

## STUDENTS

Promotion, Retention, AccelerationElementary and Middle School

Student Progress is reported in several ways, including periodic report cards, student conferences, parent conferences, and test profiles (SOLs, PALS, Early Literacy, ARDT, Benchmark Assessments, and STARS).

The Tazewell County School Board supports an academic program with high expectations for its students. It is believed that student success is contingent upon the mastery of certain basic academic skills in grades K-8.

Even though instructional programs are provided to meet the needs and differences of individual students, retention is sometimes necessary and in the best interest of the student. Decisions as to whether students are to be promoted to the next grade or retained are made with primary emphasis on academic performance taking into consideration what is best for each individual student. Teachers confer with the parents of a student making unsatisfactory progress as soon as problems arise and develop plans to help the student reach an acceptable level of performance. Ongoing communication is maintained between the teacher and the parents to assure that intervention procedures are employed to assist the student in attaining essential academic skills.

When a teacher has reason to believe that a student should be retained, the teacher will consult with the principal and additional school personnel who have worked with the student. The parents of a student being considered for retention will be informed of the impending retention.

Decisions relative to promotions and retentions are made by respective teachers and reviewed by the building principal. Before a student is retained more than once at the elementary level or middle school level, the retention must be reviewed and approved by the Supervisor of Elementary or Middle Education and the Assistant Superintendent of Instruction.

Guidelines:

1. When a teacher observes a student with deficiencies in academic skills which may lead to retention, the teacher will refer the student to the Response to Intervention Team (RtI). The teacher with the help of the RtI Team will develop strategies for working with the student and conduct a conference with parents to discuss the needs of the student. The teacher will make suggestions to parents so they can assist their child in overcoming identified deficiencies. Certain conditions may necessitate the use of resources available through the Child Study Team.
2. An interim report will be sent to the parent/guardian at the midpoint of each evaluation period, or as needed, when a student's academic performance is unsatisfactory.

3. At the end of the first semester, the principal will secure from each teacher a list of those students experiencing extreme academic difficulty.
4. It will be indicated on an interim report during the fourth grading period if a student is experiencing difficulty to the extent that retention may be necessary.
5. Data from PALS, Early Literacy, STARS Reading, STARS Math, ARDT, Benchmark Assessments, and SOL scores, will be collected throughout the school year to support decisions regarding promotion or retention.
6. At least three weeks prior to the end of the school year, the RtI Team and Principal will review the progress of those students being considered for retention and make a final decision. A notification of retention letter will be given to the parents no later than two weeks prior to the end of the school year. A copy of the notification letter will be placed in the student's educational record.
7. Academic performance will be the prime determiner in making decisions as to whether a student should be promoted or retained. Promotion or retention will be based on what will result in the greatest good for the student. Factors considered for promotion/retention include the student's successful performance on the Virginia Standards of Learning/Essentials of the Curriculum, ability level, attendance in conjunction with classroom performance, chronological age in relation to the normal grade/age group, delayed/advanced physical development, maturity in emotional and social development, and work and study habits.
8. Promotion/retention of ESL students will take into consideration English Proficiency and cultural factors.
9. Promotion/retention of special education students will be based on individual progress in specified educational programs and identified goals developed by the student's IEP Team.
10. Retention in early elementary grades, according to research, is more effective than retention in the later elementary grades.

To be promoted to the seventh, eighth, or ninth grade, a student must pass both math and English in addition to either science or social studies. If summer school is offered, a student may correct one deficiency, if approved by the middle school staff. Students who are held back due to parental request must enroll in five new subjects to repeat that grade. The request must be approved by the Middle School Supervisor and the building principal.

### High School

#### Credits Required for Promotion

9th to 10th	6 credits
10th to 11th	12 credits
11th to 12th	18 credits

Students will be required to take the stated courses for each grade level. Students will adhere to a full schedule and to the sequence of the following courses:

English 9 will be taken at the beginning of the first year of high school;

English 10 will be taken at the beginning of the second year of high school;

English 11 and U.S. History will be taken at the beginning of the third year of high school;

English 12 and Government will be taken at the beginning of the fourth year of high school.

Promotion/retention of ESL students will also take into consideration English Proficiency and cultural factors.

Promotion/retention of special education students will be based on individual progress in specified programs, identified goals developed by the student's IEP Team, and the state requirements for graduation.

A credit recovery option is offered through the Bridge Program for students who have failed English, math, science, or social studies courses.

Standards of Accreditation, 8 VAC 20-131-150, Item B, states that during regular school session, all students in grades 1-12 shall maintain a full-day schedule of classes ( 5 1/2 hours), unless a waiver is granted by the division superintendent. Conditions of such waivers shall be defined by the school board. Tazewell County Public School Board policy exceeds this standard and states that the length of the instructional day for students is 6 hours.

Adopted by School Board: December 9, 1985  
Amended by School Board: April 5, 1993  
Amended by School Board: May 10, 1999  
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