

## GRADE LEVEL PLACEMENT, RETENTION AND PROMOTION

### I. Statement of Policy

It is the responsibility of the Board to prescribe the course of study by which students shall be graded and classified, and to regulate the admissions of students and their transfer from one class or department to another, as their scholarship shall warrant. It is the responsibility of the Superintendent to supervise and direct the courses of study, and the examination and promotion of pupils. Accordingly, decisions regarding the grade level at which a student is admitted, and whether a student is retained in grade or promoted to the next grade shall be made by the Superintendent in consultation with appropriate administrators, and consistent with this Policy.

### II. Evidence for Grade Placement

- A. The decision regarding the grade level placement, retention, or promotion of a student shall be based on multiple measures, including: student performance on written assessments prepared by District staff or prepared by BOCES staff or vendors; student performance on the State administered standardized English language arts and mathematics assessments, including those for grades three through eight; student performance on other state administered written assessments; student performance on other standardized tests (e.g., Iowa Test of Basic Skills, California Achievement Test); other measures of classroom achievement and attitude; the student's social and emotional development; and teacher recommendations based on observations of student mastery of material and skills.
- B. 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.
- C. The selection of assessment instruments shall be consistent with the District's Annual Professional Performance Review Plan approved by the Commissioner.
- D. No promotion or placement decision shall be based solely or primarily on a student's performance on the State administered English language arts or the mathematics elementary assessments administered in grades three through eight.
- E. The use of alternative testing procedures shall be limited to:

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- 1) 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
- 2) 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.

### III. Recording and Reporting Student Achievement

- A. Parents and persons in parental relation to students shall receive an appropriate report of student achievement at regular intervals. Parents and persons in parental relation to students shall be provided notice of this Policy and an explanation of how the Policy was developed, by the posting of that information on the District's website.
- B. 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.
- C. When necessary, attempts will be made to provide interpreters for non-English speaking parents/guardians.
- D. The District shall maintain accurate records of all individual test scores, including those from State administered standardized English language arts and mathematics for grades three through eight. This information shall be available for compliance with State and federal reporting requirements, and for diagnostic purposes.
  1. During the period commencing on April 1, 2014 and expiring on December 31, 2018, a student's score on any State administered standardized English language arts or mathematics assessment for grades three through eight shall not be included on a student's official transcript or maintained in a student's permanent record.

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2. During the period commencing on April 1, 2014 and expiring on December 31, 2018, when a parent or person in parental relation is sent or otherwise informed of a student's score on any State administered standardized English language arts or mathematics assessment for grades three through eight, they shall also be provided with a clear and conspicuous notice that such score will not be included on the student's official transcript or in the student's permanent record, and that the score is being provided to the student and parent for diagnostic purposes.

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Owen D. Young Central School District

Legal Ref: NYS Education Law §305, 1709, 1711 and 8 NYCRR 100.3, 100.4, 104.3

Adopted: 04/09/14

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