

SUBJECT: STUDENT EVALUATION, PROMOTION, RETENTION, AND PLACEMENT

Grade Promotion, Retention and Placement

Grade promotion and the placement of students within the District's instructional system will be at the discretion of the school administration and shall be subject to review at any time. In making such promotion, retention and placement decisions, the administrator in consultation with the superintendent/designee will be guided by performance in class, past records including various measures of student growth, parent/guardian and teacher recommendations, and any other appropriate sources of information. With regard to student placement decisions, parents/guardians may submit written requests identifying their child's learning needs to assist the student placement process. The final decision shall rest with the school administration.

Assessments

The Churchville-Chili Central School District utilizes various assessments for the purpose of complying with state and federal law and/or aiding the implementation of quality educational services. The District will not make any student promotion, retention or placement decisions based solely or primarily on student performance on the state administered English language arts and mathematics assessments for grades 3 through 8. The District may, however, consider student performance on such state assessments in making student promotion, retention, and placement decisions provided that multiple measures be used to make a determination.

Alternative Testing Procedures

The use of alternative testing procedures for New York State assessments 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 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.

Grading Systems

The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades. Grading is considered a positive tool to indicate achievement and development in each class or subject area in which a student is enrolled.

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All students are expected to complete the assigned classwork and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit. If work is missed due to absence, the student and/or the student's parent(s) or guardian(s) should discuss with the student's teacher an appropriate means of making up the missed work and receiving credit for content quality of such work.

The following guidelines will be observed:

- a) K-12 parents are to be informed regularly, at least four (4) times a year, of their child's progress. 7-12 interim reports shall be available at least four (4) times a year. Progress reporting will be made via a digital reporting system or by mail if requested by parent/guardian.
- b) The use of marks and symbols will be appropriately explained.
- c) Grading will not be used for disciplinary purposes, i.e., giving lower grades for absences, unless the student plagiarizes work.
- d) Grading will be based, in part, upon student improvement, achievement, and participation in classroom discussions and activities.

The professional judgment of the teacher should be respected. Once a grade is assigned to a student by a teacher, the grade may only be changed by a building administrator after notification of the teacher of the reason for such change. Should an administrator enforce a grade change, he/she shall be prepared to report to the Superintendent of Schools the reason for the change utilizing form 5675F. (Refer to policy #5675 *Student Grading Information* and corresponding form 5675F as well as the academic credits level grade promotion policy found in the Senior High School Handbook).

Reporting to Parents/Legal Guardians and Persons in Parental Relation to Students

Parents, guardians, and/or persons in parental relation to district students shall receive an appropriate report of student progress at regular intervals.

The District will not place or include on a student's official transcript or maintain in a student's permanent record any individual student score on a state administered standardized English language arts or mathematics assessment for grades 3 through 8. However, the District will comply with state and federal requirements regarding the maintenance and transfer of student test scores.

Digital reporting systems or a mailing if requested by the parent/guardian will be used as a standard vehicle for the periodic reporting of student progress and appropriate school related data. Digital reporting systems, however, are not intended to exclude other means of reporting progress, such as conferences, phone conversations, etc. (Refer also to Policy #7212 -- Parent Conferences.)

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POLICY

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Reporting to Parents/Legal Guardians and Persons in Parental Relation to Students (Cont'd.)

When necessary, attempts will be made to provide interpreters for non-English speaking parents, guardians, and/or persons in parental relation to District students.

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Education Law Sections 305(45) – (47), 1709(3)
8 NYCRR Section 100.2(g), 100.2(l), 100.3(b)(2)(iv), 100.4(b)(2)(v), 100.4(e)(6)
8 NYCRR Parts 117 and 154

Adopted 7/10/2001

Revised: 2/12/2019

Reviewed 1/17/2020 by the Superintendent and Assistant Superintendent for Instruction with no recommended changes; BOE agreed and approved at their 1/28/2020 meeting