

SUBJECT: STUDENT EVALUATION, PROMOTION AND PLACEMENT POLICY

### **Promotion and Placement**

1. No student promotion or placement decisions for grades three and four shall be based solely on student performance on the ELA or Mathematics State assessments;
2. Student assessment scores may be considered as a measure of student performance only if the decision making process uses multiple measures of assessments and data in addition to the State assessments and the State assessments are only a minor factor in the promotion/placement decision;
3. In making promotion and placement decisions, the school will consider in class performance, teacher observation, homework, input of the parent, social and emotional needs as well as any other applicable measures, other than State assessments;
4. The final decision regarding placement and promotion is the decision of the school;
5. This policy expires December 31, 2018 unless the underlying legislation is renewed by the New York State Legislature.

### **Alternative Testing Procedures**

The use of alternative testing procedures shall be limited to:

- Students identified by the Committee on Special Education as having a disability; and
- 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.

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/Legal Guardians**

Parents/legal 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/legal guardians.

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

*See Administrative Regulations*