

SCHOOL YEAR/SCHOOL DAY

School Year

The length of the school year is at least 180 teaching days or 990 teaching hours. Days on which a school or schools or all the schools in the division are closed due to severe weather or other emergencies are made up as provided below if necessary to meet these requirements.

Students are provided a minimum of 680 hours of instructional time in elementary school, except for students in half-day kindergarten, in the four academic disciplines of English, mathematics, science, and history and social science and a minimum of 375 hours of instructional time in half-day kindergarten in the four academic disciplines of English, mathematics, science, and history and social science.

Unstructured recreational time that is intended to develop teamwork, social skills, and overall physical fitness may be included in the calculation of total instructional time or teaching hours for elementary school, provided that such unstructured recreational time does not exceed 15 percent of total instructional time or teaching hours.

Make Up Days

If severe weather conditions or other emergency situations result in the closing of a school or schools or all the schools in the school division for

- five or fewer days, all missed days are made up by adding teaching days to the school calendar or extending the length of the school day;
- six days or more, the first five days plus one day for each two days missed in excess of the first five are made up by adding teaching days to the school calendar or extending the length of the school day.

If severe weather conditions or other emergency situations result in the closing of any school in the school division and such school has been unable to meet the 180 teaching day requirement, the school division may make up the missed teaching days by providing its students with instructional hours equivalent to such missed teaching days to meet the minimum 990 teaching hour requirement.

The Board of Education may waive the requirement that the school division provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency or severe weather conditions or other emergency situations under certain circumstances. If the School Board desires a waiver, it will submit a request to the Board of Education. The request will include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the superintendent and chairman of the School Board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. If the waiver is denied, the school division will make up the missed instructional time.

School Calendar

The first day of school is after Labor Day unless the Board of Education waives this requirement based on the School Board's certifying that it meets one of the good cause requirements in the Va. Code § 22.1-79.1.B.

The School Board establishes the division's calendar and teaching contracts in accordance with applicable regulations of the Board of Education to include contingencies for making up teaching days and teaching hours missed for emergency situations.

An advisory committee composed of teachers, parents and school administration may be utilized to recommend a proposed calendar to the superintendent. The recommendation of this committee is advisory.

School Day

The standard school day for students in grades 1 through 12 averages at least 5-1/2 instructional hours excluding breaks for meals and recess. The standard school day for kindergarten is a minimum of three instructional hours.

All students in grades 1 through 12 maintain a full day schedule of classes (5-1/2 hours) unless a waiver is granted in accordance with policies defined by the School Board.

Each elementary school provides students with a daily recess during the regular school year, as determined appropriate by the school.

The secondary school class schedule contains a minimum of 140 clock hours for each unit of credit. When credit is awarded in less than whole units, the increment awarded is no greater than the fractional part of the 140 hours of instruction provided.

The time for opening and closing schools is established by the School Board upon recommendation of the superintendent, provided that the daily program for students in grades 1 through 12 averages at least 5 ½ hours, not including meal intermissions. If the required program length is maintained, the School Board may approve occasional shortened days for staff development, conferences, planning and other activities designed to improve the instructional program, provided that no more than one day in each five-day week may be shortened to no less than four hours. The daily program for kindergarten is at least three hours, not including meal intermissions.

When exceptions in the length of the daily program are necessary for special education, alternative education, double shifts and scheduling or other unusual situations, the Board requests approval by the Superintendent of Public Instruction of the exceptions by August 1 preceding the school year for which they are requested.

The length of the work day for employees is determined by the School Board. It is of sufficient length to allow for the daily program for students and additional time as may be necessary for such activities as planning, preparation, meetings, workshops, conferences, meal intermissions or other contractual obligations.

Certification

The superintendent and School Board chair certify the total number of teaching days and teaching hours each year as part of the annual report to the Board of Education.

Adopted: September 10, 2018

Legal Refs.: Code of Virginia, 1950, as amended §§ 22.1-26, 22.1-79.1, 22.1-98.

Acts 2018, c. 785.

8 VAC 20-131-150.

8 VAC 20-131-200.

8 VAC 20-490-30.

Cross Ref.:	BCF	Advisory Committees to the School Board
	GAA	Staff Time Schedules
	IKF	The Virginia Assessment Program and Graduation Requirements
	IKFD	Alternative Paths to Attaining Standard Units of Credit

INSTRUCTION

School Calendar

A school calendar shall be prepared annually to indicate pertinent dates and information essential to the operation of the division schools. The calendar shall be planned by a school calendar committee and approved by the Tazewell County School Board.

The establishment of the school calendar should take the following into consideration.

1. The number of school days necessary to meet requirements of the State Board of Education;
2. National and State legal holidays;
3. Provisions for emergency closings of schools;
4. A reasonable opening and closing date to allow for summer commitments of teachers, parents, and students;
5. The calendar for facilities providing joint services;
6. Other pertinent factors.

If circumstances warrant, the board may amend the school calendar during the school year.

Editor's Note.
See also division regulation IC/ID-R.1

Legal Reference:

Code of Va., § 22.1-79.

Code of Va., § 22.1-79.1.

Code of Va., § 22.1-98.

Adopted by School Board: December 9, 1985

IC/ID-R.1

IC/ID-R.1

INSTRUCTION

School Calendar

Editor's Note

The current school calendar is available in the principals' offices and that of the superintendent.

Approved by School Board: (Approved Annually by School Board)

INSTRUCTION

School Day

The length of the instructional day for students is as follows:

Elementary Schools..... 6 Hours

Middle Schools..... 6 Hours

High Schools..... 6 Hours

INSTRUCTION

Reporting to Parents

A. Grades 2-12

Report cards shall be issued on the seventh school day following each six-weeks grading period.

The following reporting codes will be issued in Tazewell County Public Schools.

<u>Grades 1-12</u>	
<u>Letter Grade</u>	<u>Number Grade</u>
A	93-100
B	85-92
C	77-84
D	70-76
F	Below 70

The following exploratory subjects are graded with S for Satisfactory, N for Needs Improvement, and U for Unsatisfactory:

Grades 6-8: Band, Choir, Art, Technical Education, Teen Living and Career Exploration

B. Kindergarten

Progress reports are issued each nine (9) weeks.

C. First Grade

First grade reporting occurs on a nine week basis. Transition from Kindergarten to First Grade results in a report card with a measuring system containing a combination of letter (A,B,C,D,F) and number (Blank,1,2,3) grading.

<u>Kindergarten</u>	
3	Consistently and independently meets standard(s)
2	Progress toward meeting standard
1	Limited progress/does not meet standard
Blank	Standard not assessed at this time

- Approved by School Board: June 9, 1986
- Amended by Superintendent: June 12, 1995
- Amended by the School Board: July 12, 2004
- Amended by the School Board: September 12, 2005
- Amended by the School Board: September 10, 2007
- Amended by the School Board: June 10, 2013

INSTRUCTION

Leaving School Grounds/Early Dismissal

A. Leaving School Grounds

No students, after arrival, may leave school grounds without approval of the principal or a designee.

B. Early Dismissal

Students shall not be permitted to leave school prior to dismissal at the request of or in company of anyone other than a school employee or a parent or guardian, unless the express permission of the parent or guardian is first secured. All students shall remain on the school premises until the appointed hour of school closing except in cases of illnesses or emergency, or at the specific personal request of the parent or guardian. In such cases students may leave only with the consent of the principal or a designee.

Every precaution is to be taken to make sure that a telephone request for a student to be sent home is made by a responsible person before the student is permitted to leave school.

In the case of marital difficulty where one parent provides evidence of legal custody granted by the court and has requested that the student not be permitted to leave with the other parent, the request is to be honored.

STUDENTS

Course Load

All students shall be expected to carry the normal load of classroom work required to meet the minimum standards necessary for graduation and State Board of Education Regulations as cited in the legal reference to this policy.

Students may be permitted to carry extra courses on the high school level provided that their past records indicate their ability to handle such; that there is room in the class so as not to cause overcrowding; and that the needs of those requiring the course have been fulfilled.

Legal Reference:

Virginia Board of Education Regulations, "Governing the Accreditation of Public Schools in Virginia" at 1/2 7.12

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
Amended by School Board: July 10, 2000
Amended by School Board: February 11, 2002
Amended by School Board: July 13, 2009