

I. Definitions

The following definitions apply to the provisions of this regulation:

Adequate progress: Student performance at or near grade level as indicated by student work, assessment data, and other evaluation information.

Focused intervention: Help students in attaining competency goals and objectives, based on an evaluation of what the student knows and is able to do. Strategies for helping the student shall be based on the evaluation of the student's work.

Extended Content Standards: Extensions of the North Carolina Standard Course of Study (NCSCOS): Students with significant cognitive disabilities participate in the NCSCOS through use of the Extended Content Standards. The Extended Content Standards are established at each grade level for the content areas of Science, English/Language Arts, and Mathematics. The content standards of the NCSCOS have been expanded while maintaining the essence of that standard, thereby ensuring that all students with significant cognitive disabilities have access to, and make progress in, the general curriculum. The Extended Content Standards establish an expectation of what students should be able to know and be able to do that differs in depth and complexity from the expectations for other students at a particular grade level

Grade-level proficiency: A score at or above Level III on local assessments or on North Carolina End-of-Grade (EOG) tests in reading and mathematics in grades three through eight, or a score at or above Level III on NC End-of-Course (EOC) tests in courses in which high school credit is earned.

Levels of student performance:

Not Proficient – denotes Limited or partial Command of knowledge and skills in this subject area

Level III – denotes Sufficient Command of knowledge and skills in this subject area

Level IV - denotes Solid Command of knowledge and skills in this subject area

Level V – denotes Superior Command of knowledge and skills in this subject area

Multi-tiered System of Support (MTSS): MTSS is a system of data-driven problem-solving and research-based instructional practices used to address concerns for all students. In a typical Multi-Tiered System of Support, Tier 1 includes the differentiated core instruction all students receive. Tier 2 includes supplemental instruction/intervention provided in addition to Tier 1 for students identified “at risk” and/or not meeting benchmarks. Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. Parents/guardians are to be notified when a student is brought to the MTSS Tier 2 Team for intervention consideration and given the opportunity to provide input. When a child is identified as needing Tier 3 support, parents shall also be invited to participate in meetings concerning their child.

Parent: One or both of a student's parents, legal guardian(s) or other legal custodian(s).

II. Elementary School Promotion Standards

Elementary School Promotion Guidelines

In order to be promoted, a student in the elementary grades must demonstrate mastery of grade level skills. Mastery of grade level skills shall be determined by measuring the student's performance and understanding of the standards in the assigned subject area.

Retention Limits

The decision to retain a student shall be made by the Head of School. A Head of School should not retain a student more than one time during elementary school. In the rare instance that a Head of School believes that a student should be retained a second time in elementary school, the decision must be made in consultation with appropriate IEP and parental stakeholders.

Kindergarten

1. At the beginning of each school year, the classroom teacher must review all pertinent school records and administer an entry assessment to each student in order to determine the student's entry level skills.
2. Students will be assessed throughout the school year, using a variety of assessment instruments. Teachers must also provide Tier 1 and Tier 2 MTSS interventions, as necessary.
3. Following the end of the second quarter and third quarter, for a student who is at risk for academic failure, the teacher must notify the student's parents of the possibility that the student will be retained. The notification may be mailed or sent home with the third quarter report card. The teacher must document the parent contact.
4. In conjunction with the fourth quarter progress report, for a student who is at risk for academic failure and may be retained at the end of the school year, the teacher must make an additional parent contact (telephone call or conference). The teacher must document the parent contact.

Grades 1 - 5

The teacher shall provide Tier 1 and Tier 2 MTSS interventions for any student who scored below grade level on standardized assessments at the end of the previous school year, performs below grade level on formal assessments (including EOGs) during the current school year, or is otherwise at risk for academic failure. Teachers must document all actions taken pursuant to this section, including efforts to contact parents.

1. Students will be assessed periodically, using various assessment instruments.
2. Within twenty school days of a student's entry into the grade teachers must:

- a. for first grade, review the student's end of year profile from Kindergarten and any other pertinent school records;; or
 - b. for second – fifth grades, review the student’s end of year assessments and any other pertinent school records.
3. By the end of first quarter, for each student who is not performing on grade level in math, reading, science (as applicable) or writing (as applicable), or is otherwise at risk for academic failure, the teacher must follow the MTSS process and provide Tier 1 and Tier 2 interventions.
4. Following the end of second quarter, for a student performing below grade level or otherwise at risk for academic failure, the teacher must notify the student’s parent of the possibility that the student will be retained. The notification may be mailed or sent home with the second quarter report card.
5. In conjunction with the third quarter progress report, for a student who may be retained at the end of the school year, the teacher must make an additional parent contact (telephone call or conference).

Grade 3 Read to Achieve Program

Students must meet the requirements for reading proficiency as set forth in the Read to Achieve program, as administered by the North Carolina Department of Public Instruction.

III. Middle School Promotion Standards and Accountability Procedures

Middle School Promotion

In order to be promoted, a student in the middle school years must demonstrate mastery of the standards in the assigned content area. Mastery of assigned standards shall be determined by measuring the student’s performance and understanding through multiple means of assessment.

Grades 6 - 8: Remediation and MTSS Requirements

The appropriate subject area teacher must provide Tier 1 and Tier 2 MTSS interventions for any student who scored below Level III on an EOG (and subsequent retest) the previous school year, performs below grade level on approved assessments during the current school year or is otherwise at risk for academic failure. Teachers must document all interventions, including efforts to contact parents.

1. Within twenty school days of the student's entry into the grade, the appropriate content area teacher(s) and school counselor must review each student's previous year’s end of year assessments and any other pertinent school records.
2. Students will be assessed periodically, using various assessment instruments.

3. By the end of first quarter, for each student who is not performing on grade level in math, language arts, science or social studies, the teacher must provide Tier 1 and Tier 2 MTSS interventions.

4. Following the end of second quarter, for a student who is performing below grade level and is at risk of academic failure in math, language arts, science or social studies, the teacher must notify the student's parent of the possibility of the student's non-promotion (retention). The notification may be mailed or sent home with the second quarter report card. The teacher must document the parental contact.

5. In conjunction with the third quarter progress report, for a student performing below grade level and at risk of academic failure in math, language arts, science or social studies, the teacher must make an additional parental contact (telephone call or conference). The teacher must document the parental contact.

High School Promotion Standards and Accountability Procedures

General Promotion Requirements

1. 9th to 10th Grade

Effective with the 2010/2011 school year, in order to be promoted from 9th to 10th grade, students must earn six (6) credits during the 9th grade. Credits may be earned in any courses.

2. 10th to 11th Grade:

Effective with the 2010/2011 school year, in order to be promoted from the 10th to the 11th grade, students must have earned a cumulative total of 12 credits (which must include English I, English II and Math I)

3. 11th to 12th Grade:

Effective with the 2010/2011 school year, in order to be promoted from the 11th to the 12th grade, students must have earned a cumulative total of 20 credits

4. High school credits earned in middle school do not count towards credits that must be earned each year in order to be promoted to the next grade. However, credits earned in middle school do count towards the total number of credits necessary to satisfy graduation requirements.

5. Until students have satisfied graduation standards in English or Math, they must be scheduled to take at least one English and one Math course every year. Exceptions to this rule must be approved by the principal and Learning Community Superintendent.

6. Except as provided below, students should be promoted only at the end of first or second semester, upon completing the requisite courses and credits to be reclassified to the next grade level.

Promotion of EC Students

1. An EC student may be promoted to the next grade level and/or complete high school graduation requirements without meeting the Math I graduation requirement (or passing Math I or a higher level math class) for a high school diploma if the student's individualized education program

a. identifies the student as learning disabled in the area of mathematics (Primary or secondary area of disability) and

b. states that this learning disability will prevent the student from mastering Math I.

2. In instances in which the exemption from the Math I requirement is determined, the Head of School must assure that students and parents are informed that:

a. the student would still need to complete four math credits for graduation;

b. although the student may graduate with a diploma, he/she may not qualify for admission to some colleges and universities (e.g. those in the University of North Carolina system) and will likely not be prepared to be successful in mathematics at the post-secondary level;

c. the student's success in required science courses may be negatively affected by the lack of mathematics proficiency; and

d. if the student eligible for the exemption chooses to take Math I, all rules associated with the course apply (including but not limited to EOC testing and course drop rules).

Graduation Requirements

1. General Graduation Requirements

The specific graduation requirements a student must satisfy to graduate from high school depend on the year in which the student first enters ninth grade. As set forth in Policy 5550, "Graduation Requirements," in order to graduate from Shining Rock Classical Academy high school, students must:

a. Earn the requisite number of credits in an approved course of study; and

2. Occupational Course of Study

The following rules are applicable to students pursuing the Occupational Course of Study (OCS). In order to receive a diploma, OCS students must:

a. satisfy the graduation requirements adopted by the SRCA Board for their particular class, set forth in Policy 5550,

b. for students entering 9th grade in 2021-2012 or later school years: complete 150 school-based hours, 225 community-based hours, and 225 paid-employment hours; and

High School Remediation and MTSS Requirements

The appropriate subject area teacher(s) must provide Tier 1 and Tier 2 interventions for any student at risk of academic failure, including but not limited to students who scored below Level III on a previous year's EOG or any High School EOC test or is at risk of not being promoted because of credit deficiencies. For these students:

1. A faculty mentor should be assigned, who will closely monitor the student's academic progress.
2. Performance and assessments should be reviewed at the mid-point of each grading period by the appropriate content area teacher(s) and school counselor.
3. Assessments must be administered quarterly, using various assessment instruments.
4. In addition, by the end of the first quarter a student is at risk of not being promoted, the appropriate teacher(s) must, by the end of that quarter, provide MTSS interventions and notify the parent/guardian as follows:
 - a. notify the parent of the student's lack of progress;
 - b. request a conference and make every reasonable effort to meet with the student's parent;
 - c. offer the student targeted support (Tier 2 interventions) that provides additional time and intensity of instruction; and
 - d. refer the student to the Intervention Team, as necessary.
5. At the midpoint of a course, for a student who is at risk of failing the course, the appropriate teacher(s) must notify the student's parent/guardian of this possibility. The notification may be mailed or sent home with the second quarter report card. The teacher(s) must document the parental contact.
6. In conjunction with the third quarter (or three/fourths point of a 4x4 class) progress report, for a student who is at risk of not being promoted, the teacher must make an additional parent contact (telephone call or conference). The teacher must document the parent contact.

V. Requirements for Students with Disabilities and English Learners (ELs)

Students with Disabilities

1. All students with disabilities shall participate in the statewide testing program that aligns with their course of study and shall have access to all interventions available to other students.
2. The specific North Carolina Course of Study (NCSCOS or Extended Content Standards of the Standard Course of Study) that each student is to follow is documented on the Individualized Education Program (IEP). It is expected that students in the Exceptional Children (EC) program who are following the NCSCOS or the Extended Content Standards must take locally mandated grade-level and state-required assessments, with or without accommodations, as stated in their IEP.
3. An EC student who is following the Extended Content Standards and whose progress is assessed via the NC Extend I is not subject to the promotion requirements set forth in this regulation.

English Learners (ELs)

1. Students identified as English Learners (ELs) shall meet the same standards as all students. However, in accordance with federal law, lack of English proficiency shall not be the factor that keeps a student from being promoted. An English language proficiency screener must be administered to students whose Home Language Survey indicates a language other than English within the first 30 days of enrollment or within two weeks of enrollment for students who enroll at other times during the year. EL students must take the state-identified English Language Proficiency test annually. When their scores reach a level established by the state, they will exit EL status.
2. All students identified as EL must be included in the statewide testing program as follows: standard test administration, and standard test administration with accommodations. EL students may receive accommodations on state mandated tests; however those accommodations must be documented in the student's EL plan and used routinely during classroom instruction and similar classroom assessments and must be in place at least 30 days prior to the administration of a state test. However, the school must exempt students identified as limited English proficient who score below Level 4 Expanding on the state English language proficiency reading test in their first year in US schools from administration of the reading end-of-grade assessments, and the English II EOC. All EL students must have documented EL Plans and Instructional portfolios containing documentation of the student's English Language proficiency and progress made in English language development and academic areas.
3. When an EL student who is no longer eligible for exemption from statewide testing scores below Level III on End-of-Grade tests in reading and/or mathematics, the student may be promoted as follows:

a. A school-based committee of teachers and administrators are authorized to recommend promotion. Promotion should be recommended if work samples indicate that the student is making adequate progress in all academic areas. Adequate progress should be based on English Proficiency level as determined by the student's state-identified English Language Proficiency test scores.

b. The student's Instructional Portfolio must be submitted to a waiver committee ("the committee") consisting of the School Assistance Team, an ESL teacher, or an EL representative. The committee will be appointed by the Head of School, and will be comprised of teachers, administrators, and EL staff.

c. In order to grant the waiver, the committee must examine the documentation in the Instructional Portfolio and determine that:

i. the student's lack of English language proficiency is the cause of the student's inability to perform at grade level; and

ii. the student is making adequate progress in English Language Development and in all academic areas.

d. The committee must recommend to the Head of School whether a student should be retained or promoted. The Head of School shall make the decision to promote or retain the student.

4. The school shall provide focused intervention for EL students until they have met statewide 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. These students shall have EL plans that include the following components: diagnostic evaluation, intervention strategies, monitoring strategies and testing accommodations to be used routinely.

VII. Acceleration

Definition: Acceleration is the of a student in a grade level or in an academic course/subject for which the student is not chronologically age appropriate but is academically and instructionally prepared.

Appropriateness of Acceleration

The Head of School has the authority to place an exceptionally advanced student who has mastered the curriculum of one grade level or academic course/subject in the next grade level or academic course/subject when, in the judgment of the principal, teachers, school counselors, and parents, such acceleration is in the best interests of the student involved.

For a student to be considered for acceleration, the student must clearly demonstrate the mastery of present/current grade level based on daily performance and informal test scores, including a locally selected evaluation, that consistently show above grade level skills.

Admission of students to kindergarten who do not meet North Carolina entry age standards must be done according to the process set forth in SBE Policy [KNEC-001](#), governing early entry to kindergarten.

VII. Information for Parents

The Head of School shall ensure that processes are in place to inform all parents and students of the provisions of this regulation, including annual publication of planning guides for middle and high school.