

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 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 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.
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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.
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53 The superintendent's findings must be in writing and must be provided to the
54 parents.
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56 2. Appeal to the Board of Education
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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.
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62 **E. LITERACY INTERVENTIONS**
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64 1. Reading Camps
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66 The board will provide reading camp opportunities as required by law at no fee
67 for students who are entitled to this intervention under state law. The
68 superintendent or designee shall encourage parents of eligible students to enroll
69 their students in a reading camp. To the extent resources permit, the board will
70 offer fee-based reading camp opportunities for students in eligible grades who are
71 not entitled to attend at no cost. Annually, the board will establish criteria for
72 priority enrollment in its fee-based reading camps and will set the attendance fee
73 at an amount not to exceed the statutory limit. The superintendent or designee
74 shall notify interested parents of the application procedure for the fee-based
75 reading camps.
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77 2. Individual Reading Plans
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79 Beginning in the 2022-2023 school year, an Individual Reading Plan (IRP) will be
80 developed in accordance with state law for any student in kindergarten through
81 third grade demonstrating difficulty with reading development based on the
82 results of either (1) the first diagnostic or formative assessment of the school year
83 or (2) the first diagnostic or formative assessment of the second semester of the
84 school year. The student's teacher shall notify the parent or guardian that the
85 student has demonstrated difficulty with reading development and that an IRP has
86 been developed for the student. The notice provided must include all other
87 information required under G.S. 115C-83.6B(b) and should be in the parents'
88 native language when appropriate foreign language resources are readily

89 available.

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91 3. Digital Children’s Reading Initiative

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93 The school system will provide access through the school system website to
94 available resources from the Department of Public Instruction’s Digital Children’s
95 Reading Initiative as required by law. Printable activities from those resources
96 will be provided in hard copy to students who do not have digital access at home.

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98 4. Approval of Literacy Intervention Plan

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100 By the established deadline each year, the superintendent or designee shall submit
101 to the Department of Public Instruction for approval a plan for the literacy
102 interventions the school system will offer in the following school year, as required
103 by G.S. 115C-83.6A.

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

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

111

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

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117 **G. PROMOTION STANDARDS FOR STUDENTS IDENTIFIED AS ENGLISH LEARNERS**

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

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125 **H. CREDIT BY DEMONSTRATED MASTERY**

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127 The superintendent shall provide opportunities for students in grades 9 through 12 to earn
128 course credit by demonstrating mastery of course material without first completing the
129 regular period of classroom instruction in the course. Students in grades 6 through 8 may
130 earn credit by demonstrated mastery for high school courses offered in middle school.
131 To earn credit by demonstrated mastery, students must demonstrate a deep understanding
132 of the content standards and application of knowledge through a multi-phase assessment,

133 in accordance with standards established by the State Board of Education and any
134 additional standards established by the superintendent.

135
136 **I. CREDIT RECOVERY**

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138 Students who fail a high school course may retake parts of the course through credit
139 recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint
140 of the original course in order to specifically address deficiencies in a student's mastery
141 of the course and target specific components of a course necessary for completion. A
142 pre-assessment of the student's understanding of the course material will be administered
143 at the beginning of the course and the credit recovery will be tailored to meet the needs of
144 the individual student. The length of a credit recovery course is dictated by the skills and
145 knowledge the student needs to recover and not a fixed length of seat time.

146
147 Any EOC exam associated with the credit recovery course will be administered no later
148 than 30 days upon completion of the credit recovery course. The credit recovery will be
149 graded as pass or fail and will not impact the student's grade point average. The original
150 grade for the course will remain on the student's transcript.

151
152 The superintendent shall develop procedures addressing the implementation of credit
153 recovery opportunities across the school system.

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155 **J. REPEATING A COURSE FOR CREDIT**

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157 1. Repeating a Previously Failed Course

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159 As provided in State Board of Education policy CCRE-001, high school students
160 who fail a course for credit may repeat that course. To take advantage of this
161 option, the student must repeat the entire course. Beginning with the 2015-16
162 school year, when a student initially fails a high school course and successfully
163 repeats the course for credit, the new course grade will replace the original failing
164 grade for the course on the student's transcript and in calculations of the student's
165 GPA, class rank, and honor roll eligibility. The superintendent may develop
166 procedures for students to indicate their intent to repeat a course for credit under
167 this paragraph and may establish any other rules as necessary and consistent with
168 State Board policy.

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

171
172 The board recognizes that high school students may need to repeat a course for
173 which they have earned credit in order to increase their understanding of the
174 course content, to improve skill mastery, or to meet postsecondary goals.
175 Students may repeat a course for which they have previously earned credit,
176 subject to the following preconditions and any other reasonable rules established

- 177 by the superintendent:
178
179 a. the student must have earned a letter grade of C or lower in the course on
180 the first attempt;
181
182 b. the student must make a written request to repeat the course;
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184 c. the principal or designee must approve the request;
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186 d. there must be space available after seats have been assigned to students
187 who are taking the course for the first time or repeating a previously failed
188 course;
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190 e. the course to be repeated must be a duplicate of the original class and must
191 be taken during the regular school day at a high school in this school
192 system or through the North Carolina Virtual Public School;
193
194 f. upon completion of the repeated course, the new course grade will replace
195 the student's original grade on the student's transcript and in calculations
196 of the student's GPA, class rank, and honor roll eligibility, regardless of
197 whether the later grade is higher or lower than the student's original mark;
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199 g. credit towards graduation for the same course will be given only once;
200
201 h. a course may be repeated only one time; and
202
203 i. students may repeat a maximum of four previously passed courses during
204 their high school careers.
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206 The superintendent shall require notice to students and parents of these preconditions and
207 of any other relevant information deemed advisable by the superintendent.
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209 **K. ACCELERATION**

210
211 Some students may need less time to learn the curriculum. Teachers are encouraged to
212 challenge these students by expanding the curriculum, providing opportunities to explore
213 subjects in greater detail, or providing different types of educational experiences. To
214 challenge a student sufficiently, the principal may reassign the student to a different class
215 or level of study and/or may identify concurrent enrollment or other curriculum
216 expansion options (see policy 3101, Dual Enrollment).
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218 The principal, after consulting with the professional staff and the student's parents, may
219 determine that skipping a grade level is appropriate.
220

L. 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;
- 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.

M. 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.

N. NOTIFICATION TO PARENTS

265
266 The superintendent or designee shall provide information regarding promotion standards
267 to all students and parents. In addition, if a kindergarten, first grade, second grade, or
268 third grade student (1) is demonstrating difficulty with reading development or (2) is not
269 reading at grade level, the student's teacher shall provide the student's parents timely
270 written notice advising that if the student is not demonstrating reading proficiency by the
271 end of third grade, the student will be retained, unless exempt from mandatory retention
272 for good cause. Parents are encouraged to help their children meet the promotion
273 standards and will have opportunities to discuss the promotion standards and procedures
274 with teachers and the principal. Information provided to parents should be in the parents'
275 native language when appropriate foreign language resources are readily available.
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277 The teacher of a student who does not meet promotion standards must notify the student's
278 parents that the student has failed to meet the standards for progression to the next level
279 of study and must provide the parents with information concerning retesting,
280 intervention, review, and appeal opportunities. When a student is to be retained, the
281 principal shall provide the student's parents written notice of the retention and, if the
282 student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate
283 reading proficiency, (1) written notice of the reason the student is not eligible for a good
284 cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed
285 literacy interventions that will be provided to the student to remediate areas where the
286 student has not demonstrated reading proficiency. Teachers shall provide parents of
287 students retained under G.S. 115C-83.7(a) at least monthly written reports on student
288 progress toward reading proficiency. The evaluation of a student's progress will be based
289 upon the student's classroom work, observations, tests, assessments, and other relevant
290 information.
291

292 **O. CHILDREN OF MILITARY FAMILIES**

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294 As required by the Interstate Compact on Educational Opportunity for Military Children
295 (G.S. 115C-407.5), **G.S. 115C-407.12**, and policy 4155, Assignment to Classes, school
296 administrators have the authority to exercise flexibility in waiving course or program
297 prerequisites or other preconditions for the placement of children of military families, **as**
298 **defined in policy 4050, Children of Military Families**, in courses or programs offered by
299 the school system.
300

301 Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -
302 83.7A, -83.8, -83.9, -83.10, -83.11, -105.21, -174.11, -288(a), -407.5, **-407.12**; S.L. 2021-8; State
303 Board of Education Policies CCRE-001, KNEC-002, KNEC-003
304

305 Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and
306 Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at
307 Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation
308 Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620),

309 Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal
310 Management Standards (policy 8300)

311
312 Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C.
313 Department of Public Instruction), available at [https://www.dpi.nc.gov/districts-schools/testing-](https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners)
314 [and-school-accountability/testing-policy-and-operations/testing-students-identified-english-](https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners)
315 [learners](https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners); Read to Achieve Implementation Guide, available at [https://www.dpi.nc.gov/districts-](https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy)
316 [schools/classroom-resources/early-learning-read-achieve/k-3-literacy](https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy)

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