

## Appendix A

Board Policy #: 1005

Adopted/Ratified: June 21st 2023

Revision Date:



### Aspen Ridge Public School Ninth Grade Mathematics Placement Policy

Aspen Ridge believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. The Board of Directors of Aspen Ridge Public School recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, and engineering.

A student's ninth grade mathematics placement, in particular, is crucial to ensuring future educational success. The Board affirms that a fair, objective, and transparent mathematics placement policy that strictly limits the use of subjective criteria in placement decisions will result in an appropriate ninth grade mathematics student placement and will prevent mathematics misplacement, particularly for students of color.

The Site Director, Assistant Site Director, or designee shall work with teachers, counselors, and administrators to administer this policy to ensure Aspen Ridge students are placed in a mathematics course in compliance with applicable law. School staff shall implement this policy and placement practices uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or any other subjective or discriminatory consideration.

Mathematics course placement shall systematically take into consideration multiple objective academic measures that may include, but are not limited to:

- A standardized placement test that includes a mathematics component for incoming ninth graders;
- Objective measures, such as grades and assessment results from prior years; and
- Other objective indicators of student performance and proficiency in mathematics.

If a student disagrees with their placement, a student (or the parent/guardian on the students' behalf) shall have seven (7) calendar days after receipt of the placement to provide a written appeal to School. Students shall submit appeals to the School Counselor at [carolina.lopez@aspenps.org](mailto:carolina.lopez@aspenps.org) or by dropping it off in the main office. The school counselor shall use objective measures, including the use of another assessment, to determine if a student's

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placement was appropriate. The Site Director or designee shall make a decision on the appeal and such decision will be final.

When a student does not qualify to be enrolled in a higher-level mathematics course based on a consideration of the objective measures specified above, the student may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

Within the first month of each school year, School staff shall evaluate students to ensure that they are appropriately placed in mathematics courses based on the objective measures listed above, including individual student progress. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Annually, School staff shall review student data related to placement and advancement in the mathematics courses offered at the school to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. School staff shall annually report the results of this examination to the Board. School staff shall also consider appropriate recommendations to the Board for removing any identified barriers to students' access to mathematics courses.