

Instruction

Homework and Class Assignments

Homework is considered to be any assignment that is completed outside of the school day. The purpose of homework is to reinforce skills and to develop good independent study habits. Homework is a responsibility shared among the student, the teacher and the family.

Homework should be:

1. Respectful of the child's ability and developmental level,
2. Related to the work of the classroom and, where possible, to the interest of the individual student, and
3. Reasonable in amount and degree of difficulty.

Under most circumstances, homework will not be assigned during weekends, vacations and breaks unless sufficient school time was already provided.

Materials necessary to complete the homework should be readily accessible for all students.

Homework is an essential part of an effective and well planned instructional program. Homework serves to enhance learning opportunities for students beyond the classroom and the school day, developing students' life-long skills and attitudes towards learning and contributing to academic achievement. Homework is also an important way to communicate with families about what is occurring in the classroom. **The key to successful homework experiences is communication between home and school.**

Homework assignments should consider times of religious celebrations at home and conflicts in school with testing or special events, such as concerts, which require participants to be at school for long hours.

Guidelines - Daily Work Monday through Thursday

Primary Grades

School	Weekly assignments, 15 minutes Reading
Kindergarten	Up to 20 minutes per day, includes Reading
First Grade	Up to 30 minutes per day, includes Reading
Second Grade	

Intermediate Grades

School	Up to 30 minutes per day, 20 minutes Reading
Third Grade	Up to 40 minutes, not including Reading
Grade Four	Up to 50 minutes, not including Reading
Grade Five	Up to 60 minutes, not including Reading
Grade Six	

Instruction

Homework and Class Assignments (continued)

If a student is unable to complete homework assignments within the recommended period of time, the student should stop work and the student or parents should inform the teacher.

At the beginning of the school year, teachers will inform parents of their specific practices regarding homework. Frequency, duration and purposes of homework will be communicated and discussed **throughout the year**. The Open House, scheduled each September, is an opportunity to discuss student homework with parents.

Students who are absent from school are responsible for completing work missed during their absence as soon as possible after their return to school. Parents should request homework for a child who is absent from school for more than two days due to illness, injury, or a family emergency. The request may be made through the teacher or school office. Teachers will make those materials available. Advance assignments will not be given to children who will be absent for vacations or trips made during the time when school is in session.

**Legal Reference: Connecticut General Statutes
10-221 Boards of Education to Prescribe Rules, Policies & Procedures**

Policy adopted: May 20, 2014

**WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

6154

CABE

Instruction

Homework/Make-Up Assignments (Version I)

General

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the Superintendent of Schools shall be used in course lesson planning, course objectives, and made available to students and parents.

Individual Help

Within limits prescribed by staffing availability and negotiated agreements, the Superintendent shall develop and implement extra-help instruction for students in need of such instruction in addition to regular classroom instruction. Extra-help sessions shall not interfere with regular classroom schedules, nor impose undue hardship on students, and shall not be considered extra-credit or enrichment classes.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re Board of Education responsibility to develop homework policies.

Policy adopted:

6154

Instruction

Homework (Version II)

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills

2. Extend classroom learning
3. Stimulate and further interests
4. Reinforce independent study skills
5. Develop initiative, responsibility, and self-direction
6. Stimulate worthwhile use of leisure time
7. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following principles:

1. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Students should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.
4. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.
5. Assignments should make use of a variety of skills.
6. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.
7. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.
8. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:

1. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.
2. The Board expects that each department head will clearly define the homework policy of his/her department. All such departmental policies must keep with this Board of Education homework policy.

Average Time

Level

(minutes per week)

K	(45 minutes)
1-3	(150 minutes)
4-5	(175 minutes)
6-7-8	(300 minutes)
9-12	(600 minutes)

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted:

Branford

6154

Instruction

Homework/Make-Up Work

The Board of Education regards homework as an essential part of the educational program and expects, under general circumstances, that homework assignments will be an integral part of the school experience for all students.

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school. Teachers shall assign homework according to administrative regulations.

The purpose of homework is to help students become self-directing, independent learners. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce or enhance school experiences and shall be in accord with individual abilities of students.

Emphasis shall be placed on the value of the assignment to the student and its relevance to current and future topics of study.

Policy adopted: June 18, 2001

Instruction

Homework/Make-Up Work

Regulations governing homework are necessarily flexible. Nevertheless, certain guidelines must be observed if homework is to contribute its potential in the development of independent learners. In all cases adherence to these guidelines will be only as valuable as student effort and parental support and supervision will allow.

Teachers should:

1. Assign homework that is meaningful and useful and definitely relevant to classwork
2. Establish and publish homework policies for their classes, explaining expectations for performance, make-up procedures, impact of homework on overall assessment, and any other pertinent information
3. Provide appropriate and timely response to all assignments
4. Provide a balance between long-range and short-term assignments
5. Give assignments of weekends that are no longer than a daily assignment
6. Not assign homework during religious holidays
7. Monitor long-term efforts in order to avoid last minute student efforts
8. When materials are provided, be sure that they are current and readable
9. Inform parents of their role in supervising homework
10. Periodically review the effectiveness of homework as reflected in student performance.

Students should:

1. Record directions for homework
2. Ask questions when necessary to clarify homework follow a schedule and keep materials in order
3. Hand in, on time, neat, accurate, and meaningful products

4. Plan time for completion of long-term assignments
5. Determine and complete homework assigned during absence

Parents/Guardians should:

1. Provide a suitable place for study
2. Help students develop routine home study habits
3. Insure that absence does not interfere with makeup
4. Assist and correct but not do the actual work and notify the teacher if students experienced extreme difficulty
5. Assist students in making wise course and course level choices
6. Be aware of long-term assignments and assist students in learning to budget their time accordingly
7. Contact the teacher if he/she observes an absence of homework

The time required for homework should increase gradually from grade to grade. The following list of average daily maximums should be observed:

Grades K, 1, 2, 3	15 - 30 minutes
Grade 4	30 minutes
Grade 5	30-45 minutes
Grade 6	45 minutes
Grade 7	60 minutes
Grade 8	90 minutes
Grade 9	120 minutes
Grades 10, 11, 12	120-180 minutes

Regulation approved: June 18, 2001

Cheshire

6154

Instruction

Homework

Homework can be a valuable instructional technique. Teachers use homework in various ways to achieve different purposes. For younger students, homework can help to foster self-direction, responsibility and independence while informing parents about what students are learning. The academic purposes of homework include "practice" (reinforcement of previously presented material); "preparation" (introduction of material yet to be presented); "extension" (requires transfer of previously learned material to new situations); "integration" (requires several separate learned skills to produce a single product).

Teachers are to draw upon their individual educational philosophy and professional judgment when assessing the homework needs of their students. The following guidelines serve as a general framework in developing assignments:

Grade 1: A minimum of three reading assignments per week, each lasting about 15 minutes. Parental monitoring of reading is highly recommended. One to three additional assignments per week, each lasting no more than 15 minutes, are suggested.

Grade 2: Five reading assignments per week, each lasting about 20 minutes. Parental monitoring of reading is highly recommended. Three to four additional assignments per week, each lasting about 20 minutes, are suggested.

Grade 3: Five reading assignments per week, each lasting about 20 minutes. Parental monitoring of reading is highly recommended. Three to four additional assignments per week, each lasting 20 - 30 minutes, are suggested.

Grade 4: Five reading assignments per week, each lasting about 25 minutes. Parental monitoring of reading is highly recommended. Three to six additional assignments per week, each lasting 20 - 30 minutes, are suggested.

Grades 5-6: Five reading assignments per week, each lasting about 25 minutes. Parental monitoring of reading is highly recommended. Six to ten additional assignments per week, each assignment lasting 15 to 60 minutes, are suggested. Long term assignments (2-5 weeks in duration) may require additional time.

Grades 7-8: Four to five assignments weekly per teacher on the grade level team, each assignment lasting 30 to 60 minutes. Long term assignments (2-5 weeks in duration) require additional time.

Grades 9-12: Four to five assignments weekly per teacher, each lasting 45 to 120 minutes. Long term assignments (2-5 weeks in duration) require additional time. Teachers will modify homework assignments as specified by Planning and Placement Team recommendations to meet the learning needs of individual students.

Policy adopted: July 3, 1997

Cheshire
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6154.1

Instruction

Homework/Make-up Work

The principals of the individual schools shall supervise the maintenance of such attendance records as shall be required by law and the Board of Education.. Attendance regulations and procedures will be established for the elementary, middle school and senior high levels which are consistent with state statutes and are designed to minimize such absence or tardiness which will detract from the student's ability to benefit fully from the programs offered by the Cheshire Public Schools.

The Board of Education believes the following assumptions are inherent in the district's attendance requirements:

- Time lost from classes is essentially irretrievable in terms of opportunity for instructional exchange.
- A student has an obligation to give as well as receive in the context of the classroom setting.

To that end, the Board requires that student enrolled in the public schools of Cheshire attend classes regularly and all absences from such classes shall be considered unacceptable, except for the following absences which may be considered excused absences:

1. Reasons of health, including incapacity or doctor's visits. The district reserves the right to require a physician's or other appropriate certification for absences in excess of five consecutive days or total of fifteen days in any school year.
2. Death in a family.
3. Religious holidays requiring absence.
4. Prearranged medical or dental treatment which, for good cause, cannot be made after school hours, or medical emergencies.
5. Court appearances.
6. Limited absences from school for unique activities with parental consent, subject to prior approval of the principal.
7. Approved school activities.
8. Family emergencies.

Written explanations of all absences shall be expected for each student from parents or guardians. Some absences, such as those resulting from medical treatment or the observance of religious holidays are

known ahead of time. In order to promote the most effective education in light of these absences parents and/or guardians shall inform the school principal, or his/her designee, in writing, as soon as the anticipated absence is known.

It shall be the responsibility of the student or parent to request of the teacher, in advance, any homework assignments and information pertaining to the dates of tests or quizzes, which may coincide with known absence. Teachers shall cooperate with students and parents in giving a general idea of what topics are to be covered during the expected time of absence. Teachers are neither expected nor required to provide detailed day-by-day lesson plans or daily work, or tutoring, to the students or parents.

The following guidelines for making up missed work shall be followed:

1. Upon return to school it is the responsibility of the students and parents to make suitable arrangement for making up work which has been missed. Parents and students should recognize that due to the nature of many class assignments, such as science lab work, some assignments may not be possible to replicate.
2. In general, a day for submitting completed classroom assignments will be allowed for each day of absence.
3. Depending upon the nature of the assignment, up to a week may be allowed for completion of missed homework assignments.
4. The student shall make arrangements with the teacher for the make up of tests or quizzes missed due to the absence. The student shall be given a reasonable time to prepare for the test or quiz following absence.

On certain days during the school year when a significant number of students will be predictably absent due to an excused absence (such as, for example, a religious holiday observance, approved school activities or major health absences) the following additional guidelines will apply.

1. Tests or quizzes and "one time" educational experiences shall be avoided, if reasonably possible.
2. Tests or quizzes shall be avoided on the school day following specific predictable absences, if reasonably possible.
3. If homework is assigned, the guideline for making up missed work, noted above, will apply.
4. Teachers are expected, where appropriate, to engage in normal classroom activities, including the introduction of new lessons. Teachers, however, should make every reasonable effort to avoid conducting lessons or covering materials which are unique in nature and cannot be made up by students who are absent (for example, special laboratory experiments).
5. The scheduling of special extracurricular activities, such as "try outs", should be avoided. Regular athletic, music and other events, however may be scheduled on such days. Students will not be penalized for the excused absence.
6. The scheduling of special assemblies should be avoided, if they can be reasonably scheduled on a different day.

Parents are advised to contact their children's principal for any additional school specific attendance procedures not in conflict with this policy.

Policy adopted: July 3, 1997

monroe

6154

Instruction

Homework/Make-Up Work

Homework is an integral part of the instructional program and learning process which allows students to follow through on their personal commitment to academic work. It should be meaningful and help students develop constructive attitudes and sharpen useful skills.

Homework is fundamental to the individual's learning and development. It should be understood that each grade level serves as the foundation for the next. Homework is introduced in the elementary school years.

Homework assignments are given to reinforce and augment the lessons taught in class and provide exercises in the development of responsibility and of good work and study habits. These assignments allow for research, individual projects and drill. They are intended to enhance the student's knowledge in the various subject areas.

Objectives

1. Homework should reinforce, review or complete classroom assignments.
2. It should provide supplementary and enrichment experiences in relation to classroom work.
3. Homework should help children develop a sense of responsibility.

Guidelines for time required for homework at each level (elementary, middle, high school) will take into consideration the needs of the students. Teachers shall assign homework according to administrative regulations.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: May 21, 2007

Instruction

Homework

Suggested Time Guidelines

Students in the Monroe school system may be expected to spend the following amounts of time during each day of the school year doing homework and/or independent reading.

	<u>Minimum</u>	<u>Maximum</u>
Grades K & 1	15 Minutes	20 Minutes

Grade 2	15 Minutes	30 Minutes
Grade 3	30 Minutes	45 Minutes
Grade 4	30 Minutes	60 Minutes
Grade 5	30 Minutes	60 Minutes
Grades 6-8	60 Minutes	No Maximum
Grades 9-12	90 Minutes	No Maximum

These time guidelines are flexible and are based upon past practices and school research relative to a meaningful ongoing homework assignments. Each administrator, teacher and parent should consider these recommended time guidelines as an average that would occur throughout the school year.

Masuk High School, Chalk Hill and Jockey Hollow Middle Schools Guidelines*

1. Teacher Responsibilities

Teachers should see that homework assignments are consistent with the guidelines. Homework should always be checked or reviewed by teachers. Teachers should acknowledge the proper completion of the assignment.

Teachers may differentiate homework assignments to meet the individual needs of students.

2. Student Responsibilities

The student's responsibility is to record assignments and make sure s/he understands them before leaving the classroom. With the parent's help, a time and place for completing homework should be set up. The student's responsibility is to submit homework when it is due.

* All "Guidelines" other than time shall be included in handbooks.

Masuk High School, Chalk Hill and Jockey Hollow Middle Schools Guidelines

3. Parent Responsibilities

After determining the time and place for the student to do his/her homework without distraction, the parent should check that some work is being accomplished. If a child is spending an inordinate amount of time on homework or is having too much difficulty, the parent should contact the teacher to help determine the nature of the difficulty. If a child never brings home books or claims s/he has no homework, parents should consult with the teacher. A parent-teacher conference may be necessary at this time.

Children should be encouraged to extend their learning by reading or reviewing subject matter covered in classes. Parents should monitor and set limits on television and computer time.

In case of extended absence, due to illness, the teacher should be contacted to arrange make-up work. Parents should request work when the student is absent more than three (3) days due to illness.

Elementary School Guidelines

1. Teacher Guidelines

Teachers should assign purposeful homework with objectives aligned to Monroe curricula. There are a variety of purposes:

- a. Preparation assignments help students benefit from subsequent lessons (i.e., define vocabulary terms to be used in the next lesson).
- b. Practice assignments help students master basic skills that have already been presented.
- c. Extension assignments ask the students to use a new skill or concept in a new situation.
- d. Creative assignments ask students to integrate many skills and concepts.

Teachers should:

- a. Plan homework consistent with the grade and subject matter being taught.
- b. Assign the homework, giving the necessary directions and guidance for its completion.
- c. Tell the students the purpose of the homework.
- d. Acknowledge the proper completion of the assignment.

2. Parent Guidelines

Parents play an important role in completion of homework. Parents should let their children know they are interested in their child's academic progress. Parents work in partnership with the teacher in developing a child's responsibility for completing homework. The following suggestions, spelled out in detail, are intended to assist the parent in the beginning of the homework program. Parents may modify them according to the needs of the child.

- a. Parents, in the beginning may have to inquire exactly what homework the child has (i.e., written, research or independent reading).
- b. Parents may need to assist the child in determining the best time for doing homework, taking into consideration other family activities. Parents may want to suggest a couple of possible times for doing homework and let the child choose. It is suggested there be an uninterrupted block of time.
- c. Parents should provide an appropriate place to do homework.
- d. Parents may want to assist the child in budgeting time for completing homework assignments.
- e. Parents should encourage the child to do homework independently but parents should let the child know that they are available to answer questions.
- f. Once the assignment is completed, the parent may wish to review it.

g. If, on the other hand, a child truly doesn't understand the assignment, parent might suggest the child phone a reliable classmate for assistance. If there is still confusion, parent should notify the teacher to discuss the problem.

3. Student Guidelines

The following student guidelines were developed by the children themselves in brainstorming sessions in their classrooms. Children agreed that their main responsibility is "to do the work."

The Board of Education hopes these guidelines are helpful to students in completing their homework:

- a. Main goal: To do the work.
- b. Listen carefully in class to directions.
- c. Make sure assignment is written down in assignment notebook.
- d. Take assignment notebook home.
- e. To be prepared when doing homework -- take all materials (necessary) home.
- f. Schedule your time - don't wait until last minute.
- g. Some children find it easier to work right after school while some prefer to work after supper.
- h. Use your time wisely.
- i. Select a proper place that is quiet.
- j. Try hard (do your best).
- k. Homework should be neat.
- l. Make sure it is complete.
- m. Don't rip the pages.
- n. Ask for help from parents only if having difficulty.
- o. Proof read.
- p. A special place to put school materials may help remember to take homework back in to school.
- q. Submit on time.
- r. Don't make excuses for assignments not done on time.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules.

Regulation approved: May 21, 2007

Homework

It is the policy of the Bethany Board of Education to ensure that all students comply with the homework requirements imposed by the school. It is also the policy of the Board of Education that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade.

The Superintendent or his/ her designee shall be responsible for developing procedures in furtherance of this policy.

Legal Reference: Connecticut General Statutes §10-221(b)

Policy adopted: February 11, 2015

Regulation of the Chancellor

Category: **STUDENTS**

Issued: 6/2/14

Number: **A-501**

Subject: **PROMOTION STANDARDS**

Page: 1 of 2

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. (p. 3, § IV.A.1; p. 5, § 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. (p. 3, § IV.A.1; p. 5, § 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. (p. 2, § 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. (p. 2, § 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. (p. 3, § IV.A.1.a; p. 5, § V.A.1.a.)
- 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. (p. 3, § IV.A.2.a-d; p. 5, § 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. (p. 4, § IV.D.1; p. 7, § 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. (pp. 3-4, § IV.B.1-3; p. 6, § V.B.1-3.)

*There are
No
homework
guidelines
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Regulation of the Chancellor

Category: **STUDENTS**

Issued: 6/2/14

Number: **A-501**

Subject: PROMOTION STANDARDS

Page: 2 of 2

- 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. (p. 4, § IV.B.2, n.1.)
- Updates language regarding the purpose and content of the District Comprehensive Education Plans. (p. 9, § IX.B.1.)
- Updates contact information for inquiries. (p. 11, § XI.)

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.
 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

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.

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.

B. 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.
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.

C. 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

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.

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.

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

E. 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.

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).

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.

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.

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.

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:

Telephone:
212-374-5981

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