

ADOPTED 03-04-2014
Revised 07-01-2014
Revised 03-17-2015

3.8100 PROMOTION AND RETENTION

Legal References: G.S. 115C-36, -45(c), -47, -81, -105.21, -174.11, 288(a)
State Board of Education Policies GCS-C-031; GCS-N series
Guidelines for Testing Students Identified as Limited English Proficient
Guidelines for Testing Students with Disabilities (Department of Public Instruction)

Cross References: 3.8105 PROMOTION APPEALS
3.8110 SUMMER RECOVERY
3.8200 HIGH SCHOOL GRADUATION and EXIT STANDARDS
4.2000 ATTENDANCE

Preparing students for promotion at all grade levels shall be the responsibility of students, classroom teachers, administrators, and parents. Principals and teachers shall work together to make final promotion decisions.

I. PURPOSE

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 needed to reach proficiency at each successive level of study.

II. PROMOTION STANDARDS

Principals have the authority to promote and to retain students based upon the standards set by the Board and by the State Board of Education. Falls Lake Academy students shall be promoted from one grade to the next when they have met the following standards and criteria for their respective grades:

A. Early Elementary Grades (K-2)

1. Satisfactory performance on all relevant [K-2] state literacy and math assessments
2. Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion
3. Satisfactory performance on all quarterly PBL project content and presentations
4. Not more than 15 unexcused absences from school throughout the school year
5. Satisfactory completion of not less than 5 hours of approved school and/or community service throughout the school year

B. Upper Elementary Grades (3-5)

1. Satisfactory performance (3 or higher) on all relevant state End-of-Grade (EOG) assessments
2. Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion in core academic subjects
3. Satisfactory performance on all quarterly PBL project content and presentations
4. Not more than 15 unexcused absences from school throughout the school year
5. Satisfactory completion of not less than 7 hours of approved school and/or community service throughout the school year

C. Middle Grades (6-8)

1. Satisfactory performance (3 or higher) on all relevant state End-of-Grade (EOG) assessments
2. Passing final grades in all core academic classes
3. Satisfactory performance on all quarterly PBL project content and presentations
4. Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion in core academic classes
5. Not more than 15 unexcused absences from school throughout the school year
6. Satisfactory completion of not less than 10 hours of approved school and/or community service throughout the school year

D. High School Grades (9-12)

1. Course credit criteria:

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|---------------------------------|---|
| a) Classification as Freshman: | All students are classified as Freshmen in their first two semesters of high school, regardless of credits earned |
| b) Classification as Sophomore: | minimum 6 earned course credits |
| c) Classification as Junior: | minimum 13 earned course credits |
| d) Classification as Senior: | Enough earned course credits to be within reach of graduation by the end of that school year |

2. Satisfactory performance on all quarterly PBL project content and presentations
3. Not more than 8 unexcused absences in any course
[Note: more than 8 unexcused absences in any high school course = loss of credit (see Board policies 4.2000 and 3.8101)]
4. Satisfactory completion of not less than 10 hours of approved school and/or community service throughout the school year

E. Students With Disabilities (all grades)

To the extent possible, students with disabilities shall be held to the same promotion standards as all other students. However, for students with IEPs who take alternative assessments in lieu of the EOG or the EOC tests in their respective grades and/or high school courses, promotion decisions shall be based on criteria as recommended by the IEP team. Such decisions may or may not be tied to passing or failing course grades and/or other promotion requirements.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities shall be made available to students with disabilities who are subject to these promotion standards. Such opportunities must be in addition to the special education services provided to students with disabilities.

Each IEP team, with the student's parent(s) or guardian(s) as members (and the student himself/herself as member, also, where appropriate) shall work together to determine the appropriate course of study for that student.

III. RETENTION

Students who fail to meet the promotion standards and criteria outlined in this policy and whose non-promotion on those bases is not overturned in the Promotion Appeals or Summer Recovery processes (see Board policies 3.8105 and 3.8110), or through satisfactory re-taking of failed high school courses

with passing final grades and EOC scores (if applicable), shall be retained in the grades they failed to be promoted from. There shall be no limit to the number of times a student can be retained in any individual grade, or in the total number of grades, over the course of a student's academic career.

IV. PROMOTION APPEALS and SUMMER RECOVERY

Students who are non-promoted or who are denied course credit due to their failure to meet any of the academic standards or criteria outlined in this policy may appeal their grade retentions and/or denial of course credit by submitting a written appeal including documentation specific to all or some of their final grades which indicates that those grades should have been designated "passing" (see Board policy 3.8105). If the Appeals Committee does not overturn the retention and/or loss of course credit, the student may attend Summer Recovery if/when offered and, with satisfactory academic participation, (see Board policy 3.8110) may be promoted and/or awarded course credit.

V. GRADUATION REQUIREMENTS (see Board policy 3.8200)

1. Passing final grades on and resultant course credit for 28 or more high school – level courses offered at FLA or approved by the FLA administration for transfer from:
 - a) other schools or colleges
 - b) NC Virtual Public School approved high school course offerings
 - c) other pre-approved e-learning programs and/or vendors
 - d) NCDPI's Credit by Demonstrated Mastery program

[Approved 28 course credits to include all courses required for graduation with the NC High School Diploma or Occupational Diploma]

2. Satisfactory performance (3 or higher) on all state-mandated End-of-Course (EOC) tests and other state-mandated testing program requirements for graduation
3. Satisfactory performance on 2 PBL project content and presentations in the first semester of the senior year [Note: students approved for early graduation after their 7th semester are exempt from this requirement]
4. Satisfactory performance on a pre-approved individual Graduation Project (both content and presentation)
5. Not more than 8 unexcused absences in any course in the senior year [Note: more than 8 unexcused absences in any high school course = loss of credit (see Board policies 4.2000 and 3.8101)]
6. Satisfactory completion of not less than 10 hours of approved school and/or community service in the senior year

[See Board policy 3.8200 for graduation requirements for students with disabilities.]

VI. NON-GRADUATION

Students who do not graduate due to their failure to meet any of the or criteria outlined in this policy (details expanded in Board policy 3.8200) are eligible to seek late graduation through the Promotion Appeals and/or Summer Recovery processes (see Board policies 3.8105 and 3.8110). When participation in neither process earns a student's graduation, he/she may re-take failed courses and/or re-do any of the requirements outlined in this policy which initially were adjudged to be insufficient for passing credit.