



Attachment 5: AP 5123.2

Appendix E– Retentions Timetable 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 samples 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 the 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. 6. Adjust instructional interventions for students, including assessment support as needed, and identify needed resources and support systems. 7. 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 Associate Superintendent the name and student identification number of each student who may not graduate. 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 the semester as appropriate or enroll in credit recovery or interventions as appropriate. 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 Associate 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. 	Principal, Administrators, Counselors, Teachers

April (End of Third Marking Period)	<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. Identify each student who may fail to graduate because the student has taken none or failed some or all of the required Maryland assessments and report to the Associate Superintendent. 7. 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. 	Principal, Administrators, Counselors, Teachers, SST
May	<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. Flag students for retention using the School Exclusion feature by the end of May. 	Principal, Administrators, Counselors, Teachers, SST