

1 It is the goal of the [Transylvania County Board of Education \(the “board”\)](#) that all students will
2 make adequate academic progress each year and thereby acquire the skills necessary for
3 secondary education and career success. To realize this goal, students who are at risk of
4 academic failure and who are not successfully progressing toward grade promotion and
5 graduation must be identified and provided additional assistance. The principal or designee is
6 responsible for ensuring that students at risk are identified and that the school improvement team
7 develops a plan to include successful transition between grade spans for such students in
8 compliance with G.S. 115C-105.41.
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10 **A. IDENTIFICATION OF AND ASSISTANCE TO STUDENTS AT RISK**

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12 The superintendent shall organize available resources to implement a multi-tiered system
13 of support (MTSS) that uses data-driven problem-solving and research-based
14 instructional practices for all students. The superintendent shall establish processes and
15 standards for addressing concerns about student performance and for documenting
16 student responses to research-based instruction and interventions within the MTSS.
17 Using information about the student’s response to instruction and/or interventions and
18 other student performance data, school personnel must identify students at risk of
19 academic failure as early as reasonably may be done, beginning in kindergarten. School
20 administrators and teachers shall address the needs of students identified as at risk of
21 academic failure through the supports available in the MTSS and/or other processes
22 established by the superintendent. The parents or guardians of such students should be
23 included, through oral or written communication or other means, in the implementation
24 and review of academic and/or behavioral interventions for their children.
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26 **B. TRANSITION PLANS**

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28 Transitions in the school environment can be stressful experiences that pose academic,
29 social, and emotional challenges for students. Addressing students’ academic, social, and
30 emotional needs to create successful transitions provides students with a better chance of
31 academic success. A comprehensive and coordinated transition plan will be implemented
32 for students who are at risk of academic failure in order to facilitate their educational
33 transitions between elementary school and middle school and between middle school and
34 high school.
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36 The superintendent shall appoint a transition team to design, implement, and evaluate a
37 school system transition plan. This team will be comprised of stakeholders who can
38 identify the needs of students at the different developmental levels and implement plans
39 that produce positive results for students at risk of academic failure. Such stakeholders
40 may include principals, teachers, support staff and other school system employees,
41 parents of students in the school system, and local business and community leaders such
42 as civic group leaders, health department personnel, preschool and Head Start program
43 personnel, faith community leaders, and personnel from local colleges, universities, and
44 community colleges. At each school, the school improvement team shall use the school

45 system transition plan to design a school-based transition plan tailored to meet the
46 specific needs of that school's population. The transition plan may be included in the
47 school improvement plan. See policy 3430, School Improvement Plan.
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49 The transition plans should be designed to encourage successful transitions that foster
50 respect for individual differences, encourage understanding of the whole child, create a
51 sense of trust and belonging, and reduce child and family anxiety about school. The
52 plans must include an on-going evaluation process to verify that the outcomes established
53 for the different transition levels are being accomplished and that these goals are updated
54 as student data and environmental changes occur.
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56 Legal References: G.S. 115C-105.41; State Board of Education Policy GCS-Q-001
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58 Cross References: School Improvement Plan (policy 3430)
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60 Other Resources: NC DPI Memorandum to LEAs *Re: Session Law 2015-46*, (August 11, 2015),
61 available at [http://www.ncpublicschools.org/docs/superintendents/messages/2015/08/education-](http://www.ncpublicschools.org/docs/superintendents/messages/2015/08/education-plans-memo.pdf)
62 [plans-memo.pdf](http://www.ncpublicschools.org/docs/superintendents/messages/2015/08/education-plans-memo.pdf); NC DPI Multi-Tiered System of Support resource page, available at
63 <http://www.ncpublicschools.org/curriculum/responsiveness/>; *Transition Planning for 21st*
64 *Century Schools*, N.C. State Board of Education/Department of Public Instruction, available at
65 <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>
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67 Adopted:
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