

ADMINISTRATIVE PROCEDURE**INSTRUCTION**

Academic At-Risk for Retention Guidelines - Elementary

| Quarter 1 | Quarter 2 – End of Semester | Quarter 3 | Quarter 4 – End of Year |
|---|--|--|---|
| <p>If a student is failing to meet a majority of standards in more than one CORE subject at midterm:</p> <ol style="list-style-type: none"> 1. The teacher will contact the parent, and conference with the student regarding concerns. 2. Parent will be contacted to ensure Powerschool access. <p>If a student fails more than one CORE class for the quarter:</p> <ol style="list-style-type: none"> 3. Student will be referred to RtI Problem Solving Team to determine appropriate Tier 1 and Tier 2 interventions. 4. A parent meeting will be held to discuss concerns during Parent-Teacher conferences. An Academic Concern Letter will be given to parents from the principal. | <p>Continue to monitor of Tier 1 and Tier 2 interventions to determine if any changes are needed in the level of support.</p> <p>If a student then fails more than one CORE class for the semester:</p> <ol style="list-style-type: none"> 1. RtI Problem Solving Team will reevaluate Tier 1 and Tier 2 interventions and make changes as necessary. 2. Create an <u>At-Risk Team</u> consisting of: Parent/Guardian, Teachers, Psychologist and Social Worker (as necessary), Administrator, or additional members. | <ol style="list-style-type: none"> 1. <u>At-Risk Team</u> will meet to set academic, attendance, or behavioral goals. 2. An Academic Concern Letter from the principal will be given outlining the consequences of failing to meet a majority of standards in a CORE class for the year. The possibilities of retention will be discussed and included if the student is failing more than one CORE class for the year. 3. Special education faculty will assess if a special education referral is appropriate. | <p>Continue to monitor Tier 1 and Tier 2 interventions to determine if any changes are needed in the level of support.</p> <p>Progress towards the academic, attendance, and behavioral goals will be communicated with parents.</p> <p>At the end of the year, the At-Risk Team will meet to determine if the student will:</p> <ul style="list-style-type: none"> - Attend summer school if a CORE class was failed for the entire year. - Be recommended for retention if a student is still failing to meet a majority of standards in more than one CORE subject. |

CORE classes are defined as L.A., Reading, and Mathematics.

The process may begin at any point in time, not just during the 1st Quarter.

Academic At-Risk for Retention Guidelines - Junior High

| Quarter 1 | Quarter 2 – End of Semester | Quarter 3 | Quarter 4 – End of Year |
|---|---|--|---|
| <p>If a student is failing a CORE class at midterm:</p> <ol style="list-style-type: none"> 1. The teacher will make initial contact in person or on the phone. Follow up conversations may take place via email. The guidance counselor will conference with the student to discuss academic goals. 2. Parent will be contacted to ensure Powerschool access. <p>If a student fails a CORE class for the quarter:</p> <ol style="list-style-type: none"> 3. Student will be referred to RtI Problem Solving Team to determine appropriate Tier 1 and Tier 2 interventions. 4. A parent meeting will be held to discuss concerns during Parent-Teacher conferences. An Academic Concern Letter will be given to parents from the principal. | <p>Continue to monitor of Tier 1 and Tier 2 interventions to determine if any changes are needed in the level of support. The guidance counselor will conference with the student to discuss academic goals.</p> <p>If a student then fails the CORE class for the semester:</p> <ol style="list-style-type: none"> 1. RtI Problem Solving Team will reevaluate Tier 1 and Tier 2 interventions and make changes as necessary. 2. Student begins online credit recovery/tutorial with academic or at-risk curriculum during Quarter 3. 3. Student enrolled in At-Risk Study Hall. All exploratory courses are removed. 4. Create an <u>At-Risk Team</u> consisting of: Parent/Guardian, Teachers, Psychologist and Social Worker (as necessary), Administrator, or additional members. | <ol style="list-style-type: none"> 1. <u>At-Risk Team</u> will meet to set academic, attendance, or behavioral goals. The guidance counselor will conference with the student to discuss academic goals. 2. An Academic Concern Letter from the principal will be given outlining the consequences of failing a CORE class for the year. The possibilities of retention will be discussed and included if the student is failing more than one CORE class for the year. 3. Special education faculty will assess if a special education referral is appropriate. | <p>Continue to monitor Tier 1 and Tier 2 interventions to determine if any changes are needed in the level of support.</p> <p>Student will continue the online credit recovery/tutorial and the At-Risk Study Hall.</p> <p>Progress towards the academic, attendance, and behavioral goals will be communicated with parents.</p> <p>At the end of the year, the At-Risk Team will meet to determine if the student will:</p> <ul style="list-style-type: none"> - Attend summer school if a CORE class was failed for the entire year. - Be recommended for retention if more than one CORE class is failed for the year. |

CORE classes are defined as L.A., Reading, Mathematics, Science, and Social Studies. The process may begin at any point in time, not just during the 1st Quarter.

Academic At-Risk for Retention GOAL Setting Record

Present Levels of Performance - Classroom Grades

| <i>Subject</i> | <i>Quarter 1</i> | <i>Quarter 2</i> | <i>Quarter 3</i> |
|-------------------|------------------|------------------|------------------|
| Reading | | | |
| English | | | |
| Math | | | |
| Science | | | |
| Social Studies | | | |
| Teacher comments: | | | |

Attendance and Behavior Records

| | |
|------------------------|--|
| Attendance Information | |
| Behavioral Information | |

Elementary
Academic At-Risk for Retention Documentation

The key to student academic growth is early intervention. Teachers and administrators must ensure appropriate intervention has been provided and data has been collected as to the interventions effectiveness from as early as possible in the school year. This includes Tier II and III intervention, progress monitoring, data, intervention plans, sample student work etc.

In order for retention to be considered this information as well as referral to the RtI Problem Solving Team must be documented. This process should start as early as possible in the school year

Students Name _____ **Birthdate and Year** _____

***ELL : Y / N *IEP: Y / N Prior Retention:** Grade _____ Year Retained _____

** If Yes – Contact the ELL Coordinator or Special Education Building Case Manager ASAP.*

Date Principal Notified of Concern: _____

Parent Communication of Concern of Academic Progress

| Date | Method of Communication Parent Conference, email, phone call | Comments |
|------|---|----------|
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1st Parent Guardian Notification of **Academic Concern Letter** or Conference _____ (By end of 1st Quarter)

2nd Parent Guardian Notification of **Academic Concern Letter** of Conference _____ (By end of 3rd Quarter)

At-Risk Committee Meeting _____ (Beginning of second semester)

Support Services

Tier I Interventions (Core Modifications / Classroom Interventions) – Explanation and Response

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Tier II Interventions

| Date Initiated | Intervention Provided | Comments |
|----------------|-----------------------|----------|
| | | |
| | | |

Tier III Intervention - In addition to Tier II

| Date Initiated | Intervention Provided | Comments |
|----------------|-----------------------|----------|
| | | |
| | | |

Academic Data**MAP Data: Indicate Percentile and Designation**

| Fall | | Winter | | Spring | |
|----------|-------|----------|-------|----------|------|
| Reading: | Math: | Reading: | Math: | Reading: | Math |
| % | % | % | % | % | % |
| RIT | RIT | RIT | RIT | RIT | RIT |

Strengths Based on MAP Scores:

| | |
|--------|--|
| Fall | |
| Winter | |
| Spring | |

Areas of Concern Based on MAP Scores:

| | |
|--------|--|
| Fall | |
| Winter | |
| Spring | |

**** Mandatory - See attached Intervention Planner****Literacy Grade Level Expectations:**

| Type of Assessment - 3 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-------------------------------|-----------|-----------|-----------|-----------|
| Oral Reading Rate WPM | | | | |
| FP Sight Word (if applicable) | | | | |
| Instructional Reading Level | | | | |

Words Their Way

| | | |
|------|--------|--------|
| Fall | Winter | Spring |
| | | |

Other Data Sources:

Work Samples: Running Records, Fountas and Pinnell Levels, Writing Samples, Math Work Samples /Assessments

(Tier 2 Data Profile must be completed and submitted).

Junior High
Academic At-Risk for Retention Documentation

The key to student academic growth is early intervention. Teachers and administrators must ensure appropriate intervention has been provided and data has been collected as to the interventions effectiveness from as early as possible in the school year. This includes Tier II and III intervention, progress monitoring, data, intervention plans, sample student work etc.

In order for retention to be considered this information as well as referral to the RtI Problem Solving Team must be documented. This process should start as early as possible in the school year.

Students Name _____ **Birthdate and Year** _____

***ELL : Y / N *IEP: Y / N Prior Retention:** Grade _____ Year Retained _____

** If Yes – Contact the ELL Coordinator or Special Education Case Manager ASAP.*

Date Principal Notified of Concern: _____

Parent Communication of Concern of Academic Progress

| Date | Method of Communication Parent Conference, email, phone call | Comments |
|------|---|----------|
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1st Parent Guardian Notification of **Academic Concern Letter** or Conference _____ (By end of 1st Quarter)

2nd Parent Guardian Notification of **Academic Concern Letter** of Conference _____ (By end of 3rd Quarter)

At-Risk Committee Meeting _____ (Beginning of second semester)

Support Services

| Tier I Interventions (Core Modifications / Classroom Interventions) – Explanation and Response | | |
|--|-----------------------|----------|
| | | |
| Tier II Interventions | | |
| Date Initiated | Intervention Provided | Comments |
| | | |
| | | |

Tier III Intervention - In addition to Tier II

| Date Initiated | Intervention Provided | Comments |
|----------------|-----------------------|----------|
| | | |
| | | |

Academic Data**MAP Data: Indicate Percentile and Designation**

| Fall | | Winter | | Spring | |
|----------|-------|----------|-------|----------|------|
| Reading: | Math: | Reading: | Math: | Reading: | Math |
| % | % | % | % | % | % |
| RIT | RIT | RIT | RIT | RIT | RIT |

Strengths Based on MAP Scores:

| | |
|--------|--|
| Fall | |
| Winter | |
| Spring | |

Areas of Concern Based on MAP Scores:

| | |
|--------|--|
| Fall | |
| Winter | |
| Spring | |

Other Data Sources:

Work Samples: Writing Samples, Math Work Samples and / or Assessments

Strengths based on teacher observation.

| | |
|--------|--|
| Fall | |
| Winter | |
| Spring | |

Areas of Concern based on teacher observation.

| | |
|--------|--|
| Fall | |
| Winter | |
| Spring | |

Additional Information:

Attendance:

Health Concerns:

Concerns of the Parent:

Other:

Committee Review and Recommendation:
Held at the end of the school year

The committee recommends the following:

- ☐ **Promotion to next grade**
- ☐ **Promotion with Immediate Tier II / III Intervention**
- ☐ **Retention**

Committee Members: Parent / Guardian, Teacher, Social Worker / Psychologist (as needed), Administrator, (Additional members at discretion of the administrator)

| Name | Title | Name | Title |
|------|-------|------|-------|
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Retention Documentation Directions

1. Notify Building Principal of initial concern at mid-term.
2. In collaboration with the building principal, begin the process of documentation utilizing the attached form.
3. Record all communication to the family of the student in question as it relates to academic or other concerns and conferences.
4. At the end of each quarter complete the data requested on the documentation form. Document strengths and weaknesses using the data.
5. Throughout each quarter track Tier I modifications.
6. Throughout each quarter track Tier II interventions.
7. Throughout each quarter track Tier III interventions.
8. Complete a Notification of Academic Concern letter or Conference by the end of the 1st Quarter. Obtain signatures from the parent or guardian.
9. Complete a second Academic Concern Letter or Conference by the end of the 3rd Quarter. Obtain signatures from the parent or guardian.
10. Note attendance, health, and concerns brought to the table by the family.
11. Create an At-Risk Committee consisting of Parent/ Guardian, Social Worker/Psychologist (if needed), Administrator, or additional members at the discretion of the administrator.
12. Hold a meeting after the 4th Quarter progress reports.
13. Recommend a Plan of Action.

ADOPTED: April 4, 2000
REVISED: September 4, 2009
REVISED: June 1, 2010
REVISED: May 22, 2014