

Promotion/Retention

The Woodland School District expects each student to apply consistent and sustained effort toward learning experiences that are assigned. Movement from grade to grade should signify achievement of grade appropriate standards and benchmarks. The Board supports a rigorous curriculum and high standards for Woodland students.

Schools, parents and students share responsibility for achievement of educational standards.

It is the responsibility of school personnel to:

- establish grade appropriate standards and benchmarks at each level and communicate them to staff, parents, students and the community;
- monitor and report student attendance;
- develop appropriate curriculum which aligns with the Washington State Essential Learnings;
- practice effective instructional methods which facilitate the achievement of the benchmark standards;
- prescribe and provide supplemental instructional support, if needed;
- communicate student achievement regularly with both the student and parent/guardian through conferences and other means;
- develop and use a variety of assessment tools to measure students' progress.

Parents are responsible to:

- support the school's efforts to improve their student's academic performance;
- insure that students attend school regularly and arrive on time, ready to learn;
- provide an optimal learning environment at home by creating a place and time for study, homework and other school assignments;
- support attendance and participation in extended learning opportunities, if necessary for the student to meet grade level standards;
- attend conferences with teachers, counselors and principals, and commit to agreements to improve student learning.

It is the student's responsibility to:

- be aware of grade level expectations;
- attend school regularly and arrive on time, ready to learn;
- complete assigned tasks with a level of quality that demonstrates his/her ability;
- assume responsibility for learning;
- take advantage of extended learning opportunities.

The Board recognizes the seriousness of altering the normal progress of a student from grade to grade, and encourages interventions designed to address specific academic needs. The decision to alter that progress needs to consider information from a variety of sources, including parents, counselors, teachers and the student. If a decision to alter routine promotion is made, the parent/guardian may request a waiver once during a student's K-8 career. The final decision resides with the building administrator.

~~Cross Reference: Board Policy 2240 Summer School~~

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Woodland School District #404~~