

## **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.

### **Alternative Educational Program**

The alternative educational programs available to students of central school outside the regular classroom experience may include, but not limited to:

- a) Assigned by the Committee on Special Education;
- b) High School – college dual credit courses;
- c) Tutorial programs;
- d) Home instruction;
- e) On-line courses;
- f) Work-study programs.

Placement opportunities outside the regular classroom are made only when it is obvious that the student's best interest cannot be served in the regular classroom environment or when continued presence will be detrimental to the best interest of the other students, alternative educational programs may be considered for enrichment, remediation or credit-recovery toward graduation.

### **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.

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### **Testing Program**

The Board of Education endorses and supports the use of the 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. Formative and summative assessments are required for a comprehensive measure of student progress and achievement.

### **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. 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 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.

### **Grading**

It is the policy of the Madrid-Waddington Board of Education that grades reflect student progress. Grades indicating high achievement can and often do serve as a motivator for students. Failing grades on the other hand serve the purpose of identifying a problem. Grading procedures will be determined by administrative regulations and delineated in Teacher's Handbook. Communication of clear, frequent classroom grading policies to students and parents is a District expectation.

Consistent student or class failure will be investigated by the teacher, guidance office and administration. Remedial or other appropriate action will be taken to improve student performance. Dropping a class as a result of failure is not an acceptable alternative to remediation.

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Students

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### **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 United States Code (USC) Section 794 et seq.  
Education Law Section 1709(3)  
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(g), 117 and 154

REVIEWED BY BOE Policy Committee: April 9, 2013

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