

PROMOTION AND RETENTION

The Piedmont Board of Education believes the primary goal of the educational process is to educate. The board also believes that since each child develops physically, mentally, emotionally, and socially at an individual rate, not all children will complete twelve grade levels of work at the same rate. Therefore, for some children, more than twelve years of public education are necessary to achieve the minimal standards of an appropriate education.

With the exception of retention decisions at the end of third grade, which are prescribed by state law, students in special education are excluded from this policy and will be advanced or retained in accordance with their Individual Educational Program as created by their IEP team.

Grade level placement in grades kindergarten thru eight will be based upon the child's maturity (emotional, social, mental, and physical), chronological age, school attendance, effort, and grades achieved. Standardized test results can be used as one means of judging progress. The grades earned by the child throughout the year shall reflect the probable assignment for the coming year. Assignment of grade marks will not be used as a means of discipline or reward under any circumstances. Students at the third grade level will be promoted or retained pursuant to 70 O.S. § 1210.508C (Reading Sufficiency Act).

The teacher or placement committee has the authority to promote or retain a student by state law. Whenever a teacher or a placement committee recommends that a student be promoted to the next grade level or retained at the present grade level; the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s)'s or guardian's reason(s) for disagreeing with the decision of the board.

A grade mark on a report card at the end of the grading period shall not fulfill the teacher's responsibility in reporting a child's progress to the child's parent or guardian. Informal notes and personal conferences are necessary to help the teacher and the parent(s) or guardian understand the child's development and progress. The parent(s) or guardian shall be informed, and a conference scheduled if the parent(s) or guardians desire, when it becomes apparent that a child may need to remain at a grade level.

Upon request of the student, or the student's parent(s) or guardian, a student who has been recommended for retention, is failing a grade, or seeks advancement will be given the opportunity to demonstrate proficiency in the Oklahoma Academic Standards for the applicable grade level or course. Proficiency will be demonstrated by some means of assessment or evaluation appropriate to the curriculum area, for example: semester test, portfolio, criterion-referenced test, thesis, project, product, or performance. (See also policy EIAE.)

Students demonstrating proficiency in a set of competencies at the 90% level may be advanced to the next level of study in the appropriate curriculum area(s). This decision will take into consideration such factors as social, emotional, physical, and mental growth. The school will confer with parents or guardians in making such promotion/acceleration decisions.

The superintendent is directed to establish a regulation containing criteria to be used by the administration in considering students for promotion or retention.

REFERENCE: 70 O.S. §24-114.1
70 O.S. §11-103.6