

**PROCEDURE FOR PITT COUNTY SCHOOLS' PROMOTION STANDARDS**  
(Effective 2013-2014 School Year)

**Requirements**

K-8 students must be in attendance at least 160 school days AND meet the following criteria to be promoted to the next grade:

**Grades K – 2**

- Demonstrate grade level proficiency in Reading and Mathematics.

**Grade 3 ONLY**

- In accordance with the Read to Achieve Law, a student in third grade must meet mastery on reading as set by the House Bill legislation 950/S.L. 2012-142 and the district plan.

**Grades 3 – 8**

- Demonstrate Grade level proficiency in Reading and Mathematics.
- Pass the following with a grade of at least 60:
  - English/Language Arts (including Reading and Writing)
  - Mathematics
  - Science
  - Social Studies

**GRADES 9 – 12**

**Regular Education Students entering the 9<sup>th</sup> grade for the first time 2009-2010 and following:**

- Earn 28 units of credit that must include:
  - 4 units of English (I, II, III, and IV)
  - 4 units of Math (Mathematics I, Mathematics II, Mathematics III and a 4<sup>th</sup> math course to be aligned with the student's post high school plans)
  - 3 units of Science (Biology, Physical Science and Earth/Environmental Science)
  - 4 units of Social Studies (World History, Civics and Economics, American History I and American History II)
  - 1 unit of Health and Physical Education
  - 1 unit of Art Education
  - 4 units of Concentration
  - 7 units of Elective Credits (Excludes Concentration)

**Students with an Individualized Education Program (IEP) who are following the Occupational Course of Study (OCS):**

- Completion of 28 credits will earn a Graduation Certificate:
  - 4 units of Occupational English
  - 3 units of Occupational Math
  - 2 units of Life Skills Science
  - 2 units of Social Studies
  - 1 unit of Health and Physical Education

4 units of CTE

6 units of Occupational Preparation

6 units of Elective Credits

- Completion of 300 school based training hours
- Completion of 240 community based training hours

- Upon completion of 360 documented hours of paid employment:

Prior to their 22<sup>nd</sup> birthday, the student will receive a diploma dated the school year the student completes the remaining paid employment requirements. Diplomas will be granted at the end of that school year.

Transcripts will be changed to indicate completion of all remaining requirements of the OCS.

**\* SEE EXHIBIT 9.616 for specific course of study graduation requirements.**

### Interventions

School Level Promotion Committees may require that students participate in focused interventions including, but not limited to:

- alternative learning models
- special assignments
- smaller classes
- tutorial sessions
- modified instructional programs
- parental involvement
- Saturday school
- extended school day

### Other Considerations for 9 – 12

#### **For students who fail the course:**

Re-enroll in the course during the school year (Twilight, NCVPS, or adjustment of schedule).

#### **For students who do not meet attendance requirements:**

Students who have passed the course may appeal in conformity with Pitt County Board of Education Policy and Procedure 10.101 on Attendance.

### Promotion Policy Waiver Procedures

#### **Students with Disabilities**

#### **If a student participates in the State Standard Course of Study on grade level:**

Participate to the extent possible in the State Student Accountability Standards.

Students with disabilities who participate in the promotion standards will be provided all interventions/remediation, benefits, resources and other opportunities available to students without disabilities.

All services offered are in addition to the special education services provided to the student.

If student participates in the State Standard Course of Study off grade level:

- School Level Promotion Committee (to include principal or a school district representative) must recommend a waiver of the promotion standards.
- Students enrolled in functional curriculum must demonstrate acceptable outcomes on alternative assessments.
- Special needs students who successfully complete 28 course requirements and their IEP shall receive a Graduation Certificate.

**Students of Limited English Proficiency**

For LEP students who are exempt from testing, an instructional portfolio containing documentation of the students' English language proficiency and progress in all academic areas shall be submitted to a school level committee to determine if the students are ready to be promoted to the next level.

For LEP students who are no longer exempt from testing and score below level III on end-of-grade/course tests in reading and mathematics, a waiver from the promotion standards may be requested for a maximum of four years from the initial enrollment date if:

- A school level committee determines that lack of English proficiency resulted in the student's inability to perform at grade level on the required tests.
- The student is making adequate progress in all academic areas, as evident in an instructional portfolio.

**Note: Students of Limited English Proficiency must meet the same high school graduation standards as other students to receive a high school diploma. School districts must take affirmative steps to rectify language deficiencies that have the effect of excluding national origin minority students from participating in the educational program offered (*Lau v. Nichols*). LEP students shall be provided focused intervention, including developing English proficiency, until promotion standards and high school graduation requirements have been met (up to the age of 21).**

**Promotion Procedures Timeline**

Promotion decisions should involve parents. All parent involvement efforts should be documented.

Teachers will notify parents and schedule conferences regarding students who may be in danger of being retained. Parents may request a conference at any time to discuss their child's progress. Conferences shall be held during times when teachers are free of classroom responsibilities, such as: before/after class, during planning periods, or teacher workdays. Teachers will maintain parent conference records.

**The principal shall:**

- Monitor the promotion and non-promotion status of all students by collecting appropriate information and assuring communication with parents using the following timeline:

**By the end of the first nine weeks (K-8) / six weeks of school (9-12) –** Identify students who are at risk of failure:

**Complete Transition Plan and have a parent conference. If the student has an Individualized Education Program (IEP), an IEP meeting should be held.**

**The teacher shall:**

Develop an intervention plan that includes diagnosis of difficulties, intervention strategies and tactics for monitoring.

Hold parent conference to discuss plan.

Document parent conference.

Provide report to principal as requested.

Indicate on the report card if the student's grades are below grade level work.

**K-8 STUDENTS**

**By the end of the first semester:**

Identify students in danger of not meeting promotion standards using existing grades, prior End-of-Grade or End-of-Course test results and attendance records.

Identify students at risk of failure, track and document interventions with the use of Transition Plans.

Notify parents of the possibility of course failure on report cards and interim progress reports.

**Third Grade ONLY** – Identify students in danger of not meeting Read to Achieve components for promotion/retention standards using existing grades, attendance records and Read to Achieve components.

**By the end of the third nine weeks:**

Contact parents of students in danger of non-promotion or in danger of not passing a course, and schedule a conference.

Use Promotion/Retention forms.

Notify parents of the possibility of non-promotion on the report card.

Conduct a parent conference and document communication with the parents.

### **9-12 STUDENTS**

#### **By the end of the first marking period:**

- Identify students in danger of not meeting promotion standards using existing grades, or End-of-Course test results and attendance records.
- Identify students at risk of failure, track and document interventions with use of Transition Plans.
- Notify parents of possibility of course failure on report cards and interim progress reports.

#### **At the end of the second marking period:**

- Contact parents of students in danger of non-promotion or in danger of not passing a course.
- Conduct a parent conference and document communication with parents.
- Follow local school procedure for tracking and documenting contact and interventions.
- Notify parents of possibility of course failure on the report card.