

**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. READING CAMPS**

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

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

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

**96 H. CREDIT BY DEMONSTRATED MASTERY**

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

**108 I. REPEATING A COURSE FOR CREDIT****109 1. Repeating a Previously Failed Course**

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

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

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126 The board recognizes that high school students may need to repeat a course for  
127 which they have earned credit in order to increase their understanding of the  
128 course content, to improve skill mastery, or to meet postsecondary goals.  
129 Students may repeat a course for which they have previously earned credit,  
130 subject to the following preconditions and any other reasonable rules established  
131 by the superintendent:  
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- 133 a. the student must have earned a letter grade of C or lower in the course on  
134 the first attempt;  
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136 b. the student must make a written request to repeat the course;  
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138 c. the principal or designee must approve the request;  
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140 d. there must be space available after seats have been assigned to students  
141 who are taking the course for the first time or repeating a previously failed  
142 course;  
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144 e. the course to be repeated must be a duplicate of the original class and must  
145 be taken during the regular school day at a high school in this school  
146 system or through the North Carolina Virtual Public School;  
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148 f. upon completion of the repeated course, the new course grade will replace  
149 the student's original grade on the student's transcript and in calculations  
150 of the student's GPA, class rank, and honor roll eligibility, regardless of  
151 whether the later grade is higher or lower than the student's original mark;  
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153 g. credit towards graduation for the same course will be given only once;  
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155 h. a course may be repeated only one time; and  
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157 i. students may repeat a maximum of four previously passed courses during  
158 their high school careers.  
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160 The superintendent shall require notice to students and parents of these preconditions and  
161 of any other relevant information deemed advisable by the superintendent.  
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#### 163 J. ACCELERATION

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

The superintendent or designee shall provide information regarding promotion standards

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

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247 As required by the Interstate Compact on Educational Opportunity for Military Children  
248 (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have  
249 the authority to exercise flexibility in waiving course or program prerequisites or other  
250 preconditions for the placement of children of military families in courses or programs  
251 offered by the school system.  
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253 Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, -  
254 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policies CCRE-001,  
255 KNEC-002, KNEC-003  
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257 Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and  
258 Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at  
259 Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation  
260 Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620),  
261 Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal  
262 Management Standards (policy 8300)  
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264 Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C.)

265 Department of Public Instruction), available at  
266 <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North*  
267 *Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A*  
268 (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)  
269 [3literacy/resources/guidebook.pdf](http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf)  
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