

Regulation Code: 3420-R Student Promotion and Accountability

The goal of the school district is to ensure that all students are successful. In order to provide adequate support, schools will identify as early as possible students who are at risk for academic failure and provide appropriate interventions. The school must involve parents/guardians and the student in determining intervention strategies.

Personal Education Plans (PEPs) must be developed for any student (K-12) who is at risk for academic failure or who are not successfully progressing toward grade promotion and graduation. This includes students with a Section 504 plan, a Limited English Proficiency (LEP) plan and students with Individual Education Programs (IEP), other than those assessed on NCEExtend1.

The PEP must include goals, a tiered intervention plan, and a process to monitor achievement.

1. For any student who was not proficient at the end of the prior year, a PEP/Intervention Plan must be developed by the end of the first quarter. For students who begin to not demonstrate proficiency during the year, a PEP/Intervention Plan must be developed within a few weeks. Teachers should invite the parent/guardian to review and finalize the Intervention Plan. Should parents be repeatedly unavailable, the final PEP/Intervention Plan must be shared with the parent by phone, email or mail.
2. An intervention, as defined by the District, is explicit and systematic instruction in a specific skill that is targeted, timely, and urgent with ongoing progress monitoring. The instruction is in addition to the core instructional program.
3. Students' progress must be reviewed by Professional Learning Community (PLC) teams (Tier 2) or Student Support Team/Responsiveness to Instruction team (SST/RtI/Tier 3) at the end of each quarter, documented on the PEP/Intervention Plan, and should lead to changes in the current interventions if student learning is not improving. Teachers are expected to appropriately differentiate assignments to allow students to demonstrate mastery on grade-level objectives. In order to facilitate data-based decision-making, teachers must collect student work that offers evidence of progress toward consistent mastery of essential learning outcomes. If a student has demonstrated grade level or course proficiency at the quarterly review, the PEP/Intervention Plan will be suspended. The quarterly review and adjustments must be shared with parents.
4. A final parent contact at the end of the year must be made to discuss the student's achievement and End-of-Grade (EOG) or End-of-Course (EOC) scores, consideration for summer school or promotion, and to recommend strategies for the following school year.

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Chapel Hill-Carrboro Schools
