



Regulation of the Chancellor

Number: **A-501**

Subject: **PROMOTION STANDARDS**

Category: **STUDENTS**

Issued: **June 2, 2014**

SUMMARY OF CHANGES

This regulation implements a system-wide policy with clearly defined standards for student promotion for each grade from grades K through 12. It supersedes Chancellor's Regulation A-501 dated July 18, 2012.

Changes:

- Aligns promotion standards with the Common Core Learning Standards in English Language Arts and Mathematics and with promotion requirements in New York State law. (§ IV.A.1; § V.A.1.)
- Changes promotion standards for students in grades 3-8 to the integrated use of multiple measures, including a holistic assessment of student work and students' demonstration of sufficient progress toward attaining Common Core Learning Standards. However, State test scores may not be the primary or major factor in promotion decisions. This replaces the prior standard that required students in grades 3-8 to achieve a Level 2 on State assessments in order to be promoted. (§IV.A.1; § V.A.1.)
- Removes language providing that the principal may choose to retain a student in grades 3-7 whose promotion portfolio nonetheless demonstrates that she or he has met promotion standards; students who meet promotion standards through the June portfolio process shall be promoted.
- Provides that, for students in grades K-2, including English language learners, promotion decisions will be made by the principal in consultation with the child's teacher and parent. (§ III.D.)
- Provides that if a parent of a student in grades K-2 disagrees with the principal's promotion decision, the parent may submit a written appeal to the principal by the end of August, and the superintendent will make a final determination. (§ III.D.)
- Provides that, for students in grades 3-8, June promotion portfolios will be evaluated based on the attainment of minimum promotion benchmarks as outlined in DOE-issued guidance. (§ IV.A.1.a; § V.A.1.a.)



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- Provides that, for students in grades 3-8 who do not demonstrate sufficient progress toward attaining Common Core Learning Standards, the school shall compile a promotion portfolio. If the principal determines that the student's promotion portfolio demonstrates that the student has attained minimum promotion benchmarks, the student shall be promoted in June and, conversely, if the promotion portfolio demonstrates that the student has not achieved minimum promotion benchmarks as defined in DOE-issued guidance, the student shall not be promoted and shall be recommended for summer school. The principal shall share this decision with the parents. (§ IV.A.2.a-d; § V.A.3-6.)
- Provides that, for students in grades 3-8, students who are not promoted in June shall be promoted in August upon a determination that they have achieved the minimum promotion benchmarks, as defined in DOE-issued guidance. (§ IV.D.1; § V.D.1 & 2.)
- Removes references to New York City assessments to reflect that a City-wide test will not be administered in August to students who were not promoted in June.
- Clarifies that the promotion criteria for English language learners (ELLs) in grades 3-8 are aligned to the Common Core Learning Standards, and provides that ELLs in grades 3-8 may meet the English language aspect of promotion criteria by attaining sufficient progress in English as a Second Language (ESL) literacy development as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments. (§ IV.B.1-3; § V.B.1-3.)
- Defines Students with Interrupted Formal Education (SIFE) as English language learners who come from a home in which a language other than English is spoken and: 1) enter a United States school after the 2nd grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their home language. (§ IV.B.2, n.1.)
- Updates language regarding the purpose and content of the District Comprehensive Education Plans. (§ IX.B.1.)
- Updates contact information for inquiries. (§ XI.)



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ABSTRACT

This regulation is effective immediately and supersedes Chancellor's Regulation A-501 dated July 18, 2012. This regulation implements a system-wide policy with clearly defined standards for student promotion for each grade, from grades K through 12. It details the procedures for implementing the promotion policy in all New York City public schools.

INTRODUCTION

This regulation is being promulgated in the context of the following goals established by the Chancellor:

- All students in pre-kindergarten through grade 12 will meet or exceed rigorous academic standards in a performance-based core curriculum. In grades 3 through 12, all students will meet or exceed the promotion standards referred to in this regulation, and set forth in DOE-issued guidance, in order to be promoted to the next grade and, ultimately, to be prepared for college and careers.
- A comprehensive student assessment system, aligned with established State and City performance standards, will be used on an ongoing basis to measure student progress and to improve classroom instruction.
- The resources of the school system will be strategically developed and deployed to enable schools to provide the necessary supports and interventions to ensure that all students achieve the standards in a timely manner.
- The instructional capacity of schools will be expanded and enhanced through effective professional development focused on all students achieving literacy and math standards by the end of grade 3 and successfully meeting promotion criteria in grades 3 through 12.
- The entire school community will be engaged continuously in creating and supporting effective strategies for improved student achievement.

I. STUDENTS FOR WHOM THIS REGULATION ESTABLISHES PROMOTION STANDARDS

This regulation establishes promotion standards for:

- A. English proficient general education students.
- B. English language learners (ELLs) in grades 3-7 who are enrolled in a United States School System (USSS) for at least two years and ELLs in grades 8-12 who are enrolled in a USSS for at least one year.
- C. Students with disabilities receiving special education services who participate in State assessments. Students whose IEPs do not specify a modified promotion standard will be held to the promotion criteria that are applied to English proficient general education students in their grade level. Students whose Individualized Education Program (IEPs) specify a modified promotion standard will be held to the modified standard set forth in their IEP.

II. EXEMPTED STUDENTS

The following students are not held to promotion standards:

- A. All students in pre-kindergarten.
- B. English language learners in grades 3-7, including ELLs in grades 3-7 with disabilities receiving special education services, who have been enrolled in a United States School System (USSS) (excluding schools in Puerto Rico) for fewer than two years.
- C. English language learners in grade 8, including ELLs in grade 8 with disabilities receiving special education services, who have been enrolled in a USSS for less than one year.
- D. Students with disabilities whose IEPs specify that they will participate in the New York State Alternate Assessment (NYSAA).

III. EARLY PREPARATION FOR STUDENTS IN PRE-KINDERGARTEN THROUGH GRADE 2

The early childhood grades -- pre-kindergarten, kindergarten, 1, and 2 -- are critical years in preparing students for successful achievement in later grades. Each school will implement a specific program of early identification, enrichment, and support to prepare all students to achieve promotion standards.

A. Assessment of Progress

All aspects of a student's record, including evidence that student work demonstrates progress towards meeting the Common Core Learning Standards for Literacy and Mathematics, will be reviewed periodically to ensure that students are moving toward the attainment of literacy and math skills and that appropriate support and intervention strategies are in place for those students whose progress is of concern. Parents will be informed and involved in the progress of their child's literacy development and be offered opportunities for participation in classroom activities and homework assistance.

B. Instructional Strategies and Intervention

Preparation of students prior to grade 3 will be based on instructional practices, strategies and interventions established to promote attainment of literacy and math standards. These practices will draw from the use of the Common Core Learning Standards for Literacy and Mathematics, extended-day and extended-year instruction,

tutoring, and other activities to ensure that all students become independent readers and writers by grade 3.

C. Attendance

Students will be encouraged to develop good habits of attendance, beginning with their first school experience. Therefore, the attainment of at least 90% attendance is a goal that should be discussed with parents in order to enlist and maintain their understanding and support of the importance of good attendance.

D. Promotion Decisions

In the early childhood grades, schools will be required to demonstrate that a variety of intensive, appropriate interventions and instructional strategies have been consistently employed in serious efforts to move all students toward promotion. For grades K-2, in the event that promotion may be considered not to be in a child's best interest, parents should be notified and actively involved in reaching the decision of whether to promote or retain their child. Promotion decisions for students in grades K-2, including students with disabilities and English language learners ("ELLs"), will be made by the principal in consultation with the child's teacher and parent. For students with disabilities, the decision to promote or retain shall include consideration of the student's grade-level progress and mastery of IEP goals. For ELLs, the decision to promote or retain shall include consideration of the student's language development; however, limited English proficiency alone may not be the sole basis for retention. If a parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal's decision and make a final determination.

E. Professional Development

In the early grades, as with all grades, ongoing focused professional development for all school-based staff is critical to ensuring that students have every opportunity to excel. Professional development must be focused on effective instruction linked explicitly to the Common Core Learning Standards for Literacy and Mathematics, the use of student assessment data to improve instruction, instructional strategies and support interventions for students at risk, and active parent partnership in student learning.

IV. PROMOTION STANDARDS IN GRADE 3 THROUGH GRADE 7 FOR ENGLISH PROFICIENT STUDENTS IN GENERAL EDUCATION, STUDENTS WITH DISABILITIES WHO PARTICIPATE IN STATE ASSESSMENTS, AND ENGLISH LANGUAGE LEARNERS

Decisions regarding promotion will consider multiple criteria.

A. Promotion from Grade 3 Through Grade 7 for English Proficient General Education Students and Students with Disabilities Whose IEPs Do Not Specify a Modified Promotion Standard

1. Multiple Promotion Criteria.
 - a. Promotion to the next grade will be based on the integrated use of multiple measures, such as State test scores, course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. However, State test scores may not be the primary or major factor in promotion decisions. Promotion decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining Common Core Learning Standards in English Language Arts and Mathematics.
2. June Review Process.
 - a. If the promotion standard set forth in paragraph 1(a) above is not met, or if the school does not have enough evidence of student work to support a promotion decision, then the school shall compile a promotion portfolio in order to determine the student's readiness for promotion. The promotion portfolio consists of a series of assessments and student work that reflect a student's proficiency in attaining grade-level Common Core Learning Standards.
 - b. Applying the minimum promotion benchmarks established in the promotion portfolio teacher's manual, the classroom teacher shall evaluate the assessments and samples of student work in each student's promotion portfolio to make a promotion recommendation. The recommendation, along with the completed promotion portfolio components, shall then be submitted to the principal or his/her designee and retained in the student's permanent record.
 - c. If, upon review of the promotion portfolio, the principal or his/her designee determines that the student has attained the minimum promotion benchmarks, the student shall be promoted in June.
 - d. If the principal determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks, the principal shall recommend that the student attend summer school. The principal or his/her designee shall share the portfolio results with the student's parents and communicate the decision to refer the student to summer school.
 - e. The DOE shall oversee schools' June promotion decisions, and superintendents shall approve that each school has made its promotion determinations in accordance with this regulation. If a parent disagrees with the promotion decision, the parent may submit a written appeal to the principal in August. The superintendent shall review the principal's decision and make a final determination.

B. Promotion for English Language Learners in Grade 3 through Grade 7

Limited English proficiency alone may not be the basis for retention. Promotion criteria for ELLs will be determined according to the student's number of years of enrollment in a United States School System (USSS) (excluding schools in Puerto Rico):

1. Students enrolled for six or more years will be held to the promotion criteria set forth in Section IV.A.1.a.
2. For Students with Interrupted Formal Education¹ (SIFE), promotion will be based on whether students:
 - a. demonstrate sufficient progress in English as a Second Language (ESL) literacy development in alignment with Common Core Learning Standards for English Language Arts as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; and
 - b. demonstrate sufficient progress toward attaining Common Core Learning Standards for Mathematics taught either in the student's native language or using ESL methodologies; or attain sufficient progress in Mathematics taught using ESL methodologies as evidenced by student work.
3. For students enrolled for at least two years but fewer than six years, promotion will be based on whether students:
 - a. attain sufficient progress in English as a Second Language (ESL) literacy development in alignment with Common Core Learning Standards for English Language Arts as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; and
 - b. demonstrate sufficient progress toward attaining Common Core Learning Standards for Mathematics taught either in the student's native language or using ESL methodologies; or attain satisfactory progress in Mathematics taught using ESL methodologies as evidenced by student work.

¹ Students with Interrupted Formal Education are students who come from a home in which a language other than English is spoken and: 1) enter a United States school after the second grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their home language.

4. English language learners in grades 3 through grade 7 who are not promoted in June will be recommended for summer school. Promotion decisions for such students will be reviewed in August and a final decision will be made by the principal. In making promotion decisions in August, the principal may consider student summer school work and assessment data from the NYSESLAT, if available. If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal's decision and make a final determination.
- C. Promotion in Grades 3 Through 7 for Students with Disabilities Participating in State Assessments Whose IEPs Specify a Modified Promotion Standard
- When the IEP Team has specified a modified academic promotion standard on the IEP, the modified standard will be applied. Students with modified promotion criteria who are not promoted in June are recommended for summer school. Promotion decisions for such students will be reviewed in August and a final decision will be made by the principal.
- D. August Review Process for Promotion from Grade 3 through Grade 7 for English Proficient General Education Students, Students with Disabilities Whose IEPs Do Not Specify a Modified Promotion Standard, and English Language Learners Enrolled for Six or More Years
1. In August, for each student who was not promoted in June, the principal shall review the promotion portfolio previously submitted by the classroom teacher along with summer school work. If, in the principal's judgment, the student has attained minimum promotion benchmarks as defined in the promotion portfolio teacher's manual, the student shall be promoted to the next grade.
 2. In August, the principal shall give particular consideration for promotion to students who have been previously retained in their current or prior two grade levels, or who are two or more years overage by December 31st of the current school year. For these students, principals may evaluate student growth using multiple measures of assessment (e.g., standardized assessment scores, classroom assessments, and completed student assignments). Principals may recommend for promotion students who demonstrate gains in the foregoing measures of assessment.
- V. PROMOTION FROM GRADE 8 FOR ENGLISH PROFICIENT GENERAL EDUCATION STUDENTS, STUDENTS WITH DISABILITIES WHOSE IEPS DO NOT SPECIFY A MODIFIED PROMOTION STANDARD, AND ENGLISH LANGUAGE LEARNERS**
- Decisions regarding promotion will be based on multiple criteria.

A. Promotion from Grade 8 to Grade 9 for English Proficient General Education Students and Students with Disabilities Whose IEPs Do Not Specify a Modified Promotion Standard

1. Multiple Promotion Criteria. Promotion from grade 8 to grade 9 will be based on:
 - a. the integrated use of multiple measures, such as State test scores, course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. However, State test scores may not be the primary or major factor in promotion decisions. Promotion decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining Common Core Learning Standards in English Language Arts and Mathematics; and
 - b. the attainment of passing grades in core English, Mathematics, Science, and Social Studies courses.
2. Eighth grade students who do not meet promotion criteria for failure to pass one or more core courses in June may meet the core course requirement of the promotion standard by passing the needed course(s) in summer school.
3. June Review Process. If the promotion standard in paragraph 1 above is not met, or if the school does not have enough evidence of student work to support a promotion decision, then the school shall compile a promotion portfolio in order to determine the student's readiness for promotion. The promotion portfolio consists of a series of assessments and student work that reflect a student's proficiency in attaining grade-level Common Core Learning Standards.
4. Applying the minimum promotion benchmarks established in the promotion portfolio manual, the classroom teacher shall evaluate the assessments and samples of student work in each student's promotion portfolio. The completed promotion portfolio components shall then be reviewed by the principal or his/her designee and retained in the student's permanent record.
5. If, upon review of the promotion portfolio, the principal or his/her designee determines that the student has attained the minimum promotion benchmarks, the student shall be promoted in June.
6. If the principal determines that the student's promotion portfolio does not demonstrate that the student has attained the minimum portfolio benchmarks, the principal shall recommend that the student attend summer school. The principal or his/her designee shall share the promotion portfolio results with the student's parents and communicate the decision to refer the student to summer school.
7. The DOE shall oversee schools' June promotion decisions and superintendents shall approve that each school has made its promotion determinations in accordance with this regulation. If a parent disagrees with the promotion decision, the parent

may submit a written appeal to the principal in August. The superintendent shall review the principal's decision and make a final determination.

A. Promotion from Grade 8 for English Language Learners

Limited English proficiency alone may not be the basis for retention. Promotion criteria from grade 8 for English language learners will be determined according to the student's number of years of enrollment in a United States School System (USSS), excluding Puerto Rico:

1. For Students with Interrupted Formal Education (SIFE), promotion will be based on:
 - a. the attainment of sufficient progress in English as a Second Language (ESL) literacy development in alignment with Common Core Learning Standards for English Language Arts as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; and
 - b. the integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the Common Core Learning Standards in Mathematics, as defined by minimum promotion benchmarks in DOE-issued guidance.
2. For students enrolled for at least one year but fewer than two years, promotion will be based on:
 - a. the attainment of sufficient progress in English as a Second Language (ESL) literacy development in alignment with Common Core Learning Standards for English Language Arts as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; and
 - b. the integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the Common Core Learning Standards in Mathematics, as defined by minimum promotion benchmarks in DOE-issued guidance.
3. For students enrolled for at least two years but fewer than four years, promotion will be based on:
 - a. the achievement of expected gains on either the NYSESLAT or DOE-issued ELL periodic assessments; or the demonstration of sufficient progress toward attaining the Common Core Learning Standards in English Language Arts²; and
 - b. the integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the Common Core Learning Standards in Mathematics, as defined by minimum promotion benchmarks in DOE-issued guidance.

² A promotion portfolio may be administered if no assessment data are available in June or August. If a portfolio is administered in June, the portfolio results shall determine the June promotion decision.

4. Students enrolled for four or more years will be held to the same promotion standards as English Proficient General Education students as set forth in Section V.A.1.
 5. ELLs in grade 8 who are not promoted in June are recommended for summer school. Their promotion decisions will be reviewed in August and a final decision will be made by the principal. In making promotion decisions in August, the principal may consider student summer school work and assessment data from the NYSESLAT, if available. If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal's decision and make the final determination.
- B. Promotion from Grade 8 for Students with Disabilities Participating in State Assessments Whose IEPs Specify a Modified Promotion Standard
- When the IEP Team has specified a modified academic promotion standard, the modified standard will be applied. Students with modified promotion criteria who are not promoted in June are recommended for summer school. Their promotion decisions will be reviewed in August and final decisions will be recommended by the principal. If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal in August. The superintendent shall review the principal's decision and make the final decision.
- C. August Review Process for Promotion from Grade 8 for English Proficient General Education Students, Students with Disabilities Whose IEPs Do Not Specify a Modified Promotion Standard and English Language Learners Enrolled for Four or More Years
1. Students who attend summer school and achieve a passing grade in the required summer school core course(s) shall be promoted to grade 9.
 2. In August, for each student who has attended summer school, the principal shall review the promotion portfolio previously submitted by the classroom teacher, along with summer school work.³ If, in the principal's judgment, the student has met the promotion benchmarks as defined in the promotion portfolio teacher's manual, the student shall be promoted.
 - For students who have been previously retained in their current or prior two grade levels, or who are two or more years overage by December 31st of their eighth-grade year, principals may evaluate student growth using multiple measures of assessment (e.g., standardized assessment scores, classroom assessments and completed student assignments). Principals may recommend

³ In making promotion decisions for English language learners in August, principals may also consider assessment data on the New York State English as a Second Language Achievement Test (NYSESLAT).

for promotion students who demonstrate gains in the foregoing measures of assessment.

D. Students Not Promoted from Grade 8

Students who do not achieve the requirements for graduation from grade 8 will be provided with additional time and support needed to complete 8th grade graduation requirements. It will be the responsibility of each school to provide those students retained in grade 8 with a structured setting in which intensive intervention will lead to meeting the promotion requirements.

VI. PROMOTION STANDARDS FOR ENGLISH PROFICIENT GENERAL EDUCATION STUDENTS, STUDENTS WITH DISABILITIES WHO PARTICIPATE IN STATE ASSESSMENTS, AND ENGLISH LANGUAGE LEARNERS IN GRADES 9 TO 12

In grades 9 through 12, students must attain the necessary number of course credits in order to be promoted to the next grade.

A. Promotion from Grade 9 for English Proficient General Education Students, Students with Disabilities Who Participate in State Assessments, and English Language Learners
Promotion from grade 9 will be based on a comprehensive assessment of whether students:

1. successfully complete standards in academic subject areas; and
2. accumulate a minimum of eight (8) credits.

B. Promotion from Grade 10 for English Proficient General Education Students, Students with Disabilities Who Participate in State Assessments, and English Language Learners
Promotion from grade 10 will be based on a comprehensive assessment of whether students:

1. successfully complete standards in academic subject areas; and
2. accumulate 20 credits including four (4) credits in English/ESL and four (4) credits in Social Studies.

C. Promotion from Grade 11 for English Proficient General Education Students, Students with Disabilities Who Participate in State Assessments, and English Language Learners
Promotion from grade 11 will be based on a comprehensive assessment of whether students:

1. successfully complete standards in academic subject areas; and
2. accumulate 30 credits.

D. High School Graduation

In grade 12, students must attain the necessary number of credits in certain subject areas and pass the necessary number of State exams in academic content areas to fulfill

New York State graduation requirements. These requirements are set forth in New York State Commissioner's Regulation, § 100.5 (8 NYCRR 100.5).

E. Failure to Meet High School Graduation Requirements

Students who fail to meet high school graduation requirements may receive continued support and instruction in day, evening, and summer school through the end of the school year in which their 21st birthday occurs. The school year begins on July 1st and ends the following June 30th.

VII. PROCEDURES FOR PROMOTION DECISIONS IN GRADES 3 TO 12

Decisions regarding promotion will be made with appropriate staff input and parent consultation. The principal will be responsible for all decisions at the school level. Parents of students in grades 3-8 will have the right to appeal a principal's decision as explained in Section VIII of this regulation.

The following timeline describes procedures for parent notification, provision of interventions, and goal setting when a student is identified as being at risk of not being promoted.

A. Parental Partnership and Notification of Possibility of Retention

Parents will be advised in the early part of the school year, but not later than the Fall Parent-Teacher Conference following the distribution of report cards, that the student is at risk of not meeting standards. This early notification will provide an opportunity to review student work, discuss strategies and interventions, establish benchmarks, and clarify responsibilities in moving the student toward promotion. If the student is still at risk of not meeting the standards as evidenced by student work/grades, written notice to that effect will be sent to the parent no later than February 15th.⁴ Records of ongoing parental communication and involvement, i.e., phone calls, report cards, parent-teacher conferences, assessment of the student's work, and instructional interventions will be maintained. However, failure to provide notice to parents shall not be a basis for promotion of the student.

The Spring Parent-Teacher Conference offers an additional opportunity to discuss student progress toward achieving promotion at the end of the school year.

B. Summer Instruction

Summer programs may provide an additional opportunity to meet promotion benchmarks for students who are at risk of being retained in their current grades as of June.

⁴ Such notices sent to parents of students who have IEPs shall advise them of their right to request a review of their child's program at any time.

In grades 9 through 12, students may have the opportunity to attend evening school and/or summer school to achieve the necessary number of credits required for promotion.

Parents should be notified in writing by regular mail of the June decision not to promote their child and, where applicable, to recommend summer instruction. However, failure to provide notice to parents shall not be a basis for promotion of the student.

Clear expectations of student achievement goals for the summer, consistent with standards and promotion benchmarks, as defined in DOE-issued guidance, will be discussed with parents and students.

A review of the student's progress toward attaining the promotion benchmarks will be conducted in August to determine promotion or non-promotion (see §§ IV.D, V.D, above).

C. Strategic Plan for Retained Students

For students who are not promoted, a mandated instructional strategic plan will be developed in September. In October, the principal or designated supervisor will meet with teachers of retained students to assess student work and progress in the opening month of school. Periodic reviews will be conducted on an ongoing basis thereafter.

VIII. PARENT APPEALS OF RETENTION DECISIONS

Parents shall be notified in writing by regular mail of the decision not to promote their child. Parent appeals for student in grades 3 through grade 8 should be made in writing to the principal and will be decided by the superintendent in August.

IX. RESPONSIBILITIES FOR IMPLEMENTING THE PROMOTION POLICY

A. The Chancellor

The Chancellor will:

1. clearly define system-wide performance standards in the academic content areas;
2. oversee the use of established system-wide assessments to measure student progress toward achievement of the standards;
3. leverage fiscal, community, business, and university resources, and ensure that resources allocated to districts and schools support:
 - balanced literacy instruction with a focus on achieving standard-level reading and writing for all students by the end of grade 3;
 - extended-day learning opportunities, such as before school, after school, and weekend instructional programs that provide interventions to enable all students to meet the standards;

- extended-year learning opportunities, such as summer school, that provide additional support and opportunities to students at risk of not meeting the standards; and
4. supervise and evaluate the implementation of this policy in all districts and schools.
- B. Districts and Schools
1. The District Comprehensive Education Plans (DCEPs) will specifically address the implementation of improvement strategies designed to support students' progress toward promotion standards and college and career readiness. DCEPs will provide guidance and timelines consistent with this regulation to help schools with the development of procedures for parent notification and conferences, the analysis of student assessment and achievement data to inform instruction, and the development of instructional strategies and intervention programs for students who need additional assistance in order to meet the promotion standards. Professional development targeted to these areas must be provided to all school leaders and staff.
The Superintendent will supervise the implementation of the promotion policy in the schools in his/her district and directly supervise principals to ensure that their schools provide effective instruction to all students.
 2. The DOE will provide ongoing professional development for school leaders and staff to support effective instruction for all students and will also provide training for schools to support implementation of the promotion policy in grades K-12.
 3. Principals, in collaboration with School Leadership Teams (SLTs), will develop Comprehensive Education Plans (CEPs) that are informed by an ongoing cycle of continuous school improvement planning and that will enable all students to meet or exceed promotion standards. The CEP will specify activities and instructional strategies for students who are achieving below promotion standards, and specify plans to ensure that parents are integral partners in their children's learning. SLTs will conduct an annual assessment of the effectiveness of these activities and strategies. Professional development targeted to these areas must be provided to school staff.
Principals will supervise the implementation of the promotion standards in their schools and directly supervise teachers to ensure that effective instruction is provided to all students.

4. Teachers will provide effective instruction aligned to the Common Core Learning Standards to all students. Teachers, in collaboration with appropriate school-based staff and under the principal's leadership, must ensure that instructional and support interventions, including Academic Intervention Services (AIS), are provided to students at risk of not meeting promotion standards.

Teachers will use ongoing assessments of student work to improve classroom instruction, monitor student progress, and provide parents with detailed information about their child's academic progress. Teachers will maintain collections of student work that document student progress toward meeting promotion standards.

C. Parents

1. Parents must be active partners in the education of their children. Schools will explicitly communicate to parents what students must know and the level at which students must perform in order to meet the promotion standards. Schools will also communicate the standard of attendance that students are expected to maintain. Parents will be offered opportunities to participate in parent and family learning programs, to discuss the work and progress of their children, and to play a role in their child's academic success.
2. An ongoing communication process will be utilized so that parents will know if and when specific interventions and/or alternative instruction are needed.
3. To the extent possible, communication with parents should be in the home language. Once the standards, expectations, and opportunities for additional support (if required) are clearly communicated, parents will be expected to support good student attendance and completion of required student work. Parents also will be responsible for helping to maintain ongoing communication with schools and teachers about their child's progress.

D. Students

1. Students will work to accomplish the learning goals set for them and will, as necessary, bring their work up to standard through their own efforts on the basis of informed feedback from their teachers and by the use of available resources.
2. Students will engage in class work, homework, assessments, and all learning activities required to meet academically rigorous and challenging content and promotion standards.

X. STUDENT SUPPORT SERVICES

Comprehensive and coordinated student support services, including Academic Intervention Services (AIS), are vital to students as they work toward meeting promotion standards. Academic and personal counseling, leadership opportunities and extra-curricular activities, health and mental health services, tutoring services, family outreach and community connections all contribute to a successful educational experience. All superintendents and

principals will ensure that schools make use of appropriate resources to provide such services.

Attendance is essential to full participation in all learning experiences as well as in establishing a work ethic that will benefit students at higher levels of education and future employment. Schools are expected to identify students who are chronically absent and/or who have patterns of absences so that effective and early interventions can be put into place to support these students and their families. Student support services staff are assigned to follow up on absences and identify specific supports to address causes of chronic absenteeism, but all members of a school staff contribute to a school climate of high expectations for consistent attendance.

XI. INQUIRIES

Inquiries pertaining to this regulation should be addressed to:

Chief Academic Officer

N.Y.C. Department of Education

52 Chambers Street – Room 320

New York, NY 10007

Telephone: 212-374-5981

Fax: 212-374-5588