

Board Policy IHE: Promotion and Retention

Status: ADOPTED

Original Adopted Date: 08/26/1987 | **Last Revised Date:** 03/19/2020 | **Last Reviewed Date:** 03/19/2020

Promotion and Retention

It is the policy of the Board of Education that the placement or promotion of a student into a grade, class or program should be based on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive the instruction and other services needed in order to succeed and progress to the next higher level of academic achievement.

The Board hereby authorizes the Superintendent and administrative staff to develop procedures or regulations that specify how the state-adopted assessments and what local promotion criteria will be used in making decisions concerning promotion, placement or retention of students. Such procedures or regulations shall provide for the following:

1. Each teacher shall be responsible for determining through a variety of assessments whether a student appears to be on grade level or achieving at a level which, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year.
 2. Where the teacher believes the student is not performing at such level, the teacher must implement remediation efforts as set forth in regulations or procedures.
 3. A mechanism shall be established whereby a school level team will review a student's performance prior to any decision to retain the student.
 4. Prior to a student's retention, the student's parent(s) must be notified of the possibility of retention and given the opportunity to attend a meeting to discuss the matter. Prior to a student's retention, the school principal will notify the district office of intention to retain.
 5. School level promotion and retention decisions may be appealed to the District Promotion and Retention Committee.
 6. The District Promotion and Retention Committee's decision may be appealed to the Superintendent, whose decision shall be final.
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Board Policy IHF: Graduation Requirements

Status: ADOPTED

Original Adopted Date: 03/19/2020 | **Last Reviewed Date:** 03/19/2020

Graduation Requirements

The Gilmer Board of Education recognizes that state graduation requirements for students are determined by applicable State Board of Education Rules, which may vary depending on the school year the student enrolls in the ninth grade for the first time.

It shall be the responsibility of the Board of Education to set any local graduation requirements that may exceed requirements set by the State Board.

The Board of Education shall require that students satisfy all state requirements, to the extent not waived under its charter and local graduation requirements set by the Board in order to earn a high school diploma.

Students and their parents or guardians shall be advised of graduation requirements applicable to their graduating class through student handbooks, advisement materials, or the graduation planning process, as required by state law and the applicable State Board of Education graduation rule and guidance.

The Superintendent or designee is authorized to develop any administrative regulations or procedures that may be needed to implement this policy.

Board Policy JGF: Student Safety

Status: ADOPTED

Original Adopted Date: 01/01/1975 | **Last Revised Date:** 03/19/2020 | **Last Reviewed Date:** 03/19/2020

Student Safety

Protective Devices

Students, teachers and visitors must wear appropriate industrial-quality eye protection equipment at all times while participating in or observing CTAE, industrial arts, chemical, physical or any other course of instruction involving exposure to any of the following:

1. Molten metal or other molten materials.
2. Milling, sawing, turning, shaping, cutting, grinding or stamping on any solid material.
3. Gas or electric arc welding or other forms of welding process.
4. Repair or servicing of any vehicle.
5. Caustic or explosive materials.
6. Finishing materials and solvents.
7. Injurious radiation or other hazards.

An adequate number of eye-protective devices shall be available in the lab, shop and classroom for students, teachers and visitors.

Persons whose vision requires the use of eye glasses shall be provided goggles that can be worn over corrective glasses.

Board Policy JGF(2): Seclusion or Restraint of Students

Status: ADOPTED

Original Adopted Date: 11/09/2010 | **Last Revised Date:** 03/19/2020 | **Last Reviewed Date:** 03/19/2020

Seclusion or Restraint of Students

The Board of Education shall require that all schools and programs within the district comply with State Board of Education Rule 160-5-1-.35 concerning “seclusion” and “restraint”, as those terms are defined within the rule.

This policy is not intended to prevent the use of physical restraint in limited circumstances where a student exhibits behaviors that place the student or others in imminent danger and the student is not responsive to verbal directives or less intensive de-escalation techniques. The Board of Education recognizes that in determining when and how to implement this policy and any procedures related to it, educators will have to exercise their professional judgment and discretion. Therefore, the policy is not to be construed as imposing ministerial duties on individual employees. Further, it is not intended to interfere with the duties of law enforcement or emergency medical personnel.

For schools and programs within the district that use physical restraint as defined within the SBOE rule, the Superintendent or designee shall develop and implement written procedures governing its use, which shall include the following provisions:

1. Staff and faculty training on a system of deescalation and physical restraint;
 2. Written parental notification within a reasonable time, not to exceed one school day from the use of restraint, when physical restraint is used to restrain a student;
 3. Procedures for observing and monitoring the use of physical restraint;
 4. Documentation by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained;
 5. Periodic recertification of staff in the use of deescalation and restraint and the documentation described in item 4.
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