

A. PURPOSE

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

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student’s readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student’s readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student’s work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies GCS-J-002 and -003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student’s readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

C. DIPLOMA STANDARDS

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. APPEALS OF PROMOTION DECISIONS**1. Appeal to the Superintendent**

Within five workdays of receiving the principal’s written decision to promote or 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.
48

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.
52

53 The superintendent's findings must be in writing and must be provided to the
54 parents.
55

56 **2. Appeal to the Board of Education**

57

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.
61

62 **E. READING CAMPS**

63

64 The board will provide reading camp opportunities as required by law at no fee for
65 students who have not yet demonstrated reading proficiency on a third grade level at the
66 end of third grade and for first and second grade students whose demonstrated reading
67 comprehension is below grade level. The superintendent or designee shall encourage
68 parents of eligible students to enroll their students in a reading camp. To the extent
69 resources permit, the board will offer fee-based reading camp opportunities to students
70 who have successfully demonstrated reading proficiency appropriate for a third grade
71 student and to first and second grade students who have demonstrated appropriate
72 developmental abilities in reading comprehension. Annually, the board will establish
73 criteria for priority enrollment in its fee-based reading camps and will set the attendance
74 fee at an amount not to exceed the statutory limit. The superintendent or designee shall
75 notify interested parents of the application procedure for the fee-based reading camps.
76

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

78

79 To the extent possible, students with disabilities must be held to the same promotion
80 standards as all other students. However, for students who take alternative assessments
81 in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions
82 must be based on criteria recommended by the IEP team.
83

84 All intervention strategies and other opportunities, benefits, and resources that are made
85 available to students without disabilities must be made available to those students with
86 disabilities who are subject to the student promotion standards. Such opportunities must
87 be in addition to the special education services provided to the student.
88

G. PROMOTION STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

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

H. CREDIT BY DEMONSTRATED MASTERY

Beginning with the 2014-15 school year, the superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. 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, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

I. 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.

J. 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;

- 133
134 c. the number and percentage of third grade students exempt from mandatory
135 third grade retention by category of exemption as listed in state law; and
136
137 d. remedial or additional educational opportunities provided by the school
138 system and the success of these efforts in helping students meet promotion
139 standards.
140

141 **2. Report to the North Carolina State Board of Education and Department of**
142 **Public Instruction**
143

144 Pursuant to statutory requirements and standards established by the Department of
145 Public Instruction, all required information regarding student performance will be
146 provided annually to the State Board of Education and the Department of Public
147 Instruction.
148

149 **3. Publication on the School System Website**
150

151 Information about the reading performance of first, second, and third grade
152 students will be posted on the school system website in accordance with state law.
153

154 **K. RESOURCES**
155

156 Consistent with the objective of improving student performance, the board will provide
157 schools with maximum flexibility in the allocation of state funds. School personnel are
158 expected to budget financial resources in a manner that will meet the standards
159 established in this policy. The board will consider requests to transfer funds from other
160 funding allotment categories to intervention strategies as part of the school improvement
161 plan submitted by school officials. All funds will be used in a fiscally sound manner in
162 accordance with policy 8300, Fiscal Management Standards.
163

164 **L. NOTIFICATION TO PARENTS**
165

166 The superintendent or designee shall provide information regarding promotion standards
167 to all students and parents. In addition, if a kindergarten, first grade, second grade, or
168 third grade student (1) is demonstrating difficulty with reading development or (2) is not
169 reading at grade level, the student's teacher shall provide the student's parents timely
170 written notice advising that if the student is not demonstrating reading proficiency by the
171 end of third grade, the student will be retained, unless exempt from mandatory retention
172 for good cause. Parents are encouraged to help their children meet the promotion
173 standards and will have opportunities to discuss the promotion standards and procedures
174 with teachers and the principal. Information provided to parents should be in the parents'
175 native language when appropriate foreign language resources are readily available.
176

177 The teacher of a student who does not meet promotion standards must notify the student's
178 parents that the student has failed to meet the standards for progression to the next level
179 of study and must provide the parents with information concerning retesting,
180 intervention, review, and appeal opportunities. When a student is to be retained, the
181 principal shall provide the student's parents written notice of the retention and, if the
182 student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate
183 reading proficiency, (1) written notice of the reason the student is not eligible for a good
184 cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed
185 reading interventions that will be provided to the student to remediate identified areas of
186 reading deficiency. Teachers shall provide parents of students retained under G.S.
187 115C-83.7(a) at least monthly written reports on student progress toward reading
188 proficiency. The evaluation of a student's progress will be based upon the student's
189 classroom work, observations, tests, assessments, and other relevant information.

191 M. CHILDREN OF MILITARY FAMILIES

192
193 As required by the Interstate Compact on Educational Opportunity for Military Children
194 (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have
195 the authority to exercise flexibility in waiving course or program prerequisites or other
196 preconditions for the placement of children of military families in courses or programs
197 offered by the school system.

198
199 Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, -83.10,
200 -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policies GCS-J-002, GCS-J-
201 003, GCS-M-001

202
203 Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and
204 Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at
205 Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation
206 Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620),
207 Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal
208 Management Standards (policy 8300)

209
210 Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient*, (N.C.
211 Department of Public Instruction), available at
212 <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North*
213 *Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A*
214 (N.C. Department of Public Instruction), available at [http://www.dpi.state.nc.us/docs/k-](http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf)
215 [3literacy/resources/guidebook.pdf](http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf)

216
217 Adopted:
218
219
220