

3600 STUDENT PROMOTION AND ACCOUNTABILITY

The Edenton-Chowan Board of Education affirms its responsibility to provide a quality educational program for all elementary and secondary students within the school district. The Board recognizes that the rate and level of cognitive, social, emotional and physical development vary among students and that these critical factors must be considered in promoting or retaining a student.

The Board of Education assigns the professional staff the responsibility of teaching each student at his/her instructional level. Teachers are accountable for the early identification of students who are risk of not meeting promotion standards and for consulting with parents and appropriate school personnel.

A. Criteria used in Deciding Promotion

Students must meet local standards and standards as required by the North Carolina State Board of Education.

1. Factors to be considered in promotion of kindergarten through second grade students:

- All students must be assessed using developmentally appropriate reading and math measures
- Teacher documentation
- Parental input
- Test results (including standardized tests)
- Results of intervention strategies
- Attendance (a student may not have more than 20 unexcused absences)

2. Factors to be considered in promotion for grades 3-8:

- Academic progress in all subject areas as defined by the Edenton-Chowan Schools administrative procedures
- Performance on state and local tests and classroom assessments
- Medical, social and behavioral information
- School assistance team recommendations
- Teacher documentation
- Parental input
- Attendance (a student may not have more than 20 unexcused absences)

3. Factors to be considered for grade 3: Reading Camp

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of the student's third grade year. To the extent resources permit, the board will offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third grade student. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent shall notify interested parents

of the application procedure for the fee-based reading camps.

"Reading proficiency" means reading at or above the third grade level by the end of a student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

B. Promotion and Graduation Standards for High School Students

In order to be classified on a particular (9-12) grade level, the student must meet the following requirements:

- 9th Grade - Promotion or placement from 8th grade.
- 10th Grade - Six units. Beginning with the entering 9th grade class in 2009-2010, the six units of credit must include English 1 and Math I Algebra I.
- 11th Grade – Thirteen units.
- 12th Grade - At least twenty units.

While promotion in high school is determined by course credits earned, in order to stay on track for graduation students must take the courses required by the State Board of Education in the Future-Ready Core Course of Study and meet local graduation requirements. State graduation requirements can be found on the Department of Public Instruction website, http://www.ncpublicschools.org/student_promotion/gradreq.html. A copy of these requirements is available at each school.

In addition to state graduation requirements, in order to earn a diploma from the Edenton-Chowan Public Schools students must earn 28 total units of course credit, including 13 elective units. Within the 13 electives, students must complete a four course concentration in one of the following: Career and Technical (CTE), JROTC, Arts Education (e.g. music, theater arts, visual arts, etc.), or any other professional degree preparation pathway (e.g. mathematics/science, humanities, social sciences, etc.). [*Note: students entering 9th grade prior to the 2009-2010 school year must fulfill prior graduation requirements, which are available from guidance counselors at each high school*].

When a student encounters a significant hardship that impedes his/her ability to graduate from high school in the traditional fashion, students may apply for an individualized plan for graduation. For students facing these barriers to learning, a diploma can be awarded if the state graduation requirements are met. These students will meet with their high school counselors and the administration to create an individualized graduation plan, draft a Contract of Commitment, and apply to participate in this opportunity. Recommendations about a student's admittance to the program will be made by the high school's Response to Intervention Committee. Placement in the program must be approved by the principal and superintendent. Students should have completed at least three semesters of high school and be at least 16 years old prior to pursuing this course of action.

C. Intervention for Students not Making Progress

The goal of the school district is to use early identification of students unlikely to meet the standards for progression and provide them appropriate intervention. A student's lack of academic progress shall trigger appropriate action by school personnel, such as parent

conferences, referrals, and personal education plans. Schools should include in their school improvement plan the types of intervention strategies that will be offered.

Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, special grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, small or large group counseling program, summer school instruction, individualized instruction, remedial instruction or retention.

Every student who is not successfully progressing toward grade promotion and graduation shall be given a personal education plan as outlined in Policy [3630](#).

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. When feasible, the school should seek to involve parents and the students in discussing intervention strategies. Students may be required to participate in the intervention strategies and demonstrate acceptable growth and achievement before being promoted to the next grade level.

D. Waiver of Promotion Standards

Parents, teachers or school placement committees may request promotion for students not meeting promotion standards. Waiver requests will be considered by a school placement committee. The school placement committee is responsible for reviewing each referral, including information gathered from the student's teachers and submitted by parents, and making a recommendation to the principal for promotion or retention. The principal shall appoint the members of the school placement review committee, which should include an assistant principal, a regular classroom teacher, a member of the Student Services Team, and an exceptional children's teacher (required if a student with a disability is being considered for waiver) or an ESL teacher (required if a Limited English Proficient student is being considered).

The parents shall be invited to attend the review process as nonvoting members and shall be allowed to speak and present information on behalf of their child.

The school placement committee shall consider information presented by the student's teacher and school principal and any information provided by the parents. For regular education students, the committee should provide written findings regarding whether the student is performing at grade level in spite of the failure to meet promotion standards. For students with disabilities or limited English proficiency, the committee should consider and provide written findings regarding whether the student has made substantial academic growth and progress toward the student's IEP goals or LEP standards.

Upon completion of the review, the committee chair will notify the principal in writing of the committee's recommendation.

The principal will notify the parents in writing of his/her decision to promote or retain the student.

Students may be retained only once in each grade span, K-5 and 6-8, unless a waiver of this provision is recommended by the school placement committee and approved by the principal.

The principal of the student's school shall maintain the final authority regarding promotion,

taking into account local promotion requirements, test scores, any prior retentions, the age of the student, recommendations from any review committee, and any documentation provided by such review committee.

E. Standards for Students with Disabilities

1. To the extent possible, all students with disabilities shall participate in the Student Accountability Standards. All interventions and other opportunities, benefits and resources will be made available to all students. Such opportunities may be in addition to any special education services provided to the student.
2. Students with disabilities may be exempted from the promotion standards by the Individualized Education Program (IEP) Team, if it is determined by the IEP team that the students do not have the ability to participate in the State Standard Course of Study. However, exempted students shall be enrolled in a functional curriculum and demonstrate acceptable outcomes on alternate assessments.
3. The graduation certificate is available to recognize certain students with disabilities who are not on a diploma track. Requirements for the graduation certificate are available from the Exceptional Children Department. Students with disabilities who meet specific criteria may obtain a high school diploma by completing the Occupational Course of Study.

F. Students with Limited English Proficiency

1. Students with limited English proficiency shall meet the same standards as all students. However, limited English proficiency students may be assessed using an alternate assessment in accordance with applicable law and State Board of Education policy. English language proficiency cannot be the factor that determines that a student has not met performance standards.
2. Limited English proficient students in high school shall meet the same standards as all students for high school graduation.
3. Focused interventions shall be provided for students until they have met promotion standards and high school graduation requirements (up to age 21). This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency.

G. Reporting Requirements

The superintendent shall provide the Department of Public Instruction with information required by law and State Board of Education Policy.

H. Notification to Parents

Parents shall be notified annually of Student Promotion and Accountability Standards by including a copy of this policy in each school's student/parent handbook.

In addition, the principal or designee must notify the parents of any student who does not meet the accountability standards and must provide the parents with information concerning retesting and intervention opportunities.

LEGAL REF: G.S. 115C-288, -45; G.S. 115C-105.41 and -105.27; Statewide Student Accountability Standards; G.S. 115C-83.3 *et. seq*

ADOPTED: August 2, 2004

AMENDED: March 6, 2006 (Deleted 3600-R); March 2, 2009; January 3, 2011; January 5, 2015
