

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.

9
10 ~~A. IDENTIFICATION OF AND ASSISTANCE TO STUDENTS AT RISK~~

11
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.~~

25
26 **TRANSITION PLANS**

27
28 Transitions in the school environment can be stressful experiences that pose academic, social,
29 and emotional challenges for students. Addressing students’ academic, social, and emotional
30 needs to create successful transitions provides students with a better chance of academic success.
31 A comprehensive and coordinated transition plan will be implemented for students who are at
32 risk of academic failure in order to facilitate their educational transitions between elementary
33 school and middle school and between middle school and high school.

34
35 The superintendent shall appoint a transition team to design, implement, and evaluate a school
36 system transition plan. This team will be comprised of stakeholders who can identify the needs
37 of students at the different developmental levels and implement plans that produce positive
38 results for students at risk of academic failure. Such stakeholders may include principals,
39 teachers, support staff and other school system employees, parents of students in the school
40 system, and local business and community leaders such as civic group leaders, health department
41 personnel, preschool and Head Start program personnel, faith community leaders, and personnel
42 from local colleges, universities, and community colleges. At each school, the school
43 improvement team shall use the school system transition plan to design a school-based transition

44 plan tailored to meet the specific needs of that school’s population. The transition plan may be
45 included in the school improvement plan. See policy 3430, School Improvement Plan.

46
47 The transition plans should be designed to encourage successful transitions that foster respect for
48 individual differences, encourage understanding of the whole child, create a sense of trust and
49 belonging, and reduce child and family anxiety about school. The plans must include an on-
50 going evaluation process to verify that the outcomes established for the different transition levels
51 are being accomplished and that these goals are updated as student data and environmental
52 changes occur.

53
54 Legal References: G.S. 115C-105.41; State Board of Education Policy GCS-Q-001

55
56 Cross References: School Improvement Plan (policy 3430)

57
58 Other Resources: NC DPI Memorandum to LEAs *Re: Session Law 2015-46*, (August 11, 2015),
59 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)
60 [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
61 <http://www.ncpublicschools.org/curriculum/responsiveness/>; *Transition Planning for 21st*
62 *Century Schools*, N.C. State Board of Education/Department of Public Instruction, available at
63 <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>

64
65 Adopted:

66
67
68
69