

# 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.

The Superintendent or designee shall ensure that each student is 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:

- completed the course requirements or adapted personal curriculum at the presently assigned grade (at proficient levels)
- in the judgment of the professional staff, achieved the instructional objectives set for the present grade after reviewing numerous assessment instruments
- demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade (60% or above)
- 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:

- 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;
- require the recommendation of the relevant staff members for promotion, placement, or retention;
- require that parents are informed, in advance, of the possibility of retention of a student at a grade level;
- assure that efforts are made to remediate the student's difficulties before s/he is retained with documentation;
- assign to the principal, in consultation with Superintendent or designee, the final responsibility for determining the promotion, placement, or retention of each student;

- parents may appeal a Principal’s final decision to the 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:

- When the student has met the established criteria required in the curriculum and mastered the course/grade level content expectations at 60% or above.

#### B. Retention:

- When a student is not doing the caliber of work that indicates the student should be promoted to the next grade

#### C. Placement:

- When a teacher indicates a student is as successful as possible, but did not meet expectations of grade level
- Or when the teacher believes the student will struggle with the next grade level standards or when retention will not benefit a student.

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

- Early identification and intervention of academic and/or behavioral difficulties is crucial to avoid the inappropriate use of retention.
- A range of academic and/or behavioral strategies and interventions must be utilized and documented before the practice of retention is explored.
- Since the rates of development among young children vary greatly and change rapidly, discussions about possible retention should not be made before mid-year.
- Retention is not to be used as punishment.
- Retention is not to be used to postpone or supplant other educational services, such as special education.
- 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.

## **Elementary Level**

### A. Criteria for Consideration:

- Current level of achievement and present grade placement
- Potential for success at the next level (based on at least 3 assessments)
- Emotional, physical, social maturity
- Previous grade retention
- Documented eligibility for special education services (LD, EI. etc.)

### B. Time Line for Elementary Grade Placement Changes

- Before Fall Conferences: Principal will review grade placement procedures with teachers.
- October-January: Teacher should inform parents of student progress through report cards, conferences, documented phone calls or e-mail correspondence. Teachers should have evidence of correspondence.
- Interventions should be implemented and documented.
- By Early March: Teacher will notify principal if retention is being considered using Retention Review Form. (Complete Form 1)
- By Spring conference: Parents should be notified of recommendation for retention, and secure a commitment to the decision or plan of action. Students may be referred to summer school.
- May-June: Decision on retention is made. Student Grade Placement Recommendation is completed. (Complete Form 2a/2b)
- 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

- 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 elective classes at proficient levels of 60% or above and meet attendance requirements. Students who fail one or more academic classes for 3 out of 4 quarters would be affected by the following requirement:

#### One (1) academic class failed:

Summer school recommended in the failed subject area of Math, ELA, History, or Science.

Two (2) academic classes failed:

Summer school required in the failed subject areas of Math, ELA, History, or Science 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

- Before 1<sup>st</sup> Parent/Teacher Conferences: Principal will review, with teachers, grade placement/retention procedure.
- October-mid-March: Teacher and counselor will indicate concern to student and parents. Any concerns must be reflected on report cards. Teachers/counselor should have evidence of correspondence.
- April/May: Teacher or Counselor will notify principal if retention is being considered.
- Parents will be notified by letter at this time and commitment to the decision for summer school or retention secured. (See sample letter).
- May-June: Parents of retained students will be notified by the counselor or the principal as soon as final grades are available. Summer School grades 60% or higher will determine promotion to next grade level for those who attend. A copy of the letter(s) should be placed in student's file.

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 9<sup>th</sup> grade and graduate within 4 years. For the official records, student class placement will be determined in the following manner:

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.

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

Students will be required to gain the following credits to graduate

Class of 2014	26.5 credits
Class of 2015	25 credits
Class of 2016	23.5 credits
Class of 2017 +	22 credits

### **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 (60%) before course credit can be granted.

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

Elementary Retention Review Form

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


Special Education Referral

Yes  No  Results: \_\_\_\_\_

RtI or Interventions

Yes  No  Results: \_\_\_\_\_

Attach most recent report card:

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

# Elementary Student Retention Recommendation And Parent Response

**Building** \_\_\_\_\_

**Student** \_\_\_\_\_

**Current Grade** \_\_\_\_\_

## 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 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 retention 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 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 retention 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 recommendation.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

Southgate Community School District

# Elementary 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.

\_\_\_\_\_  
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

**Middle School Name**

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/required 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 a final exam(s) in the above-noted subject(s) that was given. Your child must pass these tests with a minimum of 60%.

If the scores are below 60% 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**

**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 \_\_\_\_\_ 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