

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.

Marking

Each student in grades seven (7) through twelve (12) shall receive marks for each subject in which such student is enrolled each quarter/ten (10) weeks. It is the intent of this policy to pilot a grading system during the 2022-2023 school year in which a minimum quarterly grade of circle 50 shall be recorded during quarters one and two for all middle school full-year courses for grades seven and eight. Likewise, a minimum quarterly grade of circle 50 shall be recorded during the first quarter of any half-year courses in grades seven and eight. The minimum grade of circle 50 does not apply to ten-week courses (Home & Career Skills 8) or high school-level courses (Algebra I and Spanish I). If the program is successful, the intent will be to expand the policy, as outlined above, to also include all credit-bearing high school courses beginning in the 2023-2024 school year.

At the conclusion of each marking period, the GRADE (Grd) column on the report card shall be noted with a numerical grade, determined by averaging the marks found in the teacher's gradebook (manual or online) for appropriate class activities. Weighting for any particular exam or activity shall be at the teacher's discretion, but must be so indicated in the gradebook.

At the conclusion of the course, a comprehensive local final examination is to be given.

All students enrolled in any course for which a Regents examination is given shall complete such Regents exam in addition to a comprehensive local final examination.

Final grade shall consist of a product of four-fifths (4/5) of the average (average of four (4) quarters) and one-fifth (1/5) of the comprehensive examination. Any teacher who gives a Regents examination in addition to the local final will use the higher of the two as the final exam grade.

All credit-bearing courses, including PE, are included in GPA calculations. Note that classroom participation is a legitimate factor that teachers may consider in assessing a student's academic performance.

SUBJECT: STUDENT EVALUATION (Cont'd.)

Promotion/Retention Elementary

Promotion Elementary

- a.) When the student is demonstrating proficiency or progressing toward proficiency in both ELA **and** mathematics (Level 2/65 or above), they will be promoted to the next grade level.
- b.) When the student is demonstrating proficiency in either ELA or mathematics, but **not** demonstrating proficiency in the other subject area, (Level 1/64 or below) the RTI committee will meet to discuss an intervention plan prior to the end of the first semester. At the conclusion of the third semester, the committee will meet with the classroom teacher to review the results of the progress monitoring for the quarter. Based on the student's progress, the teacher's observations and the parent's input, the decision to promote the student to the next grade level with intervention supports will be determined.
- c.) When the student **is not** demonstrating proficiency at grade level in ELA or mathematics (Level 1/64 or below), the RTI committee will meet to discuss an intervention plan prior to the end of the first quarter. The student's progress will continue to be monitored by the RTI committee at the end of each quarter thereafter. If the student is demonstrating adequate growth on the progress monitoring assessments, the decision to promote the student to the next grade level with tier 3 intervention supports may be determined by the teacher, RTI committee and principal. Input from the parent(s) will also be taken into consideration when making the final decision to promote the student to the next grade level.

Retention – Elementary

- a.) When the student **is not** demonstrating proficiency at grade level (Level 1/64 or below), **is not** demonstrating adequate progress on the progress monitoring assessments (see above) and would likely benefit from another year in the present grade level (as determined by the teacher's recommendation, the Light's Retention Scale, RTI progress monitoring and the RTI committee's recommendation) retention will be recommended.
- b.) Upon recommendation, the parent(s)/guardian(s) will be notified. The retention will be discussed fully and as early as possible with the parent(s) in order to give them ample time to make a decision. The final decision to retain will be an agreement reached between the parent(s)/guardian(s), teacher and principal. In the event that an agreement cannot be reached, the principal will make the final decision.
- c.) Students will not be retained more than once during their elementary years (K-6).

Promotion - Middle/Senior High

The basic unit of organization of the West Canada Valley Middle/Senior High School is by grade level. Students will be assigned to a grade level on the following basis:

- a) Grade Seven: All students who have been successfully promoted from Grade Six and those students in Grade Seven not promoted to Grade Eight. Those retained in Grade Seven may be scheduled into Grade Eight non-core courses based on courses passed in Grade Seven.
- b) Grade Eight: Those students who have not been retained in Grade Seven and those students in Grade Eight not promoted to Grade Nine. Those retained in Grade Eight may be scheduled into Grade Nine courses based on courses passed in Grade Eight.
- c) Grade Nine: Those students who have not been retained in Grade Eight and those not promoted to Grade Ten.
- d) Grade Ten:
All students whose remaining graduation credit requirements are attainable within three school years, including the current year.
- e) Grade Eleven:
All students whose remaining graduation credit requirements are attainable within two school years, including the current year.
- f) Grade Twelve: All students whose remaining graduation credit requirements, and course schedule for the year, provide an opportunity for the student to attain graduation status at the conclusion of the school year or by attending summer school.

Students in grades seven and eight who fail 2 or more core courses (ELA, math, science, social studies) or who fail one core course (ELA, math, science, social studies) in addition to non-core courses (Home & Career Skills, Art, Agriculture, Technology, Spanish 7, and/or music) adding up to two (2) or more units failed must attend and successfully complete summer school in order to proceed to the next grade level. Failure to attend and/or successfully complete summer school may result in the student being retained. Final decisions regarding promotion/retention will be made at the discretion of administration based on the student's unique circumstances.

Any student who fails Home & Career Skills, Technology, Art, Music, Agriculture, and/or World Language will repeat that/those course(s) as the student's schedule permits.

At the end of each marking period, the parents of students in grades seven and eight whose cumulative grades are below 65 will receive a letter from the guidance department.

At the end of the third marking period, a notice will be sent by the Guidance department to parents of all students in grades seven and eight who are failing two (2) credits cumulative or any student in danger of failing as determined by the Guidance Department to alert parents to possible failure of the grade.

During the June Regents week, the seventh and eighth grade teachers, Middle/Senior High School Principal, and Guidance Counselors will meet to discuss promotion or retention of borderline or failing students.

In grades Nine, Ten, Eleven, and Twelve, any student may obtain credit for a repeated full year course by attaining a passing grade (65 or above) for one (1) semester determined by a product of two-thirds (2/3)-class average and one-third (1/3) comprehensive examination grade.

To attain course credit, students must receive an overall average of 65 or above in the course as well. (See above for information on repeated full-year course)

Students in grades 7-12 must have been previously enrolled in a course in order to be eligible for summer school credit recovery in that course.

Graduation

To achieve graduation, each student shall pass all programs required by Education Law, Rules of the Board of Regents, Regulations of the Commissioner of Education, and the rules of the local Board of Education.

In addition to the requirements of Education Law, the Board of Regents, and the Commissioner of Education, each student shall:

- a) Successfully demonstrate, at the elementary level, knowledge of the National Anthem and the Pledge of Allegiance.

It is further directed that each student should be enrolled in a minimum of 5.5 credits per year. Exceptions to this policy include:

- a) Approved participation in offsite degree bearing college programs;
- b) Work study programs and dismissed time employment opportunities approved by the Middle/Senior High School Principal as the schedule permits.

Exceptions to the 5.5 credit per year policy may be granted by joint decision of the Middle/Senior High School Principal, Guidance Counselors, and the Superintendent.

Testing Program

The Board of Education endorses and supports the use of 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.

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.

Reporting to Parents/Legal 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

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