

# Student Evaluation, Promotion, & Placement Handbook



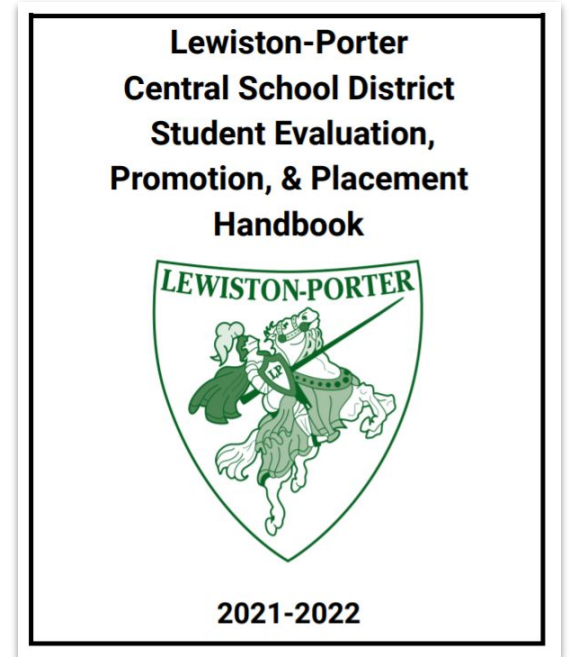
September 2021  
Dr. Heather Lyon

# Introduction

The Lewiston-Porter Central School District Student Evaluation, Promotion, and Placement (SEPP) Handbook provides detailed information regarding the processes used in the Lewiston-Porter Central School District specific to the [policies](#):

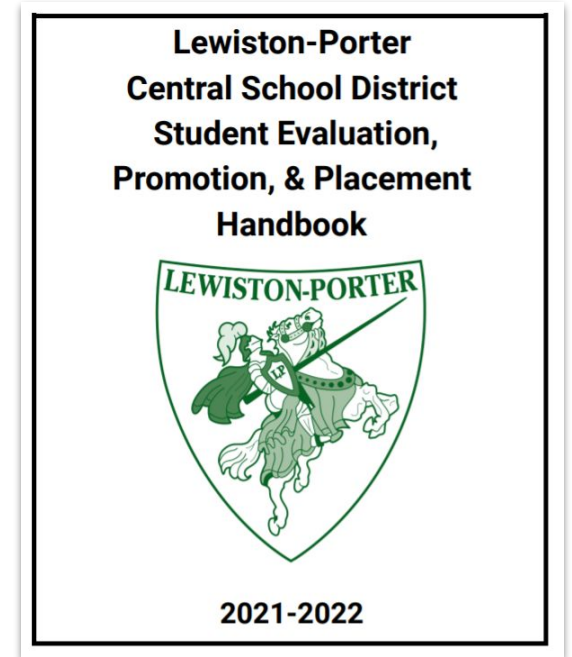
1. "Student Evaluation, Promotion, and Placement" (7210)
2. "Response to Intervention" (7212)

**It is our hope that the SEPP Handbook creates consistent and clear expectations for all stakeholders so that our students' educational experiences are optimized to their highest levels.**



# Overview

- **There are 4 Sections:**
  - Evaluation
  - Placement
  - Promotion
  - Response to Intervention

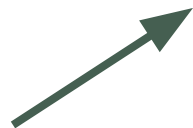


- **Each Section has a subheadings:**
  - District
  - Primary Education Center
  - Intermediate Education Center
  - Middle School
  - High School

Each section starts with a quoted highlight from the policy



The subheadings start with the the District which is universal to all schools and then each school has their own subheading



## Student Evaluation

A variety of evidence may be used to evaluate students. As such, the district policy 7210 states, "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 services" (p. 1).

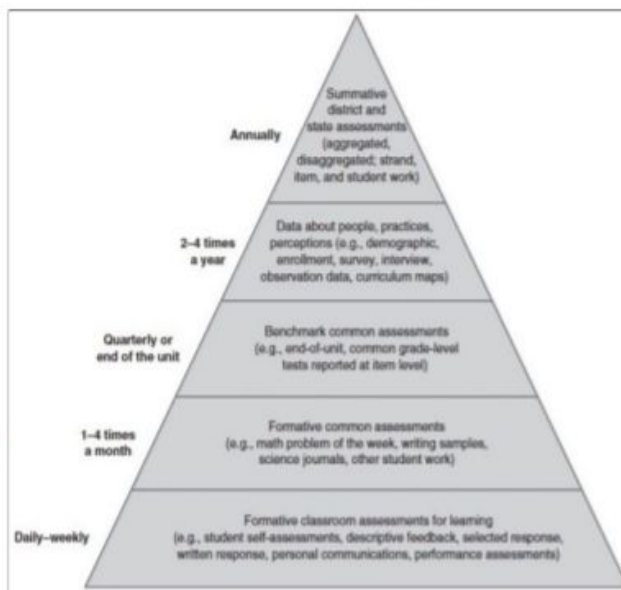
### District-Wide

Broadly speaking, assessments can be categorized in three areas:

- **Diagnostic:** Assessments *before* learning to determine student prior knowledge.
- **Formative:** Assessments *for* learning to inform instruction.
- **Summative:** Assessments *of* learning to determine student knowledge *after* instruction.

The image to the right<sup>1</sup> exemplifies both the frequency and types of assessments commonly used in schools to evaluate student learning. Lewiston-Porter Central School District uses all of these assessments and more to evaluate student proficiency and needs.

All students attending in the district participate in diagnostic assessment three times per year with aimswebPlus Reading and Math measures. Students receiving reading or math interventions will participate in more frequent formative assessments via progress monitoring. Common



<sup>1</sup> Baldanza, Marcia. "Curriculum, Instruction, and Assessment." *Professional Practices*. April 2016.

## Lewiston-Porter Central School District Student Evaluation, Promotion, & Placement Handbook



2021-2022

## Appeals Process

Families who disagree with the evaluation, promotion, and/or placement of their child(ren) may submit their appeal in writing to the superintendent within fourteen (14) calendar days of notification of the evaluation, promotion, and/or placement decision.

Appeals will be reviewed by a committee consisting of:

- One neutral principal at the same age level of the appeal being made
- One neutral teacher at the same age level of the appeal being made
- The superintendent, or designee

The Appeal Committee will review the written statement from the family and may seek additional clarification including, but not limited to:

- Review of records
- Interviews of the school personnel who made the initial decision
- Interviews of the student/family who made the appeal

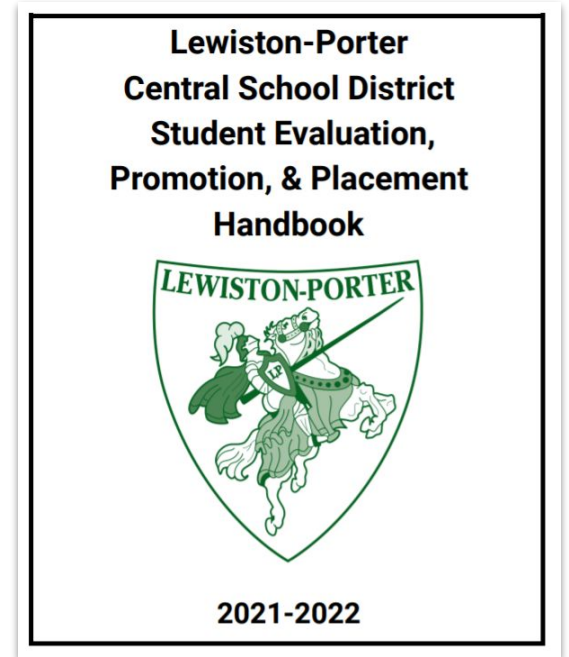
A decision on the appeal will be provided within fourteen (14) calendar days from receipt of the written appeal.



# Living Document

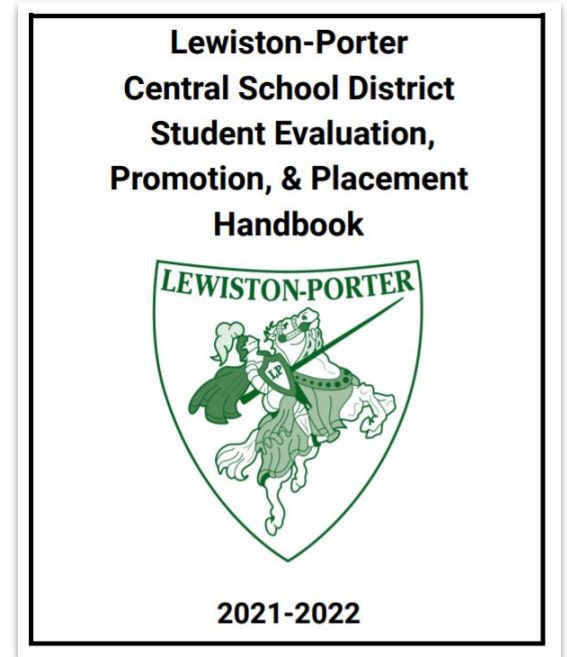
This document will be

- Shared on our website
- Reviewed no less frequently than once per year for updates and revisions



# Summary

With consistent and objective procedures in place, all buildings will be aligned in order to ensure that our students are getting exactly what they need based on what they know. In other words, that we are all aiming at the same target.

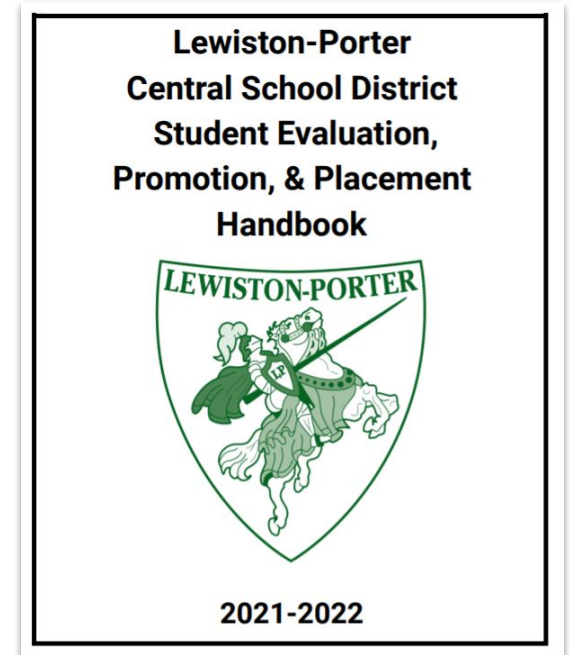


# Thank You

We would like to acknowledge the work done by the Lewiston-Porter Board of Education for their leadership with the creation of the policies as well as the members of the committee that worked on the EPP Handbook--specifically (in alphabetical order):

Andrew Auer  
Dan Behm  
Michelle Conti  
Trina DiVincenzo  
John Evert  
Alan Ingraham  
Heidi Kazulak  
Danielle Kudela

Tamara Larson  
Heather Lyon  
Christa McClemont  
Allison Redding  
Tina Rodriguez  
Brad Rowles  
Heather Toscano  
Karen Yager





QUESTIONS

---

FEEDBACK