

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.
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~~ LITERACY INTERVENTIONS**
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64 1. **Reading Camps**
65

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** ~~have not yet~~
68 ~~demonstrated reading proficiency on a third grade level at the end of third grade~~
69 ~~and for first and second grade students whose demonstrated reading~~
70 ~~comprehension is below grade level.~~ The superintendent or designee shall
71 encourage parents of eligible students to enroll their students in a reading camp.
72 To the extent resources permit, the board will offer fee-based reading camp
73 opportunities ~~to~~ **for students in eligible grades who are not entitled to attend at no**
74 **cost.** ~~have successfully demonstrated reading proficiency appropriate for a third~~
75 ~~grade student and to first and second grade students who have demonstrated~~
76 ~~appropriate developmental abilities in reading comprehension.~~ Annually, the
77 board will establish criteria for priority enrollment in its fee-based reading camps
78 and will set the attendance fee at an amount not to exceed the statutory limit. The
79 superintendent or designee shall notify interested parents of the application
80 procedure for the fee-based reading camps.
81

82 2. **Individual Reading Plans**
83

84 **Beginning in the 2022-2023 school year, an Individual Reading Plan (IRP) will be**
85 **developed in accordance with state law for any student in kindergarten through**
86 **third grade demonstrating difficulty with reading development based on the**
87 **results of either (1) the first diagnostic or formative assessment of the school year**
88 **or (2) the first diagnostic or formative assessment of the second semester of the**

89 school year. The student's teacher shall notify the parent or guardian that the
90 student has demonstrated difficulty with reading development and that an IRP has
91 been developed for the student. The notice provided must include all other
92 information required under G.S. 115C-83.6B(b) and should be in the parents'
93 native language when appropriate foreign language resources are readily
94 available.

95
96 3. Digital Children's Reading Initiative

97
98 The school system will provide access through the school system website to
99 available resources from the Department of Public Instruction's Digital Children's
100 Reading Initiative as required by law. Printable activities from those resources
101 will be provided in hard copy to students who do not have digital access at home.

102
103 4. Approval of Literacy Intervention Plan

104
105 By the established deadline each year, the superintendent or designee shall submit
106 to the Department of Public Instruction for approval a plan for the literacy
107 interventions the school system will offer in the following school year, as required
108 by G.S. 115C-83.6A.

109
110 **F. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES**

111
112 To the extent possible, students with disabilities must be held to the same promotion
113 standards as all other students. However, for students who take alternative assessments
114 in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions
115 must be based on criteria recommended by the IEP team.

116
117 All intervention strategies and other opportunities, benefits, and resources that are made
118 available to students without disabilities must be made available to those students with
119 disabilities who are subject to the student promotion standards. Such opportunities must
120 be in addition to the special education services provided to the student.

121
122 **G. PROMOTION STANDARDS FOR STUDENTS IDENTIFIED AS ENGLISH LEARNERS**

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

129
130 **H. CREDIT BY DEMONSTRATED MASTERY**

131
132 ~~Beginning with the 2014-15 school year,~~ The superintendent shall provide opportunities

133 for students in grades 9 through 12 to earn course credit by demonstrating mastery of
134 course material without first completing the regular period of classroom instruction in the
135 course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high
136 school courses offered in middle school. To earn credit by demonstrated mastery,
137 students must demonstrate a deep understanding of the content standards and application
138 of knowledge through a multi-phase assessment, in accordance with standards established
139 by the State Board of Education and any additional standards established by the
140 superintendent.

141 **I. CREDIT RECOVERY**

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

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

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

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

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

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

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

177
178 The board recognizes that high school students may need to repeat a course for
179 which they have earned credit in order to increase their understanding of the
180 course content, to improve skill mastery, or to meet postsecondary goals.
181 Students may repeat a course for which they have previously earned credit,
182 subject to the following preconditions and any other reasonable rules established
183 by the superintendent:

- 184
- 185 a. the student must have earned a letter grade of C or lower in the course on
186 the first attempt;
 - 187
 - 188 b. the student must make a written request to repeat the course;
 - 189
 - 190 c. the principal or designee must approve the request;
 - 191
 - 192 d. there must be space available after seats have been assigned to students
193 who are taking the course for the first time or repeating a previously failed
194 course;
 - 195
 - 196 e. the course to be repeated must be a duplicate of the original class and must
197 be taken during the regular school day at a high school in this school
198 system or through the North Carolina Virtual Public School;
 - 199
 - 200 f. upon completion of the repeated course, the new course grade will replace
201 the student's original grade on the student's transcript and in calculations
202 of the student's GPA, class rank, and honor roll eligibility, regardless of
203 whether the later grade is higher or lower than the student's original mark;
 - 204
 - 205 g. credit towards graduation for the same course will be given only once;
 - 206
 - 207 h. a course may be repeated only one time; and
 - 208
 - 209 i. students may repeat a maximum of four previously passed courses during
210 their high school careers.

211
212 The superintendent shall require notice to students and parents of these preconditions and
213 of any other relevant information deemed advisable by the superintendent.
214

215 **K. ACCELERATION**

216
217 Some students may need less time to learn the curriculum. Teachers are encouraged to
218 challenge these students by expanding the curriculum, providing opportunities to explore
219 subjects in greater detail, or providing different types of educational experiences. To
220 challenge a student sufficiently, the principal may reassign the student to a different class

221 or level of study and/or may identify concurrent enrollment or other curriculum
222 expansion options (see policy 3101, Dual Enrollment).

223
224 The principal, after consulting with the professional staff and the student's parents, may
225 determine that skipping a grade level is appropriate.

226
227 **L. REPORTING REQUIREMENTS**

228
229 1. Superintendent's Report to the Board

230
231 At least on an annual basis, the superintendent shall provide the board with the
232 following information for each school:

233
234 a. aggregate student performance scores on state-mandated tests and any
235 other standardized tests used by a school or the school system;

236
237 b. the number and percentage of students retained and/or not meeting the
238 standards for their grade level;

239
240 c. the number and percentage of third grade students exempt from mandatory
241 third grade retention by category of exemption as listed in state law; and

242
243 d. remedial or additional educational opportunities provided by the school
244 system and the success of these efforts in helping students meet promotion
245 standards.

246
247 2. Report to the North Carolina State Board of Education and Department of Public
248 Instruction

249
250 Pursuant to statutory requirements and standards established by the Department of
251 Public Instruction, all required information regarding student performance will be
252 provided annually to the State Board of Education and the Department of Public
253 Instruction.

254
255 3. Publication on the School System Website

256
257 Information about the reading performance of first, second, and third grade
258 students will be posted on the school system website in accordance with state law.

259
260 **M. RESOURCES**

261
262 Consistent with the objective of improving student performance, the board will provide
263 schools with maximum flexibility in the allocation of state funds. School personnel are
264 expected to budget financial resources in a manner that will meet the standards

265 established in this policy. The board will consider requests to transfer funds from other
266 funding allotment categories to intervention strategies as part of the school improvement
267 plan submitted by school officials. All funds will be used in a fiscally sound manner in
268 accordance with policy 8300, Fiscal Management Standards.
269

270 N. NOTIFICATION TO PARENTS

271

272 The superintendent or designee shall provide information regarding promotion standards
273 to all students and parents. In addition, if a kindergarten, first grade, second grade, or
274 third grade student (1) is demonstrating difficulty with reading development or (2) is not
275 reading at grade level, the student's teacher shall provide the student's parents timely
276 written notice advising that if the student is not demonstrating reading proficiency by the
277 end of third grade, the student will be retained, unless exempt from mandatory retention
278 for good cause. Parents are encouraged to help their children meet the promotion
279 standards and will have opportunities to discuss the promotion standards and procedures
280 with teachers and the principal. Information provided to parents should be in the parents'
281 native language when appropriate foreign language resources are readily available.
282

283 The teacher of a student who does not meet promotion standards must notify the student's
284 parents that the student has failed to meet the standards for progression to the next level
285 of study and must provide the parents with information concerning retesting,
286 intervention, review, and appeal opportunities. When a student is to be retained, the
287 principal shall provide the student's parents written notice of the retention and, if the
288 student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate
289 reading proficiency, (1) written notice of the reason the student is not eligible for a good
290 cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed
291 ~~reading~~ **literacy** interventions that will be provided to the student to remediate ~~identified~~
292 ~~areas~~ **where the student has not demonstrated** ~~of reading proficiency deficiency.~~
293 Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least
294 monthly written reports on student progress toward reading proficiency. The evaluation
295 of a student's progress will be based upon the student's classroom work, observations,
296 tests, assessments, and other relevant information.
297

298 O. CHILDREN OF MILITARY FAMILIES

299

300 As required by the Interstate Compact on Educational Opportunity for Military Children
301 (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have
302 the authority to exercise flexibility in waiving course or program prerequisites or other
303 preconditions for the placement of children of military families in courses or programs
304 offered by the school system.
305

306 Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, **-83.6A, -83.6B**, -83.7, -
307 **83.7A**, -83.8, -83.9, -83.10, -83.11, -105.21, -174.11, -288(a), -407.5; **S.L. 2021-8**; State Board
308 of Education Policies CCRE-001, KNEC-002, KNEC-003

309
310 Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and
311 Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at
312 Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation
313 Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620),
314 Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal
315 Management Standards (policy 8300)

316
317 Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C.
318 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)
319 [and-school-accountability/testing-policy-and-operations/testing-students-identified-english-](https://www.dpi.nc.gov/districts-schools/testing-policy-and-operations/testing-students-identified-english-learners)
320 [learners](https://www.dpi.nc.gov/districts-schools/testing-policy-and-operations/testing-students-identified-english-learners); Read to Achieve **Implementation Guide** Repository, available at
321 [https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-](https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy)
322 [literacy](https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy)

323
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