The Garrett County Public Schools strive to offer[s] to each student equal educational opportunities while recognizing their individual strengths and needs within the general instruction of the classroom. Students desiring to gain maximum benefits from those opportunities generally will progress [A]nnually from one grade to the next. However, all students do not learn and demonstrate achievement at the same rate. Additionally, the student maturity and their physical and social development rates differ for each student at any given age.

[Also,] The Garrett County Public Schools and each individual school will work diligently [must do its boot] to insure that each student is adequately demonstrating minimal achievement at [each] their instructional level. [In light of] Based on the accountability programs and curriculum standards, [we must insist] it is expected that academic achievement, within the parameters of each student's ability, [continues to] will be [a] one of the most important [consideration] factors in determining whether to promote or retain a student.

A decision to retain a student [must not be taken lightly and must carry with it the] requires deliberate consideration by school staff due to the significant impact on the student. This consideration includes a responsibility on part of the school for providing appropriate and adequate educational programs[.], particularly to address those deficits associated with the lack of academic progress and to develop a Retention Management Plan, based on the Response to Intervention (RTI) model for any student at risk of retention. Principals and teachers have the responsibility to keep parents continually informed of students' abilities, development, and progress with the curriculum. [and development.] Likewise, parents must be responsible to be informed about appropriate educational programs and established expectations developed for their children[.], and to work with the teacher(s), school, and their child to assist the student to achieve at their instructional level.

To obtain the [M]aximum benefits from school experiences [are only obtained from cooperative efforts of both parents and schools]. including the promotion-retention process the
school and the students’ parents/guardians must work cooperatively on behalf of the student. It is the expectation of the Garrett County Public schools that all students be successfully promoted through efforts that include high quality instruction, evidence-based intervention for academic deficits through the RTI process, opportunities for grade and credit recovery, attendance monitoring and intervention, and other support services that include collaboration with and efforts from the student and the students’ parents/guardians.

(Edit note—all below deleted and incorporated into procedures)

[A. At the elementary level promotion/retention is based upon the student's achievement in comparison with the grade level expectancies; classroom performance; his/her ability as measured by tests; his/her previous retention record; attendance; and social, physical, and emotional maturity.

The decision whether to promote or retain an elementary student in kindergarten through grade five is made jointly by the student's teachers and the school principal, with the principal having final authority. The involvement of the parent(s)/guardian(s) in this process is encouraged.

A student may be retained only once in a grade and no more than twice during the elementary grades unless exceptional circumstances exist.

B. At the middle school level, promotion/retention is based upon the student's grades, attendance, and previous retention record.

The decision whether a student passes or fails a subject is determined by that teacher and is based upon the Garrett County grading policy. The decision whether to promote a student to the next grade level or retain the student at the memo grade level is made by the principal and is based upon the number of subjects the student passes or fails and the Garrett County attendance policy.

A middle school student may be retained no more than three times during the middle school years unless approved by the Superintendent of Schools.

C. At the high school level, promotion/retention is based upon the number of "Carnegie Units" credit earned and progress toward completion of an approved program of studies. The awarding of "Carnegie Units" credit is based upon the student's earning passing grades as defined in the Garrett County grading policy and having acceptable attendance as defined in the Garrett County attendance policy.

Progress toward completion of an approved program of studies is defined as the possibility of scheduling the remaining course necessary to satisfy the entrance requirements of the University of Maryland, a career and technology program, or a program in advanced technology.

D. Some special education students are served in non-graded or non-credit programs. In this case advancement in grade classification will be made by appropriate procedures.]