

1   **A.    PURPOSE**

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3       The Transylvania County Board of Education (the “board”) believes that students should  
4       progress to the next level of study only after they are proficient in their knowledge and  
5       application of the current curriculum level. To the extent reasonably possible, students  
6       should be given as much time or as little time as they need to be proficient at a particular  
7       level of study. Students will be promoted to the next level of study as described in this  
8       policy.  
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10   **B.    STUDENT PROMOTION STANDARDS**

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12       The superintendent shall develop (1) proposed promotion standards and (2) a process to  
13       be used in determining a student’s readiness to progress to the next level of study. The  
14       standards will be based, in part, upon proficiency in reading. The standards and process  
15       must provide multiple criteria for assessing a student’s readiness to progress to the next  
16       level of study, such as standardized test scores, formative and diagnostic assessments,  
17       grades, a portfolio or anthology of the student’s work, and, when appropriate, accepted  
18       standards for assessing developmental growth. The standards and process will  
19       incorporate all state law and State Board of Education policy requirements, including  
20       those for the assessment and promotion of third grade students as described in G.S. 115C-  
21       83.6 *et seq.* and State Board of Education Policies KNEC-002 and -003.  
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23       Principals shall ensure that the promotion standards are used by teachers and school  
24       administrators in assessing each student’s readiness to progress to the next level of study.  
25       Principals have the authority to promote or retain students based upon the standards  
26       developed by the superintendent and any applicable standards set by the State Board of  
27       Education.  
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29       To reduce the number of students who do not meet promotion standards, the board directs  
30       school administrators and teachers to address the needs of students who are not making  
31       adequate academic progress as required by policy 3405, Students at Risk of Academic  
32       Failure.  
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34   **C.    DIPLOMA STANDARDS**

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36       To receive a North Carolina high school diploma, a student must complete the  
37       requirements set forth in policy 3460, Graduation Requirements.  
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39   **D.    APPEALS OF PROMOTION DECISIONS**

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41       1.     Appeal to the Superintendent

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43             Within five workdays of receiving the principal’s written decision to promote or  
44             retain a student, the student’s parents may appeal the decision to the

45 superintendent. The superintendent may overturn the principal’s decision only  
46 upon a finding that the principal’s decision was arbitrary and capricious (i.e.,  
47 without a rational basis) or was otherwise an abuse of discretion.  
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49 The superintendent must render a decision within 10 workdays of receiving the  
50 appeal. The superintendent may support the principal’s decision, remand it back  
51 to the principal for consideration of additional issues or reverse the decision.  
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53 The superintendent’s findings must be in writing and must be provided to the  
54 parents.  
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56 2. Appeal to the Board of Education  
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58 The superintendent’s decision to promote or retain a student may be appealed to  
59 the board in accordance with the procedures set forth in subsection E.5 of policy  
60 1740/4010, Student and Parent Grievance Procedure.  
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62 **E. LITERACY INTERVENTIONS**  
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64 1. Reading Camps  
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66 The board will provide reading camp opportunities as required by law at no fee  
67 for students who are entitled to this intervention under state law. The  
68 superintendent or designee shall encourage parents of eligible students to enroll  
69 their students in a reading camp. To the extent resources permit, the board will  
70 offer fee-based reading camp opportunities for students in eligible grades who are  
71 not entitled to attend at no cost. Annually, the board will establish criteria for  
72 priority enrollment in its fee-based reading camps and will set the attendance fee  
73 at an amount not to exceed the statutory limit. The superintendent or designee  
74 shall notify interested parents of the application procedure for the fee-based  
75 reading camps.  
76

77 2. Individual Reading Plans  
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79 Beginning in the 2022-2023 school year, an Individual Reading Plan (IRP) will be  
80 developed in accordance with state law for any student in kindergarten through  
81 third grade demonstrating difficulty with reading development based on the  
82 results of either (1) the first diagnostic or formative assessment of the school year  
83 or (2) the first diagnostic or formative assessment of the second semester of the  
84 school year. The student’s teacher shall notify the parent or guardian that the  
85 student has demonstrated difficulty with reading development and that an IRP has  
86 been developed for the student. The notice provided must include all other  
87 information required under G.S. 115C-83.6B(b) and should be in the parents’  
88 native language when appropriate foreign language resources are readily

89                   available.

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91           3.     Digital Children’s Reading Initiative

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93                   The school system will provide access through the school system website to  
94                   available resources from the Department of Public Instruction’s Digital Children’s  
95                   Reading Initiative as required by law. Printable activities from those resources  
96                   will be provided in hard copy to students who do not have digital access at home.

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98           4.     Approval of Literacy Intervention Plan

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100                   By the established deadline each year, the superintendent or designee shall submit  
101                   to the Department of Public Instruction for approval a plan for the literacy  
102                   interventions the school system will offer in the following school year, as required  
103                   by G.S. 115C-83.6A.

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105 **F.     PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES**

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107                   To the extent possible, students with disabilities must be held to the same promotion  
108                   standards as all other students. However, for students who take alternative assessments  
109                   in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions  
110                   must be based on criteria recommended by the IEP team.

111

112                   All intervention strategies and other opportunities, benefits, and resources that are made  
113                   available to students without disabilities must be made available to those students with  
114                   disabilities who are subject to the student promotion standards. Such opportunities must  
115                   be in addition to the special education services provided to the student.

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117 **G.     PROMOTION STANDARDS FOR STUDENTS IDENTIFIED AS ENGLISH LEARNERS**

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119                   To the extent possible, students identified as English learners must be held to the same  
120                   promotion standards as all other students. All intervention strategies and other  
121                   opportunities, benefits, and resources that are made available to other students must be  
122                   made available to students with limited English proficiency who are subject to the student  
123                   promotion standards.

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125 **H.     CREDIT BY DEMONSTRATED MASTERY**

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127                   The superintendent shall provide opportunities for students in grades 9 through 12 to earn  
128                   course credit by demonstrating mastery of course material without first completing the  
129                   regular period of classroom instruction in the course. Students in grades 6 through 8 may  
130                   earn credit by demonstrated mastery for high school courses offered in middle school.

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132                   To earn credit by demonstrated mastery, students must demonstrate a deep understanding  
                    of the content standards and application of knowledge through a multi-phase assessment,

133 in accordance with standards established by the State Board of Education and any  
134 additional standards established by the superintendent.

135  
136 **I. CREDIT RECOVERY**

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138 Students who fail a high school course may retake parts of the course through credit  
139 recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint  
140 of the original course in order to specifically address deficiencies in a student's mastery  
141 of the course and target specific components of a course necessary for completion. A  
142 pre-assessment of the student's understanding of the course material will be administered  
143 at the beginning of the course and the credit recovery will be tailored to meet the needs of  
144 the individual student. The length of a credit recovery course is dictated by the skills and  
145 knowledge the student needs to recover and not a fixed length of seat time.

146  
147 Any EOC exam associated with the credit recovery course will be administered no later  
148 than 30 days upon completion of the credit recovery course. The credit recovery will be  
149 graded as pass or fail and will not impact the student's grade point average. The original  
150 grade for the course will remain on the student's transcript.

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152 The superintendent shall develop procedures addressing the implementation of credit  
153 recovery opportunities across the school system.

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155 **J. REPEATING A COURSE FOR CREDIT**

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157 1. Repeating a Previously Failed Course

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159 As provided in State Board of Education Policy CCRE-001, high school students  
160 who fail a course for credit may repeat that course. To take advantage of this  
161 option, the student must repeat the entire course. Beginning with the 2015-16  
162 school year, when a student initially fails a high school course and successfully  
163 repeats the course for credit, the new course grade will replace the original failing  
164 grade for the course on the student's transcript and in calculations of the student's  
165 GPA, class rank, and honor roll eligibility. The superintendent may develop  
166 procedures for students to indicate their intent to repeat a course for credit under  
167 this paragraph and may establish any other rules as necessary and consistent with  
168 State Board policy.

169  
170 2. Repeating a Course for which Credit was Earned (Grade Replacement)

171  
172 The board recognizes that high school students may need to repeat a course for  
173 which they have earned credit in order to increase their understanding of the  
174 course content, to improve skill mastery, or to meet postsecondary goals.  
175 Students may repeat a course for which they have previously earned credit,  
176 subject to the following preconditions and any other reasonable rules established

# REVISED

## STUDENT PROMOTION AND ACCOUNTABILITY

Policy Code:

3420

- 177 by the superintendent:  
178  
179 a. the student must have earned a letter grade of C or lower in the course on  
180 the first attempt;  
181  
182 b. the student must make a written request to repeat the course;  
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184 c. the principal or designee must approve the request;  
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186 d. there must be space available after seats have been assigned to students  
187 who are taking the course for the first time or repeating a previously failed  
188 course;  
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190 e. the course to be repeated must be a duplicate of the original class and must  
191 be taken during the regular school day at a high school in this school  
192 system or through the North Carolina Virtual Public School;  
193  
194 f. upon completion of the repeated course, the new course grade will replace  
195 the student's original grade on the student's transcript and in calculations  
196 of the student's GPA, class rank, and honor roll eligibility, regardless of  
197 whether the later grade is higher or lower than the student's original mark;  
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199 g. credit towards graduation for the same course will be given only once;  
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201 h. a course may be repeated only one time; and  
202  
203 i. students may repeat a maximum of four previously passed courses during  
204 their high school careers.  
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206 The superintendent shall require notice to students and parents of these preconditions and  
207 of any other relevant information deemed advisable by the superintendent.  
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### K. CREDIT FROM STUDYING ABROAD

209 The board encourages students to participate in foreign exchange student programs to  
210 enhance their high school academic experience and heighten their awareness and  
211 knowledge of global cultures. With careful planning, students may receive credit for  
212 courses taken abroad that have substantial equivalency to school system high school  
213 courses in content and in hours.  
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215 Students who wish to receive high school credit for courses taken during the school year  
216 in a foreign country should file a request for study abroad credit with the principal or  
217 designee by July 1 of the year preceding the proposed study. To receive credit, the  
218 student must submit a copy of the syllabus of the course with the hours of study and  
219 220

grading system described. The student should promptly notify the principal or designee of any course changes.

**K.L. ACCELERATION**

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student’s parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

**L.M. REPORTING REQUIREMENTS**

1. Superintendent’s Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public

265 Instruction.

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267 3. Publication on the School System Website

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269 Information about the reading performance of first, second, and third grade  
270 students will be posted on the school system website in accordance with state law.

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272 **M.N. RESOURCES**

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274 Consistent with the objective of improving student performance, the board will provide  
275 schools with maximum flexibility in the allocation of state funds. School personnel are  
276 expected to budget financial resources in a manner that will meet the standards  
277 established in this policy. The board will consider requests to transfer funds from other  
278 funding allotment categories to intervention strategies as part of the school improvement  
279 plan submitted by school officials. All funds will be used in a fiscally sound manner in  
280 accordance with policy 8300, Fiscal Management Standards.

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282 **N.O. NOTIFICATION TO PARENTS**

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284 The superintendent or designee shall provide information regarding promotion standards  
285 to all students and parents. In addition, if a kindergarten, first grade, second grade, or  
286 third grade student (1) is demonstrating difficulty with reading development or (2) is not  
287 reading at grade level, the student's teacher shall provide the student's parents timely  
288 written notice advising that if the student is not demonstrating reading proficiency by the  
289 end of third grade, the student will be retained, unless exempt from mandatory retention  
290 for good cause. Parents are encouraged to help their children meet the promotion  
291 standards and will have opportunities to discuss the promotion standards and procedures  
292 with teachers and the principal. Information provided to parents should be in the parents'  
293 native language when appropriate foreign language resources are readily available.

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295 The teacher of a student who does not meet promotion standards must notify the student's  
296 parents that the student has failed to meet the standards for progression to the next level  
297 of study and must provide the parents with information concerning retesting,  
298 intervention, review, and appeal opportunities. When a student is to be retained, the  
299 principal shall provide the student's parents written notice of the retention and, if the  
300 student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate  
301 reading proficiency, (1) written notice of the reason the student is not eligible for a good  
302 cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed  
303 literacy interventions that will be provided to the student to remediate areas where the  
304 student has not demonstrated reading proficiency. Teachers shall provide parents of  
305 students retained under G.S. 115C-83.7(a) at least monthly written reports on student  
306 progress toward reading proficiency. The evaluation of a student's progress will be based  
307 upon the student's classroom work, observations, tests, assessments, and other relevant  
308 information.

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**O.P. CHILDREN OF MILITARY FAMILIES**

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, -83.10, -83.11, -83.31, -105.21, -174.11, -288(a), -407.5, -407.12; S.L. 2021-8; 16 N.C.A.C. 6D .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-006, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C. Department of Public Instruction), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Read to Achieve Implementation Guide, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Adopted: January 19, 2016

Revised: May 16, 2016; June 5, 2017; February 19, 2018 (legal references only); December 17, 2018; September 21, 2020; December 20, 2021; April 3, 2023; DATE