Promotion-Retention Procedure Timeline:

Elementary School:

1. Following the end of the first grading period, and prior to the mid-term progress report of the second grading period the school will notify the parents/guardians by letter of any student at risk of retention.

2. A letter will be issued at the end of each subsequent grading period.

3. A conference will be held with parents as soon as possible after the notification and by the mid-term progress report of the second grading period.

4. A plan, based on the RTI process and developed through the Professional Learning Community Team will be prepared and presented at this conference. The plan will document the specific RTI procedures and indicate the schedule and timeline for intervention and the person(s) responsible for the intervention. Elementary schools will use the Student Academic and Behavior Progress Summary Sheet and the Individual Student Academic and Behavior Progress Monitoring Data Sheet as documentation of the plan.

5. The RTI process must document and provide, based on data from ongoing assessments, a prescriptive, evidenced-based intervention for the assessed deficit(s) that would lead to a decision to retain. The RTI process must provide evidence through data-based assessments which:
   1) indicates the student’s lack of progress (significant deficit(s)) in specific curriculum-based skills,
   2) demonstrates that the intervention specifically addresses their identified deficit(s),
   3) documents that the student is provided with an evidenced-based intervention
   4) provides instruction that is aligned with the student’s identified (assessed) learning style (strengths), and
   5) provides ongoing assessment of the student’s progress with the intervention.

6. Conferences to review the student’s progress will be held prior to the end of the second and third grading periods.

7. An end-of-year conference will be held three weeks prior to the end of the school year.
Middle School:

Students will be provided with appropriate opportunities for academic intervention through the RTI process and with opportunities for grade recovery.

1. Following the end of the first grading period, and prior to the mid-term progress report of the second grading period the school will notify the parents/guardians by letter of any student at risk of retention.

2. A letter will be issued at the end of each subsequent grading period.

3. A conference will be held with parents as soon as possible after the notification and by the mid-term progress report of the second grading period.

4. A plan, based on the RTI process and developed through the Professional Learning Community Team, will be prepared and presented at this conference. The plan will document the specific RTI procedures and indicate the schedule and timeline for intervention and the person(s) responsible for the intervention. Middle schools will use the Garrett County Middle School RTI Academic/Behavior Improvement Plan for this documentation.

5. The RTI process must document and provide, based on data from ongoing assessments, a prescriptive, evidenced-based intervention for the assessed deficit(s) that would lead to a decision to retain. The RTI process must provide evidence through data-based assessments which:
   1) indicates the student’s lack of progress (significant deficit(s)) in specific curriculum-based skills,
   2) demonstrates that the intervention specifically addresses their identified deficit(s),
   3) documents that the student is provided with an evidenced-based intervention
   4) provides instruction that is aligned with the student’s identified (assessed) learning style (strengths), and
   5) provides ongoing assessment of the student’s progress with the intervention
High School:

Opportunities will be provided for academic intervention and credit recovery based on the student’s course deficiencies and state test performance requirements. Students who are not earning passing grades by the first progress report, and/or by the end of the first grading period for a respective course will be provided with academic intervention based on the priority of their needs for progress toward graduation and the RTI process. Students who do not obtain credit in a course will be offered an opportunity for credit recovery. Students will be provided with support to address other graduation requirements as needed.

1. At the mid-point of each grading period, teachers will issue a progress report for each student who is failing a course. The Progress Report must be returned to the teacher with parent/guardian signature within 5 school days. In the event a signed progress report is not returned or parent signature is questionable, the teacher will call or otherwise contact the parent/guardian.

2. Students who are failing at the end of the first grading period of the respective semester will be provided with academic intervention, based on the RTI process. The priority of the intervention will be based on the class(es) which they are at risk of failing and their need to complete state testing requirements. Parent(s)/guardian(s) will be notified by letter of the student’s current grades, the academic intervention being offered, and that the parent(s)/guardian(s) may request a conference to review the student’s lack of progress. High school teachers will provide documentation of the RTI process and requirements (assessment, interventions and progress) through RTI log entries in the Power School Student Information Management System.

3. Opportunities for credit recovery will be offered for classes in which a student failed to earn credit.