

Students at risk of not being promoted will be identified as early as possible in their academic careers. District staff will work with the student and his/her parent(s)/guardian(s) to develop and deliver an individualized improvement plan to help the student qualify for promotion. Timely and effective communication among those involved is essential.

The final decision on retention or promotion shall be made by the Student Assistance Team (SAT). The SAT team shall be comprised of the student's classroom teacher(s), superintendent, and parent. Consensus of the team is the goal when deciding to retain any student. If the classroom teacher(s) and superintendent agree to retain the student, the student will be retained. No more than two retention decisions will be allowed for any student in their educational career.

A. Early Interventions: It is the responsibility of school staff to identify individual student needs at the earliest possible opportunity. This early identification will enable a timely intervention program to be implemented in order to optimize the student's chance of earning promotion. In order to determine student academic needs, instructional assessments in the areas of reading, writing, and math shall be given in the fall at each grade levels K-6th. Based on the results of these and other assessments, students not at standard shall be identified and have a plan developed to assist the student as soon as possible. Interventions, both in and outside of the school day, will be communicated to the parents/guardians.

The District will be aggressive in assessing students in grade levels K-6 who have not demonstrated sufficient mastery in basic skills. These skills will be assessed throughout the year with current district assessment tools.

Students who transfer into grades K-6 during the school year shall be assessed at the earliest possible opportunity and, if indicated, have a Student Learning Plan (SLP) developed no later than four weeks after transfer.

1. When students are considered for retention it is the District's responsibility to:
 - a. establish appropriate achievement expectations consistent with the essential learnings and assure that all instructional practices are developmentally appropriate;
 - b. communicate these expectations to students, parent(s)/guardian(s), staff and the community;
 - c. develop an appropriate curriculum and align it with Washington State Essential Learnings and State Benchmarks;
 - d. develop and assign instructional homework with can assist in reinforcement of classroom learning;
 - e. communicate quarterly with the student and parent(s)/guardians if achievement expectations are not being met; and
 - f. continue to use a variety of interventions with the student.
2. Parent(s)/guardian(s) responsibility to:
 - a. provide the school with current contact information;
 - b. provide relevant student health concerns and other issues that may impact learning;

- c. partner with the school in providing extended learning opportunities and attendance support for student achievement;
 - d. attend conferences with teachers, and other appropriate staff; and
 - e. support the student's learning by allowing time for homework, practice, and extensions.
3. It is the student's responsibility to:
- a. assume responsibility for regular attendance;
 - b. put forth best effort on assessments to give the most reliable and valid information for decision making about the student's academic standing;
 - c. take advantage of extended learning opportunities, if necessary, in order to meet the exit standards; and
 - d. complete homework assignments.
- B. Students on a 504 Plan For a student determined eligible for Section 504 accommodations, the SAT team will develop the plan for the student. The impact of the student's disability on all areas of achievement will be considered. Parents are always invited to be involved in the development of the 504 plan.
- C. Students with Limited English Proficiency Active English Language Learners (ELL) students are required to meet the Annual measurable Achievement Objectives (AMAOS) or Student Learning Plans (SLP) in place and will be expected to make adequate yearly progress. Final promotion decisions will be determined by a school team consistent with the ELL or General Education teacher, principal, counselor not later than the last day of school
- D. Students with Special Needs For students determined eligible for Special Education Services, the Individualized Education Program (IEP) will determine the goals and appropriate achievement levels for progress and promotion. The impact of the student's disability on all areas of achievement will be considered regardless of program placement. Parents are always invited to be involved in the development of the IEP.
- E. Students Recommended for Retention from another school district Decisions made by other districts in regard to Promotion and Retention will be upheld by the Star School District. If parents feel "exceptional circumstances" exist they may appeal the decision.
- F. Appeal Process if parents feel "exceptional circumstances" exist that should allow their child to go to the next grade; they may appeal to the Superintendent or designee.

Appeals must be made in writing prior to ten (10) business days before the start of the school year and shall document the rationale for promotion/retention and take into consideration a student's portfolio (file of evidence) and other circumstances that may exist for the team to consider. Decisions by the Superintendent or designee are final.