

CHAPTER 2 INSTRUCTION

Article 1

GOALS AND OBJECTIVES FOR SUFFOLK PUBLIC SCHOOLS

Section 2-1.1. Program Requirements; Remediation Required.— A. Suffolk Public Schools shall develop and implement a program of instruction for grades K through 12 which emphasizes reading, writing, speaking, mathematical concepts and computations, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of history, economics, government, foreign languages, international cultures, health, and geography necessary for responsible participation in American society and in the international community; fine arts and practical arts; knowledge and skills needed to qualify for further education and employment or, in the case of some disabled children, to qualify for appropriate training; and the development of such skills and knowledge in preparation for eventual employment and lifelong learning.

B. Suffolk Public Schools shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those whose scores are in the bottom national quartile on Virginia State Assessment Program Tests, or who do not pass the literacy test prescribed by the Board of Education. The school superintendent may require such students to take special programs of prevention, intervention, or remediation which may include attendance in public summer school sessions. Based on the number of students attending and the Commonwealth's share of the per pupil costs, additional state funds shall be provided for summer remediation programs as set forth in the appropriation act. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-33.6 through 8-33.11.

Section 2-1.2. Developmentally Appropriate Learning Required; drop-out prevention; career programs— A. Suffolk Public Schools shall also implement the following programs:

1. Programs in grades K through 3 which emphasize developmentally appropriate learning to enhance success.
2. Programs designed to reduce the number of students who drop out of school, as provided for by state funding.
3. Career education programs for all students that promote

student awareness and knowledge of careers, and emphasize the consequences of leaving school without marketable skills.

4. Competency-based vocational education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students including those identified as handicapped.
5. Academic and vocational preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.
6. Early identification of disabled students and enrollment of such students in appropriate instructional programs consistent with the state and federal law.
7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
8. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
9. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the School Board as the primary agency or through a collaborative arrangement between the School Board and other agencies.
10. A plan to make achievements for students who are educationally at risk a division-wide priority which shall include procedures for measuring the progress of such students. (Issued January 1, 1995)

Legal Authority - School Board Policy §§ 8-14.1, 8-15.1 & 8-15.2

Article II

TESTING PROGRAMS

Section 2-2.1. Limit on number of major tests a day, exemptions.—A. No student shall be required to take more than two major tests in one day. Examinations shall be given at the end of each semester and should be viewed as a culminating activity for each high school level course.

B. Exemptions from second semester examinations will be allowed for seniors based on their having an average of “B” or better in a given course for the second semester. (Issued January 12, 1995)

Legal Authority - School Board Policy §8-1.1

Section 2-2.2. Consultation with Parents and Teachers; Annual Meeting of Parents. — A. Suffolk Public Schools is of the opinion that parents of children being served in the Chapter I program should have an adequate opportunity to participate in the design and implementation of the programs. In an effort to achieve this end, the following regulations apply:

1. Notify each child’s parents in a timely manner that the child has been selected to participate in Chapter I and why the child has been selected.
2. Inform each child’s parents of the specific instructional objectives for the child.
3. Report to each child’s parents on the child’s progress.
4. Establish conferences between individual parents and teachers.
5. Provide materials and suggestions to parents to help them promote the education of their children at home.
6. Train parents to promote the education of their children at home.
7. Provide timely information concerning the Chapter I program (i.e. program plans and evaluation).
8. Solicit parents’ suggestions in the planning, development, and operation of the program.

9. Consult with parents about how the school can work with parents to achieve the program's objectives.
10. Provide timely responses to parents' recommendations.
11. Facilitate participation by parents in school activities.
12. Establish a parent advisory council.

B. Suffolk Public Schools shall hold an annual public meeting, to which all parents of eligible children are invited to discuss the program and activities provided with Chapter I funds. Meetings required by this regulation shall be held at sites convenient to the parents. (Issued January 12, 1995)

Legal Authority - School Board Policy §8-15.1

Article III

PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Section 2-3.1. Complaint Procedure, Committee review required; right to appeal.—A. Complaints made about instructional materials, i.e., textbooks, supplemental materials, library materials, and visual aids, should be registered with the local school principal. If the complaint is not resolved, the principal will appoint a committee of five to include a representative from each of the following: the school principal, who will serve as chairman, parent(s), librarian, and teacher(s). The complaint must be filed in written form to include the following: school, class (subject and teacher), reason for complaint, type of instructional materials (name, page number, etc.), source of material (library or classroom), and date of occurrence.

B. The committee will review the complaint(s) and make a written recommendation to resolve the complaint. A copy of the recommendation will be forwarded by certified mail to the complainant and a copy will be sent to the superintendent and assistant superintendent for instruction and curriculum.

C. The complainant has the right of appeal within five working days after receipt of the local school's recommendation. The appeal should be forwarded to the superintendent in writing. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-39.1 & 8-39.2.

Section 2-3.2. Hearing before Committee; Committee recommendation.—A. The superintendent will appoint an appeals committee to include the following: assistant superintendent or designee, media specialist, a local school administrator (other than administrator from school where complaint was

registered), a teacher (other than teacher from school where complaint was registered), and a member of the P.T.A. Council and two other community members. The chairman of the committee will not be an employee of the School Board.

B. The appeals committee will review the complaint and the resolution submitted by the local school and make a recommendation to the superintendent. The superintendent will inform (by certified mail) the complainant of the decision. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-39.1 & 8-39.2

Section 2-3.3. Complaint registered with superintendent.—If a complaint is registered directly with the superintendent, and not resolved, the superintendent will appoint an appeals committee. (The complaint must be filed in written form.) The appeals committee will review the complaint and make a recommendation to the superintendent. The superintendent will inform (by certified mail) the complainant of the decision. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-39.1 & 8-39.2

Section 2-3.4. Appeal to Full Board.—When all steps have been completed in either Sections 2.3.2 or 2.3.3, the complainant has the right of appeal to the School Board. This appeal must be registered in writing within five working days of receipt of the decision of the appeals committee to the superintendent. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-39.1 & 8-39.2

Section 2-3.5. Public Complaints About Learning Resources; Review Process; Principal Responsibilities.—A. Resolving complaints about the selection and use of learning resources requires a recognition of responsibilities and considerations of the rights of the individual, the student, the community, the principal, the teacher, the media specialist, the school and the School Board.

B. In reviewing complaints, the following questions should be asked to determine whether the complaint points up inconsistencies with the school division's initial selection objectives:

1. Are the materials appropriate for instructional use such that they enrich and support the attainment of the educational objectives of the curriculum, taking into consideration the varied interests, abilities, intellectual development and maturity levels of the pupils served and the standards of the community?
2. Do the materials stimulate growth in factual knowledge,

literary appreciation, aesthetic values and ethical standards?

3. Do the materials provide a background of information which will enable pupils to make intelligent judgments in their daily lives?
4. Do the materials contribute to the presentation of opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media?
5. Are the materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage?
6. Do the materials promote the goal of providing a comprehensive collection appropriate for the interests and needs of the users, recognizing their right to access a wide range of reading materials?

C. Most complaints can and should be resolved at the building level. Many concerns are the result of simple misunderstandings or misinformation and can be resolved through informal inquiry and discussions with principals and/or teachers or library media specialists.

When a complaint is received, the school principal will check decisions on questioned and challenged learning resources on file in the office of the Director of Curriculum to determine whether the learning resource has been questioned before. If a decision is on file and the challenge is substantially the same, the principal will share that decision with the complainant. If any significant difference is found in the new challenge, or if the learning resource has not been challenged before, the following procedure shall apply.

- a. The school principal will hold a conference with the complainant. At the discretion of the principal, the teacher or library media specialist or elementary library aide using the resource will be present at the conference.
- b. If the complainant is dissatisfied with the results of the conference or if the proposed action in response to the complaint affects the availability of the materials or use by other students, the principal will inform the complainant of this regulation and provide the

complainant with the form “Citizen’s Request for Reconsideration of Learning Resources.”

- c. Upon receipt of the appropriate completed form the principal will forward the form, with a written report of the conference held with the complainant, to the Director of Curriculum, the teacher or media specialist/aide involved and the citizen. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-38.1 & 8-39.2

Section 2-3.6. Review by Director of Curriculum; Appointment of Challenged Materials Committee; written testimony considered; written report.—A. The Director of Curriculum will promptly review the form and report to determine completeness and specificity of the complaint, obtain a copy of the learning resource being questioned and schedule a meeting of the Challenged Materials Committee (“Committee”).

B. The Committee shall be comprised of three officers of the school division’s Accountability Committee, the chairman of the Parents’ Council, one principal, one media specialist and one certified teacher. The principal, media specialist and teacher will be selected by the Director of Curriculum or designee on an ad hoc basis, all from schools other than the one involved, giving consideration to geographic diversity, and positions appropriate to the educational level of the student(s) affected.

C. Oral and/or written testimony for consideration by the Committee will be limited to the complainant or designee, the teacher or media specialist/aide involved, the principal and the appropriate division curriculum administrator.

D. The Committee will provide a written report and recommendation to the superintendent, after reviewing and considering the following: i) written complaint; ii) principal’s report; iii) available professional reviews; iv) applicable curriculum guides; v) objectives, criteria and procedure for the initial selection of materials; and vi) the merits of the questioned materials taken as a whole.

E. The Committee’s review, evaluation and recommendations shall be limited to the specific matters stated in the Citizen’s Request for Reconsideration of Learning Resources. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-38.1 & 8-39.2

Section 2-3.7. Decision of the superintendent.—The superintendent will review the Committee’s report and recommendations and will submit an administrative decision to the School Board. The superintendent will also inform the complainant, the Committee and the staff members involved of that decision. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-38.1 & 8-39.2

Section 2-3.8. Alternative courses of action.—Following consideration of the complaint, the following courses of action are available: (1) no change in status or use of the materials; (2) provide optional or alternative assignment; (3) use with professional guidance; (4) use with parental permission; (5) place materials at a higher grade level; (6) place other limitations upon the use of the materials; (7) withdraw from use of all students of the school; (8) withdraw from all schools of the division. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-38.1 & 8-39.2

Section 2-3.9. Appeal to and review by the School Board; status during review.—A. The complainant, any other citizen within the school division or any staff member has the right to appear before the School Board at the next regularly scheduled meeting following receipt of the superintendent's decision to appeal. Any School Board member may also request that the decision be reviewed in the absence of an appeal. The School Board will consider any appeal or, in the absence of an appeal, close the appeal process at such meeting.

B. In absence of extraordinary circumstances, no action affecting the availability to students of previously approved learning resources shall be taken until such time as the review and appeal process has been completed. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-38.1 & 8-39.2

Article IV

ALTERNATIVE PROGRAMS

Section 2-4.1. Alternative School Programs.—Proposed alternative school programs shall be developed through the office of the assistant superintendent and shall be submitted to the superintendent for his/her recommendations to the School Board for review and endorsement prior to implementation. Proposals for alternative school programs should include:

1. A statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community;
2. A plan which delineates the proposed organizational structure as it relates to staffing and the scope and structure of the total instructional program;

3. A statement of financial impact identifying all costs, including administration, staffing, equipping, supplying, transportation, support services, and maintaining the program;
4. A statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities;
5. A statement of authentication verifying that all aspects of the program are in compliance with all appropriate federal, state, and local laws and regulations, and there is compliance with all applicable accreditation requirements;
6. If the proposal presents a potential conflict with existing regulations of the State Department of Education, special evidence of authorization from the State Department of Education must accompany the proposal;
7. A plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-14.1 & 8-18.1.

Section 2-4.2. Summer school programs; purpose for; equal quality required; fees.—A. Summer school programs shall be operated under the direction of the superintendent. Summer schools shall be designed to enrich the education of students who so desire and to permit students to earn credits needed for graduation or promotion.

B. The summer school program shall be equal in quality to that offered during the regular school term. State Board of Education requirements for an accredited summer school shall be met.

C. Summer school programs may be financed by fees as determined by the School Board. (Issued January 12, 1995)

Legal Authority - School Board Policy §§18-9.1 & 18-9.2

Section 2-4.3. Summer school in secondary school; regulation requirements.—The following regulations shall be the basis for accredited summer school work in secondary schools:

1. The summer school shall be administered by the regular school authorities and shall be supervised by the principal of the secondary sponsoring the summer work or by a qualified staff

member approved by the principal and the superintendent.

2. The minimum qualifications for a teacher in summer school shall be the same in all aspects as those required for the regular session; other pertinent requirements of the State Board for an accredited secondary school also shall be met.
3. Summer sessions shall operate for 150 clock hours for a minimum of thirty days (if students are interested in earning one full unit of credit for new work).
4. The library and other needed facilities available during the regular session shall be available for the summer school session.
5. The summer school program shall be designed to meet the needs of the students served by that particular summer school. Students who are repeating courses and who are taught for less than 150 clock hours must be taught separately from students enrolled in new courses.
6. Courses which students are studying for the first time shall be structured to require completion of a minimum of 150 clock hours of classroom instruction per unit of credit. One unit of new credit per summer session shall be the maximum for which a student may enroll, except that high school seniors who lack two units in meeting graduation requirements may be allowed to enroll in the two new subjects with approval of the principal.
7. Credit for repeated work ordinarily will be granted on the same basis as that for new work. In justifiable instances and at the discretion of the superintendent, however, certain students may be allowed to enroll in two repeat subjects to be completed in less than is usually required for a unit of credit. In no instance shall the time scheduled for such repeat course be less than 75 clock hours of instruction per unit of credit.
8. A pupil desiring to do summer school work in a school other than that in which the pupil is regularly enrolled must obtain prior approval from the principal of the regularly enrolled school for any courses that are to be transferred to apply toward graduation requirements.

Special programs may be maintained provided prior approval is given by the School Board. All summer school programs shall meet the regulations of the State Board and the State Department. (Issued January 12, 1995)

Legal Authority - School Board Policy §§8-19.1 & 8-34.3.

Article V

PLEDGE OF ALLEGIANCE

Section 2-5.1. Statement of Purpose; United States Flag in each classroom.—A. In recognition of the civic heritage of the United States of America, all students enrolled in Suffolk Public Schools shall be required to learn the Pledge of Allegiance and to demonstrate such knowledge.

B. In each classroom of Suffolk Public Schools there shall be in place a flag of the United States. (Issued August 31, 2001)

Legal Authority – School Board Policy § 2-1.3.C

Section 2-5.2. Daily recitation of Pledge; appropriate etiquette; special accommodations required.—A. In each classroom of Suffolk Public Schools there shall be a daily recitation of the Pledge of Allegiance. The Pledge shall be observed at the beginning of the first class of each school day immediately following the minute of silence.

B. During the Pledge of Allegiance, students shall stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform.

C. Suffolk Public Schools shall provide appropriate accommodations for students who are unable to comply with the procedures described herein due to a disability. (Issued August 31, 2001)

Legal Authority – School Board Policy § 2-1.3.C

Section 2-5.3. Exemption on religious grounds, etc., exempt students to remain quiet.—A. No student shall be compelled to recite the Pledge if the student, his parent or legal guardian objects on religious, philosophical or other grounds to participating in the Pledge of Allegiance. In order to claim the exemption under this section, the student, his parent or legal guardian must submit a written request to the principal requesting an exemption.

B. Students who are exempt from reciting the Pledge of Allegiance must remain quietly standing or sitting at their desks while others recite the Pledge and shall make no display that disrupts or distracts others who are reciting the Pledge.

(Issued August 31, 2001)

Legal Authority – School Board Policy § 2-1.3.C

Section 2-5.4. Punishment for violation. — Any student found guilty of disruptive behavior during the recitation of the Pledge shall be disciplined as provided for under the Standards of Student Conduct Section 6-10.4. (Issued August 31, 2001)

Legal Authority – School Board Policy § 2-1.3.C

Article VI

GRADE SCHEDULING

Section 2-6.1. Elementary schools grade schedule. — The grade schedule for elementary schools will be as follows:

Grades per nine weeks: Kindergarten students are graded in the core content areas of Reading, Writing, Mathematics, History/Social Studies and Science. Students are assessed based on the division’s pacing guide. Student portfolios are maintained.

Grades per nine weeks: There will be a minimum number of grades per nine weeks for students in grades 1 through 5 in the core content areas of Reading, Writing, Mathematics, History/Social Studies and Science as set forth below. Students should have ample guided practice time and review before being given the test for mastery of a given concept or skill. The teacher is expected to re-teach when necessary. (Issued July 1, 2007; Revised June 14, 2011; Effective Date: June 14, 2011; Revised July 11, 2014)

Grades 1-2

<u>Subjects</u>	<u>Minimum Number of Grades</u>
Reading	12
Writing	9
Mathematics	12
History/Social Sciences	9
Science	9

Grades 3-5

<u>Category</u>	<u>Minimum Number of Grades</u>	<u>Percentages</u>
Tests	2	35%
Quizzes	4-2	30%
Classwork	8	30%
Homework*	5	5%

*Feedback regarding accuracy will be given to homework. Credit for homework will be earned for participation.

Note: 2014 amendment to section 2-6.1 deleted the following language, “Students are assessed based on the division’s pacing guide. Student portfolios are maintained.” And inserted in its place the following language, “Assessments are aligned with the division’s pacing guide.” In grades 1-2 the minimum number of grades for reading was changed from 15 to 12, in writing from 13 to 9, and history/social studies from 15 to 12. In grades 3-5 the minimum number of test grades was changed from 3 to 2 and the percentage went from 30% to 35%, the number of quizzes went from 4 to 2, the percentage for class work went from 35% to 30% and with regard to homework “feedback regarding accuracy will be given to homework. Credit for homework will be earned for participation.” The **2011** amendment to section 2-6.1 delete in its entirety and replace with a new section 2-6.1

Legal Authority – School Board Policy § 8-31.4.

Section 2-6.2 Middle and high school grades schedule.—The grade schedule for middle and high schools will be as follows:

Grades per nine weeks: There will be a minimum number of grades per nine weeks for students in grades 6 - 12 in all subjects as set forth below. Students should have ample guided practice time and review before being given the test for mastery of a given concept or skill. The percent of acceptable failure rate on major tests shall be no more than thirty (30) percent of the total class. The teacher is expected to re-teach when necessary. (Issued July 1, 2007; Revised June 14, 2011; Effective Date June 14, 2011; Revised July 11, 2014)

Note: The 2014 amendment changed the percentage for test grades from 30% to 35% and the percentage for class work was decreased from 35% to 30%. The **2011** amendment to Section 2-6.2 deleted former 2-6.2 in its entirety and replaced with a new Section 2-6.2.

Legal Authority – School Board Policy § 8-31.4

Middle School (Grades 6-8)

<u>Category</u>	<u>Minimum Number of Grades</u>	<u>Percentages</u>
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Tests	3	35%
Quizzes	4	30%
Classwork	8	30%
Homework	8	5%

High School (Grades 9-12)

General

<u>Category</u>	<u>Minimum Number of Grades</u>	<u>Percentages</u>
Tests	3	40%
Quizzes	5	30%
Classwork	8	20%
Homework	7	10%

Grading Scale for Report Cards

Kindergarten
 Advanced Proficient – 100-90
 Proficient -89-70
 Needs Improvement - below 70

Grades 1 through 12 will follow the ten point grading scale below:

10 Point Grading Scale
Effective with the 2011-2012 School Year

(Revised July 11, 2014)

			<i>Point Value</i>		
Letter Grade	Score Range	Progress Statements	General	Honors and Pre-International Baccalaureate (Pre-IB) + (0.5)	Advanced Placement, Dual Enrollment and International Baccalaureate

					(IB) +(1.0)	
A	100-93	Outstanding progress, superior work		4.0	4.5	5
A-	92-90			3.7	4.2	4.7
B+	89-87			3.3	3.8	4.3
B	86-83	Good, better than average progress		3.0	3.5	4
B-	82-80			2.7	3.2	3.7
C+	79-77			2.3	2.8	3.3
C	76-73	Average progress		2.0	2.5	3
C-	72-70			1.7	2.2	2.7
D+	69-67			1.3	1.8	2.3
D	66-63	Poor, but passing		1.0	1.5	2
D-	62-60			0.3	0.8	1.3
F	below 60	Unsatisfactory		0.0	0.0	0.0
I		Incomplete – work must be made up				

Note: The **2014** amendment added “Project Lead the Way” as having a point value of 1.0. The **2011** amendment to Section 2-6.2, deleted the “Grading Scale for Report Cards” in its entirety and replaced with a new “Grading Scale for Report Cards”. The **2011** amendment to Section 2-6.2, deleted the “Grading Scale for Report Cards” in its entirety and replaced with a new “Grading Scale for Report Cards”

Legal Authority – School Board Policy § 8-31.4

Article VII PROMOTION

Grades Kindergarten through 5 promotion criteria Except in cases where the school superintendent recommends student promotion based on rationale determined by the division, the promotion criteria must be met. Suffolk Public Schools shall use multiple criteria which include but are not limited to: (i)

successful completion of the five core subjects of Reading, Writing, Mathematics, Science, and History/Social Studies; (ii) achieving proficiency on local and/or State-mandated assessments in English and Mathematics; and (iii) meeting the requirements of the division's attendance policy. (Issued July 11, 2014)

Legal Authority – School Board Policy § 8-33.1

Grades 6 through 8 promotion criteria. — Except in cases where the school superintendent recommends student promotion based on rationale determined by the division, the promotion criteria must be met. Suffolk Public Schools shall use multiple criteria which include but are not limited to: (i) successful completion of the four core subjects of English, Mathematics (which may include a high school credited math course) Science, and History/Social Studies, (ii) achieving proficiency on local and/or State-mandated assessments in English and Mathematics (which may include a high school credited math course); and (iii) meeting the requirements of the divisions attendance policy.

Students are expected to master each grade level's objectives. Proficiency is obtained by achieving a minimum of 70% on local assessments and/or 400 on State-mandated assessments.

Students failing no more than one core subject in middle school may attend summer school for promotion. Promotion will be dependent on the student's successful completion of the course with a passing grade. Any student in grades 6 through 8 who fails the local or State assessment may be required to attend summer school or other remediation. (Issued July 11, 2014)

Legal Authority – School Board Policy § 8-33.1

Grades 9 through 12 promotion criteria. — Except in cases where the school superintendent recommends student promotion based on rationale determined by the division, the following promotion criteria must be met in order for a student to be promoted to grades 9 through 12.

Grade 9

- Successfully complete grade 8

Grade 10

- Successfully complete at least five units including English 9 a Mathematics, and three other courses;
- Have at least one verified credit in Science, Social Science or

Mathematics

Grade 11

- Successfully complete at least 10 units including English 10 and one Mathematics and one Science and one Social Science
- Have verified one Mathematics, one Science, and one Social Science for a total of three verified credits

Grade 12

- Successfully complete at least 15 units including English 11 and two Mathematics, two Science, and two Social Sciences and enrollment in those courses which will lead to graduation upon their successful completion.
- Have verified one Mathematics, one Science, one Social Science and one English for a total of four verified credits.

Any student enrolled in an alternative education program may be promoted or retained based on regulations specific to each program and/or grade level. (Issued July 11, 2014)

Legal Authority – School Board Policy § 8-33.1