

**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. 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~~ **KNEC-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 developed by the superintendent 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

45 retain a student, the student's parents may appeal the decision to the  
46 superintendent. The superintendent may overturn the principal's decision only  
47 upon a finding that the principal's decision was arbitrary and capricious (i.e.,  
48 without a rational basis) or was otherwise an abuse of discretion.  
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50 The superintendent must render a decision within 10 workdays of receiving the  
51 appeal. The superintendent may support the principal's decision, remand it back  
52 to the principal for consideration of additional issues, or reverse the decision.  
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54 The superintendent's findings must be in writing and must be provided to the  
55 parents.  
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## 57 **2. Appeal to the Board of Education**

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59 The superintendent's decision to promote or retain a student may be appealed to  
60 the board in accordance with the procedures set forth in subsection E.5 of policy  
61 1740/4010, Student and Parent Grievance Procedure.  
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### 63 **E. READING CAMPS**

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

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80 To the extent possible, students with disabilities must be held to the same promotion  
81 standards as all other students. However, for students who take alternative assessments  
82 in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions  
83 must be based on criteria recommended by the IEP team.  
84

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

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90 **G. PROMOTION STANDARDS FOR STUDENTS WITH LIMITED IDENTIFIED AS ENGLISH**  
91 **PROFICIENCY LEARNERS**

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

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99 **H. CREDIT BY DEMONSTRATED MASTERY**

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101 Beginning with the 2014-15 school year, the superintendent shall provide opportunities  
102 for students in grades 9 through 12 to earn course credit by demonstrating mastery of  
103 course material without first completing the regular period of classroom instruction in the  
104 course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high  
105 school courses offered in middle school. To earn credit by demonstrated mastery,  
106 students must demonstrate a deep understanding of the content standards and application  
107 of knowledge through a multi-phase assessment, in accordance with standards established  
108 by the State Board of Education and any additional standards established by the  
109 superintendent.

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111 **I. REPEATING A COURSE FOR CREDIT**

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113 **1. Repeating a Previously Failed Course**

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115 As provided in State Board of Education policy ~~GCS-M-001~~ **CCRE-001**, high  
116 school students who fail a course for credit may repeat that course. To take  
117 advantage of this option, the student must repeat the entire course. Beginning  
118 with the 2015-16 school year, when a student initially fails a high school course  
119 and successfully repeats the course for credit, the new course grade will replace  
120 the original failing grade for the course on the student's transcript and in  
121 calculations of the student's GPA, class rank, and honor roll eligibility. The  
122 superintendent may develop procedures for students to indicate their intent to  
123 repeat a course for credit under this paragraph and may establish any other rules  
124 as necessary and consistent with State Board policy.

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126 **2. Repeating a Course for which Credit was Earned (Grade Replacement)**

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

- 133 by the superintendent:  
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135 a. the student must have earned a letter grade of C or lower in the course on  
136 the first attempt;  
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138 b. the student must make a written request to repeat the course;  
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140 c. the principal or designee must approve the request;  
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142 d. there must be space available after seats have been assigned to students  
143 who are taking the course for the first time or repeating a previously failed  
144 course;  
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146 e. the course to be repeated must be a duplicate of the original class and must  
147 be taken during the regular school day at a high school in this school  
148 system or through the North Carolina Virtual Public School;  
149  
150 f. upon completion of the repeated course, the new course grade will replace  
151 the student's original grade on the student's transcript and in calculations  
152 of the student's GPA, class rank, and honor roll eligibility, regardless of  
153 whether the later grade is higher or lower than the student's original mark;  
154  
155 g. credit towards graduation for the same course will be given only once;  
156  
157 h. a course may be repeated only one time; and  
158  
159 i. students may repeat a maximum of four previously passed courses during  
160 their high school careers.

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162 The superintendent shall require notice to students and parents of these preconditions and  
163 of any other relevant information deemed advisable by the superintendent.  
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#### 165 **J. ACCELERATION**

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167 Some students may need less time to learn the curriculum. Teachers are encouraged to  
168 challenge these students by expanding the curriculum, providing opportunities to explore  
169 subjects in greater detail, or providing different types of educational experiences. To  
170 challenge a student sufficiently, the principal may reassign the student to a different class  
171 or level of study and/or may identify concurrent enrollment or other curriculum  
172 expansion options (see policy 3101, Dual Enrollment).  
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174 The principal, after consulting with the professional staff and the student's parents, may  
175 determine that skipping a grade level is appropriate.  
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177 **K. REPORTING REQUIREMENTS**

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**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 Instruction.

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

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

**L. RESOURCES**

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

**M. NOTIFICATION TO PARENTS**

221  
222 The superintendent or designee shall provide information regarding promotion standards  
223 to all students and parents. In addition, if a kindergarten, first grade, second grade, or  
224 third grade student (1) is demonstrating difficulty with reading development or (2) is not  
225 reading at grade level, the student's teacher shall provide the student's parents timely  
226 written notice advising that if the student is not demonstrating reading proficiency by the  
227 end of third grade, the student will be retained, unless exempt from mandatory retention  
228 for good cause. Parents are encouraged to help their children meet the promotion  
229 standards and will have opportunities to discuss the promotion standards and procedures  
230 with teachers and the principal. Information provided to parents should be in the parents'  
231 native language when appropriate foreign language resources are readily available.  
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233 The teacher of a student who does not meet promotion standards must notify the student's  
234 parents that the student has failed to meet the standards for progression to the next level  
235 of study and must provide the parents with information concerning retesting,  
236 intervention, review, and appeal opportunities. When a student is to be retained, the  
237 principal shall provide the student's parents written notice of the retention and, if the  
238 student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate  
239 reading proficiency, (1) written notice of the reason the student is not eligible for a good  
240 cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed  
241 reading interventions that will be provided to the student to remediate identified areas of  
242 reading deficiency. Teachers shall provide parents of students retained under G.S.  
243 115C-83.7(a) at least monthly written reports on student progress toward reading  
244 proficiency. The evaluation of a student's progress will be based upon the student's  
245 classroom work, observations, tests, assessments, and other relevant information.  
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#### 247 **N. CHILDREN OF MILITARY FAMILIES**

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249 As required by the Interstate Compact on Educational Opportunity for Military Children  
250 (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have  
251 the authority to exercise flexibility in waiving course or program prerequisites or other  
252 preconditions for the placement of children of military families in courses or programs  
253 offered by the school system.  
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255 Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, -83.10,  
256 -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policies ~~GCS-J-002, GCS-J-~~  
257 ~~003, GCS-M-001~~ **CCRE-001, KNEC-002, KNEC-003**  
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259 Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and  
260 Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at  
261 Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation  
262 Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620),  
263 Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal  
264 Management Standards (policy 8300)

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266 Other Resources: *Guidelines for Testing Students Identified as ~~Limited~~ English Proficient*  
267 *Learners*; (N.C. Department of Public Instruction), available at  
268 <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North*  
269 *Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A*  
270 (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)  
271 [3literacy/resources/guidebook.pdf](http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf)  
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