

## Grade Placement

The Washougal School District is dedicated to the total and continuous development of each student. The staff is expected to place each student at the level best suited to him/her academically, socially, physically, and emotionally. Grade placement, promotion, retention or acceleration of a student will be guided by state and district regulation, and what is in the student's best educational interest.

Grade Placement: The staff is expected to place each entering student at the level and in the environment best suited to him/her academically, socially, physically, and emotionally.

Promotion: The assignment of pupils from one grade to the next is based upon a comprehensive plan consistent with good educational practices and upon state regulations.

Retention: Students usually advance from grade to grade, spending one year at each grade level. However, students may profit from staying another year at the same grade level. Such an exception would be made when, in the judgment of the professional staff, with parent and student input, retention is in the best educational interest of the student. When retention is necessary, it is the policy of the Washougal School District to retain children in the early stages of their educational experience (K-3). Exceptions will occur after careful consideration.

Acceleration: Students usually advance from grade to grade, spending one year at each grade level. However, some students may profit from "acceleration," or skipping a grade or part of a grade. Such an exception would be made when, in the cooperative judgment of the professional staff and parent(s) or legal guardian(s), acceleration is in the best educational interest of the student.

Legal Reference: WAC 180-56

**Adoption Date: 05.13.08**  
**Washougal School District**  
**Revised: 10.12.10; 04.23.13; 03.22.16**

## Grade Placement

### Grade Placement, K-8

- A. The principal is responsible for grade placement of entering students after consultation with staff and parents and examinations of available student records and registration information.
- B. Results from assessments in reading and math will be used for placement of students where immediate records do not clearly show placement or whose proper placement is in question.
- C. Grade placement of a student will be guided by state regulations and district procedures and what is in the best educational interest of the child.

### Grade Placement, 9-12

- A. Whenever possible, a student should keep his/her normal grade level designation even though lacking sufficient credit for that grade level.
- B. Options regarding graduation for students deficient in credits:
  - 1. Students who have failed classes, or who are short credits for other reasons, may enroll in credit recovery programs within the district or offered by other school districts and/or colleges.
  - 2. Fifth year students who are deficient in credits may attend additional semesters of classes. Students deficient in credits for graduation may attend high school until twenty-one (21) years of age. Students who are under twenty-one (21) years of age at the beginning of the school year are eligible to enroll in high school courses for the duration of the school year.

### Promotion

Students usually advance from grade to grade, spending one academic year at each grade level. Promotion on an annual basis should be the presumption when a student has met or demonstrated continuous and adequate progress toward grade-level benchmark standards in reading, writing and mathematics as measured by one or more formal assessments and/or classroom-based assessments.

### Retention, grades K-8

Retention of a student at the same grade level should only be considered in extraordinary circumstances where the preponderance of evidence indicates another year at the same grade level will be in the best academic and social interests of the student.

Retention may be requested by a parent/guardian or by district, educational staff. Requests for retention must be received by the first school day in May. An exception to this date is third grade students subject to grade placement requirements in Policy 2107 – Comprehensive Early Literacy Plan.

Before a student is retained at the elementary and middle school levels, the teachers, principal, counselor, and parents will meet to assure that the retention of the student is the best alternative for the student.

Retention recommendations for students performing below the minimum grade-level benchmark standards shall be based on a written request by the teacher(s), principal and/or parent outlining the rationale for the recommendation and the appropriateness of retention. Such recommendation shall be preceded by an offer of and/or provisions for intervention support. The following criteria will be considered in making retention recommendations:

1. Student's age;
2. Attendance history;
3. Student's level of proficiency in reading;
4. Mastery of content grade-level standards (at least 2 years below);
5. All assessment data, student profile and academic history;
6. Best educational interest of the student;
7. Previous Retention;
8. Lack of English Language proficiency, and;
9. An IEP or 504 Plan.

All available alternatives at the school will be considered prior to retention and could include:

1. Individualized instruction
2. Acceleration programs
3. Supplemental tutoring

If retention is felt to be educationally appropriate for the student, a conference involving the parents and school personnel listed above must be held. The school must send written notification about the conference to the parents.

All retention decisions will be communicated in writing to the parent(s)/guardian(s). Copies of the decision should be given to the parent, and the district's Office of the Superintendent.

### **Acceleration**

Grade acceleration may be requested by a parent/guardian or by district, educational staff. Requests for acceleration must be received by the last school day in January. Requests for acceleration shall be acted upon within thirty (30) school days of receipt of the request.

Before a student is accelerated from one grade to another at the elementary and middle school levels (or to Grade 9 in high school), the teachers, principal, counselor, and

parents will meet to assure that the promotion of the student is the best alternative for the student. The following process is to be pursued by the school personnel and parents:

- A. Written rationale for considering acceleration must be prepared which takes into consideration the following:
  - a. Academic potential and progress
  - b. Social and emotional maturity
  - c. Number of years in school
  - d. Chronological age
  - e. Scores on standardized achievement tests
  - f. Academic grades
  - g. Attendance history
- B. All available alternatives at the school will be considered prior to acceleration and could include:
  - a. Individualized instruction
  - b. Enriched programs
  - c. Highly Capable placement
- C. If acceleration is felt to be educationally appropriate for the student, a conference involving the parents and school personnel listed above (Section B.) must be held. The school must send written notification about the conference to the parents. If another school is involved, the principal of the receiving school will be involved.
- D. All acceleration decisions will be communicated in writing to the parent(s)/guardian(s). Copies of the decision should be given to the parent, Washougal School District central office, placed in the student's cumulative folder, and, if applicable, submitted to the principal of the receiving school.

Parent(s)/guardian(s) shall have an absolute veto on an acceleration if they believe it would not be in the student's best interests. With sufficient data (attendance, discipline/behavior, grades, participation, etc...), school officials may rescind an acceleration decision within the first 30 school days. This notification must be provided in writing to the parents and presented by the principal during a meeting with the parents and appropriate staff. A copy of the notification must be sent to the district's Office of the Superintendent.

### **Appeals**

- A. Parent(s)/guardian(s) who wish to appeal the decision on double promotion or retention may make a written appeal to the Superintendent (or her/his designee). Such appeal must be made within ten (10) school days of the receipt of the decision.
- B. The superintendent or his/her designee shall schedule a meeting within fifteen (15) school days of receipt of the appeal.

- C. The original parties of the case shall have the opportunity to present oral and/or written statements.
- D. The superintendent or his/her designee shall communicate a decision, in writing, to all parties within ten (10) school days of the meeting

**Date: 03.16**  
**Washougal School District**