

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. CREDIT RECOVERY

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

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

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125 The superintendent shall develop procedures addressing the implementation of credit
126 recovery opportunities across the school system.

127 J. REPEATING A COURSE FOR CREDIT

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130 1. Repeating a Previously Failed Course

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132 As provided in State Board of Education policy CCRE-001, high school students

133 who fail a course for credit may repeat that course. To take advantage of this
134 option, the student must repeat the entire course. Beginning with the 2015-16
135 school year, when a student initially fails a high school course and successfully
136 repeats the course for credit, the new course grade will replace the original failing
137 grade for the course on the student's transcript and in calculations of the student's
138 GPA, class rank, and honor roll eligibility. The superintendent may develop
139 procedures for students to indicate their intent to repeat a course for credit under
140 this paragraph and may establish any other rules as necessary and consistent with
141 State Board policy.

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

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145 The board recognizes that high school students may need to repeat a course for
146 which they have earned credit in order to increase their understanding of the
147 course content, to improve skill mastery, or to meet postsecondary goals.
148 Students may repeat a course for which they have previously earned credit,
149 subject to the following preconditions and any other reasonable rules established
150 by the superintendent:

- 151
152 a. the student must have earned a letter grade of C or lower in the course on
153 the first attempt;
- 154
155 b. the student must make a written request to repeat the course;
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157 c. the principal or designee must approve the request;
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159 d. there must be space available after seats have been assigned to students
160 who are taking the course for the first time or repeating a previously failed
161 course;
- 162
163 e. the course to be repeated must be a duplicate of the original class and must
164 be taken during the regular school day at a high school in this school
165 system or through the North Carolina Virtual Public School;
- 166
167 f. upon completion of the repeated course, the new course grade will replace
168 the student's original grade on the student's transcript and in calculations
169 of the student's GPA, class rank, and honor roll eligibility, regardless of
170 whether the later grade is higher or lower than the student's original mark;
- 171
172 g. credit towards graduation for the same course will be given only once;
- 173
174 h. a course may be repeated only one time; and
- 175
176 i. students may repeat a maximum of four previously passed courses during

177 their high school careers.

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179 The superintendent shall require notice to students and parents of these preconditions and
180 of any other relevant information deemed advisable by the superintendent.

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182 **K. ACCELERATION**

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184 Some students may need less time to learn the curriculum. Teachers are encouraged to
185 challenge these students by expanding the curriculum, providing opportunities to explore
186 subjects in greater detail, or providing different types of educational experiences. To
187 challenge a student sufficiently, the principal may reassign the student to a different class
188 or level of study and/or may identify concurrent enrollment or other curriculum
189 expansion options (see policy 3101, Dual Enrollment).

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191 The principal, after consulting with the professional staff and the student's parents, may
192 determine that skipping a grade level is appropriate.

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194 **L. REPORTING REQUIREMENTS**

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196 1. Superintendent's Report to the Board

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198 At least on an annual basis, the superintendent shall provide the board with the
199 following information for each school:

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201 a. aggregate student performance scores on state-mandated tests and any
202 other standardized tests used by a school or the school system;

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204 b. the number and percentage of students retained and/or not meeting the
205 standards for their grade level;

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207 c. the number and percentage of third grade students exempt from mandatory
208 third grade retention by category of exemption as listed in state law; and

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210 d. remedial or additional educational opportunities provided by the school
211 system and the success of these efforts in helping students meet promotion
212 standards.

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214 2. Report to the North Carolina State Board of Education and Department of Public
215 Instruction

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217 Pursuant to statutory requirements and standards established by the Department of
218 Public Instruction, all required information regarding student performance will be
219 provided annually to the State Board of Education and the Department of Public
220 Instruction.

- 221
222 3. Publication on the School System Website
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224 Information about the reading performance of first, second, and third grade
225 students will be posted on the school system website in accordance with state law.
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227 **M. RESOURCES**
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229 Consistent with the objective of improving student performance, the board will provide
230 schools with maximum flexibility in the allocation of state funds. School personnel are
231 expected to budget financial resources in a manner that will meet the standards
232 established in this policy. The board will consider requests to transfer funds from other
233 funding allotment categories to intervention strategies as part of the school improvement
234 plan submitted by school officials. All funds will be used in a fiscally sound manner in
235 accordance with policy 8300, Fiscal Management Standards.
236

237 **N. NOTIFICATION TO PARENTS**
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239 The superintendent or designee shall provide information regarding promotion standards
240 to all students and parents. In addition, if a kindergarten, first grade, second grade, or
241 third grade student (1) is demonstrating difficulty with reading development or (2) is not
242 reading at grade level, the student's teacher shall provide the student's parents timely
243 written notice advising that if the student is not demonstrating reading proficiency by the
244 end of third grade, the student will be retained, unless exempt from mandatory retention
245 for good cause. Parents are encouraged to help their children meet the promotion
246 standards and will have opportunities to discuss the promotion standards and procedures
247 with teachers and the principal. Information provided to parents should be in the parents'
248 native language when appropriate foreign language resources are readily available.
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250 The teacher of a student who does not meet promotion standards must notify the student's
251 parents that the student has failed to meet the standards for progression to the next level
252 of study and must provide the parents with information concerning retesting,
253 intervention, review, and appeal opportunities. When a student is to be retained, the
254 principal shall provide the student's parents written notice of the retention and, if the
255 student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate
256 reading proficiency, (1) written notice of the reason the student is not eligible for a good
257 cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed
258 reading interventions that will be provided to the student to remediate identified areas of
259 reading deficiency. Teachers shall provide parents of students retained under G.S.
260 115C-83.7(a) at least monthly written reports on student progress toward reading
261 proficiency. The evaluation of a student's progress will be based upon the student's
262 classroom work, observations, tests, assessments, and other relevant information.
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264 **O. CHILDREN OF MILITARY FAMILIES**

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

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272 Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, -
273 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policies CCRE-001,
274 KNEC-002, KNEC-003

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

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283 Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C.
284 Department of Public Instruction), available at
285 <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf> <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public
288 Instruction), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>
289 [Read to Achieve Repository](https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy), available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

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296 2018; [DATE]