

Elementary School Academic Policy Guide



INTRODUCTION

Dear Colleagues,

The New York City Department of Education's academic policy guides consolidate the many requirements for academic programming, assessments, promotion, grading, and student data into one reference document. Our goal in publishing the academic policy guides is to provide you with clear interpretations of academic policies and guidance about how to apply them in different scenarios. The academic policy guides are revised each year based on changes to policies and feedback from schools and field staff.

This academic policy guide is just one tool that you may use in providing every student with rigorous academic experiences that considers their individual strengths and needs. Use this guide as a resource as you program and grade students, develop instructional supports and interventions, and set your own school-level policies. As you implement these policies, we encourage you to apply an equity lens, identifying opportunities to examine how having strong policies, systems, and structures impacts the outcomes of every student.

As you plan for the upcoming school year and beyond, refer to this guide and share it with key members of your school community. This guide, as well as additional resources on policies pertaining to academic requirements and programming, can be found on the Department of Education's [academic policy](#) and [systems](#) resource pages on the [InfoHub](#). Please contact your [Borough/Citywide Office's academic policy and systems lead](#) for additional guidance on any of the topics described in these resources, and refer to [Principals' Weekly](#) for updates.

Sincerely,

A handwritten signature in black ink that reads "Linda Chen". The signature is written in a cursive, flowing style.

Linda Chen
Chief Academic Officer
New York City Department of Education

TABLE OF CONTENTS

I. ACADEMIC REQUIREMENTS	5
A. PROGRAM REQUIREMENTS— UPDATED SEPTEMBER 2019	5
1. Kindergarten	6
2. Grades 1–5	6
3. Languages Other Than English (LOTE) and Home Language Arts (HLA)	7
4. Physical Education— Updated September 2019	7
5. Health Education— Updated September 2019	9
6. Arts Education	9
7. Academic Intervention Services (AIS)	10
8. Response to Intervention (RtI)	11
B. ASSESSMENTS	13
1. New York State Tests in English, Math, and Science	13
C. NEW STUDENTS AND GRADE PLACEMENT— Updated September 2019	14
1. Translations— Updated September 2019	14
D. PROMOTION AND GRADE LEVEL	15
E. STUDENT PARTICIPATION IN MOVING UP CEREMONIES	16
II. POLICIES FOR SPECIAL POPULATIONS	16
A. ENGLISH LANGUAGE LEARNERS (ELLs)	16
1. New York State Identification Test for English Language Learners (NYSITELL)	17
2. New York State English as a Second Language Achievement Test (NYSESLAT)	17
B. STUDENTS WITH DISABILITIES	17
1. New York State Alternate Assessment (NYSAA)— Updated September 2019	18
C. TESTING ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES	19
D. HOME AND HOSPITAL INSTRUCTION	20
E. HOME SCHOOLING	21
III. PROGRAMMING AND SYSTEMS POLICIES	21
A. PROGRAMMING IN STARS— Updated September 2019	21
B. SUBJECT PROPERTIES	21
C. SUBJECT-SPECIFIC PROGRAMMING GUIDANCE	22
D. PUSH-IN/PULL-OUT INSTRUCTION	23
IV. GRADING POLICIES AND PROCEDURES	23
A. GRADING POLICIES	23
B. COURSE MARKS AND REPORT CARDS	24



Elementary School Academic Policy Guide

- 1.Course Marks—Updated September 2019 25
- 2.Report Cards 26
- V. ATTENDANCE, DISCHARGE, AND OPERATIONAL PROCEDURES 27
 - A.SCHOOL CALENDAR—Updated September 2019 27
 - B.DAILY SESSION TIME AND STUDENT SCHEDULES—Updated September 2019..... 27
 - C.ATTENDANCE POLICIES—Updated September 2019..... 28
 - 1.Administration and Systems 28
 - 2.Policy and Practice 29
 - 3.Early Intervention..... 29
 - 4.Elevated Interventions 30
 - D.DISCHARGING STUDENTS 30
 - E.STUDENT RECORDS RETENTION AND TRANSFER..... 30
 - 1.Changes to Student Records—Updated September 2019..... 31
- VI. APPENDICES 32
 - A.COURSE MARKS TABLE—Updated September 2019 32

I. ACADEMIC REQUIREMENTS

The New York State Education Department (NYSED) Commissioner’s Regulations, New York City Department of Education (NYCDOE) Chancellor’s Regulations, and supplementary [academic policy resources](#) provide guidance on policies pertaining to students in elementary school grades, including program requirements, assessments, grading, and promotion. Elementary schools also serving middle and high school grades should refer to the [Middle](#) and [High School](#) Academic Policy Guides for information applicable to these grade levels.

For academic policy and systems questions, schools can refer to the [academic policy](#) and [systems](#) resource webpages, or contact their [academic policy and systems leads](#).

The [STARS](#) suite of applications is the NYCDOE’s official record of students’ programs, grades, and progress toward completing academic requirements.¹ STARS reflects academic information for all NYCDOE public school students in grades K–12. STARS data also reflects schools’ alignment to the New York State and New York City academic policies described in this guide. All elementary schools must use [STARS Classroom](#) to enter information about the instruction and supports students in elementary grades receive throughout the school day; to reflect student-teacher-subject relationships; and to enter student grades. To ensure that STARS data accurately captures students’ academic programs and outcomes, schools should follow the guidelines described on the [STARS wiki](#). STARS is managed by the NYCDOE’s Office of Academic Policy and Systems. See the section of this guide on [programming in STARS](#) and visit the [STARS wiki](#) for more information.

A. PROGRAM REQUIREMENTS—UPDATED SEPTEMBER 2019

NYSED’s [Part 100.3](#) and [Part 100.4](#) define program requirements for students in elementary grades. The sections below outline the program requirements for grades K–5. These represent the minimum academic program that a public elementary school in New York State must provide. Schools may exceed the requirements described here and offer supplementary experiences that will enhance students’ educational experiences in the elementary years and prepare them for the rigor of middle and high school coursework.

At minimum, elementary schools must provide students with instruction in these departments every year, and must accurately reflect that instruction in STARS Classroom:

- English language arts (ELA)
- Social studies
- Mathematics
- Science and technology
- Arts education, including dance, music, theatre, and visual arts
- Physical education
- Health education

There are no specific instructional time requirements in these areas with the exception of [physical education](#) and, where student need is established, [bilingual education and/or English as a New Language instruction](#) per [Part 154](#). Schools can choose to deliver instruction in each academic area every day, rotate through subjects during the week, or implement another scheduling model. This flexibility allows schools to provide an academic program that best meets students’ needs.

¹ The STARS Suite includes three platforms across grades K–12: STARS Classroom, Client, and Admin.

It is the policy of the NYCDOE to maintain a safe and supportive learning and educational environment that is free of harassment, intimidation, and/or bullying and free of discrimination because of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

See the [Guidelines on Gender Inclusion](#) for help implementing gender-inclusive curricula, programs, activities, and practices that are consistent with this policy and with the NYCDOE’s commitment to equity and access. Schools must be mindful that inappropriate gender segregation may result in isolating students, hindering diversity, and/or perpetuating gender stereotypes.

1. Kindergarten

Schools must provide students in kindergarten with instruction aligned to [NYSED learning standards](#), which “ensures continuity with instruction in the early elementary grades and is integrated with the instructional program in grades one through twelve,” according to [Part 100.3](#).

Schools must provide students in kindergarten with instruction in all of the following departments every year, at minimum, and must accurately reflect this programming in STARS:

- English language arts (meaning, early literacy and emergent reading)
- Social studies
- Mathematics
- Science
- Arts education, including dance, music, theatre and visual arts
- Physical education, as described in [Part 135.4](#)
- Health education, as described in [Part 135.3](#)
- Where student need is established, bilingual education and/or English as a New Language (ENL) instruction per [Part 154²](#)

In addition, programming and instruction should be based on the ages, interests, skills, and needs of the students served and should include:³

- Differentiated instruction to support the acquisition of new concepts and skills;
- Materials and equipment which allow for active and quiet play in indoor and outdoor environments;
- Opportunities for participation in inquiry-based activities and projects; and
- Opportunities to use a wide variety of information in print and electronic mediums.

2. Grades 1–5

In grades 1–5, elementary schools must provide students with instruction aligned to [NYSED learning standards](#). There are no specific instructional time requirements in these areas, with the exception of [physical education](#) and where student need is established for bilingual education and/or ENL instruction. Schools must provide students with instruction in all of the following departments every year, at minimum, and must accurately reflect this programming in STARS:

² Courses previously referred to as English as a Second Language (ESL) are now referred to as English as a New Language (ENL). English as a New Language (ENL) courses that meet ELA standards may count toward students’ ELA instructional requirements. See [Part 154](#) and the [English Language Learner Policy and Reference Guide](#) for additional information on the elementary school ENL requirements.

³ See [NYSED’s FAQ](#) on the program requirements for kindergarten for more information.

- English language arts (ELA)
- Social studies, including geography and United States history
- Mathematics
- Science and technology
- Arts education, including dance, music, theatre and visual arts
- Physical education, as described in [Part 135.4](#)
- Health education, as described in [Part 135.3](#)
- Family and consumer sciences⁴
- Career development and occupational studies⁵
- Where student need is established, bilingual education and/or ENL instruction as described in [Part 154](#)

3. Languages Other Than English (LOTE) and Home Language Arts (HLA)

Elementary schools have the option to offer languages other than English (LOTE), also known as foreign language instruction, world languages, and/or home language arts (HLA) instruction, at any grade level.⁶

According to NYSED requirements, schools must provide all students with at least two units of study (108 hours) in LOTE instruction before the end of grade 9. While this requirement is typically satisfied in middle school, it may also be satisfied in elementary school. See the [LOTE](#) guidance document for more detailed information.

In STARS Classroom, languages other than English (LOTE) and home language arts (HLA) are represented as one combined ‘foreign or native language instruction’ subject area. For more information on how to program language instruction, including LOTE, HLA, or Foreign Language in Elementary School (FLES), see the section of this guide on [subject-specific programming guidance](#) in STARS Classroom.

In addition, schools providing Dual Language (DL) or Transitional Bilingual Education (TBE) programs for English language learners (ELLs) must also provide standalone instruction in HLA as described in [Part 154](#).⁷ These courses may also satisfy the LOTE requirement. See the sections of this guide on [ELLs](#) and [STARS programming](#) and the [English Language Learner Policy and Reference Guide](#) for information on HLA instruction in ELL programs.

4. Physical Education—Updated September 2019

[Part 135.4](#) defines the minimum requirements for physical education (PE) for students in elementary grades.⁸ Schools must provide students in grades K–5 with an instructional PE program, aligned to [NYSED learning standards](#) and the [NYC K–5 PE Scope and Sequence](#), for at least 120 minutes a week. In grades K–3, students must receive PE daily, and in grades 4–5, students must receive PE no fewer than three times per week. K–6, K–8, or K–12 schools serving grade 6 students should ensure that grade 6 students follow the elementary school requirements, and receive PE for 120 minutes at least

⁴ See [NYSED’s instructional standards](#) for the elementary-level family and consumer sciences (FACS). Elementary schools often choose to integrate this content into English language arts, science, physical education, health education, and other subjects.

⁵ See [NYSED’s instructional standards](#) for the elementary-level career development and occupational studies (CDOS). Elementary schools often choose to integrate this content into English language arts, math, science, social studies, and other subjects.

⁶ Home language arts (HLA) is formerly known as native language arts (NLA). See the [English Language Learner Policy and Reference Guide](#) for more information.

⁷ NYSED and NYCDOE refer to English Language Learners (ELLs) as Multilingual Learners/English Language Learners (MLLs/ELLs) except in instances referring to state and federal policy.

⁸ This regulation describes grades K–6. In the NYCDOE, grade 6 is considered a middle school grade. For more information on middle school policies, see the [Middle School Academic Policy Guide](#).

three times per week, rather than the middle school requirements. This allows for continuity in scheduling across grades K–6. For more information. See the [PE](#) guidance document for more details.

Only teacher-led instructional time may count toward PE minutes. Schools may not count time spent dressing or traveling to an off-site facility toward the instructional time requirement for PE. Schools cannot count recess toward the instructional requirement for PE.

Summary of PE Time and Frequency Requirements

Grade Level	Which PE policies apply?	Minimum required PE time	Minimum required PE frequency
Grades K–3	Elementary school policies for grades K–3	120 minutes per week	Daily, in every term ⁹
Grades 4–5	Elementary school policies for grades 4–6	120 minutes per week	No fewer than 3 times per week, in every term
Grade 6 in a K–6, K–8, K–12 school	Elementary school policies for grades 4–6	120 minutes per week	No fewer than 3 times per week, in every term

PE programs must meet [NYSED learning standards](#) at the elementary school level. The NYCDOE highly recommends that all elementary PE be taught by a certified PE teacher; however, per NYSED’s part [135.4](#), a NYCDOE classroom teacher may provide instruction under the guidance of a certified PE teacher in the school. Each school serving elementary grades must have at least one NYSED certified Physical Education teacher providing instruction to students, and guidance and support for any classroom teachers assigned to teach PE.

As in all other courses, students’ grades in PE must be based primarily on their content area knowledge and skills, and not on non-mastery measures. Students may not be graded solely on attendance, participation, or preparedness. See the [Grading Policy](#) section of this guide and the [Grading Policy Toolkit](#) for more details.

[NYC FITNESSGRAM](#) is the City’s annual health-related fitness assessment. Schools must complete this assessment for all eligible students each year as part of their PE program; however, schools may not use performance on this assessment to determine students’ grades.

The [Move-to-Improve](#) (MTI) Physical Activity Program is a classroom-based program designed to supplement existing physical education programs in elementary schools. Schools with a comprehensive PE program, led by a certified PE teacher, have the opportunity to become a MTI All-Star school by ensuring at least 85% of their eligible teachers have up-to-date training in MTI practices. Only designated ‘All Star Schools’ may use MTI as part of their PE program to help meet the required 120 minutes of PE instruction and weekly frequency, in conjunction with regularly scheduled physical education classes. MTI can be used to supplement up to 40 minutes of PE time requirements and frequency requirements, but it cannot replace an instructional PE program.¹⁰ MTI may be used to meet PE requirements for students in grade 6 in K–6, K–8, and K–12 schools. This instructional programming must be indicated in STARS, as described on the [STARS wiki](#). For more information about this program, email the [Move to Improve](#) inbox.

There are no waivers or exemptions from PE requirements in elementary school. Students with chronic or temporary medical conditions or disabilities must participate in physical education. Students with temporary medical conditions

⁹ The majority of elementary schools in the NYCDOE use an annual term model; however, regardless of the school’s term model, students must receive PE consistently every school year.

¹⁰ The NYCDOE recommends that this “regularly-scheduled” instruction occur as a minimum of two 40 minute periods of physical education per week, in addition to 40 minutes of MTI activities throughout the week in each classroom.

must provide the school with a medical certificate of limitation that indicates the area of the PE program in which the pupil may participate. Students with chronic medical conditions or disabilities documented by a [Section 504 plan](#) or [Individualized Education Program \(IEP\)](#) must participate in PE in the least restrictive environment, as indicated on their 504 plans or IEPs. Students should be provided adapted physical education instruction as needed, taught in the least restrictive environment.

5. Health Education—Updated September 2019

[Part 135.3](#) defines the minimum requirements for health education instruction, which includes a minimum of five required annual HIV/AIDS lessons. Elementary schools must provide an age-appropriate, sequential comprehensive health education program, aligned to [NYSED learning standards](#) for health education, to all students in grades K–5 every year. There is no specific number of instructional minutes required each year for elementary health education, but the NYCDOE recommends a minimum of 45 minutes per week so that students have adequate time to learn essential health knowledge and skills.

Comprehensive health education emphasizes skill development around multiple dimensions of health, including social, emotional, mental, and physical health. It also includes these essential content areas: personal health and safety; nutrition and physical activity; alcohol, tobacco and other drugs; growth and development; disease and illness prevention; HIV/AIDS; and other required health areas. The NYCDOE offers free health education [training](#), curricula, and instructional resources for educators Citywide. For more information, see [NYSED’s Guidance for Achieving New York State Standards in Health Education](#), the [New York City K–5 Health Education Scope and Sequence](#), or contact the [Office of School Wellness Programs](#).

In addition, NYSED requires that schools provide every student with annual HIV and AIDS instruction. The NYCDOE requires five lessons each year in grades K–5 using the [NYCDOE HIV/AIDS Curriculum](#) available through WeTeachNYC.org. Families may opt their child out of only the specific HIV and AIDS lessons that include methods of HIV and STI prevention. The NYCDOE designates “[opt out](#)” lessons, and provides schools with an [HIV/AIDS notification letter](#) for distribution to families prior to the start of HIV and AIDS lessons.

Health education and HIV and AIDS lessons in elementary school may be provided in any subject area, and may be taught by certified health education teachers or classroom teachers only. Schools must indicate HIV and AIDS lessons using the subject property in STARS and enter their health education minutes.

For more information on academic policies and STARS programming for physical and health education courses, see the [PE](#) guidance document. For guidance on the implementation of physical and health education instructional programs, contact the [Office of School Wellness Programs](#). See also the section of this guide on [subject-specific programming guidance](#) in STARS Classroom.

6. Arts Education

NYSED’s arts requirements are described in [Part 100.3](#) and [100.4](#) and in further detail on the [Arts Curriculum and Instruction webpage](#).

All students in grades K–5 must receive arts instruction designed to facilitate their attainment of the NYSED elementary learning standards in visual arts, music, dance and theatre each year. It is recommended, but not required, that certified arts teachers provide elementary-level instruction. If the classroom teacher alone provides the instruction, they must still address the arts learning standards. The table below provides additional details about recommendations in the arts.

Grades	Additional details
Kindergarten	The instructional program for kindergarten shall be based on the ages, interests, strengths and needs of the children. Learning experiences in such programs include instruction in the content areas of the arts, including dance, music, theatre and visual arts, designed to facilitate student attainment of NYSED learning standards.
Grades 1–3	NYSED guidelines advise that schools allocate 20% of the weekly instructional time equally to dance, music, theatre and visual arts. For schools following a standard five-hour instructional day (excluding lunch and after-school activities), this equals five hours of arts instruction per week.
Grades 4–6	NYSED guidelines advise that schools allocate 10% of the weekly instructional time equally to dance, music, theatre and visual arts. For schools following a standard five-hour instructional day (excluding lunch and after-school activities), this equals two and a half hours of arts instruction per week.

See also the section of this guide on [subject-specific programming guidance](#) in STARS Classroom.

7. Academic Intervention Services (AIS)

[Part 100.2\(ee\)](#) of NYSED general school requirements sets the purposes and requirements of Academic Intervention Services (AIS) for New York State public schools. AIS is defined in [Part 1001.1\(g\)](#) as “additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards ... and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.”

NYSED mandates AIS for general and special education students who are not meeting learning standards in English Language Arts, social studies, mathematics, and science, as well as English Language Learners who are not meeting or in danger of not meeting annual [Part 154](#) performance standards. NYSED has approved amendments to [Part 100.2](#) that delineate a two-step process for identifying students who are eligible for AIS. In grades 3–8, principals must provide AIS to students who demonstrate need, as follows:

- First, schools must identify all students, including [students with disabilities](#) and [ELLs](#), who scored below the NYSED-designated performance level on one or more of the NYSED elementary assessments in ELA or math. Students who score below the median scale score between level 2 and level 3 are preliminarily eligible for AIS.¹¹
- Then, using additional assessments, schools may make local determinations about which students will most benefit from AIS. Schools must apply the same assessments uniformly across any given grade.

For more information, see this [NYSED memo](#).

Qualified staff in the area of concern must provide services. Appropriate pedagogues include:

- Teachers licensed in the subject area where the student is not meeting performance standards
- Special education teachers
- Licensed reading teachers

NYSED also mandates student support services when attendance, social/emotional or study skill problems affect a student’s ability to meet performance standards. A range of staff can provide mandated student support services,

¹¹ This procedure may also include diagnostic screening for vision, hearing, and physical disabilities.

including licensed guidance counselors, at-risk counselors (meaning, SAPIS), members of the school attendance team and non-academic staff who contribute to students' academic success.

For AIS services in a student's identified area of need, schools must provide instruction supplementary to what is occurring in the classroom. This additional instruction cannot occur during classes required by NYSED academic policy. Scheduling options can include extra periods during the school day, before- and after-school programs, weekend tutorials programs and summer school. Computer-based distance learning is also suitable.

Along with choosing specific content of additional instruction, schools may choose to differentiate the intensity of AIS by changing the length and/or frequency of sessions, as well as the group size. Regular progress monitoring must be part of the AIS program and intervention providers must keep records of interventions used and student academic growth.

Schools must provide written notification to the parents/guardians of students who have been identified to receive AIS; notification must be provided in writing, in English and in the preferred language or mode of communication of the parent, where appropriate. The notification must inform the family of the services the student will receive, the reason the student needs such services, and the consequences of not achieving expected performance levels. The school also must notify parents/guardians when it terminates AIS for a student. Schools do not need parent permission to start or to end AIS.

While a student is receiving AIS, the school must maintain ongoing communication to parents or guardians regarding their child's AIS program, including:

- Quarterly reports on the student's academic progress in response to the intervention services
- At least once per semester, an opportunity to consult with the student's regular classroom teacher(s) and the school staff providing AIS for their child
- Information on ways to work with their child to improve achievement, monitor their progress, and work with educators.

8. Response to Intervention (RtI)

[Part 100.2\(ii\)](#) of NYSED general school requirements defines schools' responsibility for providing Response to Intervention services (RtI) for students in grades K–4 who are performing below NYSED standards in reading. The NYCDOE extends this mandate through the fifth grade.¹²

Response to Intervention (RtI) is a multi-tiered instruction and intervention model that promotes early identification of students in need of additional support. For students who are identified for RtI services by a universal screening assessment, it mandates the provision of evidence-based instruction and intervention driven by diagnostic testing and progress monitoring. Where there is a lack of response to intervention, schools are required to provide increased levels of intensity, typically in three tiers of service. The first, tier one, is provided in the classroom by the classroom teacher in the form of differentiated supports. Where the student does not make adequate progress in this tier, there is a move to a more intensive tier of targeted instruction, tier two, provided in small groups of three to five students by a teacher other than the classroom teacher. Where there is insufficient response in this tier after a reasonable (but not lengthy) period of time, the student is provided with tier three instruction which is the most intensive format of instruction provided in groups of one to three students and delivered by a highly-skilled intervention specialist. Only when tier three does not elicit sufficient response can the student be referred for an evaluation for special education services.

¹² While adherence to two sets of mandates may appear onerous, there is a great deal of overlap between the provision of intervention within the AIS mandates and the RtI mandates.

The RtI system is designed to increase the accuracy of referrals for special education services by discerning whether learning delays are caused by inadequate instruction rather than a learning disability. It also seeks to ensure that all students have access to high quality, effective, evidence-based instruction and differentiated supports.

NYSED regulations mandate that schools administer universal screening assessments to all students three times during each school year, beginning during the first weeks of classes. Schools must evaluate assessment data using clear cut points to determine which students are not making academic progress at expected rates for their grade level.

Students identified as needing interventions by the universal screening assessment should begin receiving services at Tier 1, which take place in the core classroom. The Tier 1 program should include:

- A evidence-based academic program that includes explicit and systematic instruction in phonemic awareness, phonics, reading fluency, vocabulary and reading comprehension within a uninterrupted 90-minute literacy block.
- Appropriate scaffolding and differentiation of instruction.
- Progress monitoring to identify students who are not making adequate academic progress at Tier 1 level of instructional intensity.

For students who are not making adequate progress in response to Tier 1 supports, schools should provide greater intensity of service (Tier 2) in which:

- Students receive targeted evidence-based intervention in sessions of at least 20–30 minutes, three to five days a week.
- Appropriate targeted instruction is chosen using data from diagnostic and progress-monitoring assessments. The practitioner should administer a progress-monitoring assessment every one to two weeks to determine if the student is demonstrating adequate response to the intervention at the current level of intensity.
- If the student does not show sufficient response to appropriate Tier 2 interventions after a reasonable time period established by the RtI team, the practitioner should consider moving the student to Tier 3 to provide more intensive services. The school can end Tier 2 services and provide support at a Tier 1 level if the student shows sufficient progress.

Tier 3 is the most intensive level of RtI services, indicated for students who have not responded to interventions at Tiers 1 and 2. At Tier 3:

- Students receive targeted evidence-based intervention from a reading specialist in groups of one or two students in sessions of 30–60 minutes, four to five days a week.
- Appropriate targeted instruction is chosen using data from diagnostic and progress-monitoring assessments. The practitioner should administer a progress-monitoring assessment at least one a week to determine if the student is demonstrating adequate response to the intervention at the current level of intensity.
- If the student does not show sufficient response to appropriate Tier 3 interventions after a reasonable time period established by the RtI team, a referral for a special education evaluation should be considered.¹³ The school can end Tier 3 services and provide support at a Tier 2 level or if the student shows sufficient progress.

Each school must convene a team that regularly oversees the school-wide RtI program. The team should include a range of members of the school community, including administrators, general and special education teachers, counselors, speech and language providers, and reading specialists. The mission of the team is to oversee identification of all aspects of the RtI program, including assessments, interventions, student response to specific targeted interventions, and movement of students between the tiers and establish reasonable time frames for time spent in each tier.

¹³ When making any referral for special education services, schools must provide evidence for each case that intervention within an RtI framework was provided.

NYSED requires that parents be notified in their home language when Tier 1 services are mandated and when their child moves to a different tier. The notification must include:

- The performance data that was used to make the determination to mandate Rtl services;
- The specific services that will be provided;
- The strategies that will be used to improve services; and
- The right of the parent to request an evaluation for special education services at any time.

Although notification is required, parent permission is not necessary for the school to begin or terminate Rtl services for the child.

B. ASSESSMENTS

Students in elementary school grades take standardized assessments administered by NYSED in accordance with Federal and State regulations, as outlined below. In addition, schools administer classroom-level assessments throughout the year, which may include periodic assessments. The NYCDOE administers optional tests to students in grades pre-kindergarten through grade 2 to determine eligibility for [Gifted and Talented](#) (G&T) programs. See the [Assessment InfoHub](#) page for more information.

1. New York State Tests in English, Math, and Science

In accordance with Federal and State regulations, students in grades 3–8 in New York participate in NYSED [ELA](#) and [math](#) tests each year. Students in grade 4 and 8 also participate in [NYSED science tests](#).

Schools administer NYSED ELA and math tests to students according to their grade level. [Students with disabilities](#) (those with Individualized Education Programs (IEPs) or Section 504 plans) and English Language Learners ([ELLs](#)) may be eligible to receive testing accommodations on these assessments. Schools must base the decision to provide testing accommodations on a student’s individual needs, and the accommodations must directly address the student’s documented diagnosis, disability, or language need. See the [testing accommodations](#) section for more information.

The following students in grades 3–5 are exempt from some or all of these tests:

- Students who participate in [alternate assessments](#), such as the New York State Alternative Assessment (NYSAA), rather than standard State tests.
- Recently-arrived ELLs, including students from Puerto Rico, who have attended school in the United States for less than one year, as of April 1 of the year in which the NYSED ELA exam is administered, may be eligible for one, and only one, exemption from the administration of NYSED ELA Exam in grades 3–8.
 - In lieu of the NYSED ELA Exam, schools may administer the [New York State English as a Second Language Achievement Test \(NYSESLAT\)](#) to exempted students for participation purposes only. All other ELLs must participate in both the NYSED ELA Exam and the NYSESLAT. See the [English Language Learner Policy and Reference Guide](#).

Elementary schools also serving middle school grades should refer to the [Middle School Academic Policy Guide](#) for information on exemptions from taking the NYSED math and science exams for students participating in accelerated courses.

C. NEW STUDENTS AND GRADE PLACEMENT—Updated September 2019

[Chancellor’s Regulation A-101](#) outlines the admission, readmission, and transfer policies for all NYCDOE students. In elementary school, students are initially enrolled and assigned to grade levels based on their age, beginning with the following:

- Children attend kindergarten the calendar year they turn five.
- Children attend first grade the calendar year they turn six.¹⁴

Beginning with second grade, students entering a NYCDOE school for the first time after having attended school outside New York City public schools are placed in a grade level based on the available education records from the student’s previous school at the time of enrollment. If the principal deems that another grade level placement would be more instructionally appropriate, they must consult the superintendent and provide evidence to justify any recommendation. The superintendent will make the final decision concerning the appropriate grade level for the student. For more information about how families entering the NYCDOE register and enroll in elementary school, see the NYCDOE page on [Enrollment](#).

The following procedures apply to student grade placement when a student transfers:

- If a student is discharged from a NYCDOE school and returns within the same academic year, the student will be placed based on consideration of the student’s grade placement at their previous NYC school and the available educational records from the student’s last school that are presented at the time of enrollment. If no records are available, the student will be placed in the same grade level as when they were discharged in that academic year. If grade records indicate completion of that grade level, the student will receive a placement for the new academic year.
- If a student is discharged from the NYCDOE and returns to the NYCDOE in a subsequent academic year, the student will be placed the same way as a student enrolling at a NYCDOE school for the first time.
- If a student transfers between NYCDOE schools within an academic year, the student’s grade placement does not change.

NYCDOE elementary schools receiving students from other districts should not record grades or assessment outcomes from the student’s previous school in STARS. However, schools should maintain clear policies regarding the extent to which previous academic outcomes factor into final course grades.

For example, if a student transfers to a NYCDOE school for the first time in the spring of grade 3, the school may choose to incorporate the student’s report card grades from the fall into the student’s final course grades. Alternatively, the school may choose to base the student’s final grade only on the work completed by the student at the NYCDOE school in the spring. See the [Grading Policy](#) section of this guide, the [Grading Policy Toolkit](#), and the [Transfer Student Toolkit](#) for more information on awarding grades to new students.

1. Translations—Updated September 2019

Schools are responsible for ensuring that transcripts or other key records written in a language other than English are translated effectively so that students can be programmed and served appropriately. Schools may use school- or community-based translators or the student’s home country Embassy or Consulate for assistance. When working with a translation vendor, schools should use the portion of the budget earmarked for translation services.

¹⁴ In cases where a student is required to attend first grade based upon their age, but the principal deems that another grade placement would be more instructionally appropriate, the principal will consult with the superintendent concerning placement and will provide medical or other evaluative documentation, which has been submitted by the parent or guardian, justifying a different placement. The superintendent will make the final decision concerning the appropriate grade level for the student.

Schools should never use the student or the student’s family to complete the translation, and may not charge them for the cost of translation. Additionally, the NYCDOE’s [Translation & Interpretation Unit](#) does not translate student-specific documents.

D. PROMOTION AND GRADE LEVEL

Promotion is the process by which teachers determine if students are ready for and have mastered enough content and skills to be successful in the next grade level. The NYCDOE’s student promotion policy, defined in [Chancellor’s Regulation A-501](#), ensures that students have the supports they need to build a strong foundation in math and literacy before entering the next grade level.

In accordance with A-501, schools establish promotion benchmarks, or academic standards, which students must meet in order to advance to the next grade level at the end of the school year. Throughout the year, teachers and principals regularly review students’ academic performance and identify students who, even with additional support and interventions, may be at risk of not meeting the promotion benchmarks for their grade level. Each student’s academic progress is assessed holistically, using multiple measures, such as NYSED test scores, course grades, writing samples, projects, assignments, and other performance-based student work. While NYSED test scores may be considered, they may not be the determining factor in assessing a student’s readiness for the next grade.

Students are held to different promotion benchmarks based on their grade levels and, if applicable, their English language learner (ELL) status and/or the criteria specified on their Individualized Education Programs (IEPs). The following groups of students are not held to the promotion standards outlined in [A-501](#):

- Students in pre-kindergarten;
- ELLs in grades 3–7 who have been enrolled in a United States school system (USSS) for less than two years;
- ELLs in grade 8 who have been enrolled in a USSS for less than one year; and
- Students with IEPs who do not participate in the standard NYSED ELA and math tests (meaning, students with IEPs who participate in [alternate assessments](#), such as the New York State Alternate Assessment (NYSAA)).

The promotion process includes multiple steps throughout the year, described in greater detail in the [Promotion Guide](#):

- At the beginning of the school year, schools define the promotion benchmarks students must meet in order to be ready for the next grade level and establish the multiple measures they will use to assess students’ progress toward the promotion benchmarks at each grade level.
- In the fall, schools hold parent-teacher conferences and send report cards home to provide early notice to families of how students are progressing.
- In January and February, schools designate students who may be at risk of not meeting promotion benchmarks for their grade level and send written notice (via [promotion in doubt letters](#)) to their families.
- In the spring, schools hold parent-teacher conferences and send home report cards to keep families and students aware of their progress and anticipated promotion decision.
- In June, schools make [promotion decisions](#), which they communicate in writing to families.
- In July, students who were not promoted attend [summer school](#).
- In [August](#), schools make final promotional decisions for students in grades 3–8 who were not promoted in June. Families receive written notice of the final promotion decision. Families may appeal these decisions, in writing, and the superintendent makes the final determination.

See the [Promotion Guide](#) and the [Promotion Policy & Process webpage](#) for information on how to implement the promotion process throughout the school year. For information on how promotion criteria should be determined, applied and evaluated for students with disabilities, refer to the [Special Education Office’s promotion page](#).

Schools may use [SIGT](#) in ATS to change official class and grade levels in grades K–2. In grades 3–8, grade level is determined by the promotion decision entered into ATS. Schools may use [RQSA–GRC](#) or [RQSA–PAT](#) to appeal promotion decisions and request grade level changes. Schools must submit grade change requests to the superintendent for review; the superintendent makes a final determination. The NYCDOE does not recognize skipping grades as a promotion option.

E. STUDENT PARTICIPATION IN MOVING UP CEREMONIES

If an elementary school student does not meet [promotion benchmarks](#) in June, the principal and family should decide together if the student should participate in a moving up ceremony. Schools should obtain written consent from families explicitly stating they understand participation in June moving up ceremonies does not mean their child will be promoted to the next grade level.

A school may prohibit a student who is already on suspension at the time of the moving up activities from attending when they pose a real threat of violence or disruption to the event, but the exclusion must be proportionate to the infraction committed. Schools may also bar a student with particularly egregious conduct from a moving up ceremony, as long as the school has previously advised the student and family in writing.¹⁵

II. POLICIES FOR SPECIAL POPULATIONS

A. ENGLISH LANGUAGE LEARNERS (ELLS)

Policies regarding English Language Learners (ELLs) are defined in [Part 154](#).¹⁶ Students are identified as ELLs based on the results of the New York State Identification Test for ELLs ([NYSITELL](#)). For additional information on ELL identification and placement, including Students with Interrupted Education (SIFE), see the [English Language Learners Policy and Reference Guide](#).

Once a student has been identified as an ELL, parent selection of an ELL program drives program placement. Parents of ELLs view an [orientation video](#) in their preferred languages, which describes the NYCDOE’s three program options: Dual Language (DL), Transitional Bilingual Education (TBE), and freestanding English as a New Language (ENL), described further in the [English Language Learner Policy and Reference Guide](#). All parents are entitled to choose among these three options, regardless of whether their child’s current school has their program of choice immediately available. The [NYCDOE’s website](#) offers parents a variety of resources to better serve ELL students and families.

Schools may not refuse admission to zoned students or students assigned by the NYCDOE’s Office of Student Enrollment based on their ELL status or program needs.

Schools are required to form bilingual programs in grades K–8 when there are 15 or more ELLs with the same language in one grade or in two contiguous grades, for whom parents or guardians chose a bilingual program placement. This threshold is the minimum requirement under State regulations (Part 154), as amended by the ASPIRA Consent Decree, but does not limit schools from choosing to open programs with fewer students. For example, when parents request bilingual programs in a small school, the school can pool resources and staffing with other schools (for example, campus schools and neighboring schools) in order to provide wider access to programs.

For all ELL programs, the number of ENL and Home Language Arts units provided is based on English proficiency and all units must be standards-based. See the [English Language Learner Policy and Reference Guide](#) for additional information.

¹⁵ See this guidance on [Exclusion from Graduation Ceremonies](#). Translations are available on the [Academic Policy Resources page](#).

¹⁶ NYSED and NYCDOE refer to English Language Learners (ELLs) as Multilingual Learners/English Language Learners (MLLs/ELLs) except in instances referring to state and federal policy.

1. New York State Identification Test for English Language Learners (NYSITELL)

The NYSITELL is used to initially identify English Language Learners (ELLs). New entrants whose [Home Language Identification Surveys](#) indicate languages other than English spoken in the home, and who may have English language acquisition needs, take the NYSITELL to determine if they are eligible for bilingual and English as a New Language (ENL) services. Based on NYSITELL results, students are categorized into one of five English proficiency levels:

- Entering
- Emerging
- Transitioning
- Expanding
- Commanding

The student's level of English proficiency determines the number of service hours received. More information is available on [NYSED's website](#). See the [English Language Learner Policy and Reference Guide](#) for more information on ELL services.

2. New York State English as a Second Language Achievement Test (NYSESLAT)

All ELLs take the NYSESLAT every year to determine how well they are learning English and to determine continued eligibility for ELL services as part of the required annual assessment. The NYSESLAT assesses students' speaking, listening, reading, and writing skills. For more information regarding NYSESLAT administration, see the [English Language Learner Policy and Reference Guide](#).

B. STUDENTS WITH DISABILITIES

Students with disabilities should, regardless of their disability:

- Have access to a rigorous academic curriculum that sets high academic standards, enabling them to fully realize their potential and graduate prepared for independent living, college, and careers.
- To the greatest extent appropriate, be taught and participate in activities with other students with and without disabilities.
- Receive special education services that are targeted to their needs and provide the appropriate level of support throughout the school day.
- Be able to attend their zoned schools or the school of their choice, while still receiving the special education services and supports required.

It is the responsibility of each school to ensure that students with disabilities and their families feel welcome. The [School Implementation Team \(SIT\)](#) facilitates the strategic planning to ensure that every school appropriately and adequately serves all students. The SIT works with other school teams but does not usurp the function of the IEP Team or any other team.

Students with disabilities who do not require special education services, but need health services and/or education accommodations in order to attend school or participate in regular school activities, may be eligible for a Section 504 plan. To determine student eligibility for a Section 504 plan, a student's parent or guardian and physician must complete and submit [school health forms](#) to the school. The school's Section 504 team reviews the student's records and the physician's statement to determine accommodations the student is eligible to receive. There are two types of accommodations:

- Health accommodations, which includes administration of medication (for example, asthma and diabetes medication) and medically prescribed non-medication treatment (for example, G-Tube feeding).

- Educational accommodations, which includes testing accommodations (for example, extended time and separate testing location), classroom accommodations (for example, assistive technology), and other academic supports and services.

If approved by the Section 504 team, these accommodations must be provided to the student. For questions related to Section 504 plans, see the [Office of School Health’s guidance](#) and [Chancellor’s Regulation A-710](#).

Schools should review each new student’s IEP or Section 504 plan upon entry. If a child’s IEP or Section 504 plan recommends programs or services that the school does not currently have, the school should first make it clear to the parents and student that they are committed to providing the programs and services that are recommended on the IEP or Section 504 plan, beginning on the student’s first day at that school. For questions related to programming for students with disabilities, schools should contact their [Administrator of Special Education \(ASEs\)](#). For questions related to Section 504 plans, see the [Office of School Health’s webpage](#) and [Chancellor’s Regulation A-710](#). For other policies related to students with disabilities, see the sections on [testing accommodations](#), [NYSAA](#), and [programming in STARS](#).

A student’s status as a student with a disability, and any information related to their disability, is private information. Schools should ensure that any student records and report cards that may be shared with a third party do not reveal a student as having a disability. For example, schools may not list courses titled “SETSS” on a report card.

1. New York State Alternate Assessment (NYSAA)—Updated September 2019

In accordance with Federal and State regulations, students in grades 3–8 in New York participate in NYSED [ELA](#) and [math](#) tests each year. Students in grade 4 and 8 also participate in [NYSED science tests](#). NYSAA is an alternate assessment to measure progress and performance in ELA, math, and science for students with severe cognitive disabilities who are unable to participate in standard assessments, even with testing accommodations.

Annually, IEP teams determine the eligibility of students with disabilities who have Individualized Education Programs (IEPs) to participate in standard or alternate assessments. The IEP team determines this eligibility on a case-by-case basis.¹⁷

Students who are eligible for alternate assessments “have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment.”¹⁸ Eligibility for participation in alternative assessments is not determined by disability classification.

IEP teams should carefully consider this decision, as participating in alternate assessments rather than standard State assessments has long-term implications for students and their families. For example, in the high school grades, students who participate in alternate assessments in lieu of Regents exams are not eligible to earn high school diplomas; they instead earn the [Skills and Achievement commencement credential](#).

Students who participate in NYSAA are expected to achieve alternate learning standards. These alternate standards are reduced in scope and complexity. They are intended to enable students to access NYSED learning standards, but focus more closely on supporting students for post-secondary life (for example, vocational or life skills).

¹⁷ See NYSED’s [Eligibility and Participation Criteria - NYSAA](#)

¹⁸ See [section 100.1 \(2.\)\(iv.\)](#)

Schools administer the NYSAA to students according to their chronological age and against grade-level standards set by NYSED.¹⁹ The ELA, math, and science NYSAA exams are computer-delivered adaptive assessments. These measures of achievement:

- Provide eligible students with an alternative way to demonstrate their knowledge and skills.
- Measure students' progress towards achieving academic goals.
- Support teachers and specialists in adapting instructional strategies and supports.
- Are used by schools as part of their usual classroom assessment practices.

The IEP team documents a student's participation in alternate assessments in the IEP. The student's IEP must clearly state why the student cannot participate in standard assessments and the rationale for participating in alternate assessments. IEP teams must inform families at every IEP meeting, using the parent notification of participation in NYSAA letter, that their child will participate in alternate assessments and is therefore not eligible for a high school diploma.

See the [Alternate Assessment](#) guidance document for more information on NYSAA policies and procedures.

C. TESTING ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES

Testing accommodations remove barriers to the test-taking process so that students with disabilities and English Language Learners are able to demonstrate their knowledge and skills. Testing accommodations do not change the content or skills that tests measure.

Testing accommodations are neither intended nor permitted to:

- Change the skills or content being measured or invalidate the results.
- Provide an unfair advantage.
- Substitute for knowledge or abilities that the student has not attained.

The following students may be eligible for testing accommodations:

- [Students with disabilities](#) who have IEPs and Section 504 plans
 - The accommodations specified on the student's "Declassification from Special Education Services" document continue until the student receives a diploma or ages out at 21 years old.²⁰
 - Students who demonstrate disabilities 30 days or fewer before the administration of a State or district-wide assessment may receive certain testing accommodations if authorized by the principal. For example, a student who breaks their arm days before an exam may be approved for a scribe. Such decisions are made by the principal and must be carefully documented with the [Borough Assessment Implementation Director \(BAID\)](#) and the [NYSED Office of State Assessment](#).
- [ELLs](#) and former ELLs

¹⁹ Students eligible for NYSAA must be assessed on the grade-appropriate content that is consistent with the student's chronological age. See the [birthdate ranges for students participating in NYSAA](#) to determine chronological ages and corresponding grade levels.

²⁰ Accommodations for students who have been declassified are considered at the time of declassification and entered on the declassification plan. Unlike declassification services, testing accommodations can be provided for more than one year or until the testing accommodations are revised or eliminated. Schools should revisit declassified students' testing accommodations to ensure that the accommodations listed on the declassification plan still meet the student's changing needs, especially considering the different types of assessments conducted as students progress through the grades. If a change in student need or type of assessment has occurred, a 504 team should convene to create a 504 with the appropriate accommodations for the student.

- o Former ELLs who were identified as English language proficient based on their scores on one of the two most recent administrations of the [NYSESLAT](#) are eligible to receive these testing accommodations for only two additional years after testing out of ELL status.

Decisions to provide accommodations, as well as the specific accommodations themselves, are made on an individual basis and are reflective of individual student needs. Examples of testing accommodations include:

- Flexible test schedules or timing, including extended time and breaks
- Flexible test settings and locations, including smaller group size
- Method of presentation, including test format: large print, Braille, audio or digital versions of the test
- Method of test response, including transcription or scribe

At the beginning of the school year, schools should determine which testing accommodations benefit individual ELLs and former ELLs so that students become familiar with their specific testing accommodations. For students with disabilities, the IEP or Section 504 team should determine the testing accommodations required for each student at each annual IEP or 504 meeting.

D. HOME AND HOSPITAL INSTRUCTION

Home and hospital instruction programs provide educational services to students who cannot be accommodated in a regular school facility because of a medical or physical condition and/or a severe emotional, psychological, or behavioral disability that prohibits the student from attending school. Home and hospital instruction programs are interim programs, operated by District 75, that provide academic services to limit the educational effects of a long-term absence.

Students who apply to and are approved for home instruction must be affiliated with a New York City school. The affiliate school is the public, parochial, or private school that the student will return to after home or hospital instruction has ended. Students receive home or hospital instruction via “shared instruction,” in which the home or hospital program collaborates with the affiliate school to oversee the students’ instructional program. This ensures continuity of instruction and helps the student maintain a strong connection to the New York City school they will return to after home or hospital instruction has ended.

All students on home or hospital instruction must receive instruction that corresponds to courses required for promotion, as appropriate. Ideally, students receive instruction in courses that mirror their academic program. Elementary school students who receive home or hospital instruction must receive a minimum of five hours of instruction per week, to the extent possible given the student’s condition.

Within this collaborative relationship, the affiliate school remains primarily responsible for the student’s academic programming, while the home or hospital instruction program is primarily responsible for providing instruction. Specific roles and responsibilities are outlined for schools in the [Home and Hospital Instruction](#) guidance document. These responsibilities may change based on the student’s expected duration in home or hospital instruction. A change in responsibilities should be coordinated between the affiliate school and the home or hospital instruction program, specific to each student.

The affiliate school and home and hospital program should keep an open line of communication. This is particularly important as students will return to New York City schools after home or hospital instruction has ended, in order to ensure that the student receives final grades

For information on student eligibility for home instruction, the process for referring a student to home or hospital instruction, and approval for a student to go on home instruction, see [Chancellor’s Regulation A-170](#) and the [Home Instruction Schools webpage](#). For information on NYCDOE home and hospital instruction policies and implementation, see the [Home and Hospital Instruction Programs: Academic Policy and Systems Guidance](#).

E. HOME SCHOOLING

When families choose to home school their children, a separate set of policies apply. Students who are instructed at home may not participate in the instructional programs of the NYCDOE; students either receive home school instruction or receive instruction from an NYCDOE school. For more information, see the [Office of Home Schooling website](#) and the [NYSED FAQ](#) on home schooling.

III. PROGRAMMING AND SYSTEMS POLICIES

A. PROGRAMMING IN STARS—Updated September 2019

The STARS suite of applications is the NYCDOE’s official record of students’ programs, grades, and progress toward completing academic requirements. [STARS Classroom](#), together with [STARS Admin](#), comprise the STARS course programming, grading, and report card management applications for elementary schools. STARS Classroom is an internet-based application that automates the collection of course marks for teachers. Teachers can use this system to view [class rosters](#), access student data, and enter course marks, which will appear on STARS-generated student [report cards](#).

STARS Classroom serves as the primary scheduling tool for NYCDOE elementary schools, allowing them to fully utilize Official Class (OC), Individual Student Programming (ISP), and [Push-in/Pull-out \(PIPO\)](#). Moreover, STARS Classroom allows administrators to set properties for subjects to reflect mandated services.

All NYCDOE elementary schools are required to enter information into STARS Classroom about the instruction and supports students in elementary grade levels receive throughout the school day and year. Elementary school programming information reflects student-teacher-subject relationships in STARS Classroom; it also allows teachers to enter student report card grades into STARS Classroom and school administrators to generate report cards from STARS Classroom. All students must be awarded at least one interim grade and one final grade for each subject they are enrolled in STARS.

Only a person with administrative access can complete elementary school programming in STARS classroom; for more information see the [STARS Wiki](#).

B. SUBJECT PROPERTIES

Schools capture additional information about the delivery method and content of the course using [subject properties](#). These fields further identify the unique properties of a subject, including:

- If the course integrates English as a New Language (ENL) within a subject
- The target language of instruction and percent of time in target language
- The special education model
- If the course integrates computer science subjects and is part of the Computer Science for All initiative
- For arts education, the amount of the total time that is delivered by a community-based organization (CBO)
- For health education, the number of HIV/AIDS lessons given to the students, during the year and term

In order to ensure students are receiving the instruction to which they are entitled, and to support accurate reporting for compliance, schools must carefully complete the subject properties in each year and term and ensure they accurately reflect students’ experiences. For additional support, refer to the following STARS Wiki pages: [English Language Learners](#), [Special Education Programming](#), and [Subject Properties](#).

C. SUBJECT-SPECIFIC PROGRAMMING GUIDANCE

The following also applies to programming specific subject areas:

- **English language arts (ELA):** The overall ELA subject must be turned on, but the other ELA areas of ‘reading’, ‘writing’, and ‘listening, speaking, and language’ are optional. Schools should turn these on if they want to award students separate grades and comments in these areas and/or if they wish to indicate instructional time in these subjects. This is a school-level decision.
 - The ELA overall subject should be inclusive of the time spent in the component areas. For example, if a school indicates that students receive 300 minutes per week in ELA overall, they might indicate that they spend 100 minutes each in the three sub-areas.
- **Response to Intervention (Rtl):** Schools should use the [push-in/pull-out functionality](#) if a student receives Rtl (Tier II or III) during another class or subject area. In this case, schools must fill in the total minutes per week students receive in these areas and indicate the teacher providing Rtl and the Rtl subject.
- **Physical education:** As described in the section on [physical education](#), schools must indicate the days per week in addition to the number of minutes of instruction per week.
 - Move to Improve (MTI) All-Star Schools that have a certified PE teacher may include up to 40 minutes of MTI implemented during regular classroom instruction as PE instruction. To reflect this in STARS Classroom, schools should follow the steps on the [STARS classroom wiki page](#).
 - Adapted physical education (APE) can be programmed in the following ways:
 - If an individual student participates in PE with the official class and teacher, but also receives APE through additional push-in or pull-out instruction, program the student for [push-in/pull-out instruction](#). This is the most common way to reflect APE, as it maintains the existing student-teacher-subject linkage.
 - If an individual student receives PE separately from the rest of the class, program the student individually for PE and indicate APE using the subject properties. This overrides any existing student-teacher-subject linkage for PE, indicating that instead of receiving PE with the full class, this student receives APE entirely with another teacher.
 - If an entire official class receives APE, set the subject properties of the PE subject to indicate APE. This is appropriate only if you schedule a full official class for APE.
- **Health education:** As described in the section of this guide on [health education](#), schools must indicate the actual number of HIV/AIDS lessons taught throughout the year in the subject properties under health.
- **Arts education:** As described in the section of this guide on [arts education](#), schools must provide instruction in the subjects of music, theatre, dance, and visual arts. These are unique subjects in STARS Classroom. Schools should turn on each of these subjects for each official class and indicate the teacher(s) providing instruction along with the instructional time per week. Subject properties also ask the school to identify whether or not a community-based organization (CBO) or cultural organization is providing the arts instruction in collaboration with the teacher. Schools must indicate, in the subject properties, the number of minutes delivered by the organization. This number is a subset of the total minutes of instruction.
- **Language instruction, including World Languages, languages other than English (LOTE), home language arts (HLA), or Foreign Language in Elementary School (FLES):** In STARS Classroom, languages other than English (LOTE) and home language arts (HLA) are represented as one combined ‘foreign or native language instruction’ subject area. Schools should turn on this subject area when students receive any instruction in a different language, regardless of whether the language is a home language or new language to each student. Schools should use the target language field in the subject properties to select the correct language and set the

‘percentage of time in target language’ to 100%. In doing so, they will indicate the specific language (for example, Spanish or French).

D. PUSH-IN/PULL-OUT INSTRUCTION

Push-in and pull-out instruction occur when a teacher other than the primary teacher(s) delivers targeted instruction to a subgroup of students on a regular basis. Push-in and pull-out instruction can be used to meet a variety of instructional needs including, but not limited to, intervention, enrichment, and services for English language learners (ELLs) and students with disabilities.

Push-in and pull-out instruction must always be programmed in STARS to reflect the content and subjects delivered to students. It must be scheduled to reflect the frequency with which the push-in or pull-out instruction occurs. Push-in/pull-out instruction records identify the teacher, the minutes and meet times, the subject of the instruction, and any other important properties.

In **push-in instruction**, an additional teacher instructs a student or subgroup of students within the primary class. The STARS push-in record should match the subject being delivered in the primary class.

In **pull-out instruction**, a student or subgroup of students leaves the primary class to receive instruction outside the classroom from a second teacher.

Integrated co-teaching (ICT) is not considered push-in or pull-out instruction. Instead, this is indicated as a subject property. Schools should use official class programming or individual student programming when ICT is provided.

See the STARS wiki for additional details and instructions for programming [push-in and pull-out instruction](#), [programming English Language Learners](#) and [special education programming](#).

IV. GRADING POLICIES AND PROCEDURES

A. GRADING POLICIES

All elementary, middle, and high schools must have written, public-facing grading policies. The goal of a documented grading policy is to provide students, families, and school staff a shared understanding of what is required to earn a specific grade. Students should understand and be able to articulate how their grades are calculated. Schools may establish grading policies at the school, department, grade, or course level, provided the school applies their grading policies equitably to all students.

Schools must share a physical or electronic copy of their grading policy with students and families at the beginning of the school year. The NYCDOE [Student Bill of Rights](#) and the [Parent Bill of Rights](#) include the rights to know and be provided with written documentation of grading policies and to receive grades based on those policies. Schools must translate their grading policies, as needed.

All grading policies must explain, at a minimum, how courses are graded, the scale of marks awarded, and the timeline of when students receive grades. In addition, schools should have clearly defined procedures to ensure that students’ final course grades are entered in STARS in a timely manner, no more than four weeks (or 20 days) after the end of the term.

Schools have discretion in deciding which specific measures are factored into students’ grades. Schools must make determinations of passing or failing based primarily on how well students master the subject matter, concepts, content, and skills addressed in a course or subject. Even in courses like physical education (PE), science labs, or electives, students must be graded based on how well they have learned the concepts and subjects being taught.

Students may not pass or fail based solely on non-mastery measures (for example, behavior, attendance, and participation), but rather based on how well they demonstrate their understanding of the course content and skills. Grading policies must clearly detail exactly how non-mastery measures of performance contribute to the overall grade.²¹

All students, including [students with disabilities](#) and [ELLs](#), should be working toward grade-level standards and must receive grades based on mastery of [NYSED learning standards](#).²²

- **ELLs:** grading policies should consider students' English as a New Language (ENL) proficiency level, and should include opportunities for students to demonstrate mastery of NYSED learning standards in their native language.
- **Students with disabilities:** All students, including students with disabilities, should be working toward grade-level standards and should receive grades based on how well they master the content and skills addressed in a course or subject. An Individualized Education Plan (IEP) describes specially designed instruction and accommodations for an individual student that creates access to grade-level standards and enables progress toward annual goals. Students' receipt of accommodations may not impact the grade that can be earned. Students with disabilities have the same opportunity to earn grades as all other students.

Schools issue report cards to provide feedback on students' progress in the general education curriculum, and distribute progress reports to reflect the likelihood a student will meet or has already met their annual goals. While progress reports are usually distributed at the same time as report cards, they may not replace report cards for students with disabilities.

- **Students with disabilities who participate in alternate assessments:** Due to the severity of the students' disabilities, schools modify the general education curriculum to provide students access and allow for participation and progress. Modification changes the expectation of what skills students need to demonstrate they have mastered. To accommodate for the different expectations, a school's grading policy how it grades students with disabilities who participate in alternate assessments.

For information on how to develop and implement strong grading policies, refer to the [Grading Policy Toolkit](#).

B. COURSE MARKS AND REPORT CARDS

Schools determine the total number of marking periods to include within a year depending on the term model they use. Schools must give at least two grades (marks) in each course or subject per term. The last marking period in the term (for example, year, semester, trimester, or quarter, depending on the school's model) is where final course grades for that term are recorded.²³ Schools should clearly define their procedures for calculating final grades and entering final grades in STARS in a timely manner, up to four weeks after the end of the term.²⁴

²¹ Sometimes, students miss the majority of the course and it is not reasonable for them to complete course requirements through make-up work, before teachers award final grades. In these cases, it may be appropriate to award an incomplete ('NX', 'NL') or no show ('NS') consistent with the NYCDOE policies for these marks. Students who are considered long-term absentees (LTA) and students receiving hospital or home instruction should never be assigned an 'NS' mark. See the [Grading Policy Toolkit](#) for more information.

²² See the United States Department of Education's [Dear Colleague Letter](#).

²³ For additional information on generating final grades in STARS, see [Grades and Exams](#).

²⁴ See the STARS wiki for more information on [how to define terms and enter marking period grades](#).

Important Terms to Know

Grades are a reflection of students’ understanding and command of content, their progression through a course or subject, and their mastery of skills *at a given point in time*.

Grading policies outline when and how students receive feedback on their mastery of content and skills. Schools can address these elements in one or more document(s). Schools are not required to use a specific format when drafting their grading policies. The purpose of a grading policy is to allow students, families, and teachers to have a mutual understanding of what specific grades mean. Schools may establish grading policies at the school, department, grade, or course level, provided the school applies their grading policies equitably to all students.

Term is the length of a course with one teacher, one syllabus, and a final grade and credit(s) earned. Schools must designate a school-wide term model in STARS before the start of the school year. A school’s designated term model defines the maximum length of any course experience that it may offer. Schools cannot offer courses that span across multiple terms; courses must begin and end within one term.

Marking periods are intervals during a course when the teacher of record awards an interim mark, which provide status updates to students, families, and other stakeholders.

Report card grades are indications of students’ progress toward mastery of the courses learning standards. These are grades that do not appear on the transcript. Report card grades may be standalone or cumulative. They are also often called marking period grades.

Final grades (marks) are given at the end of the term, representing the work student completed over their courses and the level of mastery at the end of the course, *as of that point in time*. The teacher of record determines the final mark in accordance with the school’s grading policies and the City and State’s academic policies.

1. Course Marks—Updated September 2019

All schools are required to enter both interim and final report card grades (course marks) into STARS for grade levels K–12, regardless of the type of report card they choose to use. Schools should enter grades in accordance with their school-level grading policies. Schools are not required to enter indicator marks or narratives if the school is not already using the STARS report card. The marks entered in STARS must accurately match the marks awarded and communicated to students and families.

Schools must award grades using one of the available NYCDOE grading scales, to ensure that measures of student progress are transparent and translatable across schools. Schools may choose to award grades using one or multiple grading scales, provided the use of each scale is clearly explained in the school’s grading policies. The principal, in consultation with the School Leadership Team (SLT), may determine whether grading scales are set at the school, department, grade, or course level.

Grading scales available to elementary schools include, but are not limited to, numeric grades (for example, 1–100), alpha grades (for example, A–F), and performance levels (1, 2, 3, or 4). Each course mark has a citywide pass/fail equivalent, and most have a numeric equivalent. See the [Course and Exam Marks Tables](#) in the appendix for a full list of course marks available to elementary schools.

The following policies apply to specific course marks:

- **Incompletes:** Schools may award a grade of Incomplete (‘NX’) if a student has a documented, extreme extenuating circumstance that prevents them from completing the course in its established timeframe (for example, surgery, death in the family). A student who receives an incomplete must successfully complete

remaining course requirements by the end of the semester following the termination of the course in order to receive a final grade. 'NX' does not have a pass/fail or a numeric equivalent.

- **New or Recently Admitted Students:** Students who enroll in a course after it has started may have missed assignments or assessments needed to generate a complete course grade for a given marking period. These students may be given a grade of 'NL' in STARS to indicate this circumstance. 'NL' does not have a pass/fail or numeric equivalent. Students who receive a grade of 'NL' must successfully complete remaining course requirements by the end of the semester following the termination of the course in order to receive a final grade.
- **No Shows:** A grade of 'NS' is given to a student who fails to attend a course and does not participate in any of the work from which a grade can be derived. 'NS' has a pass/fail equivalent of fail and a default numeric equivalent of 45. This mark should be used in egregious situations, when students have been given reasonable chances to make up missed work and their absences are so chronic that only a failing mark is appropriate.
 - Neither long-term absentees (LTA) nor students receiving hospital or home instruction should be assigned an 'NS' mark. See [Home and Hospital Instruction](#) guidance for information on how schools should collaborate with students receiving home or hospital instruction. Schools who have students who are LTAs and have missed more than 20 consecutive school days, must follow the [guidance on using ZLTA codes](#) so that students are not awarded marks.

Schools must use one of the available scale of marks when awarding grades. Schools may not award narratives alone. Schools can provide narratives in addition to, but not in lieu of, grades.

2. Report Cards

[Report cards](#) can be generated in STARS for each marking period and must be distributed to students and families at least twice per term: one report indicating the student's progress and one report indicating the student's final grades for the term. Schools may use the standard NYCDOE report card and/or school-developed materials to provide students and families with more information about their progress and performance.

In elementary school grades, schools have the following options to produce and distribute report cards:

- **STARS Classroom** (recommended): Schools can enter report card grades and print report cards directly through STARS Classroom. STARS Classroom contains indicators aligned to learning standards for each subject area and a library of narrative comments. Teachers can enter additional narrative where desired. STARS Classroom enables schools to indicate which subjects from students' programs should appear on the STARS report card. Parents can view marks entered into STARS in their [NYC Schools Account \(NYCSA\)](#); school staff members can view these marks via [Student Profile](#). Marks in STARS are also pre-populated in SEMS to inform admissions decisions.
- **Handwritten report cards:** Schools can print their own versions of the NYCDOE's handwritten report cards from the [InfoHub](#) and complete these by hand. *Schools choosing this option are still required to enter report card grades into STARS Classroom.* The grades entered into STARS Classroom should correspond to the grades that appear on the school-based report cards.
- **School-based report cards:** Schools may develop their own materials to provide students and families with more information about their progress and performance, such as school-designed report cards or portfolios. *Schools choosing this option are still required to enter report card grades into STARS Classroom.* The grades entered into STARS Classroom should correspond to the grades that appear on the school-based report cards.

Refer to the [Student Report Cards](#) webpage for sample STARS report cards, the NYCDOE's handwritten report cards, and translations.

All schools are required to enter both interim and final report card grades into STARS for grade levels K–12, regardless of the type of report card they choose to use. Schools should enter grades in accordance with their school-level grading policies. The marks entered in STARS must accurately reflect the marks awarded and communicated to students and families.

V. ATTENDANCE, DISCHARGE, AND OPERATIONAL PROCEDURES

A. SCHOOL CALENDAR—Updated September 2019

Each year, the school year calendar is centrally designed to meet the NYSED requirement of a minimum number of 180 State aidable days in all schools. The NYCDOE School Year Calendar, which includes Chancellor’s conference days for professional development and parent teacher conference times, is pre-determined to ensure that schools do not fall below the minimum number of aidable days while adhering to contractual requirements and observing key holidays. According to NYSED:

- Aidable days must be between September and June
- Classes or activities scheduled on Saturdays, Sundays, and legal holidays do not count towards the 180 aidable days

To avoid the risk of a reduction in State Aid, and to limit the impact on bus scheduling and other services, schools may not open late, dismiss early, close, or treat any day as a non-attendance day (meaning, “release” one or more classes or grades) submitting a calendar change request and receiving formal approval in advance.²⁵ To request permission to deviate from the Citywide NYCDOE school calendar, principals must use the Calendar Change Request [application](#).²⁶ See the [NYCDOE InfoHub](#) for more information about the calendar change process.

B. DAILY SESSION TIME AND STUDENT SCHEDULES—Updated September 2019

Each year, the principal determines a school’s schedule in alignment with contractual obligations and NYSED minimum instructional time requirements. Changes to the schedule that deviate from the traditional contractual requirements require a vote via the School-Based Option (SBO) process.

The principal determines a school’s schedule in alignment with contractual rules and the above instructional time requirements, described in the [Session Time Memo](#). Once a school’s overarching session times and contractual work day schedules are established in the [Session Time Application](#), students must be programmed for all instructional time in the STARS suite of applications. For middle and high schools, this includes updating the bell schedule in the STARS client with accurate information to inform student programming.

In accordance with State policies around school funding and State Aid, schools must provide all students with a minimum amount of instructional time per school year:

- In grades K–6 a minimum of 900 hours of instructional time, over at least 180 aidable days
- In grades 7–12 a minimum of 990 hours of instructional time, over at least 180 aidable days

²⁵ Calendar changes can be submitted after a Parent-Teacher Association (PTA) vote and SBO vote have been conducted. An SBO is the process whereby a Principal and their UFT chapter leaders agree to propose to the UFT represented school staff deviations from certain requirements of the UFT teachers’ contract. First, the principal and UFT chapter leader must reach agreement on the SBO proposal. Next, the UFT chapter leader must arrange for a vote and notify all UFT staff members. The proposal must be approved by 55% of the staff who vote, and the SBO must specify which provisions of the contract will be altered.

²⁶ See the NYCDOE’s [School Calendar](#). Note that not all aidable days are instructional days, or days where students are attending classes. See the section of this guide on [daily session time](#) for more information on instructional time requirements.

These are experiences where students are:

- Receiving instruction from a teacher in an academic subject area
- Engaged in instructional experiences which are supervised by a qualified pedagogue

Instructional time does not include minutes where instruction and/or supervised study time is not provided to students, such as lunch or recess. Schools must work to maximize student instructional time and prioritize time in the classroom. This may include reducing minutes of passing time between periods and eliminating homeroom if it is not operationally necessary.

In order to meet these requirements, NYCDOE schools must provide a total of 25 hours per week to students in grades K–6 and 27.5 hours per week to students in grades 7–12 of supervised instructional time, exclusive of lunch.²⁷ This time may include supervised, instructional experiences overseen by teachers at the school that occur off-site.

Schools must provide students the following minimum instructional time, summarized in the table below, over at least 180 aidable days, as set forth in the [NYCDOE’s School Calendar](#):

Grade levels	Hours per year	Hours per week
Students in full day Kindergarten and grades 1–6	900 hours/year	25 hours/week
Students in grades 7–12	990 hours/year	27.5 hours/week

Schools may choose to extend their school day beyond the required hours with the help of community-based organizations/non-profits and special grant opportunities; however schools must deliver their mandated instruction and services, including for [English language learners](#) and the IEP-recommended program and related services for [students with disabilities](#), during the regular, mandated school day.

Schools must take attendance on every school day, including on half days and days of special events, unless otherwise noted on the [Student Attendance Calendar](#). Days of special events, such as PSATs, field trips, promotion ceremonies, etc. are days of attendance; impacted grades should not be released. It is crucial that schools accurately reflect attendance using marks of “absent” and “present”, in order to ensure students are safe and accounted for and that records are accurate.

For elementary school grade levels, all testing administration days are regular days of attendance. Schools should not “release” students or rosters without prior approval, because this can jeopardize state aid. Principals must submit and receive approval to release students via a [Calendar Change Request](#).

C. ATTENDANCE POLICIES—Updated September 2019

Attendance is reporting how many students are in school each day, and the practices to increase the number of students in school each day. Per [Chancellor’s Regulation A-210](#), principals are responsible for the school attendance program.

1. Administration and Systems

Schools must have systems to take and track attendance and to manage their registers. Good data is the start for improved school-wide attendance. Strong attendance procedures can indicate overall school organization. Schools are expected to:

- Submit complete attendance per Chancellor’s Regulation A-210, section III.
- Have routines to check for data accuracy, such as post and check daily attendance for errors each day.

²⁷ The only high school students who are not required to be programmed for a full, 27.5-hour week are fifth- and sixth-year seniors.

- Ensure that there is no missing attendance information (unscanned rosters or retro attendance).
- Follow rules for calendar changes, early dismissals, and releases.
- Account for all students, including the 000 class, immunization exclusions, shared instruction students, and student performers.
- Follow discharge guidelines and complete pending discharges.
- Conduct a thorough clearance of register each September.
- Complete [ALOA/ANDI](#) audit each year; compile documents for audit, as required.
- Implement daily attendance monitoring and special outreach for students in grades PK-8 who are child-welfare involved per the [Tiered Response Protocol](#).

2. Policy and Practice

Every school must define its own specific policies on [attendance and lateness](#). Schools must publish these policies for staff, students and families, including the definitions of lateness; the process for leaving school early; the reasons and documentation required for excused lateness or absences; and how the school is notified of absences or reasons for absences. School attendance policies must be clear on what parents must do to notify the school before and/or after all absences, including extended absences for vacations or family emergencies.

Please note:

- Schools cannot not mark a student who has attended at least one instructional period as absent.
- Schools cannot not exclude a student due to late arrival.
- Family trips that result in missed instructional time, including extended vacations, count as absences on the student’s record in ATS; Schools cannot discharge students on extended family travel.

Every school must update the OSYD Consolidated Plan annually to define basic administrative procedures. Within the plan, schools must designate an attendance coordinator (administrator or pedagogue) who works with the principal to monitor all procedures for attendance reporting.

Refer to [Chancellor’s Regulation A-210](#), the public webpage of [required attendance policies](#), and the [Attendance](#) page for full details.

3. Early Intervention

At the start of the year, schools must begin intervention for students identified as chronically absent in the previous year, or target groups likely to be chronically absent, like students in temporary housing (STH). These students are flagged for support and matched to interventions to prevent further patterns of absence.

Other intervention efforts to employ are:

- Acknowledge all absences with daily phone call and two-way outreach routines.
- Know chronic absentees and act on 5/10 Day Report each Wednesday.
- Group students by cause of absence or type of intervention.
- Plan for common reasons for absences: school refusal, struggling in class, asthma, travel, or pre-k.
- Employ intervention plans, success mentors and incentives for targeted improvements.
- Have in place procedures to address and prevent STH absences.
- Set ILOG expectations for how the school coordinates outreach.
- Know ways community partners help promote attendance; update list of local services.

4. Elevated Interventions

A school should keep a log of outreach for each student and there should be one school staff member who “knows the student’s story.” The school must ensure this person:

- Is prepared to address common reasons for extended absences (for example, pregnant/parenting, hospitalizations, or court-involved youth).
- Plans for revised academic programs, remediation, or transitions for affected students.
- Connects students and families to social workers, ACS Preventive Services, Family Assessment Program (FAP), and mental health programs.
- Follows policy for educational neglect.
- Conducts investigations for unexplained, repeated absences, and 407 referrals.
- Documents non-attending reason and continue outreach.
- Consults with shared attendance teacher.

For more information, schools may consult the [Attendance](#) page or email attendance@schools.nyc.gov.

D. DISCHARGING STUDENTS

The NYCDOE’s [Transfer, Discharge, and Graduation Code Guidelines](#) describe the procedures required to discharge students. The guidelines are updated each year to reflect current standards and to increase alignment with the NYSED reporting requirements. School staff members must be properly trained to administer the transfer, discharge, and graduation processes for students. They must collect and store the appropriate documents to support the discharge.

Schools must create a system for collecting, recording, and storing documents related to discharges. Teachers must be encouraged to provide any information that they have received from the child or family about moves, new phone numbers, or addresses. In addition, a process must be established for collecting information about new residence addresses and evidence of a student’s enrollment in a new school. A standard discharge form with quick references to documentation needed for each discharge is available on the [discharge InfoHub webpage](#) and in the [Transfer, Discharge, and Graduation Code Guidelines](#).

E. STUDENT RECORDS RETENTION AND TRANSFER

Maintaining up-to-date, accurate student records is an important part of ensuring that students are programmed for the correct courses and exams and receive the services they need. All schools are responsible for obtaining and maintaining relevant records electronically and in students’ cumulative files. See the guidance provided in [Records Retention and Disposition Schedule ED-1](#), [Chancellor’s Regulation A-820](#), and the [Student Records](#) guidance document.

NYCDOE’s data systems automatically transfer the following information to the next NYCDOE school:

- [ATS](#): biographical information, attendance data, health/immunization records, promotion data, disciplinary history, exam scores, and transportation eligibility
- [STARS Classroom](#): students’ previous grades
- [SEIS](#) (Special Education Student Information System): IEP

Students’ cumulative files should be transferred as follows:

- **For students transitioning from NYCDOE elementary schools to NYCDOE middle schools:** elementary schools are responsible for transferring students’ cumulative files to students’ receiving schools each spring once school placement decisions have been finalized. Elementary schools use the [PLNT](#) (general education) and [PSPE](#) (special education) reports in ATS to access students’ middle school DBNs, and distribute students’ cumulative files

accordingly. The PLNT and PSPE reports should be included with the records as a cover sheet. Middle schools can use the [RQSA](#) screen in ATS to request missing records as needed.

- **For students enrolling from non-NYCDOE schools:** schools are responsible for confirming students' prior schools and contacting the schools to request copies of students' cumulative files in a timely manner in order to provide students with appropriate academic programs.
- **For NYCDOE students transferring to non-NYCDOE schools:** schools should send copies of the contents of the cumulative folder to the admitting school; keep the original folder indefinitely.

1. Changes to Student Records—Updated September 2019

There are different types of documentation that support changes to students' electronic records or cumulative folders. The type of documentation varies based on the request. Before updating a student's electronic records, schools must receive the appropriate documentation from the student or student's family.

- **Request to correct a student's date of birth:** any document accepted as a proof of age for enrollment (for example, birth certificate or passport)
- **Request to correct or change a student's name:**
 - A court order or birth certificate reflecting the student's legal name **OR**
 - A signed [Name and Gender Change Request Form](#)
- **Request to change a student's gender:**
 - A birth certificate or government ID reflecting the student's legal gender **OR**
 - A signed [Name and Gender Change Request Form](#)

Students are able to change their gender marker and name on their education records without legal documentation by submitting a signed [Name and Gender Change Request Form](#) to their school. The new form will be available to all students (for example, transgender and gender expansive students, those who go by a shortened version of their name or those who have changed their name for social reasons).

For students currently enrolled in a New York City school, the school should update the student's name, gender, and/or date of birth. Schools should update the student's gender in the "Sex" field. Currently, schools may only enter binary gender terms ("M" for male and "F" for female) in ATS. For students who are discharged from the NYCDOE, the student's last school should forward the request and documentation to their Borough/Citywide Office.

Schools should retain copies of this documentation in the student's cumulative folder. The former name and/or gender will be maintained in archived data. Records will accurately reflect circumstances in effect at the time each record was made to enable records to be cross-referenced and will maintain confidentiality.

For more information, see the NYCDOE's [Guidelines to Support Transgender and Gender Expansive Students](#).

a. Records Other Than Permanent Records

No documentation is required to update a name or gender marker in records that are not part of a student's permanent file, such as guidance logs, programs for moving up ceremonies, and yearbooks. Schools must use the student's chosen name and gender in all other records that are not permanent records.

b. School ID Cards

A student's school ID card is not a permanent record and a school must issue the ID in the name that reflects the student's chosen name. Student IDs must not have gender markers on them. See this [STARS wiki page](#) for step-by-step assistance on updating a student ID without a change in ATS.

VI. APPENDICES

A. COURSE MARKS TABLE—Updated September 2019

The table below outlines available grade scales along with their pass/fail equivalents and numeric equivalents. Schools may only use marks listed below and cannot alter the pass/fail equivalent to course marks.

Note: The 1–4 (+/-) scale does not have numeric equivalents. Schools may not establish nor communicate numeric equivalents for marks 1, 2, 3, or 4. Also, note that performance level 2 has a fail equivalent. Schools that wish to award grades with numeric equivalents or have more gradation between marks should use a different scale of marks.

Course Mark ²⁸	Description	Numeric Equivalent	Pass/Fail Equivalent
4 (+/-)	Performance level: excels in standards (1–4 scale)	N/A	P
3 (+/-)	Performance level: proficient (1–4 scale)	N/A	P
2 (+/-)	Performance level: below standards (1–4 scale)	N/A	F
1 (+/-)	Performance level: well below standards (1–4 scale)	N/A	F
100–65	Numeric course grades (10–100 scale) ²⁹	65–100	P
64–10	Numeric course grades (10–100 scale)	10–64	F
A+	Alpha course grades (A–F scale)	98	P
A	Alpha course grades (A–F scale)	95	P
A-	Alpha course grades (A–F scale)	93	P
B+	Alpha course grades (A–F scale)	88	P
B	Alpha course grades (A–F scale)	85	P
B-	Alpha course grades (A–F scale)	83	P
C+	Alpha course grades (A–F scale)	78	P
C	Alpha course grades (A–F scale)	75	P
C-	Alpha course grades (A–F scale)	73	P
D+	Alpha course grades (A–F scale)	68	P
D	Alpha course grades (A–F scale)	65	P
D-	Alpha course grades (A–F scale)	60	F
F	Alpha course grades (A–F scale)/Pass or fail	55	F
P	Pass or fail	N/A	P
E+	Excellent+ (E–U scale)	98	P
E	Excellent (E–U scale)	95	P

²⁸ A scale of IB1–IB7 is also available for International Baccalaureate schools. See the [Middle School](#) or [High School](#) Academic Policy Guides.

²⁹ In order to avoid conflicting pass/fail equivalencies for marks of 1–4, schools using the numeric scale should round marks of less than 10 to either an ‘NC’ or a 10, or utilize the ‘NS’ mark where appropriate.

Course Mark ²⁸	Description	Numeric Equivalent	Pass/Fail Equivalent
E-	Excellent- (E–U scale)	93	P
G+	Good+ (E–U scale)	88	P
G	Good (E–U scale)	85	P
G-	Good- (E–U scale)	83	P
S+	Satisfactory (E–U scale)	78	P
S	Satisfactory (E–U scale)	75	P
S-	Satisfactory- (E–U scale)	73	P
N+	Needs Improvement+ (E–U scale)	68	P
N	Needs Improvement (E–U scale)	65	P
N-	Needs Improvement- (E–U scale)	60	F
U	Unsatisfactory (E–U scale)	55	F
ME	Exceeds standards (5 point mastery scale)	95	P
MA	Above standards (5 point mastery scale)	85	P
MT	Meets standards (5 point mastery scale)	75	P
MP	Approaching standards (5 point mastery scale)	65	P
MB	Below standards (5 point mastery scale)	55	F
CR	Credit	N/A	P
NC	No Credit	N/A	F
NS	No credit–No show (additional policies apply)	45	F
NX	No credit–Incomplete (additional policies apply)	N/A	NULL
NL	New/Recent Admit (additional policies apply)	N/A	NULL

Accessibility Report

Filename: AcPolicy-ElementarySchoolAcademicPolicyGuide_ADA.pdf

Report created by: [Enter personal and organization information through the Preferences > Identity dialog.]

Organization:

Summary

The checker found no problems in this document.

- Needs manual check: 3
- Passed manually: 0
- Failed manually: 0
- Skipped: 1
- Passed: 28
- Failed: 0