

**RESOLUTION SUPPORTING OUR STUDENTS AND TEACHERS BY REQUESTING THE TENNESSEE GENERAL ASSEMBLY TO AMEND T.C.A. 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD AND FOURTH GRADE STUDENTS.**

**WHEREAS**, the Oneida Special School District Board of Education is charged with the responsibility of providing the best educational opportunities possible for all children as governed by Board Policy 1.101. In discharging that responsibility, the Oneida Special School District Board of Education sets school district goals and objectives as defined in Board Policy 1.700. Those goals and objectives include:

1. An integration of academic, physical, social and emotional growth experiences for each student;
2. The recognition of achievement in all endeavors;
3. To structure the overall instructional program to provide sufficient alternatives to meet a variety of individual needs and aspirations;
4. To ensure that each student's interests, capacities and objectives are considered in his/her learning program; and

**WHEREAS**, the Oneida Special School District Board of Education believes that the Tennessee General Assembly's decision to adopt Public Chapter No.1, now codified as T.C.A. 49-6-3115, should be amended to include research-based information from classroom achievement evaluations, educator and administration counsel, school district data, parental guidance; and

**WHEREAS**, the Tennessee State Board of Education's Promotion and Retention Policy 3.300 describes numerous requirements and objectives that must be met before retention is considered for a student, those requirements include:

1. The student's ability to perform at the current grade level;
2. The results of local or state assessments, screening, or monitoring tools;
3. The overall academic achievement of the student;
4. The student's chance for success with more difficult material if promoted to the next grade;
5. The student's attendance record;
6. The student's social and emotional maturity; and

**WHEREAS**, the Tennessee State Board of Education Policy 3.300 and Oneida Special School District Policy 4.603 also states that retention may only be considered "when it is in the best interests of the student."

**WHEREAS**, nationwide data has proven that retention can presumably have negative effects on students, particularly those with disabilities and students classified as at-risk. In states that have adopted third-grade retention laws, the reported educational outcomes for retained students have varied, further proving retention may disproportionately affect certain students.

**FURTHERMORE**, states that have adopted third-grade retention laws, have also included a provision within legislation that allows school districts to promote students who were not proficient in ELA as

*Oneida Special*  *School District*

measured by standardized tests. The progress of these students was monitored through classroom achievement evaluations, educator and administration counsel, school district data, and various academic assessments.

**NOW, THEREFORE, BE IT RESOLVED**, that the Oneida Special School District Board of Education urges the Tennessee General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for all students based upon a multitude of factors including, but not limited to, school district achievement data, classroom and educator evaluations, and parental discretion.

**ADOPTED BY THE ELECTED ONEIDA SPECIAL SCHOOL DISTRICT BOARD OF EDUCATION, TENNESSEE, MEETING IN REGULAR SESSION ON THE \_\_\_\_\_ DAY OF \_\_\_\_\_ 2022.**

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\_\_\_\_\_, Chair

Date