

Students

SUBJECT: STUDENT EVALUATION, PROMOTION, AND PLACEMENT**Grade Promotion 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 will be subject to review at any time. In making these decisions, the administrator or building principal will be guided by: performance in class; past records, including various measures of student growth; recommendations from parents, persons in parental relation to District students, and teachers; and any other appropriate sources of information. With regard to student placement decisions, parents or persons in parental relation to District students may submit written requests for teacher attributes that would best serve their child's learning needs; however, requests for specific teachers will not be honored.

Specific Requirements for High School Students Related to Grade Level and Vocational School

10th Grade – In order to be promoted from freshman to sophomore status, students must have earned at least 5.5 units of credit. At least one of these units must be in English and one in Social Studies.

11th Grade – In order to be promoted from sophomore to junior status, students must have earned at least 11 units of credit. At least two of these units must be in English, two in Social Studies, one in Math, and one in Science.

12th Grade – In order to be promoted from junior to senior status, students must have earned at least 16.5 units of credit and they must be scheduled for all subjects necessary for graduation.

*Students who do not have the correct amount of credits will not be allowed to move forward in class standing.

*Students remain with their original cohort throughout high school. A student's cohort is the class they entered high school with. In other words, they will not skip a grade level based on credits earned. Students wishing to graduate at the end of their junior year will be allowed to do so with approval. However, they will remain with their original cohort. For example, a junior who is graduating early, will still be considered a junior during their last year of high school.

*Students who elect to graduate early must submit a letter of explanation to their counselor which details their plan. The letter must include a parent/guardian signature. The letter will be reviewed by the school counselor, Principal and Superintendent for approval.

In order to attend BOCES Vocational School, a student must satisfy the requirements above to be either a junior or a senior. No student will be able to attend BOCES Vocational school for more than two school years during their high school career.

Testing Program

The District utilizes various ability, achievement, diagnostic, readiness, interest, and guidance tests for the purpose of complying with state and federal law and/or aiding the implementation of quality educational

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services. The District will not make any student promotion 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 state assessments in making student promotion and placement decisions provided that multiple measures be used in addition to these assessments and that these assessments do not constitute the major factor in these determinations.

Alternative Testing Procedures

The use of alternative testing procedures will be limited to:

- a) Students identified by the Committee on Special Education and/or Section 504 Team as having a disability. Alternative testing procedures will 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 (SED) Guidelines.

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

The District will report the use of alternative testing procedures to the SED on a form and at a time prescribed by the Commissioner.

Reporting to Parents or Persons in Parental Relation to Students

Parents or persons in parental relation to District students will 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. Any test results on a state administered standardized English language arts or mathematics assessment for grades 3 through 8 sent to parents or persons in parental relation to a student will include a clear and conspicuous notice that these results will not be included on the student's official transcript or in the student's permanent record and are being provided to the student and parents for diagnostic purposes.

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

Section 504 of the Rehabilitation Act of 1973, 29 USC § 794 et seq.

Education Law §§ 305(45) - (47) and 1709(3)

8 NYCRR §§ 100.2(g), 100.2(ll), 100.3(b)(2)(iv), 100.4(b)(2)(v), and 100.4(e)(6)

8 NYCRR Parts 104, 117, and 154