

Student Identification and Interventions

The Board recognizes that the rate of physical, social, emotional, and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in designing instruction.

Grade-level curricula and associated student learning objectives of the District represent the expectations for student performance. After a student has successfully completed a year of study at a specific grade level, he/she shall be promoted to the next grade. Classroom instruction is planned to accommodate a reasonable range of performance.

Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. Retention shall not be considered except in these instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption.

The superintendent shall establish procedures which provide that parents will be informed at least one (1) quarter in advance of any retention decision on the part of the school.

Legal References:      RCW 28A.150.200                      The Basic Education Act

Adopted: January 15, 2015