



Policy #7210

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Students

SUBJECT: STUDENT EVALUATION, PROMOTION AND PLACEMENT

Grade Promotion and Placement

Grade promotion and the placement of students within the District's instructional system shall be at the discretion of the school administration and shall be subject to review at any time. In making such decisions, the administrator or Building Principal will be guided by performance in class past records, including various measures of student growth; parent and teacher recommendations; and any other appropriate sources of information. With regard to student placement decisions, parents 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.

Promotion and Retention

The promotion of pupils in the Levittown Union Free School District from one grade or level to the next higher grade or level shall be dependent on the pupils' satisfactory completion of a program of study designed to meet their individual needs. Whenever it is apparent that a pupil's progress is less than satisfactory, and failure or retention appears imminent, the teacher is to inform the Principal of the situation immediately. Satisfactory completion will be measured against the curriculum benchmarks for a given grade or subject. In the elementary grades, if students are identified as likely to be retained, the school must notify parents in writing of potential retention no later than March 1. Such notification, whenever possible, should also include a face-to-face discussion with the child's parents. In addition, no elementary child should be considered for retention unless the child's progress has been brought before the building CSE.

At the middle school, retention in a grade should only be considered if a student fails more than one subject. An exception to this will be possible retention in eighth grade. A student must pass at least three (3) of the following: English, Math, Social Studies and Science, in order to be promoted to ninth grade. Absent passing three (3) of these four (4) subjects, the student may be retained in eighth grade.

In high school, a student's progress towards graduation is measured by the accumulation of course credits and satisfying mandated assessments.

With respect to any retention, the input of all parties including parents, teachers, administrators, and support staff, should be considered. However, the ultimate responsibility for deciding upon retention should be that of the building Principal after notifying the Assistant Superintendent for Instruction.

Retention should only occur when it is in the best interest of the child, when there are firm expectations that the pupil can benefit significantly by another year in the same grade, and when there is agreement for retention on the part of appropriate staff members. In addition, any recommendation for retention must include a specific plan for remediation that is designed to meet the needs of the student.

(Continued)



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SUBJECT: STUDENT EVALUATION, PROMOTION AND PLACEMENT (Cont'd)

Testing Program

The School 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 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 such state assessments in making student promotion and placement decisions provided that multiple measures be used in addition to such assessments and that such assessments do not constitute the major factor in such determinations.

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 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. 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 shall include a clear and conspicuous notice that such 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.



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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 Sections 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

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