

SUBJECT: STUDENT EVALUATION**Placement**

Placement within the system, with respect to building, teacher, and grade or special class, shall be at the discretion of the school administration and shall be subject to review and change at any time. In making such decisions, the administrator or Building Principal will be guided by performance in class, past records, parent/guardian and teacher recommendations, standardized test scores, and any other appropriate sources of information, but the final decision shall rest with the school administration. Parents may request, in writing, teacher attributes that would best serve their child's learning needs; however, requests for specific teachers will not be honored.

Promotion and Retention

It is the policy of the Board of Education to provide a curricular program which will enable each student to progress toward the realization of his/her educational and career goals. Therefore, he/she will be promoted to or retained in the grade level and learning situation best suited to the educational accomplishments of the student. The purpose is to develop the skills necessary to encourage and assist student progress at a rate which is in harmony with the student's development.

To accomplish the above, the administration will develop regulations by grade and building level to achieve the above policy. Building principals will draw upon the staff resources in their building to establish written standards and guidelines for grade promotion/retention decisions. The standards and guidelines are to be evaluated annually and recommendations submitted to the Superintendent of Schools.

Grade 8 Acceleration

The Board recognizes that some students would benefit from having the opportunity to take high school courses while in grade 8. In accordance with the Commissioner's Regulation, students who have demonstrated readiness to do so by the Superintendent of Schools or his/her designee shall be provided that opportunity in at least two subjects, one of which shall be Algebra and one other Regents course.

Testing Program

The Board of Education endorses and supports the use of ability, achievement, diagnostic, readiness, interest and guidance tests as part of the total educational process to the degree to which tests help the District to serve its students.

(Continued)

SUBJECT: STUDENT EVALUATION (Cont'd.)**Alternative Testing Procedures**

The use of alternative testing procedures shall be limited to:

- a) Students identified by the Committee on Special Education and/or Section 504 Team as having a disability. Alternative testing procedures shall be specified in a student's Individualized Education Program or Section 504 Accommodation Plan; and
- b) Students whose native language is other than English (i.e., English language learners) in accordance with State Education Department Guidelines.

The alternative testing procedures employed shall be based upon a student's individual needs and the type of test administered.

The District shall report the use of alternative testing procedures to the State Education Department on a form and at a time prescribed by the Commissioner.

Reporting to Parents/Guardians

Parents/guardians shall receive an appropriate report of student progress at regular intervals.

Report cards shall be used as a standard vehicle for the periodic reporting of student progress and appropriate school related data. Report cards, however, are not intended to exclude other means of reporting progress, such as interim reports, conferences, phone conversations, etc.

When necessary, attempts will be made to provide interpreters for non-English speaking parents/guardians.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.
Education Law Section 1709(3)
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(g), 117 and 154