

Administrative Procedures

BOARD OF EDUCATION SOUTHGATE COMMUNITY SCHOOL DISTRICT STUDENTS

Legal Reference: MCLA.380.132(4)(d) 380.248(d) 380.3461

PROMOTION, PLACEMENT, AND RETENTION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their developmental needs at the various stages of their growth.

Southgate Community School District is committed to educational practices that are effective in enhancing the educational attainment of all students. Numerous studies have demonstrated that retention does not improve students' chances for educational success. Therefore, the practice of retention will be used only when there is compelling evidence that the student is likely to benefit academically and/or socially.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. The best interest of the student will be the guiding philosophy for determining acceleration, promotion or retention while upholding requirements of state and federal laws.

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course requirements or adapted personal curriculum at the presently assigned grade (at proficient levels)
- B. in the judgment of the professional staff, achieved the instructional objectives set for the present grade after reviewing numerous assessment instruments
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade (70% or above)
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade or course level.

The Superintendent or designee shall develop administrative guidelines for promotion, placement, and retention of students which:

- A. ensure students who are falling seriously behind their peers or who may not be promoted receive the special assistance they may need to achieve the academic outcomes of the District's core curriculum;
- B. require the recommendation of the relevant staff members for promotion, placement, or retention;
- C. require that parents are informed, in advance, of the possibility of retention of a student at a grade level;
- D. assure that efforts are made to remediate the student's difficulties before s/he is retained with documentation;
- E. assign to the principal, in consultation with Associate Superintendent, the final responsibility for determining the promotion, placement, or retention of each student;
- F. parents may appeal a Principal's final decision to the Superintendent or Associate Superintendent. The Superintendent will hear the case and render the final decision.

Guidelines

PROMOTION, PLACEMENT AND RETENTION

Optimal School achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations: All aspects of the student's circumstances must be considered as grade placements are made.

DEFINITIONS

A. Promotion:

Occurs when a student is doing the caliber of work (grade level) that indicates the student has met the established criteria required in the curriculum and mastered the course/grade level content expectations at 70% or above.

B. Retention:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade or has excessive absences (as defined in school/districts/buildings attendance policies), based on the recommendation of the teacher and approval of the principal: (Completed review forms mandatory). Retention for truancy issues follows local policy based on 380.1561 Compulsory Attendance of Revised School Code. SCSD Common Practices Regarding Truancy will be followed which may result in a complaint of truancy filed with the Probate Court Juvenile Division.

C. Placement:

Occurs when a student advances to the next grade by parent request against the recommendation of the teacher and/or principal, or when a teacher indicates a student is as successful as possible, but did not meet expectations of grade level. If this occurs in 2 consecutive years, retention is mandatory.

The following guidelines are intended to assist educators and parents in making decisions regarding student retention.

1. Early identification and intervention of academic and/or behavioral difficulties is crucial to avoid the inappropriate use of retention.
2. A range of academic and/or behavioral strategies and interventions must be utilized and documented before the practice of retention is explored.
3. Since the rates of development among young children vary greatly and change rapidly, discussions about possible retention should not be made before mid-year.
4. Retention is not to be used as punishment.
5. Retention is not to be used to postpone or supplant other educational services, such as special education.
6. Retention decisions will be formed by team discussion guided by an objective process that considers a variety of relevant factors, such as reasons for school failure, effectiveness of instruction, student and parent attitude toward retention, and alternative strategies and programming.

7. When retention is recommended, informal goals will be written to indicate what is to be accomplished during the year of retention.
8. After a student is retained, a team (including the parents/guardians) should meet or have a phone conference to monitor the effectiveness of the retention. (At least 2 per year).

Elementary Level

A. Criteria for Consideration:

1. current level of achievement and present grade placement
2. potential for success at the next level (based on at least 3 assessments)
3. emotional, physical, social maturity
4. previous grade retention
5. attendance
6. documented eligibility for special education services (LD, El. etc.)

B. Time Line for Elementary Grade Placement Changes

1. Before Spring Parent/Teacher Conference: Principal will review grade placement procedures with teachers.
2. October-January: Teacher should inform parents of student progress through report cards, conferences, documented phone calls or e-mail correspondence.
3. Interventions must be implemented and documented using checklist of form 1.
4. By Early March: Teacher will notify principal if retention is being considered using Retention Review Form. (Complete Form 1.)
5. By Spring conference: Parents should be notified of recommendation for retention, and secure a commitment to the decision or plan of action. Students will be referred to summer school for accelerated learning before final decision for retention is made. (Complete Form 2)
6. May-June: Decision on retention is made. Student Grade Placement Recommendation is completed for those students referred to summer school (for cost or through grant funding, if available) and who do not enroll and attend.
7. For those students who attend summer school, the decision for promotion or retention will be made by the principal after consulting with the summer school teacher, the parent and previous year's teacher (if available), based on adequate progress toward grade level achievement.
8. Parents requesting retention despite recommendation of staff for promotion/placement will request retention in writing with letter included in student's CA-60.

Middle School Level – Grades 6, 7, 8

A. Criteria for Consideration

1. To be promoted, the student must successfully complete a majority of the required academic subjects and test at proficient levels.

Advancement to the seventh, eighth, or ninth grade is automatic when students pass their four (4) academic classes and two elective classes at proficient levels of 70% or above and meet attendance requirements. Students who fail one or more academic classes for the year would be affected by the following requirement:

One (1) academic class failed:

Summer school recommended in the failed subject area of math or ELA.

Two (2) academic classes failed:

Summer school required in the failed subject areas of math or ELA, and student must successfully pass enrolled classes to be promoted to next grade level.

In all middle level grades, a student may be placed in the next grade upon recommendation and consideration by the professional staff, administrator(s), and parent or in the case of mitigating circumstances.

B. Time Line for Middle School Grade Placement

1. Before Spring Parent/Teacher Conferences: Principal will review, with teachers, grade placement/retention procedure.
2. October-mid-March: Teacher and counselor will indicate concern to student and parents and will initiate documentation of planned interventions and results. Any concerns must be reflected on report cards and in conference notes with teachers, counselor, student and parents.
3. April: Teacher will notify principal if retention is being considered at the end of the 3rd card marking.
4. Parents will be notified by letter at this time and commitment to the decision for summer school or retention secured. (See sample letter).
5. May-June: Decision on promotion or retention is made and student Grade Placement Recommendation is completed unless student commits to summer school. Parents of retained students will be notified by the counselor or the principal as soon as final grades are available. Summer School grades showing mastery level of 70% or 65% will determine promotion to next grade level for those who attend. Students must pass regular class final exam. Those taking PLATO courses in Language Arts, Reading or Math must attend all sessions and show improvement.

A parent may appeal their child's retention by making a written request to the principal. All requests will be considered by a committee made up of the principal, a counselor, and three teachers. The committee will consider input from each student's teachers and consider factors such as: student age, social and physical maturity, previous retentions, and the best educational placement to ensure academic success for the future. The committee will make a response in writing to the parent with a copy placed in the student's file.

By statute, the final responsibility for student placements rests with the Superintendent. Parents objecting to the retention of their youngster have a right to appeal such decision to the Superintendent or his/her designee.

High School Level – Grades 9-12

A. Criteria for Consideration

The U.S. Department of Education, under reporting requirements of NCLB, has defined a graduation cohort. This is a data set of students who enter in 9th grade and graduate within 4 years. For the official records, student class placement will be determined in the following manner:

Students enrolling from schools having different graduation requirements will have their credits prorated for class placement.

All incoming students will be informed of these requirements at the time of admission. Students will have the opportunity to accelerate or make-up credits in summer school, through dual enrollment or with on-line courses following district guidelines.

B. Credits for Graduation (prorated) as of (4/25/07) with 9th grade semesters for credit and grades 10-12 in trimester system.

All core subject classes as required by the State of Michigan must be passed.

Class of 2008 (Current 11th Graders)

9th = 6 credits (3 credits per semester)
10th = 6 credits (3 credits per semester)
11th = 6 credits (3 credits per semester)
12th = 7.5 credits (2.5 per trimester)

Total = 25.5 credits possible
Students will be required to gain 24 credits to graduate

Class of 2009 (Current 10th Graders)

9th = 6 credits (3 credits per semester)
10th = 6 credits (3 credits per semester)
11th = 7.5 credits (2.5 per trimester)
12th = 7.5 credits (2.5 per trimester)

Total = 27 credits possible
Students will be required to gain 25 credits to graduate

Class of 2010 (Current 9th Graders)

9th = 6 credits (3 credits per semester)

10th = 7.5 credits (2.5 per trimester)

11th = 7.5 credits (2.5 per trimester)

12th = 7.5 credits (2.5 per trimester)

Total = 28.5 credits possible

Students will be required to gain 26.5 credits to graduate

ADMINISTRATIVE PROCEDURES

INSTRUCTIONAL PROGRAM PLACEMENT, PROMOTION, AND RETENTION

The fundamental principle governing placement is that each pupil shall be assigned to that learning situation determined to be most appropriate.

Although the principal of the school has the responsibility for the placement, promotion, retention, or other assignment of pupils, the principal customarily will make decisions based on parental input, and with the recommendations of teachers, counselors and other support personnel who are familiar with all aspects of the pupil's learning and development.

The principal shall make the final decision regarding the placement of a student in a particular class or classroom, which does not involve the promotion or retention of a student.

Regulations for Promotion and Retention at the Elementary School Levels (K-5)

Basic Philosophy

The following should be considered in making promotion and retention decisions:

1. Continuous progress should always be the goal.
2. The rate of progress and the achievement levels will normally be different among students of the same grade level and age.
3. Research indicates greater gains for more students as a result of promotion than with retention.
4. Modifying a program should always be considered as an alternative to retention.
5. Only when careful assessment gives assurance that retention will result in significant benefits to the student can it be justified.

Procedures for Implementation

1. When retention of a student is being considered, the teacher consults the parents and makes them aware of the concerns well before the end of the school year. This should involve documented meetings with the parents, comments on report cards, and letter, e-mails and calls home.
2. The teacher also informs the principal well before the end of the school year.
3. The principal will coordinate a careful study of the student's needs. People who could be involved in this study are the parents, the teacher, the principal, other staff members and, if appropriate, the student. Complete and detailed individual cumulative records are essential aids in this study. (Complete Form I- Retention Review).

4. The decision on promotion or retention should be based upon all relevant factors, including but not limited to, the following:
- a) Chronological age
 - b) Physical size and degree of development
 - c) Health
 - d) Potential ability
 - e) Achievement in the basic skills
 - f) Social maturity
 - g) Emotional maturity (e.g., self-image)
 - h) Parental attitudes
 - i) Student attitudes
 - j) Sibling rivalry
 - k) Options in placement available
 - l) A student should not be retained more than once
 - m) There are no “on condition” promotions
 - n) It is usually better to retain in the early years of school
 - o) A change in grade may be made at any time if it is in the best interest of the student

5. **School Recommendation**—If, after this study, the principal believes that retention will be in the best interest of the student, the following steps should be taken.

Kindergarten – The principal will recommend retention. Included in this letter should be a summary of the reasons for the recommendation and a place for the parents to sign indicating that they accept the recommendation or that they wish to have their child placed in first grade. A copy of this letter and the supporting information should be placed in the student’s files. (Forms 2A, B, C may be used).

Grades One through Five – The principal will make the final decision. The parents must be advised of the decision and should be informed that any appeal should be made to the superintendent or designee. All supporting information should be placed in the student’s files. (Forms 2A, B, or C).

6. **Parental Request** – If parents initiate a request for retention of a student for whom the school is recommending promotion, the following steps should be taken.

All Grades

- a) The parents are informed that they must submit their request and reasons in writing.
- b) The principal should meet with the parents to discuss their request and the factors related to promotion and retention.
- c) The principal should make a decision and respond in writing to the parents’ request.
- d) Copies of both letters and supporting information should be placed in the student’s files.

Kindergarten – The parents decide whether to have their student retained in kindergarten or to accept the principal’s recommendation for promotion.

Grades One through Five – The principal will make the final decision. The parents must be advised of the decision and should be informed that any appeal should be made to the superintendent or designee. All supporting information should be placed in the student’s file.

7. Double Promotion – The same careful study outlined for retention should be used for double promotion. If after considering the factors listed in item 4, above, the student proves to be exceptionally mature socially, physically, emotionally, mentally and academically, the student may be double promoted.

Regulations for Promotion and Retention at the Middle School (Grades 6-8)

The decision to promote or retain a student is based upon the concept of individual growth in relation to ability. The growth pattern shall be the measure of promotion or retention rather than a set standard of achievement exclusively. Retention is not to be used as a punishment but only when it represents the best climate for the student's likelihood of succeeding in the future.

In every case where retention of a student is being considered, it is most important that parents are made aware of the concerns and consulted with well before the end of the school year. This should involve documented meetings with the parents, comments on the report card, letters, e-mails or calls to parents.

Generally, the decision on promotion or retention occurs at the end of a school year. For those students whom the staff wishes to consider for possible retention, the following prevails:

1. The principal requests recommendations from all staff members on those students to be considered.
2. The principal reviews these recommendations and prepares a list. A conference is held for every student who is failing two year-long core academic courses OR their equivalent, or for any student whose maturation the staff needs to consider for placement the following year.
3. The principal appoints a committee for each conference composed of the student's teachers, counselor, and an administrator. The principal may request additional staff personnel to attend.
4. The staff develops a consensus recommendation and gives it to the principal based on Review Form I.
5. The principal makes the decision to promote or to retain.
6. The principal then meets with the parent(s) and the student to review his/her decision. In most cases, the principal and the parent(s) mutually agree and discuss it with the student (Form 2A, B or C). If a disagreement arises, the parent(s) may seek an appeal to the superintendent or designee.
7. In considering retention, the staff will usually consider such alternatives as follows:
 - a) Promotion
 - b) Social promotion
 - c) Retention
 - d) Successful completion of summer school
 - e) Partial promotion (grades 6 or 7)
 - f) Retention with the opportunity for promotion at semester change
 - g) Parent conference prior to staff meeting

8. If parents initiate a request for retention for a child for whom staff is recommending promotion, the following guidelines should be observed.
 - a. Parents should be asked to submit their request and reasons in writing.
 - b. The principal should meet with the parents to discuss their request and issues related to promotion or retention.
 - c. The principal should make a decision and respond in writing to the parents' request.
 - d. Copies of the parents' and principal's letters should be placed in the student's files.

Regulations for Promotion and Retention at the High School

Promotion and retention at the high school level is determined by the satisfactory completion of each course a student takes. The Michigan Merit Curriculum requires students to meet content expectations at a proficient level (70%) before course credit can be granted. All students in class of 2009 must earn 25 credits in state, district mandated and elective courses to graduate and to receive a diploma. Class of 2010 and beyond must earn 26.5 out of 28.5 possible to graduate.

If a student chooses to repeat a course the student has failed, he/she may do so without penalty. If the student passes the repeated course successfully, the "E" grade is withdrawn from the transcript and the student receives full credit on the second attempt.

Southgate Community School District

Retention Review Form for Grades K-8

Student: _____ Grade: _____

Referring Teacher(s): _____ Birthdate: _____

Principal: _____ Date: _____

(Please complete the following summative review when considering the recommending of a student for retention.)

ASSESSMENT RESULTS

<u>MEAP*</u> (Most recent scores)	<u>TEST</u>	<u>SCORE & LEVEL</u>	<u>PROFICIENT</u>	
			YES	NO
	Math	_____	<input type="checkbox"/>	<input type="checkbox"/>
	Science	_____	<input type="checkbox"/>	<input type="checkbox"/>
	Soc. Studies	_____	<input type="checkbox"/>	<input type="checkbox"/>
	Reading	_____	<input type="checkbox"/>	<input type="checkbox"/>
	Writing	_____	<input type="checkbox"/>	<input type="checkbox"/>
	ELA	_____	<input type="checkbox"/>	<input type="checkbox"/>

Report Card Grades (Core Subjects)

Math
Science
Soc. Studies
Reading
Writing

	Q1	Q2	Q3	Q4
Math	_____	_____	_____	_____
Science	_____	_____	_____	_____
Soc. Studies	_____	_____	_____	_____
Reading	_____	_____	_____	_____
Writing	_____	_____	_____	_____

Current reading level: _____

Current math level: _____

Proficient		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
Assessment Used:	MLPP <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DRA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Perf. Series <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Class A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nelson Denny <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	None <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proficient		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
Assessment Used:	Benchmark <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Perf. Series <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

(To be completed by teacher(s) no later than) end of 3rd quarter

*In grades where applicable

Previous Intervention/Support Programs

YES

NO

- | | | | |
|----|--|--------------------------|--------------------------|
| 1. | Referred to child study
If yes – date: _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Currently receiving special education services
If yes, specify types: _____
Dates of Service: _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Adapted/Personal curriculum
If Yes – specify modification(s)

_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Tutoring by Teacher | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Peer Tutoring/Mentoring | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | PLATO | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Summer School
If yes – year(s) _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Conference/discussion with parents to review child’s progress
- Describe types & frequency

_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Did the student attend preschool? <input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, please indicate type of preschool:
<input type="checkbox"/> Private Preschool
<input type="checkbox"/> Title I Preschool
<input type="checkbox"/> Readiness/At-Risk Preschool
<input type="checkbox"/> Head Start
<input type="checkbox"/> PPI Program
<input type="checkbox"/> Other (please specify) _____ | | |

(Check #9, 10, 11, 12, 15) If known or can be determined in consultation with parent*

10. Has this student ever had an extra year of learning time in any form? YES NO
 If yes, please indicate if this student:
- Stayed home an extra year
 - Spent an extra year in _____ a day care or preschool setting
 - Spent an extra year in a pre-kindergarten or transition grade
 - Has already been retained in grade _____
 - Other (please specify) _____
11. Check physical characteristics that apply to the student:
- Premature birth
 - Wears glasses
 - Uses hearing aid
 - Medication (please specify) _____
 - Long-term or chronic illness (please specify) _____
 - Other (please specify) _____
12. Check environmental factors that apply to the student:
- Several family relocations
 - Serious illness in family
 - Death in family
 - Break-up in family, such as divorce or separation
 - Single parent home
 - Family history of substance abuse
 - Free or Reduced Lunch
 - Other (please specify) _____
13. Check behavioral characteristics that apply to the student:
- Distractible, short attention span
 - Does not seem to enjoy school
 - Does not want to participate in activities
 - Unable to make or keep friends
 - Does not get along with his/her peer group
 - Has difficulty sharing or taking turns
 - Tends to do the wrong thing at the wrong time
 - Frequent, uncontrolled outbursts
 - Aggressive behavior
 - Other (please specify) _____
14. Check characteristics that describe the student's work habits:
- Difficulty organizing work
 - Slow in completing work
 - Does not complete work or turn in assignments
 - Difficulty staying on task
 - Disruptive to self or others
 - Has difficulty sharing or taking turns

- Unable to easily shift from one task or situation to the next
- Difficulty following daily routine
- Needs constant praise and reassurance
- Overly dependent on the teacher or others
- Other (please specify) _____

15. Check auxiliary programs that student has participated in to date:

- Summer School
- Title I support
- School social worker
- Private counseling services
- Private tutoring
- Special Education
- List specific support/programs/interventions used to help child succeed at current grade level

16. **Attendance Record:** Days Absent: _____ Number of Tardies: _____

If student has high absenteeism, please describe reason: _____

Parent request for retention or placement contrary to teacher/principal recommendation must be made in writing. Letter should be attached to this form and placed in student's CA60.

SOUTHGATE COMMUNITY SCHOOL DISTRICT RECOMMENDATION FOR SUMMER SCHOOL ENROLLMENT

It is the professional assessment of the classroom teacher that the student named below may increase skills in reading/math (circle) based on accelerated summer school opportunities:

Agree

Disagree

Student _____

Grade _____

Teacher's signature _____ **Date** _____

Principal's signature _____ **Date** _____

Southgate Community School District

Student Growth Year Retention Recommendation And Parent Response

Building _____

Student _____

Current Grade _____

GROWTH YEAR RECOMMENDATION

After careful consideration, it is the professional recommendation of the classroom teacher(s) that the student named above remain at his/her current grade level to permit a growth period for the _____ school year.

Teacher's Signature

Date

Teacher's Signature

Date

Teacher's Signature

Date

CONFIRMATION OF PARENT CONSULTATION and PARENT RESPONSE

(please check **one** box and sign in space provided below)

- I have conferred with my child's teacher regarding the teacher's recommendation for a retention growth year for my child. I **agree** that my child should remain at the current grade level during the following school year.
- I have conferred with my child's teacher regarding the teacher's recommendation for a retention growth year for my child. I **do not agree** that my child should remain at the current grade level during the following school year. I request that my child be **placed** in the next grade for the following school year. I understand that my signature indicates a request for placement, contrary to that recommended by my child's teacher. I also understand that if my child is recommended for a retention growth year for two consecutive years, the school may not honor my request for placement during the second year. I hereby request a review by the building administrator of the teacher's retention growth year recommendation.

Parent's Signature

Date

Southgate Community School District

Student Placement Recommendation And Parent Response

Building _____

Student _____

Current Grade _____

PLACEMENT RECOMMENDATION

After careful consideration, it is the professional recommendation of the classroom teacher(s) that the student named above be **placed** in the _____ Grade for the following school year.
school year.

Teacher's Signature

Date

Teacher's Signature

Date

Teacher's Signature

Date

CONFIRMATION OF PARENT CONSULTATION and PARENT RESPONSE

(please check **one** box and sign in space provided below)

- I have conferred with my child's teacher regarding the teacher's recommendation for placement of my child in the _____ Grade for the following school year. I **agree** that my child should be placed in the _____ Grade for the following school year.
- I have conferred with my child's teacher regarding the teacher's recommendation for placement of my child in the _____ Grade for the following school year. I **do not agree** that my child should be placed in the _____ Grade for the following school year. I request that my child be **promoted** to the next grade for the next school year. I understand that my signature indicates a request for promotion, contrary to that recommended by my child's teacher. I hereby request a review by the building administrator of the teacher's placement recommendation for my child.

Parent's Signature

Date

Principal's Signature

Date

THIS SECTION TO BE COMPLETED DURING THE TEAM MEETING

Date of Meeting: _____

Those in Attendance:

	NAME	TITLE
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Recommendation:

The Team recommends that the student:

- Remain another year at the same grade level with the same teacher
- Remain another year at the same grade level with a different teacher
- Remain another year at the same grade level but in a different school setting
- Placement in next grade level
- Special education referral
- Other (please specify) _____

Describe interventions and services that will be provided the student next school year:

Follow-up meeting scheduled for: _____

Middle School Name

Send certified mail-return receipt requested

Date:

To the Parent/Guardian of: _____

After careful consideration and review of **Student's Name** academic performance by the teachers, counselor and administrative staff at **Name of School** we believe that your child would be better prepared for future academic success if he/she repeats his/her current grade and/or enrolls and passes required courses in summer school at grade proficient levels.

In view of the new state graduation requirements, your child's academic performance this year, indicates that he/she is in danger of not successfully passing the next grade level. This could prevent your child from graduating from Southgate Anderson High School in the future according to timelines mandated by the Michigan Department of Education.

Your child must take summer school classes and/or repeat their current year of instruction.

Sincerely yours,

Middle School Name

Send CERTIFIED MAIL – RETURN RECEIPT REQUESTED

DATE:

Dear Parents/Guardians of _____:

Due to your child's poor classroom performance, low final exam scores, and/or low grades, your child is not academically prepared to succeed at the next grade level. Your child is being recommended to attend our Summer Extended Learning Program for:

This opportunity will begin to address your child's academic deficiencies. At the conclusion of summer school, your child will be given the same final exam(s) in the above-noted subject(s) that was given at the conclusion of the school year. Your child must pass these tests with a minimum of 70%.

If the scores are below 70% on the tests, we will be recommending that your child be retained in the _____ grade for _____ school year in order to successfully master the objectives these classes have set out to accomplish.

Please contact (Principal's name) immediately at (School Phone) in order to enroll your child in the Summer School program which begins (Date). If we do not hear from you by (date) _____, we will assume you concur with the retention of your child in the current grade and will schedule your child's classes accordingly.

Middle School Name

CERTIFIED MAIL – RETURN RECEIPT REQUESTED

Date

Dear Parents/Guardians of _____:

Due to your child's lack of attendance, poor classroom performance, low final exam scores and/or low grades, your child is not academically prepared to succeed at the next grade level. **Your child is being recommended to be retained in the 8th grade for the 2008-2009 school year.**

Please contact (Principal's name) immediately at (school phone) to discuss your child's schedule for next year. Summer Office hours are _____.

If we do not hear from you by (date) _____, we will assume you concur with the retention recommendation and will schedule you child's classes accordingly.

Sincerely,

Middle School Name

WAIVER AND RELEASE

Date:

Re: _____

I/We, the undersigned Parents/Guardians of _____, a student in the Southgate Community School District, understand that certain recommendations have been made concerning our child by the following staff:

We acknowledge the legitimate and lawful concern of the teachers, administrators, and officials of the Southgate Community School District for the best interest of our child, and we further recognize and fully accept our own legal and moral responsibility, and all consequences flowing from the educational decision for our child.

However, we hereby disagree with the recommendation that our child, _____, **be retained in the 8th grade for the _____ school year**, and fully refuse consent to the implementation of such recommendations and agree to hold harmless the Southgate Community School District, all teachers, administrators, and officials for the above-mentioned decision.

Parent/Guardian Date

Parent/Guardian Date

Middle School Name

Date: _____

Dear Parents/Guardians of _____:

Your child has been recommended to participate in our Summer Extended Learning Program for: _____

You have informed the office of your choice to attain a SUMMER TUTOR instead. Please contact our office immediately with the tutor's name and phone number so we can supply all materials for these classes.

Please be advised that you child will be given the same final exam(s) in the above-noted subjects that was given at the conclusion of the school year. Your child must pass this test at a proficient level.

If the scores are below 70% on the test(s), we will be recommending that your child be retained in the 8th grade for the _____ school year in order to successfully master the class objectives defined by the State.

Please contact (Principal) at (school phone) if you wish to discuss this further.