

POLICY

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Students

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 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.

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 in the light of School District policy. 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.

Acceleration

In rare cases, an elementary-level student may be considered for acceleration (skipping a grade level) based on superior cognitive and achievement test scores, superior classroom performance and an appropriate level of social and emotional maturity. It must be recognized that the decision to accelerate a student is very unusual and will be considered only after the principal has consulted with the supporting staff and the parents.

Based on recommendations made by the elementary school, junior high school honor students are identified and accelerated in mathematics and science.

At the high school level, acceleration is provided by offering advanced placement courses in many academic areas. Acceptance in advanced placement courses is based on classroom teacher recommendation and department chairperson approval. Pending accelerated completion of graduation requirements, early graduation is possible. A prior parental request and administrative approval is required.

Also see Policy #7221, Early Graduation.

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)

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Students

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 as having a disability; and
- b) Students whose native language is other than English, except that alternative testing procedures for the Regents competency tests in reading and writing may be used only by students who first enter, after grade eight, schools where the predominant language of instruction is English.

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

Reporting to Parents/Legal 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 conferences, phone conversations, etc.

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

8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(g)

Adopted: 6/16/99