

## Student Promotion/Retention

The West Valley School District is committed to assisting all students achieve their highest level of knowledge, skills, and attitudes necessary to be responsible and productive citizens, effective communicators, creative problem-solvers and life-long learners. Through the combined efforts of our families, schools, and community, we will provide a safe, high quality learning environment in which each student experiences success every day. All students in the West Valley School District will be provided an equal opportunity to receive an education which will enable them to: 1) read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings, 2) Know and apply essential core concepts in mathematics, physical and life sciences, technology, social studies and history, geography, arts and humanities, health and fitness, 3) Think analytically, logically and creatively, integrating experience and knowledge to form reasoned judgments and solve problems individually or with others, 4) Understand the importance of quality work and how effort, performance and decisions directly affect life-long learning and productive employment, and 5) Demonstrate responsibility for themselves and show respect, concern and caring for all.

The Board of Directors of the West Valley School District believes that all students can be successful and recognizes that the rate of achievement varies among individual students. Early identification of student needs, focused support and intervention, and the development of partnerships between home and school are integral elements of student success.

Each student's progress toward promotion standards is a shared responsibility of the student, parents/guardians, and school staff. It is the responsibility of the student to apply consistent, sustained and high-quality efforts toward learning experiences that are assigned. It is the responsibility of the parents/guardians to be actively involved in the development and implementation of strategies to support their student's achievement. It is the responsibility of school staff to identify at the earliest opportunity student needs and progress, and work together with parents/guardians and the student to develop and implement an appropriate program of research-based interventions to support the student's progress toward standards and beyond.

Promotion from grade to grade should be based on the attainment of the academic standards for that grade level and a consideration of the best interests of the student concerned. Learning to read, write, compute, and communicate should be primary foci for students in grades K-4. In addition to academic achievement, emotional and social maturity (e.g., citizenship and behavior) and prompt and regular attendance will be carefully considered when individual students are being recommended for retention.

Promotion standards will be communicated to parents, students, and school staff at the beginning of each year. All parents of students in kindergarten through grade 12 will be notified of their children's progress on an ongoing basis. Students at risk of not being promoted will be identified early in the school year, and academic intervention(s) will be provided. The District "Jump Start" summer school program will be recommended with Reading and/or Mathematics intervention for all students who are at the lowest assessment level. Promotion to the next grade will be dependent on following this recommendation. Parents will be notified early after the first Reading assessment and will be updated after

each succeeding assessment on their child's progress and asked to be involved in the development of individual Academic Intervention Plan to improve student achievement.

Students in grades 9-12 must meet state and District credit requirements to earn a high school diploma as specified in Policy 2410 and 2410P. Minimum credit requirements for grade level status (9-12) will be specified in 2410P.

Except for the decision to promote/retain students moving from Grade 3 to Grade 4, the building principal makes the final decisions for the promotion of students to their next educational level. This decision shall be made following consultation with a building team consisting of parent(s)/guardian(s) of the student, teacher(s), principal, and other school staff (e.g., Remedial Program Coordinator, Individual Educational Plan (IEP) Team) knowledgeable of the student's abilities and school performance. Ideally, the decision to promote or retain a student at grade level should be a consensus decision of the team. The decision on retention or promotion shall be made by the building principal as soon as possible in order to have plans in place for the following school year.

When considering promotion from Grade 3 to Grade 4, in accordance with RCW.28A.655.230 "if the school principal and parent cannot agree on the appropriate grade placement and improvement strategies from the list of available options, the parent's request will be honored".

Revised: 5.03; 7.14; 05.15