

**First Reading
of
Policy**

7210

DRAFT

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, diagnostic assessments, 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

The procedures to be followed by the staff regarding promotion and retention will be developed by the Superintendent and will be continually evaluated. Building Principals may establish written standards for promotion or retention within the school units to which the students are assigned, subject to the guidelines of the Superintendent and the approval of the Board of Education.

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. The District is prohibited from making any student placement or promotion decisions based solely or primarily on student performance on State ELA and/or Math assessments in grades 3-8. Student performance on such assessments may be given consideration as part of grade promotion and/or placement decisions; however, the assessments may not constitute the major factor in such determinations, and must be considered in combination with multiple measures such as performance in class, past records, parent/guardian and teacher recommendations, diagnostic test scores, and any other appropriate sources of information.

(Continued)

DRAFT**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 and/or students with a Declassification Plan. Alternative testing procedures shall be specified in a student's Individualized Education Program, Declassification Plan 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 USC Section 794 et seq.
Education Law Section 1709(3)
8 NYCRR Sections 100.2(g), 117 and 154
8 NYCRR Sections 100.2(l), 100.3[b][2], 100.4[b][2] and [e]; and 104.3)