

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 **TRANSITION PLANS**

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12 Transitions in the school environment can be stressful experiences that pose academic, social,  
13 and emotional challenges for students. Addressing students’ academic, social, and emotional  
14 needs to create successful transitions provides students with a better chance of academic success.  
15 A comprehensive and coordinated transition plan will be implemented for students who are at  
16 risk of academic failure in order to facilitate their educational transitions between elementary  
17 school and middle school and between middle school and high school.  
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19 The superintendent shall appoint a transition team to design, implement, and evaluate a school  
20 system transition plan. This team will be comprised of stakeholders who can identify the needs  
21 of students at the different developmental levels and implement plans that produce positive  
22 results for students at risk of academic failure. Such stakeholders may include principals,  
23 teachers, support staff and other school system employees, parents of students in the school  
24 system, and local business and community leaders such as civic group leaders, health department  
25 personnel, preschool and Head Start program personnel, faith community leaders, and personnel  
26 from local colleges, universities, and community colleges. At each school, the school  
27 improvement team shall use the school system transition plan to design a school-based transition  
28 plan tailored to meet the specific needs of that school’s population. The transition plan may be  
29 included in the school improvement plan. See policy 3430, School Improvement Plan.  
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31 The transition plans should be designed to encourage successful transitions that foster respect for  
32 individual differences, encourage understanding of the whole child, create a sense of trust and  
33 belonging, and reduce child and family anxiety about school. The plans must include an on-  
34 going evaluation process to verify that the outcomes established for the different transition levels  
35 are being accomplished and that these goals are updated as student data and environmental  
36 changes occur.  
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38 Legal References: G.S. 115C-105.41; State Board of Education Policy ~~GCS-QDROP~~-001  
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40 Cross References: School Improvement Plan (policy 3430)  
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42 Other Resources: NC DPI Memorandum to LEAs *Re: Session Law 2015-46*, (August 11, 2015),  
43 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)  
44 [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

45 <http://www.ncpublicschools.org/curriculum/responsiveness/>;  
46 <http://www.ncpublicschools.org/integratedsystems/mtss/>; *Transition Planning for 21<sup>st</sup> Century*  
47 *Schools*, N.C. State Board of Education/Department of Public Instruction, available at  
48 <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>  
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50 Adopted: January 19, 2016  
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52 Revised: [DATE]

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