periods of time;
 - vi. Exhibits much difficulty in following directions; and
 - vii. 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:
- i. 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;
 - ii. Demonstrates poor skill development on mathematics objectives for the current grade even when using manipulative aids;
 - iii. Experiences significant difficulty with written communication;
 - iv. Demonstrates significant difficulty following two and three part directions; and
 - v. Has a documented pattern of sporadic attendance (attendance should be monitored).
- e. Grades 6, 7, and 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.



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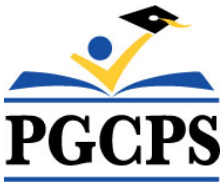
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Rather than retaining a student simply because he/she has received one or more failing grades, a **combination of two or more** of the following factors may suggest that another year in Grade 6, 7, or 8 may be appropriate for the student who:

- i. Experiences difficulty reading fluently, constructing meaning from text, and communicating in written form;
 - ii. Demonstrates poor performance on mathematics objectives;
 - iii. Experiences significant difficulty working independently, lacks appropriate study skills, and demonstrates repeated failure to complete assignments; and
 - iv. Has a documented pattern of sporadic attendance (attendance should be monitored).
- f. Students with IEPs
- i. A student with a disability under IDEA that is considered for retention shall be referred to the IEP team to first consider whether the student requires revisions to the IEP, as an alternative to retention.
 - ii. A student with a disability under IDEA should not be retained due to the need for additional special education or compensatory services. A student's disability and the need for specially designed instruction should not be considered as a basis for retention.
- g. Strategies to modify instruction for students if it appears that the student is not making adequate progress include:
- i. Place students in small instructional groups using materials appropriate for each student's instructional level;
 - ii. Increase use of multi-sensory instructional techniques and manipulative materials;
 - iii. Provide flexible grouping for skills instruction;
 - iv. Obtain assistance from the reading teacher or other specialists;
 - v. Provide an extra period for instruction in critical skills areas;



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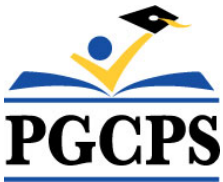
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- vi. Provide extended day programs for reinforcement of skills;
 - vii. Incorporate technology-based instructional interventions within the student's instructional program;
 - viii. Employ the use of specifically identified intervention materials; and
 - ix. Divide the lesson into manageable steps.
 - x. If the student is in special education, the IEP team will convene to discuss appropriate services for Students with Disabilities under IDEA.
- h. 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 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.
- i. Timetable – The timetable to follow in considering possible grades K-8 retentions is provided (see Appendix B). 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.
- j. Instructional questions that should be considered when planning a program for the student who is retained include the following:
- i. What teaching strategies would be most appropriate for the student?
 - ii. Does the student have an IEP or a 504 Plan?
 - How does the disability impact the student's ability to access instruction?
 - Are the identified supplementary aides and services, accommodations, and program modifications appropriate for the student to make academic progress?
 - Is the student's program or placement appropriate?
 - iii. What additional instructional/support service will be offered beyond the regular instructional schedule?



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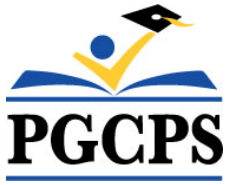
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- iv. How can parents/guardians be supported in providing assistance for their child?
 - v. What are the most appropriate instructional and resource materials to use with the student?
 - vi. Will the student have the same teacher and if so what will be done differently with delivery of instruction?
2. Guidelines for High School- Retentions in high school occur based on credits earned. Activities specified in the timetable in considering possible retentions in high school are recommended for all students retained (see Appendix C). 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.
 3. 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.

C. Accelerated Promotion of Students

1. Elementary School, Grades PreK-5: Students are expected to complete all courses and/or earn applicable credits as defined by Code of Maryland Regulations and Prince George’s County Public Schools’ publications. In the case where school staff deem it appropriate to consider a student for accelerated placement, the guidelines below are provided.
 - a. PreK - Grade 1
(Also see Administrative Procedure 5111.1, Admission to Pre-Kindergarten, Kindergarten and First Grade.)
 - i. Early Entrance into Pre-Kindergarten – Per Administrative Procedure 5111.1, the Prince George’s County Board of Education allows early admission into pre-kindergarten for three (3) year-old students who meet all other enrollment qualifications and have demonstrated educational needs warranting early admission based on assessment results.
 - ii. Early Entrance into Kindergarten – The Prince George’s County Board of Education allows early admission into kindergarten for four (4) year-old students who meet all other enrollment qualifications and demonstrate capabilities warranting early admission based on assessment results.



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iii. Early Entrance into Grade 1 – The Board maintains that extremely talented kindergarten students should be declared eligible to enroll into the first grade when it is determined by staff that those students have the maturity and ability to succeed academically in the first grade. An acceleration evaluation team meeting must be held to review all assessment and classroom data. The Elementary Reading/English Language Arts and Mathematics Supervisors can assist with an evaluation of documents if needed. These data and written acceleration plans should be sent for approval from the Principal to the Instructional Director.

b. Grades 2-5

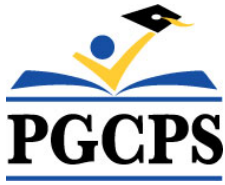
i. Individual Subject Acceleration_– Academic acceleration may involve individual subject acceleration. Individual subject acceleration occurs when a student is doing the caliber of work necessary to be enrolled in the next course in the academic sequence or demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. All acceleration decisions must be prepared using the process outlined in “c” below.

ii. Whole Grade Acceleration_– Whole Grade Acceleration is a process of double promotion or higher grade placement based on the student’s learning ability as well as:

- a) age;
- b) maturity;
- c) academic skills;
- d) self confidence;
- e) grade level;
- f) behavior; and
- g) other pertinent factors relating to the overall well-being of the student.

iii. 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 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 or guardian.



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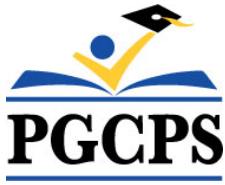
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- iv. Process for Acceleration – An acceleration evaluation team convened by the principal will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration) or take a subject at a higher grade level or skip a course. If assistance is needed with the evaluation, the Office of Professional School Counseling should be contacted. This acceleration evaluation team shall include the following:
- a) A parent or guardian, or a representative designated by that parent or guardian;
 - b) 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.
 - c) A principal or assistant principal from the child’s current school.
 - d) A current teacher of the referred student.
 - e) A teacher at the grade level or course to which the referred student may be accelerated.
 - f) Others as the committee deems appropriate.
- v. Criteria for Acceleration - A student will be accelerated when the acceleration evaluation team determines that a student:
- a) Achieved the grade/course objectives and State-mandated requirements, if applicable, for the grade/course in which
 - b) He/she is presently enrolled, as well as for the grade(s)/course(s) that will be skipped;
 - c) In the opinion of the professional staff, achieved the instructional objectives set for the present grade/course, as well as the succeeding one(s);
 - d) Demonstrated sufficient proficiency to permit him/her to be accelerated in the educational program; and
 - e) Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grade/course to which he/she will be promoted or enrolled.



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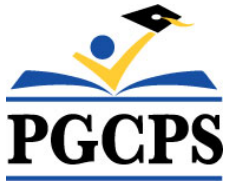
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- vi. Decision Notification/Appeal Process –
 - a) The acceleration evaluation team shall issue a written decision on the outcome of the evaluation process to the principal and the student’s parent or guardian. This notification shall include instructions 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 or guardian shall be provided with a copy of the plan. The plan shall specify placement of the student in an accelerated setting.
 - b) Appeals must be made in writing to the Associate Superintendent within thirty (30) calendar days of the parent or guardian receiving the committee’s decision. The Associate Superintendent or his/her designee shall review the appeal and notify the parent or 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.
2. Accelerated Promotion of Students – Middle School, Grades 6-8: See Administrative Procedure 6150, Educational Requirements and Options in Secondary Schools for required credits in middle school per the Code of Maryland.
 - a. Individual Subject Acceleration – In addition to the guidelines provided in this section, honors courses or the accelerated course sequence would be the first level of acceleration for students in grades 6-8. This is also applicable to grade 5 students who are considered for acceleration by course.
 - i. In extreme cases when students demonstrate an extensive knowledge base well beyond their current content or peers, and where mastery on grade level standards has been exceeded, then an acceleration evaluation team will be convened by the principal.
 - ii. This team will make a recommendation on 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.
 - iii. In addition, high school courses that earn high school credit are only those courses approved by the district and for which all prerequisites



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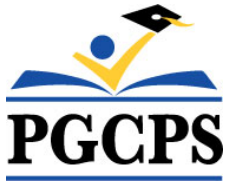
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are met via MSDE approved online credit, transfer credit from approved institutions, or home-schooling credit or other credit via Tests of Achievement and Proficiency (TAP) testing when credit to be considered is not from an approved, accredited source.

- b. 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 principal or his/her designee 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 or guardian.
- 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. If assistance is needed with the evaluation, the Office of Professional School Counseling should be contacted.
- d. This acceleration evaluation team shall include the following:
 - i. A parent or guardian, or a representative designated by that parent or guardian.
 - ii. A gifted education coordinator, gifted intervention specialist, school psychologist, or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
 - iii. A principal or assistant principal from the child’s current school.
 - iv. A current teacher of the referred student.
 - v. A teacher at the grade level or course to which the referred student may be accelerated.
 - vi. Others as the committee deems appropriate.
- e. Criteria for Acceleration – The acceleration evaluation team is expected to take into consideration:
 - i. Honors as the first option in place of acceleration.
 - ii. Existing content acceleration plans that have been provided thus far to the student and the data that supports this recommendation--middle



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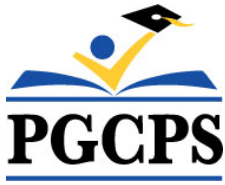
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school R/ELA and Mathematics Supervisors can assist with an evaluation of data.

- iii. Classroom participation and interaction with peers.
 - iv. Performance on state-based assessments.
 - v. Review of prerequisites for each core content course.
 - f. Decision Notification/Appeals Process – If the team recommends whole-grade acceleration, all considered factors must be described in a written recommendation to the principal. If in agreement, the principal will then submit a written request to the Director of Curriculum and Instruction inclusive of all determining factors by March of the school year preceding the change for approval. The Director of Curriculum and Instruction will confer with the appropriate content area supervisors and record-keeping stakeholders and respond through a memo that will be placed in the student’s cumulative folder by May. This notification shall include instructions for appealing the decision.
 - g. Appeals must be made in writing to the Associate Superintendent within thirty (30) calendar days of the parent or guardian receiving the committee’s decision. The Associate Superintendent or his/her designee shall review the appeal and notify the parent or 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.
3. Public School Charter: College Park Academy (CPA) is a public charter school in Prince George’s County serving middle and high school students, grades 6-12. CPA offers a combination of online and blended learning as its instructional and curricular platform. Resources and assessments may be easily accessible virtually as part of its blended learning model. Students at CPA may be eligible to advance to English 9 as an 8th grader through a Test of Achievement and Proficiency (TAP) due to their combination of online and blended learning.
 4. Accelerated Promotion of Students – High School, Grades 9-12: See Administrative Procedure 6150 - Educational Requirements and Options in Secondary Schools for required credits in high school and the Early Admissions process for students who wish to leave high school in less than four years.
 - a. Students must earn specified credits for promotion from one grade level to the next.



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- b. Additionally, acceleration can be attained by course selection once prerequisites are met, approved summer school options, approved online courses (approved by the district and paid for by the parent), dual enrollment, or advanced placement courses.

VI. MONITORING AND COMPLIANCE:

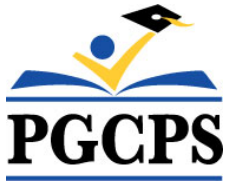
- A. The school principal or designee will review this administrative procedure with all staff with responsibilities herein by September of each school year.
- B. The school principal or designee will implement a school plan to align with the schedule for student interventions and notifications.
- C. The school principal or designee will designate an acceleration review team by September of each school year.
- D. The school Enrollment Manager in consultation with the school Registrar will set the Retention Flag in SchoolMAX.

VII. RELATED PROCEDURES AND DOCUMENTS:

- Administrative Procedure 5111.1, Admission to Prekindergarten, Kindergarten, and First Grade;
- Administrative Procedure 5111.3, English Learner Students;
- 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, Student Intervention Team (SIT), and Student Support Team (SST);
- Administrative Procedure 6150, Educational Requirements and Options in Secondary Schools;
- Administrative Procedure 6151, Student Service-Learning Graduation Guidelines;
- Student Learner Profile

VIII. LEGAL REFERENCE: Maryland Code, Education Article Section 7-205.

IX. MAINTENANCE AND UPDATE OF THESE PROCEDURES: The Division of Academics and the Division of School Support and Leadership will be responsible for updating these procedures as needed.



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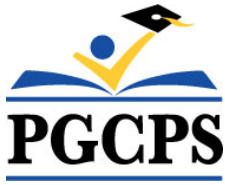
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- X. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5123.2, dated February 15, 2017.

 - XI. **EFFECTIVE DATE:** September 2, 2021.

Appendix A – Transition Skills
Appendix B – Grades K-8
Appendix C – Grades 9-12



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Appendix A - Transition Skills

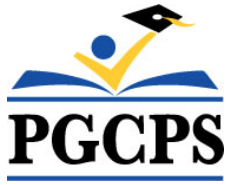
Skills for Transition from Elementary to Middle

Reading/Writing/Literacy

- Apply reading, composition, grammar and vocabulary skills for self-expression, and in response to literature.
- Apply knowledge of literary terms in analysis of different novels and genres of study.
- Apply general reading skills and strategies to fluently read on grade level, to understand word meaning, and to construct meaning from what has been read.
- Apply reading skills and strategies to select, read, and analyze a variety of print and non-print informational text including analyzing text features, organizational patterns of the text, important ideas and messages, purposeful use of language, as well as critically evaluating the text.
- Apply reading skills and strategies to read and analyze a variety of self-selected and assigned print or non-print literary texts including analyzing elements of narrative texts, poetry, and drama that facilitate understanding and interpretation of important ideas and messages, as well as evaluating the author's purposeful use of language or to critically evaluate the text.
- Apply writing strategies and skills that support composition of oral, written, and visual presentations that are narrative, informative, and express an opinion, including the appropriate control of the mechanics of standard English language.
- Apply and demonstrate appropriate listening and speaking skills in a variety of settings and for a variety of purposes.
- Write organized multi-paragraph compositions in logical order with a central idea.
- Use correct punctuation.
- Use correct capitalization.
- Spell roots, suffixes, prefixes and contractions correctly.
- Write legibly in cursive.
- Use a computer as a writing/research tool.

Mathematics

- Implement Standards for Mathematical Practice effortlessly as a habit of mind.
- Read, write and compare whole numbers, decimals and fractions.
- Fluently compute with whole numbers, decimals and fractions.
- Apply knowledge of estimation and rounding of whole numbers, decimals and fractions.
- Use estimation strategies to determine if a solution is reasonable.
- Use computational skills in problem-solving.
- Use algebraic thinking to read and analyze information in graphs or tables.
- Solve problems by writing an equation and graphing the resulting information on a grid.
- Understand the characteristics and relationships among points, lines, line segments, rays, planes, and shapes.



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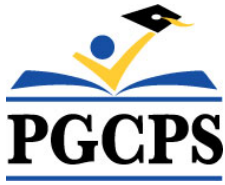
- Measure right, acute and obtuse angles and understand the properties of equilateral, right, scalene and isosceles triangles.
- Construct and measure perimeter of polygons with up to 10 sides, find the area of a rectangle, and compute volume.
- Use measurement tools with accuracy, using metric and U.S. standard units and converting between units within the same system.
- Interpret and compare information from circle, line and bar graphs.
- Problem solving using technology tools, calculators and real-world information.

Science

- Obtain information from different sources to explain phenomena
- Communicate information orally and written formats
- Plan and carry out investigations that use control variables
- Make observations and/or measurements to provide evidence (e.g. rate of erosion, by water, ice, wind and vegetation)
- Make a claim about the merit of a solution to a problem by citing evidence
- Construct explanations based on evidence
- Compare and refine arguments based on an evaluation presented
- Describe, measure, estimate and graph quantities (e.g. area, volume, weight, mass, time)
- Use computational thinking to analyze data and compare alternative design solutions
- Knowledgeable of the Maryland State Science Curriculum Standards to include skills and processes, Earth and Space, Life Science, Chemistry, Physics and Environmental Science.
- Use appropriate tools and equipment to solve real world problems.

Social Studies

- Be knowledgeable of the Native American tribes of the United States.
- Compare and contrast the motivations of the early explorers and the impact they had on Native American culture.
- Understands the history of the 13 colonies.
- Understand the causes of the American Revolution and reads historical novels and documents from that period.
- Know the purpose of the Declaration of Independence.
- Know the branches of government.
- Explain the causes, major events and consequences of the Civil War.
- Examines current issues and events using TV news programs, newspapers or the Internet.
- Understand how to construct compelling questions about elementary social studies concepts and ideas (Such as the Development of Community and Early American History).
- Explain why compelling questions are important to others (e.g., peers, adults).
- Identify social studies concepts and ideas associated with a compelling question that are open to different interpretations. (Such as how communities and a nation develop socially and politically)



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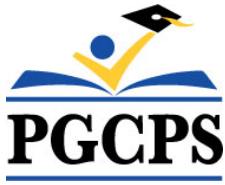
- Understand how to determine helpful sources to determine point of view (Such as analyzing various types of social studies texts)
- Understand how to Take Informed Action as engaged citizens of their communities.
- Use social studies concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- Use a range of democratic procedures and or processes to make decisions about and act on civic problems in their classrooms and schools.

The Arts

- Familiarity established with the visual arts – drawing, painting, sculpture, crafts and photography from different cultures and time periods.
- Exposure to interdisciplinary connections.
- Know about famous artists, styles and cultures.
- Compare and interpret works of art.
- Knows and can explore music by singing, playing instruments and learning about famous musicians.
- Knows different music styles from various time periods and cultures.
- Knows and listens to and learns the history of various musical styles such as jazz, classical, Caribbean and Latin.
- Classify music by style, genre and time period.
- Knows and has explored and/or performed dances from various cultures and historical time periods.
- Demonstrates movement skills and dance steps.
- Knows skills such as improvisation, pantomime, role-playing, acting and set design.
- Is able to perform all 16 exercises contained in the "Elementary Instrumental Music Exit Proficiencies"
- Demonstrate (through performance assessments) knowledge of all skills and concepts contained in the instrumental music textbook - book 1.
- Can listen to-observe a performance and provide critique with provided and/or created criteria.

Physical Education and Health

- Acquires new skills and strategies, cooperative play, teamwork and sportsmanship.
- Participates in part in activities to increase cardiovascular fitness, strength and flexibility.
- Participates in team sports.
- Learns the major muscle groups and targeted stretches to prepare for physical activity.
- Recognizes that everyone has something to contribute to a group showing maturity and good sportsmanship.
- Learns how good nutrition, sleep, stress management and physical activity contribute to a healthy lifestyle.



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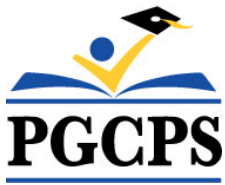
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- Plan a healthy diet using the five food groups and understand the importance of reading food labels to find information about nutrients, dietary guidelines and recommended serving size.
- Demonstrates ability to make healthy decisions.

Technology

- Know and discuss common uses of technology in daily life and its advantages and disadvantages.
- Apply strategies for identifying and solving routine hardware and software problems.
- Know the names of computer parts and software terms.
- Use a word-processing program the same way a professional writer does: to pre- write, draft, revise and publish work.
- Use the internet responsibly to research and communicate.
- Identify pieces of equipment needed for a basic studio production (Media Production)
- Articulate school information (i.e., pledge, lunch menu, etc.) (Media Production)
- Identify people and personnel needed to create a broadcast
- Practice functioning in at least one production personnel role (camera operator, cue card holder, floor manager, etc.) (Media Production)



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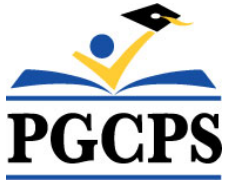
Skills for Transition from Middle to High School

Reading/Writing/Literacy

- Read grade level text with fluency, accuracy, and comprehension.
- Compose oral, written, and visual presentations that are narrative, informative, and argument, identify, acquire, and use new vocabulary.
- Use strategies to make meaning before, during, and after reading.
- Read, comprehend, interpret, analyze, and evaluate grade-level appropriate literary and nonfiction texts, poetry, and drama.
- Apply the conventions of Standard English in speaking and writing.
- Apply speaking and listening skills effectively in a variety of situations with different audiences, purposes, and formats.
- Knowledge and application of writing strategies and skills that support composition of oral, written, and visual presentations that are narrative, informative, and argument, including the appropriate control of the mechanics of standard English language.
- Write organized multi-paragraph compositions in logical order with a central idea.
- Use correct punctuation, (for example, when to use a colon and when to use quotation marks).
- Use correct capitalization, (for example, capitalizing the days of the week).
- Spell roots, suffixes, prefixes and contractions correctly.
- Use a computer as a writing/research tool.

Mathematics

- Implement Standards for Mathematical Practice effortlessly as a habit of mind.
- Knowledge of real number system, axioms, equations, inequalities, polynomials, exponents, linear equations with coordinate graphing, systems of linear equalities, rational and radical algebraic expressions, radicals or roots, and quadratic equations.
- Knowledge of real number system, computation, axioms, equations, inequalities, polynomials, exponents, linear equations with coordinate graphing, systems of linear equalities, rational and radical algebraic expressions, radicals or roots, and quadratic equations.
- Problem solving using technology tools, calculators and real-world information.
- Apply knowledge of geometric properties for one, two or three dimensional figures to describe reason, or solve problems about shape, size, position, or motion of objects.
- Apply knowledge of measurement to identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
- Apply knowledge of statistics to collect, organize, display, analyze or interpret data to make decisions or predictions.
- Apply knowledge of probability to use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.
- Demonstrate the processes of mathematics by making connections and applying reasoning to



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solve problems and to communicate their findings.

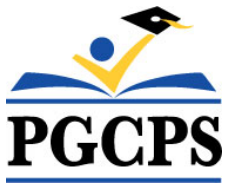
- Strong critical thinking skills and use of deductive reasoning.

Science

- Evaluate data, hypothesis and/or conclusions in technical texts in light of competing information or accounts
- Communicate information orally and written formats.
- Plan and carry out investigations that use multiple variables.
- Make observations and/or measurements to provide evidence (e.g. rate of erosion, by water, ice, wind and vegetation).
- Make a claim about the merit of a solution to a problem by citing evidence
- Construct explanations based on valid and reliable evidence obtained from sources.
- Using models or representations to construct explanations.
- Develop models to predict and describe phenomena such as changes in particle motion, temperature and energy changes in matter.
- Compare and critique arguments.
- Describe, measure, estimate and graph quantities.
- Use computational thinking to analyze data and compare alternative design solutions.
- Apply skills and processes of scientific inquiry (i.e. observations, predictions, inferences, model design and use, data collection, data analysis, evaluations and conclusions).
- Knowledgeable of the Maryland State Science Curriculum Standards to include skills and processes, Earth and Space, Life Science, Chemistry, Physics and Environmental Science.
- Use appropriate tools and equipment to solve real world problems.
- Apply scientific concepts and make connections to everyday life and real world situations to include engineering practices.

Social Studies

- Understand cultural regions throughout the world via geography, history, and economics.
- Understand the impact the environment has on the growth of a culture, and the reciprocal effects of culture on its environment.
- Know how to use critical reading, research, and writing skills to investigate history in context.
- Understand the history of our nation from “discovery” through World War II.
- Understand the growth of our nation by looking at the diversity of the people who settled here, the adversity they faced, our coming of age as a nation, and our role in the world today.
- Understand the Constitution and the Bill of Rights, including exploration of Supreme Court cases and Constitutional issues, and the electoral process as these documents relate to the nation’s history past and present.
- Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question in context with Social Studies content ranging from World Cultures and Geography and American History from Revolutionary War to Reconstruction.



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- Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the discipline specific sources.
- Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
- Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

World Languages

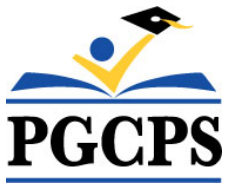
- Exposure to introductory course that includes vocabulary, basic grammar, and culture, as well as language structure and strategies for world language acquisition.
- Exposure to a language with a focus on skills for speaking, reading, writing, and listening, and includes cultural activities.
- Exposure to different cultures for a better understanding of people traditions and custom around the world.
- Provide opportunities for students to travel different countries to enhance the language skills and to experience real life cultural interactions.
- Allow students to participate in various interdisciplinary projects with students from different countries.
- Develop the necessary language skills and cultural awareness for global competence.

Physical Education

- Develop skills to improve strength, endurance, flexibility, coordination, and speed.
- Set individual goals.
- Participate in sports and understand the rules and regulations of each.
- Understand basic forms of team play and strategies.
- Exhibit sportsmanlike behavior at all times.
- Exhibit team skills.

Health

- Understand contemporary health issues of our community and world.
- Explore current events to learn about the choices made by individuals and how they impact cultures and societies as a whole.



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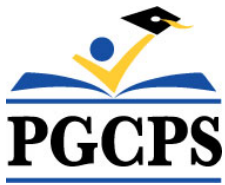
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- Understand practical life skills such as providing basic first aid; planning/preparing healthy meals; and, being a wise and informed consumer.
- Know major human body systems from integumentary (skin, hair, nails) to reproductive (and everything in between).
- Learn the purpose of bodily systems and what keeps them functioning at optimal performance.

The Arts

- Exposure to and exploration of different media with projects alternating between two-dimensional and three dimensional activities.
- Create works from observation.
- Mastery of elements of art and principles of design.
- Knowledge of artists, art in society, and art history and know how they relate to what the students are discovering on their own, using art as a resource.
- Interpret, compare and contrast works of art; oral and written.
- Value one's own work and works of others.
- Mastery of techniques and concepts contained in a book 2 of band or string method book (instrumental music students only).
- Exposure to music through a variety of challenging vehicles, including singing, composing, performing, listening, and dancing.
- Exposure to group composition, rhythmic and melodic dictation, and comparative listening to further enhance the student's ability to make individual and group judgments concerning the value of music.
- Develop musicianship through experiences such as sight reading, analyzing vocal techniques, playing instruments, studying musical scores, music history, and musical theater.
- Understand twentieth century musical genres such as jazz, musical theater, folk, popular, and rock music to make comparisons and/or contrasts to music of different eras.
- Critique performances utilizing established criteria.
- Knowledge of the arts as it relates to other cultures and their influence on America and the world.
- Knowledge of vocabularies, written and oral communication in the arts.
- Is able to perform all 16 exercises contained in the "Middle School Instrumental Music Exit Proficiencies"
- Demonstrate (through performance assessments) knowledge of all skills and concepts contained in the instrumental music textbook - book 2
- Develop musicianship including tone production, breathing, sight reading skills, balance, blend, intonation, and musicality.
- Develop understanding of musical style, genre, and period through band/orchestra AND solo/small ensemble literature rehearsed and performed.
- Develop critical listening skills and aesthetic judgment by participation in the County Performance Assessment.



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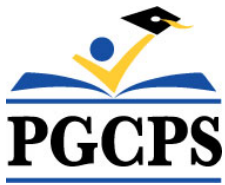
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Technology

- Explain how technology tools can be used to address the needs of society.
- Evaluate technology's impact on the environment.
- Practice responsible use of technology systems.
- Use safe and secure procedures when working online.
- Access technology tools for learning and performing educational tasks such as presentation, research.
- Use templates to display information.
- Collect, analyze and display data using tools such as calculators, spreadsheets, word processing, power-point and other tools.
- Use multimedia and other tools to express original ideas with print drawings, digital images, existing or original video, sounds and/or personal recordings. Evaluate stages of media literacy (Media Production)
- Practice technical operations of various equipment used in and out of the studio (Media Production)
- Troubleshoot production equipment (Media Production)
- Set up and break down ENG and EFP productions (Media Production)
- Film school-based events and productions (Media Production)
- Articulate school information (Media Production)
- Practice and evaluate the three stages of production (Media Production).
- Identify basic editing techniques (Media Production).
- Perform personnel responsibilities (Media Production).
- Practice proper framing techniques (Media Production).
- Analyze ethical media (Media Production).
- Use floor manager cues (Media Production).
- Ability to work effectively and respectfully with diverse teams, both as a member and a leader.
- Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Demonstrates ability to present information before an audience.
- Examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.



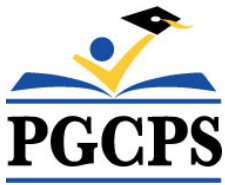
ADMINISTRATIVE PROCEDURE

GENERAL PROCEDURES PERTAINING TO
PROMOTION, RETENTION AND ACCELERATION
OF STUDENTS

5123.2
Procedure No.
September 2, 2021
Date

Appendix B – Grades K-8

DATE	ACTIVITY	PERSON(S) RESPONSIBLE
August/September	<ol style="list-style-type: none"> 1. Review Administrative Procedure 5123.2 with staff. 2. Review Administrative Procedure 5124 with staff. 3. Initiate and maintain folders with sample of students' work reflecting levels of achievement. 4. Develop and determine strategies for interacting with parents. 5. Arrange for parents to receive information about promotion and retention. 6. Meet with parents and discuss specific skills deficits and strategies for remediation. 7. Review student data from the previous year in order to identify early interventions and support. 8. Monitor the student's attendance. 9. Review student's cumulative folder and LAF (if appropriate) to determine if the student has been identified with a disability. 10. Review the student's IEP or 504 plan to ensure that services are appropriate and are being implemented. 	Principal, Student Intervention Team (SIT), Counselor, Staff
October/November	<ol style="list-style-type: none"> 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. 2. Prepare and implement an intervention plan for students at risk for failure. 3. Prepare a list of students to be reviewed by the SST. 4. Contact parents regarding referral to SST to arrange conferences to discuss student's progress and the plan for improvement that will be implemented. 5. Monitor all students' attendance. 	Principal, Student Support Team (SST), Counselor, Teacher
November/December	<ol style="list-style-type: none"> 1. Monitor progress and maintain work samples. 2. Maintain ongoing home-school communications. 3. Review and revise the instructional intervention plan as necessary. 4. Determine the need for further diagnostic evaluations for identified students. 5. Monitor the student's attendance. 	Principal, SIT, SST, Counselor, Teacher

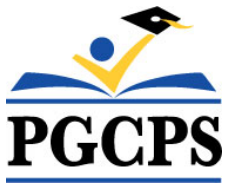


ADMINISTRATIVE PROCEDURE

GENERAL PROCEDURES PERTAINING TO
PROMOTION, RETENTION AND ACCELERATION
OF STUDENTS

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



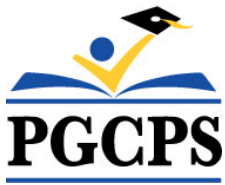
ADMINISTRATIVE PROCEDURE

GENERAL PROCEDURES PERTAINING TO PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

5123.2
 Procedure No.
 September 2, 2021
 Date

Appendix C – Grades 9-12

DATE	ACTIVITY	PERSON(S) RESPONSIBLE
August/September	<ol style="list-style-type: none"> 1. Review Administrative Procedure 5123.2 with staff. 2. Review Administrative Procedure 5124 with staff. 3. Initiate and maintain folders with sample of students’ work reflecting levels of achievement. 4. Develop and determine strategies for interacting with parents. 5. Arrange for parents to receive information about promotion and retention. 6. Meet with parents and discuss specific skills deficits and strategies for remediation. 7. Review student data from the previous year in order to identify early interventions and support. 8. Monitor the student’s attendance. 9. Review student’s cumulative folder and LAF (if appropriate) to determine if the student has been identified with a disability. 10. Review the student’s IEP or 504 plan to ensure that services are appropriate and are being implemented. 	Principal, Student Intervention Team (SIT), Counselor, Staff
October	<ol style="list-style-type: none"> 1. Distribute progress reports. 2. Review records of students receiving “D” or “E” grades. 3. Provide appropriate instructional interventions for students, as needed. 4. Identify needed resources, support elements, and additional intervention strategies. 5. Notify and meet with the student’s parents to discuss the planned supports and interventions. 	Principal, Counselor, Teacher, Student Support Team (SST)
November	<ol style="list-style-type: none"> 1. Distribute report cards. 2. Review “D” and “E” grades to identify students who are struggling with or failing required courses. 3. Review absence and tardy data to identify students who are frequently absent from school. 4. Provide assessment and service-learning updates, if available. 5. Prepare a list of students to be reviewed by the SST. 	Principal, Counselor, Teacher, SST

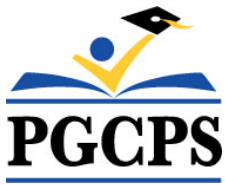


ADMINISTRATIVE PROCEDURE

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November	<ol style="list-style-type: none"> 1. Adjust instructional interventions for students, including assessment support as needed, and identify needed resources and support systems. 2. Contact parents of students failing semester courses. 	Principal, Counselor, Teacher, SST
December/January	<ol style="list-style-type: none"> 1. Distribute progress reports. Provide assessment updates if available. 2. Schedule small group meetings in which counselors and administrators meet with students experiencing failure. 3. Contact parents of students with failing grades to schedule conferences. 4. Continue to provide instructional interventions. 5. Advise students who need additional support of credit recovery enrollment opportunities. 	Principal, Counselor, Teacher, SST
February	<ol style="list-style-type: none"> 1. Distribute report cards. 2. Reschedule students as appropriate and according to space availability. 3. Review “D” and “E” distribution to identify students at risk of failure. 4. Notify each senior and the senior's parents or guardians on or before the end of February of the senior year if a student may not graduate and report to the Area Superintendent the name and student identification number of each student 5. Have teachers and school counselors assess skills and review placements of students in second semester courses, contact parents and recommend program adjustments as necessary. 6. Continue to provide instructional interventions. 	Principal, Administrators, Counselors, Teachers
March	<ol style="list-style-type: none"> 1. Distribute progress reports. 2. Review records of students experiencing failures and/or in danger of not graduating with respect to assessments or service-learning. 3. Arrange for grade level administrators/counselors to contact parents/guardians. 4. Adjust instruction for students during semester as appropriate or enroll in credit recovery or interventions as appropriate. 	Principal, Administrators, Counselors, Teachers



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<p>March</p>	<p>5. On or before April 1, identify each student who may fail to graduate because of the Maryland Comprehensive Assessments, report each student’s name and student identification number to the Area superintendent, consider whether to recommend a waiver of the Maryland Comprehensive Assessment graduation requirements, and notify the student and the student’s parents or guardians that the student is being considered for a waiver of the Maryland Comprehensive Assessment including an explanation of the waiver decision-making process.</p>	
<p>April (End of Third Marking Period)</p>	<ol style="list-style-type: none"> 1. Distribute report cards. 2. Review “E” list to identify multiple failures in “required courses.” 3. Review absence and tardy list to identify students with high rates of absence. 4. Continue to provide instructional adjustments and identify resources as appropriate. 5. Contact parents of students failing semester courses. 6. The principal of the high school shall make a Maryland Comprehensive Assessment waiver recommendation to the local superintendent for each student who meets the criteria. 	<p>Principal, Administrators, Counselors, Teachers, SST</p>
<p>May</p>	<ol style="list-style-type: none"> 1. Distribute progress reports, including information on credit recovery for students in jeopardy of non-promotion or needing remedial courses or bridge projects to satisfy assessment requirements. 2. Continue to provide instructional interventions. 3. Arrange for public address announcements regarding credit recovery information and registration followed by an announcement in each English class. 4. Schedule conferences in which counselors and administrators meet with individual students and/or parents/guardians regarding student performance. 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. 6. Flag students for retention using School Exclusion feature by the end of May. 	<p>Principal, Administrators, Counselors, Teachers, SST</p>