



Phoenix Union's schools of opportunity welcome, love, and inspire all students to go places and do things that matter.

MARKS & GRADING MANUAL

2024-2025

Procedures in this manual are effective beginning July 1, 2024.

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Special thanks to our stakeholders who gave input to the procedures and policies.

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INTRODUCTION

The purpose of this policy manual is to provide clear direction for assessing student work and preparing marks and grades in a manner consistent with the district mission and philosophy.

Assessment is a means for measuring students' progress and assisting in the development of their maximum educational potential. Marks and grades provide data necessary for courses and institutions. Additionally, grades provide data allowing the district to evaluate the effectiveness of its programs.

A consistent approach to grading within a department, a school, and among the district schools is essential for credibility and equity within the district schools, the community, and other educational institutions. Frequent departmental review of instructional practices to meet curricular standards, grading procedures, and weighting of graded work will help teacher teams to make more accurate, fair, specific and timely decisions in assessing student learning.

The Phoenix Union High School District (PXU) believes that the purpose of a grade is to provide consistent and equitable feedback about what students know and are able to demonstrate with respect to mastery of course standards. Grades must be:

Accurate: Based on factual evidence of student learning to measure proficiency against direct adopted standards.

Fair: Not influenced by gender, ethnicity, socioeconomic status, political attitudes or other factors unrelated to academic performance (Reeves, 2011 p.9)

Specific: Clearly defined measures of student performance, free from ambiguity. Grades are both formative and summative in nature.

Timely: Students receive grades with sufficient promptness to influence their performance. (Reeves, 2011 p.28)

(Reeves, Elements of Grading: A Guide to Effective Practice, 2011)

Using the framework present in the Marks and Grading Manual, the teacher of record is ultimately responsible for assigning grades.

PXU Philosophy of Assessment

PXU believes assessment is a student-centered, meaningful, multifaceted process to improve student learning. Assessments are aligned to course, state and national standards to capture evidence of student mastery. This evidence serves as feedback to empower students and teachers to be reflective and respond appropriately. As such, PXU embraces a system of balanced assessments that consist of varied and multiple measures to gain a holistic view of student performance which include assessment *of* (summative) and *for* (formative) learning.

Principles of Assessment:

- Assessments are aligned to curricular standards and measure foundational concepts and/or key ideas, which can be supported by a variety of instructional resources.
- Assessments allow students the opportunity to apply critical thinking skills and demonstrate their learning.
- Assessments are accessible and appropriate for all students.
- Assessment data is used reflectively to guide teachers and students towards improved instruction and performance.
- Quality assessment types are varied, creative, and reasonable.
- Quality assessments create opportunities for teachers and students to discover success while teaching and learning.
- Assessment takes place in multiple forms offering various creative opportunities to demonstrate mastery.

The process of assessment is an ongoing cycle that:

1. Is student centered, encourages self-assessment and requires a commitment from stakeholders.
2. Provides valuable information for teachers and PLCs to design targeted educational opportunities, which promote student achievement.
3. Provides feedback that is accurate, fair, specific, and timely.
4. Creates access for all students.
5. Facilitates a balanced approach to assessment by utilizing a variety of assessment types.
6. Includes evidence of student growth that will be communicated to appropriate stakeholders.

1. PURPOSES OF MARKS AND GRADING MANUAL

- 1.1 To provide feedback to students, teachers, and parents/guardians about student learning
- 1.2 To provide guidance necessary for awarding credit, transfer, and graduation
- 1.3 To provide guidance for realistic student self-assessment and for educational and career planning
- 1.4 To provide guidance for the permanent record reflecting students' academic work
- 1.5 To provide teachers a common framework to determine how and when students achieve mastery
- 1.6 To communicate that framework to parents/guardians, students, and other educational stakeholders
- 1.7 To reflect current levels of student learning
- 1.8 To provide student achievement data for the implementation of improved instructional practices

2. DEFINITIONS

CLASSWORK	Teacher-guided practice and student independent practice in the classroom.
COMPETENCY TESTING	Competency testing allows students to demonstrate a proficiency in a high school subject without completing the course in a traditional setting. It assesses knowledge and skills through district-approved exams providing an alternative way to earn academic credit based on proficiency of the subject.
CONCEPT RECOVERY	A personalized learning experience with instruction tailored to specific skills and concepts to be remediated by the student in order to achieve mastery of specific academic learning targets. It is an agreement between the teacher of record and a student, not an additional or new class , and may include working with another teacher on specific academic standards.
CONCURRENT ENROLLMENT	The opportunity for students who are enrolled in a PXU school to take courses not offered in our schools.

CREDIT RECOVERY	<p>The opportunity for students to repeat a course in order to meet graduation requirements because of failing grades, excessive absences or incomplete assignments. (reference section 11)</p> <p>Note: NCAA clearinghouse requires that student athletes taking online classes may only complete Initial Instruction courses.</p>
CURRICULUM	<p>Proficiency-based sequence of planned, rigorous, relevant learning experiences where students practice and achieve mastery in grade level content and standards. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.</p>
DUAL ENROLLMENT	<p>Student receives both high school and community college/university credit while enrolled in a PXU high school course at a PXU site, taught by a PXU teacher that is approved by the community college/university as a dual enrollment instructor.</p>
EVIDENCE-BASED GRADING	<p>Evidence-Based Grading (EBG) is used to provide students, parents/guardians, and teachers with an understanding of how well a student masters the class competencies through a body of evidence. EBG uses proficiency scales rather than points, and students reflect on their knowledge and skills throughout the course.</p> <p>Note: While EBG is not a district mandatory practice, if a PLC is implementing EBG (reference Appendix A).</p>
EXTRA CREDIT	<p>May be given in addition to, but not as a replacement for assigned course work (reference section 5.1.1).</p>
FINAL GRADE/ CREDIT	<p>The final grade is the mark that appears on the student transcript and reflects the degree of mastery. Credit will be awarded for a final grade of a D or better. PLC teams can use a percentage-based grading scale (0–100%) or an evidence-based grading scale (reference Appendix A).</p>
FORMATIVE ASSESSMENT	<p>Assessing student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.</p>

**GRADING
SCALE**

A	Superior	Systematically surpasses and exceeds proficiency of most standards. Demonstrates thorough and in-depth proficiency on a consistent basis.
B	Above Average	Reliably demonstrates a clear proficiency of many standards. Effectively produces evidence to support proficiency.
C	Average	Demonstrates a proficiency of standards and skills. Produces acceptable evidence to support proficiency.
D	Below Average	Limited proficiency of most standards or skills. Inconsistent evidence to assess a student's proficiency.
F	Failed	Inadequate proficiency of most standards or skills. Insufficient evidence to assess a student's proficiency.

Audit (AU): A student may audit any course with the prior approval of the Principal or designee in order to enrich learning. An audit will not affect the GPA. An enrollment for credit cannot be converted to an audit enrollment. An enrollment for audit can be converted to credit by the teacher of record.

Credit/No Credit (CR/NC): Any course can be designated as a CR/NC course through the Statement of Intent process. A CR/NC mark will not affect the GPA. CR/NC can only be used for courses designated in the course catalog.

Incomplete (INC): An incomplete is not a grade; it is a mark indicating the student has not yet completed the requirements of the course and a grade is pending (reference section 8.3.1 and 8.3.2)

No Mark (NM): Not enough evidence of student academic achievement to determine academic performance. No Mark (NM) uses:

- Late Enrollment – Teachers may use NM when a student is deemed a late enrollment transfer student entering after 6 weeks of an 18-week semester, or 3 weeks of a 9-week semester with no transfer grades (reference Appendix B).
- Virtual Enrollment – If a student does not complete a virtual learning course by the end of the semester and is scheduled to continue the course, the student shall be issued a NM. (reference section 4.5 & 8.3.3)
- Intermediate ELD - Students will be given a NM for the Intermediate ELD English credit of the 2-hour block when demonstrating proficiency on the final exam; therefore, eliminating the earning of 2 credits of English toward graduation at one time. (reference section 12.6)

Proficient/Not Proficient: Any course can be designated as a P/NP course through the Statement of Intent process. A P/NP mark will not affect the GPA. P/NP can only be used for courses designated in the course catalog.

**GUARANTEED
AND VIABLE
CURRICULUM
(GVC)**

Guaranteed: We collectively identify the absolute minimum essential learning and behavior outcomes that all students must learn. (This is our promise of equity.)
Viable: We determine that the identified essentials can be mastered within a doable time frame. (This is our promise of practice.)

HOMEWORK

Student independent practice outside of the classroom.

**INITIAL
INSTRUCTION**

The opportunity for students to complete a course for the first time (reference section 11).

Note: NCAA clearinghouse requires that student athletes taking online classes may only complete Initial Instruction courses.

**INDIVIDUALIZED
EDUCATIONAL
PLAN
(IEP)**

Mandated by the Individuals with Disabilities Education Act (IDEA 2004, Part B), an IEP describes the educational program that has been designed to meet that student's unique needs (i.e. academic goals, post-secondary goals, social goals, etc.). Each IEP must be designed for one student and must be an individualized document. The IEP creates an opportunity for teachers, parents/guardians, school administrators, related services personnel and students to work together to improve educational results for students with disabilities. The IEP team comes together each year to determine what services are necessary for the student to be successful in the least restrictive environment.

Teachers are required by Federal Law to implement accommodations and/or modifications based on the students' learning needs as outlined in the IEP. Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices for students with disabilities to be successful learners and to actively participate with other students within the school setting, both inside and outside of the classroom.

**PARTNER
DISTRICT**

PXU partners with K-8 districts to promote students from middle school to high school. Partner districts work in collaboration with PXU on articulation and transition efforts.

PLCs

Professional Learning Communities (PLCs) empower educators to work collaboratively in an ongoing process of collective inquiry and action research focused on student learning.

**PROGRESS MARK
OR GRADE**

The A, B, C, D, F, Proficient/Not Proficient, Incomplete, No Mark and/or teacher comment(s) a student receives at the end of each term or at any given point in time. PLCs can determine to use a percentage-based grading scale (0–100%) or an evidence-based grading scale (reference Appendix A).

**PROGRESS
REPORT**

A compilation of teacher comments and/or optional progress mark(s) accessible through the district's student information systems (reference section 4.6).

QUADRIMESTER	A 9-week grading period for which final grades and credits toward graduation are posted.
QUARTER	The academic calendar broken down into four nine-week terms.
SECTION 504	The Rehabilitation Act of 1973 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, PXU staff must provide accommodations within the 504 Plan necessary to ensure that the student has equal access to services, programs and activities.
SEMESTER	An 18-week grading period for which final grades and credits toward graduation are posted.
SUMMATIVE ASSESSMENT	Assessing learning for the purposes of determining student mastery of standards.
TERM	A portion of an academic year during which an educational institution holds classes.
VIRTUAL LEARNING	<p>The mode of instruction is primarily delivered through an online learning platform with curriculum aligned to district and state standards. The teacher of record shall be Appropriately Certified in the content area of the course. Students should not be registered for or entered into a Virtual Learning course without an Appropriately Certified teacher of record.</p> <ul style="list-style-type: none"> • Modification of virtual learning courses are permitted to meet individual student learning needs, such as for students with Individual Education Plans or 504 Plans. • The cumulative exam within the virtual learning course curriculum replaces the district final exam and shall be taken on campus, proctored by certified staff. It is strongly encouraged that virtual unit tests are also taken on campus, proctored by certified staff.

3. CLASSIFICATION OF STUDENTS

- 3.1 All students on comprehensive campuses will be classified for ranking purposes by year of entry into high school (reference section 6).
- 3.2 In order to be ranked with the senior class, counselors will, by February 1 of each year, determine and verify with Credentials Specialists those juniors who will be graduating in May of that year.

4. REPORTING OF GRADES

- 4.1 Each teacher shall be responsible for the submission of timely, accurate and complete records for every student, in accordance with state laws and board policies.
- 4.2 Final grades will be issued at the end of each semester (December and May) or quadrimester (October, December, March and May for designated quadrimester schools).
- 4.3 Each teacher will maintain gradebook entries weekly or no later than every three weeks in the district-adopted Student Information System (SIS).
- 4.4 A student who desires to repeat a course for which a credit has already been earned may do so. Credit may be earned only once, unless indicated in the course catalog, determined otherwise by an IEP team or 504 Plan; however, both grades will appear on the transcript with only the higher grade counted toward the student's GPA and class rank (reference section 8.2.7 – 8.2.9).
- 4.5 A student that does not complete an Open Entry/Open Exit course by the end of the term should receive a **NM** (No Mark). Once the student completes the Open Entry/Open Exit course, the teacher of record will issue the grade within the current term and the NM should not be removed from the original term.
- 4.6 The progress report will include teacher comments and/or progress report mark (as indicated in Table 4.6.2.a and Table 4.6.2.b).
 - 4.6.1 Report Comments: The progress reports and report cards may include the comments located in Table 4.6.1.
 - 4.6.2 The progress report will be available via the student information system every three weeks during each semester.
 - 4.6.3 Teachers with an Open Entry/Open Exit course are expected to enter the "Actual Grade" as the current grade in the district-adopted Student Information System (SIS) by the week, in lieu of progress reports.

Table 4.6.1 – Progress report comments tell 3 stories about a student. They tell:		
How are they doing? (academically overall)	How are they growing? (academically right now)	How are they behaving? (non-academic)
<ul style="list-style-type: none"> • Consistently providing evidence of learning • Inconsistently providing evidence of learning • In danger of failing 	<ul style="list-style-type: none"> • Exceptional growth • Adequate growth • Minimal growth • Growth requires intervention • Insufficient evidence/incomplete 	<ul style="list-style-type: none"> • Is respectful and polite • Demonstrates self-efficacy • Absences/tardies effect growth • Concern/interventions required

Comment Descriptors:

CONSISTENTLY PROVIDING EVIDENCE OF LEARNING (DOING): This means that a student is providing regular and reliable evidence of their learning (NOT necessarily growth).

Example scenario: Karla has turned in 4 out of 5 assignments that demonstrate the learning targets being taught.

INCONSISTENTLY PROVIDING EVIDENCE OF LEARNING (DOING): This means that a student is NOT providing regular and reliable evidence of their learning.

Example scenario: Karla has turned in 2 out of 5 assignments that demonstrate the learning targets being taught.

IN DANGER OF FAILING (DOING): This means that the student has not provided enough evidence or the quality of the evidence provided does not demonstrate mastery of course competencies. Consequently, the student is at risk of not earning credit for the course.

EXCEPTIONAL GROWTH (GROWING): This means that a student is growing above a normal learning trajectory, given the academic challenges of the course/unit. This code signals that the student is progressing as expected.

ADEQUATE GROWTH (GROWING): This means that a student is growing at the expected learning trajectory, given the academic challenges of the course/unit. This code signals that the student is progressing as expected.

MINIMAL GROWTH (GROWING): This means that a student is growing at a flat or shallow learning trajectory, given the academic challenges of the course/unit. This code signals learning intervention(s)* may be necessary to support student growth.

GROWTH REQUIRES INTERVENTION (GROWING): This means that a student is regressing in their learning trajectory, given the academic challenges of the course/unit.

This code leads to ineligibility and signals the need for learning intervention(s)* to support student growth.

INSUFFICIENT EVIDENCE/INCOMPLETE (GROWING): This means that there is not enough evidence provided by the student to determine progress or growth in a course/unit. This code signals that more evidence must be provided to determine growth. Review of the grade book for missing work and conversation between teacher and student or parent is advised.

IS RESPECTFUL AND POLITE (BEHAVING): This means that the student is demonstrating appropriate behavior, following class norms, and demonstrating expectations for communication and collaboration.

DEMONSTRATES SELF-EFFICACY (BEHAVING): Student uses their emotional intelligence to effectively advocate for themselves, and others in order to become an independent member of society (i.e. shows leadership or is a role model to others).

Note: This aligns with the PXU Learner Profile.*

ABSENCES/TARDIES AFFECT GROWTH (BEHAVING): This means that the student’s attendance has been inconsistent in the course. Therefore, there has not been enough evidence provided to demonstrate mastery of course competencies or growth.

CONCERN/INTERVENTIONS REQUIRED (BEHAVING): This means that a student’s behavior is a barrier to the growth of self or others (i.e. misuse of electronic devices, not using class time appropriately, inappropriate behavior, refusal to communicate and/or collaborate*).

*For more information about possible interventions, please see the Multi-Tiered Systems of Support Framework.

1 st Progress Report	<ul style="list-style-type: none"> • End of 3rd week of each semester • Submit a minimum of 3 comments: 1 DOING, 1 GROWING & 1 BEHAVING • Recommend no submission of letter grades
2 nd Progress Report	<ul style="list-style-type: none"> • End of 6th week of each semester • Submit a minimum of 3 comments: 1 DOING, 1 GROWING & 1 BEHAVING • Begin required submission of letter grade as progress grade
3 rd Progress Report	<ul style="list-style-type: none"> • End of 1st and 3rd Quarter • Recommend submission of a minimum of 3 comments: 1 DOING, 1 GROWING & 1 BEHAVING • Submission of letter grade required—should be viewed as progress grade and not final grade for quarter

Table 4.6.2.a – Progress Report Comment and Grade Submission (per semester)	
4 th and 5 th Progress Report	<ul style="list-style-type: none"> • End of 12th & 15th week of each semester • Submit a minimum of 3 comments: 1 DOING, 1 GROWING & 1 BEHAVING • Submit “in danger of failing” along with another DOING comment for seniors during 4th Quarter • Submission of letter grade required as progress grade
End of Semester	<ul style="list-style-type: none"> • Recommend submission of a minimum of 3 comments: 1 DOING, 1 GROWING & 1 BEHAVING • Submission of letter grade required

Table 4.6.2.b – Progress Report Comment and Grade Submission (per quadrimester)	
1 st Progress Report	<ul style="list-style-type: none"> • End of 3rd week of each quadrimester • Submit a minimum of 3 comments: 1 DOING, 1 GROWING & 1 BEHAVING • Submission of letter grade required
2 nd Progress Report	<ul style="list-style-type: none"> • End of 6th week of each semester • Submit a minimum of 3 comments: 1 DOING, 1 GROWING & 1 BEHAVING • Submission of letter grade required
3 rd Progress Report	<ul style="list-style-type: none"> • End of each quadrimester • Recommend submission of a minimum of 3 comments: 1 DOING, 1 GROWING & 1 BEHAVING • Submission of letter grade required

4.7 Each teacher of a senior failing or in danger of failing the final academic term shall make a minimum of two (2) attempts to contact the parent(s) either in a conference, by telephone, or e-mail prior to the final three weeks of the final grading term of the year. The teacher is encouraged to make at least one attempt to contact the parent(s) outside the normal school day. All such attempts will be documented. If no contact can be made, the appropriate administrator will be notified immediately.

4.8 At the conclusion of the 10th Progress report posting, the office of the Assistant Principal for Student Achievement (APA) shall generate a Student Information Systems Group grade report for all seniors by the Monday immediately following the end of the grading period. The report must include all of the following:

- Any senior that has any grade less than a 60% in any course.
- Any senior that was assigned the letter grade of “F” by the teacher of record.
- Any senior that received the “In danger of failing” comment for any course.

Each campus will then issue a separate communiqué to parents/guardians in writing of their child’s potential non-graduation status based on each student’s graduation credit needs.

- 4.9 Each assessment and product in a student's body of work used to calculate a student's grade must be titled separately and recorded in the district-adopted gradebook (reference section 5.1.1 for categories and weights of a final grade).
- 4.10 The Executive Director for Teaching & Learning or designee shall serve as the Governing Board designee for receiving appeals of passing or failing grades from a student or parent who wishes to contest the grade (reference Appendix C).
- 4.10.1 A student and/or parent who wish to contest a passing or failing grade determined by a teacher in a high school course shall present evidence to support the decision to overturn the decision of a teacher. Such evidence may include but not be limited to the following:
- Required formative and summative assessments showing mastery or lack of mastery of Arizona State Standards related to the course for which the grade is being contested.
 - Scores on District final exam
 - Scores from State Standardized tests
 - Plan for Student Success for the course, which includes the grading system and make-up policy.
 - Evidence of attendance in the class.
- 4.10.2 The Executive Director for Teaching & Learning or designee shall notify the teacher of the parent's/student's request to overturn the teacher's passing or failing grade within five school days.
- 4.10.3 The Executive Director for Teaching & Learning or designee shall then schedule a meeting within ten school days during which evidence is presented by the parent/student as burden of proof for overturning the teacher's grade. The teacher shall be invited to be present at this meeting and may present evidence of the student's performance in class and on assessments. If the teacher is not able to be present, the Executive Director for Teaching & Learning or designee shall review the evidence with the teacher before issuing a decision whether to overturn the teacher's passing or failing grade. Within 10 school days following this meeting, the parent, student, and teacher shall be notified in writing of the decision and of the right to appeal the decision of the Executive Director for Teaching & Learning or designee to the Superintendent of the District.
- 4.10.4 As a result of an approved appeal, a Credit/No Credit may be issued at the discretion of the Executive Director of Teaching & Learning or designee.
- 4.10.5 If the student or parent wishes to appeal the decision of the Executive Director for Teaching & Learning or designee, they will do so in writing to the Superintendent.
- 4.10.6 If the student or parent wishes to appeal the decision of the Superintendent, they will do so in writing to the Governing Board. Upon receipt, the Governing Board will schedule a board hearing as outlined in ARS. 15-342 – paragraph 11.
- 4.10.7 The decision of the Governing Board is final.

Forms required
Request to Overturn a Teacher's Grade (reference Appendix C)
Teacher's Plan for Student Success
Appeal of Executive Director for Teaching & Learning decision
Summary of required formative and summative assessments and relevant scores (provided by teacher)

5. DETERMINING FINAL GRADES

5.1 Grade determination should be guided by the following, noting that accommodations, modifications, and mastery levels will be followed per the IEP or 504 Plan:

5.1.1 **Categories and weights** of a final grade will be determined in collaboration with the content area Collaborative Team members and Content Specialists. Once determined, the components will be utilized by all teachers in that Collaborative Team. The categories and weights may include common assessments and evidence of standards-aligned learning. Modification of the content standards is designated based on the determination of the student's IEP team. For students who require modified content standards, instructional teachers are required to implement modifications for those students as outlined on the "Notice of Program Modification" (reference Appendix D).

5.1.2 **The Plan for Success** will explain the grading system used to determine the student's final grade (reference Appendix E for sample format). The grading system will be determined by specific course Collaborative Teams within each content area. This explanation should provide a clear understanding of the grading categories and weights. The site principal or designee will review and approve the Plan for Success to ensure congruence with district, school, and departmental grading policies.

- The Plan for Success will reflect District determined attendance and tardy policies and will be reviewed for accuracy. Per ADE, information about the Title 1 Program and the campus will be communicated in the Plan for Success (reference Appendix E for required statement).
- Teachers will submit a copy of their Plan for Success to the site principal or designee. Each teacher will prepare and distribute to all students in their classes an administrator-approved Plan for Success which will contain all the components listed in the SAMPLE FORMAT (reference Appendix E).
- Teachers will use the current course descriptions from the PXU course catalog, course goals/objectives, and student activities in creating their course description

5.1.3 Administration of a final examination is an expectation for all teachers and may not be given prior to the designated examination schedule except under special circumstances as determined by the content area. In cases

where the final examination has performance-based sections, part(s) of the examination may be given earlier. Under special circumstances a parent or guardian whose student needs to take the final exam or receive credit for the course prior to the end of the semester may petition the principal or designee for written permission to do so. Only the principal or designee may grant permission.

- Final Exams should not be separate grades in the gradebook as they are summative assessments that should not be used as a separate, weighted grade. Instead, final exams should be another piece of evidence collected over the course of the semester. Final exams should not be the sole determinant for a student to receive course credit.
- For students who require modified content standards, teachers are required to implement modifications for those students as outlined on the “Notice of Program Modification” (reference Appendix D).

5.1.4 Exams for graduating students will be given during the week prior to graduation. Class time during graduation week for those students will be devoted to graduation ceremony practice, assemblies, and other administrator-approved school activities.

5.2 Grades are to reflect demonstrated student academic performance and are not to be used as a discipline tool.

6. RANKING OF STUDENTS

6.1 Students shall be officially ranked in the following groups:

- | | | |
|----------------------|--------------------------|--------------------|
| *Top two percent | *Top five percent | *Top ten percent |
| *Top fifteen percent | *Top twenty-five percent | *Top fifty percent |

6.2 A specific class rank may be given when requested and/or when an official transcript is produced.

6.3 All students with the exception of foreign exchange students are to be ranked on the basis of all courses taken except for those designated as Audit, Proficient/Not Proficient, or those designated in the course catalog as student opportunities (i.e.; student assistant, student tutor/tutee, etc.).

6.4 District schools classified as small schools will be provided flexibility with how/if they use class rank to report to universities. Proposals will be submitted to the Executive Director for Teaching & Learning for approval.

6.5 Students are to be ranked using the following points:

Grade	Grade Points: AP; IB; MYP (Honors); Honors	Grade Points: All other courses	Specialized Courses As determined by the Executive Director for Teaching & Learning
A	5	4	2
B	4	3	2

C	3	2	2
D	1	1	1
F	0	0	0

- 6.6 Class rank will be calculated three times per school year. The ranking process should occur after the conclusion of the fall, spring, and summer semesters. The 7th semester rank will be used for graduation commencement purposes. Graduation dates need to be added to transcripts by May 30th.
- 6.7 Valedictorian and Salutatorian will no longer be used as designations beginning with the class of 2022.

7. RECOGNITION OF GRADES

Teachers, departments, and schools may recognize outstanding student achievement in many ways. Honor Roll, graduation programs, and diplomas are recommended places for such recognition.

7.1 Honor Roll

- 7.1.1 Each student earning Honor Roll status will have that fact noted on the semester report card. Each school may also post an Honor Roll.
- 7.1.2 The names of students making the Honor Roll shall be published in numeric or alphabetical lists. The individual school has the option of using either listing.
- 7.1.3 All courses except those designated as student opportunities (i.e., student assistant, student tutor/tutee, etc.) shall be counted in computing eligibility for the Honor Roll.
- 7.1.4 In order to be on a current Honor Roll, a student may have neither incompletes nor a current grade below a C.
- 7.1.5 Grades received during the current semester marking period will be used to determine Honor Roll.
- 7.1.6 To qualify for the Honor Roll, a student must be full-time and earn at least a 3.0 GPA.
- 7.1.7 Honor Roll may be prepared at the end of each semester. marking period.

7.2 Graduation Programs

- 7.2.1 Students with 3.9 or above weighted GPA in the graduating class shall be recognized on the graduation program as Summa Cum Laude.
- 7.2.2 Students with 3.7 - 3.89 weighted GPA in the graduating class shall be recognized on the graduation program as Magna Cum Laude.
- 7.2.3 Students with 3.5 - 3.69 weighted GPA in the graduating class shall be recognized on the graduating program as Cum Laude.
- 7.2.4 An alternative school as defined by the Arizona Department of Education may recognize the top 20%. Students who meet the Summa Cum Laude, Magna Cum Laude, or Cum Laude designations will be identified according to the criteria in section 7.2.1 through 7.2.3

7.3 Diplomas

7.3.1 A notation of Summa Cum Laude, Magna Cum Laude, or Cum Laude shall appear on the diploma of each student whose achievement falls in the appropriate criteria for the graduating class.

7.4 Academic Excellence Letters Program

7.4.1 Freshmen (9th Graders) – receive a certificate of achievement if by the end of their first regular (18 week) semester they complete 3 credits with a weighted GPA of at least 3.8 with no “D’s” or “F’s” on their transcript.

7.4.2 Sophomores (10th Graders) – if by the end of their third regular (18 week) semester they complete 9 credits with a weighted GPA of at least 3.7 with no “D’s” or “F’s” on their transcript. The student will receive a “Certificate of Academic Achievement” and an “Academic Excellence Letter”.

7.4.3 Juniors (11th Graders) – if by the end of their fifth regular (18 week) semester the student completes 12.5 credits with a weighted GPA of at least 3.6 with no “D’s” or “F’s” on their transcript. If the student was previously awarded an “Academic Excellence Letter” from that school, they will receive a “Certificate of Sustained Academic Achievement” and a gold bar to signify sustained academic achievement. Students, who have not previously been awarded an “Academic Excellence Letter” from that school, will receive a “Certificate of Academic Achievement” and an “Academic Excellence Letter”.

7.4.4 Seniors (12th Graders) – if by the end of their seventh regular (18 week) semester the student completes 20 credits with a weighted GPA of at least 3.5 with no “D’s” or “F’s” on their transcript. If the student was previously awarded an “Academic Excellence Letter” from that school, they will receive a “Certificate of Sustained Academic” and a gold bar to signify sustained academic achievement. Students who have not previously been awarded an “Academic Excellence Letter” from that school, will receive a “Certificate of Academic Achievement” and an “Academic Excellence Letter”.

7.4.5 An awards ceremony will take place in the second semester of each year.

7.5 Graduation Regalia

7.5.1 Each site shall establish a Graduation Regalia Committee or Sub-Committee.

7.5.2 A school may not prohibit a student who is a member of a federally recognized Indian tribe or who is eligible to be enrolled as a member of a federally recognized Indian tribe from wearing a traditional tribal regalia or objects of cultural significance at a graduation ceremony (ARS 15-348).

8. TRANSCRIPTS AND PERMANENT RECORDS OF STUDENTS

8.1 A student's transcript shall contain:

- 8.1.1 Lists of courses, grades, grade point average, and credits earned for final grading periods.
- 8.1.2 A statement of class rank and date of graduation if applicable.
- 8.1.3 Indication of proficiency in core areas consistent with district policy and state guidelines.

8.2 Changing Grades

- 8.2.1 The teacher who assigned the grade may change the final grade.
- 8.2.2 A student grade is a student record. In the case where a grade has been recorded erroneously and the teacher of record is unavailable, the school's principal will act as the teacher of record. This is in accordance with policy JR-R.
- 8.2.3 In accordance with Arizona Revised Statutes (ARS 15.342.11), in addition to the teacher who assigned the grade, only the governing board may change a grade in the case of a semester grade dispute. Pursuant to statute, an appeal to change a grade will follow the process outlined in section 4.11 and Appendix C. It is the student's responsibility to demonstrate her or his mastery of the academic standards in her/his appeal.
- 8.2.4 Grade changes on a transcript must be accompanied by appropriate documentation that demonstrates evidence of mastery.
- 8.2.5 Courses and/or grades may not be removed from a student's transcript.
- 8.2.6 When a course where credit was earned is repeated for a higher grade, the course with the lower grade will be flagged as a repeat with the designation of "R" and is not included in the student's GPA. Students may take a regular course to replace an unsatisfactory grade in an honors course when the courses have the same standards.
- 8.2.7 When a failed course is repeated, the designation of "R" will be placed next to the course.
- 8.2.8 In any situation where a course designated with an "R" is repeated, the higher grade will be the only grade used to recalculate the GPA.

8.3 Incompletes and No Marks

- 8.3.1 Incompletes shall be made up by the end of the following semester or the equivalent thereof after they are received. If the incomplete has not been made up by the end of the academic semester, the grade will become an F on the student's transcript. No incompletes will be changed after a student has graduated. Prior to the end of the calendar year, the student or counselor may request an exception from the teacher of record or principal or designee for an additional semester to complete a course where an INC was issued. Once completed, a grade change will be completed.
- 8.3.2 An incomplete on a student's record may be changed by the teacher who assigned the incomplete. When a mark of Incomplete is given, the teacher must leave, in writing, the specific requirements for completion of the course. These requirements must be such that the instructional leader, in

consultation with the PLC leader and the principal, can determine the grade if the teacher is not available. If the specific requirements to resolve an Incomplete are not available, and the teacher of record is unavailable to the school, the current instructional leader will act as the teacher of record for that student. In consultation with the PLC leader and the principal, the Instructional Leader will develop an appropriate plan for the student to complete the course.

- 8.3.3** No Marks shall be made up by the end of the following semester or the equivalent thereof after they are received. If a student does not complete a No Mark in this time, the student will need to restart the course. A student or counselor may request an extension from the teacher of record or principal or designee for an additional semester to complete a course where a No Mark was issued. Once completed a grade will be issued under the current term and the No Mark should not be removed from the original term. No Marks cannot be used due to attendance or in lieu of an Incomplete.

8.4 Transfer Credits from Another School District or Charter School

8.4.1 When a student who was previously enrolled in another school district or charter school enrolls in a PXU high school, the high school will accept credits earned by the student at the previous school.

8.4.2 Transfer credits will be entered on the student's PXU transcript after the receipt of the official transcript from the previous school.

8.4.3 The Chief Achievement Officer or their designee makes the final determination about how transfer credit is awarded.

8.4.4 The parent and student will be informed in writing about how the credits have been awarded (elective or other academic credit).

8.5 Transcripts from Foreign Countries

8.5.1 Transcripts from Foreign Countries Other Than Mexico

- Transcripts from foreign countries other than Mexico require the assistance of CEE staff.
- Campuses will contact the Counselor Facilitator to submit the transcript(s) to be internally or externally evaluated.
- If the transcript is not in English, CEE staff will have the transcript translated prior to the evaluation. Translated and evaluated transcripts will be returned to the counselor of record and the Credentials Specialist. The Credentials Specialist will enter the evaluated transcript into the PXU Student Information System (SIS).

8.5.2 Transcripts from Mexico

- Mexican transcripts shall be evaluated by counselors and the Credentials Specialist at individual sites according to the stipulations outlined in Appendix F.

Note: The third year of Secundaria is equivalent to 9th grade in American schools. Preparatoria ("Bachillerato" on transcripts) consists of 6 semesters and is the equivalent to 10th – 12th grade in American schools. Mexican Grading Scale: 10-9=A, 8=B, 7=C, 6=D, 5-0=F.

8.5.3 Calculating English Course Credits from Foreign Transcripts

- District-wide it takes English Learners (EL) an average of four years to achieve reclassification, and in most cases, scoring “Proficient” on the AZELLA is a better indicator of success than English credits awarded at a foreign institution.
- EL students who enter high school with low proficiency scores should have a clear and realistic understanding about their projected timeline for earning an Arizona high school diploma. Counselors and Registrars are urged to discuss this issue with English Learners.
- To ensure that schools follow fair and consistent practices regarding the awarding of English credits for English courses documented on foreign transcripts, the District has adopted the following protocol linking English credits to AZELLA scores:

AZELLA Score (Overall Proficiency Level)	Credits Awarded
Proficient	The student qualifies for year-for-year SEI English credit, based on number of courses completed successfully in grades 9 – 12 at foreign institute and a composite score of Proficient on AZELLA. For example, in Mexico, a student completing & passing the 3rd year of secundaria and two years of preparatoria would be awarded 3 SEI English credits (PE/E ELD, Basic ELD and Intermediate ELD). (*Use a grade of “P” or grade equivalent on foreign transcript)
Intermediate	The student qualifies for two years of SEI English credit for successfully completing two or more years of English courses in grades 9 – 12 at foreign institution and a composite score of Intermediate on (PE/E ELD, Basic ELD). (*Use a grade of “P” or grade equivalent on foreign transcript)
Basic	The student qualifies for one year of SEI English credit for successfully completing one or more English courses in grades 9 – 12 at foreign institutions and a composite score of Basic on AZELLA (PE/E ELD). (*Use a grade of “P” or grade equivalent on foreign transcript)
Pre-Emergent/Emergent	No English or SEI English credit awarded for prior English courses taken and successfully passed at foreign secondary institutions.

NOTE: Standard grade-level cohort placements in math, science and social studies do not apply to English Learners.

8.6 Advisory Credit

- 8.6.1** All campuses have an advisory. Students are eligible to receive 0.25 elective credit per semester in advisory. Advisory shall be graded using the mark of Proficient/Not Proficient, which will not affect the GPA.
- 8.6.2** Each campus will adopt a common grading rubric to determine a Proficient/Not Proficient mark.

8.7 Student Assistant Credit

8.7.1 Students enrolled in courses as student assistants shall be graded using the mark Proficient/Not Proficient using the district adopted Student Assistant Rubric (reference Appendix G).

9. ALTERNATIVE METHODS FOR EARNING CREDIT

Students enrolled in PXU have an opportunity to earn credits in district course offerings by the alternative methods listed below. Students requesting these options must make the request by the appropriate time and submit the required forms to school officials. The following are available alternative methods of earning credit towards graduation:

- **Competency Options:** Students demonstrate mastery of a course without enrolling in the course
- **Concurrent Enrollment:** Student is enrolled in high school and also takes community college courses at the college campus outside of high school class time. Course(s) are not offered in the district
- **Dual Enrollment:** Student receives both high school and community college credit while enrolled in PXU high school course at PXU site, taught by a PXU teacher that is approved by the community college district as a dual enrollment instructor
- **Independent Study:** Student enrolls in a specified elective course for advanced enrichment opportunities; pre-requisites must be met
- **Equivalent Courses:** Student is enrolled in class that meets the requirements of a required course for graduation based on the course content and standards
- **Online Courses:** Courses taken from an accredited Arizona online school while enrolled at PXU school
- **Personal Curriculum:** Used for proper placement of a student transferring into a PXU school from out-of-state or non-public school or to modify mathematics requirements

PXU supports providing opportunities to earn high school credit towards graduation with our Partner Districts. Options currently include pre-approved on-line courses for core contents (in the event an appropriately certified teacher is not available); Algebra and Geometry Qualifying Tests (reference section 12.7); and Spanish 1-4 Competency (reference section 12.8)

10. CONCEPT RECOVERY

Concept Recovery: A personalized learning experience with instruction tailored to specific skills and concepts to be remediated by the student in order to achieve mastery of specific academic learning targets. It is an agreement between the teacher of record and a student, not an additional or new class, and may include working with another teacher on specific academic standards.

- Purpose Statement: The purpose of concept recovery is to provide additional support for students to demonstrate mastery of key academic concepts and skills. As a district, we recognize that for some students learning may require additional time. By providing this opportunity, we believe that students will be able to practice academic concepts, receive more individualized support from highly effective teachers and accumulate credits towards graduation in a timely manner.
- The materials for concept recovery should be created based on state standards, course essential standards, and PXU curriculum. The materials should be organized by standard and include recovery assignments that demonstrate mastery of academic standards to receive credit for the work completed.
- PLCs are encouraged to collaborate on assignments that could be assigned to students as the teacher of record deems appropriate. The quality of the student work product determines the grade assigned; students will not automatically receive credit for completion. The teacher of record will determine the final grade received for the assignments and the grade for the course.
- The process is open entry/open exit.
- The Evidence for Concept Recovery form should be utilized to facilitate communication between the teacher of record, the student and the concept recovery teacher. All assignments should be based on state standards and aligned to district essential standards; completed assignments should be attached to the form for review by the teacher of record (see Appendix H).

11. VIRTUAL LEARNING

Virtual Learning: The mode of instruction is primarily delivered through an online learning platform with curriculum aligned to district and state standards. The teacher of record shall be Appropriately Certified (AC) in the content area of the course. Students should not be registered for or entered into a Virtual Learning course without an Appropriately Certified teacher of record.

Modification of virtual learning courses are permitted to meet individual student learning needs, such as for students with Individual Education Plans or 504 plans.

The virtual cumulative exam within the virtual learning course curriculum takes the place of the district final exam and shall be taken on campus, proctored by certified staff. It is strongly encouraged that virtual unit tests are also taken on campus, proctored by certified staff.

Virtual Learning platforms are tools to support personal learning. A virtual learning course must be designated at enrollment as either Initial Instruction or Credit Recovery.

Initial Instruction definition: The opportunity for students to take a course for the first time. **NCAA clearinghouse requires that student athletes taking online classes only complete Initial Instruction courses.*

Credit Recovery definition: The opportunity for students to repeat a course in order to meet graduation requirements because of failing grades, excessive absences or incomplete assignments.

12. DEMONSTRATING COMPETENCY

12.1 Competency Testing Background Information

Under current Arizona State Board of Education Rule R7-2-302.02 subsection 5, a student has the right to demonstrate proficiency of the standards and receive credit for the course without seat time. Upon request of the student, the local governing board shall provide the opportunity for the student to demonstrate competency.

The determination and verification of a student accomplishment and performance shall be the responsibility of the subject area teacher. PXU has established the following regulations and procedures for initiating the competency option.

Purpose:

High School credit competency testing serves several important purposes, including:

- **Demonstrating Proficiency:** It allows students to demonstrate their proficiency of essential skills and knowledge in specific subject areas.
- **Credit Acquisition:** Successful completion of competency tests can result in earning high school credits without having to take the entire course.
- **Flexibility:** It offers students flexibility in their academic path.
- **Acceleration:** For students who excel in certain subjects, competency testing can provide opportunities for accelerated learning and advanced placement.
- **Individualized Learning:** It helps to cater to individual student needs by allowing them to study and demonstrate proficiency in a subject at their own pace.
- **College Readiness:** Some competency tests may also serve as readiness assessments for college-level coursework.

12.2 Courses for Competency

If a competency option is requested for the current school year, please contact the content specialist or Director of Student Learning.

- Students may request a competency option for any course that they have not taken to receive credit on their transcripts. The competency test will be for the complete course (usually 1-credit, year-long courses).

- Students must follow competency guidelines set forth in section 12.3 – 12.5.
- Students will be required to demonstrate proficiency on the essential standards determined by the course:
 - Proficiency for percentage-based competency exams is 70% or higher.
 - Proficiency for evidence-based competency exams is the identified proficiency level on the scaled learning target in all course competencies.
 - Proficiency for World Language competency exams is the identified proficiency level for the category of language and year of study in all domains assessed.
- The designated appropriately certified teacher, Instructional Leader and/or the Director of Student Learning or designee will:
 - Determine the date and time for administering any required assessments details with the students, and
 - Reach out to the appropriate content specialist to
 - Confirm the appropriate assessment details
 - Schedule testing session(s)
- Students who successfully demonstrate proficiency on all essential course competencies will earn credit, shown as a mark of Proficient (P) on their transcript.

12.3 Competency Guidelines

Note: Exceptions to these rules must be approved in writing by the Director of Student Learning or designee.

- Students will not be able to request the competency option once they have attended the class or if they have failed the course.
- Currently enrolled students desiring to accelerate their education must make their request to take the option during the semester prior to the semester in which a student would normally be enrolled in the course. The student may be scheduled in the next level course while completing the competency option requirements. Exceptions to this rule must be approved by the Director of Student Learning or designee
- Students enrolling from out of district may make the request upon enrolling and may be placed in the next level class while completing the competency option requirements for the pre-requisites class, if desired.
- Students may have up to four weeks to complete the competency option upon receiving the materials. All work must be accomplished two weeks before the end of the semester in which it was started.
- Students may apply for no more than three competency options per year.
- Students may take the competency option for a particular course only once. They cannot reapply for any competency option failed or not completed within the prescribed time limit. In lieu of a grade, an indicator of

“Not Proficient” will be placed in test history. The student will be required to take the class to earn the class credit if competency is not met.

- In lieu of a grade, a student demonstrating mastery of the course by meeting the identified exit level of proficiency will receive an indicator of “Proficient” on the official transcript and in test history. This class will not be calculated in the student’s GPA.
- The teacher assigned to oversee the competency option must be appropriately certified in the subject area.

Note: Honors, AP, and IB courses are not available for the Competency Option.

12.4 Competency Roles and Responsibilities

The Parent...

- Participates in discussion regarding the requested course option with student and the counselor.
- Signs the Competency Option Request Form to grant approval for the student to pursue the option.
- Monitors the student’s progress on completing the option within prescribed time.

The Student...

- Makes the request for the option to their counselor by completing the Competency Option Request Form (reference Appendix I)
- Obtains parent’s written approval and returns the form to the counselor.
- Meets with the Instructional Leader or designated teacher to receive the competency option materials and arrange a time to take proctored tests.
- Completes the specified Competency Option requirements within the prescribed 4-week time frame.
- World Language (WL) Competency timelines are set by District Office.

The Counselor...

- Reviews the student’s reason for requesting the option (meets criteria outlined on competency form) Note: The WL competency form is provided by the WL Content Specialist.
- Reviews the student’s academic record to verify that the student has never been enrolled in the course.
- Explains the Competency Option process and requirements to student and parent in person, via email, or by phone.
- Completes and signs the Competency Option Request Form and returns it to the student for parent’s signature. *Note: World Language competency has a separate form.

The Instructional Leader...

- Contacts the supervisor of the curricular area or Director of Student Learning to request the Competency Option materials for requested course.

- Identifies a teacher within the department to score and administer any testable or non-testable requirements
- Signs Competency Option Grade Verifications Forms (Appendix I) and sends it to the Credentials Specialist.

The Teacher...

- Meets with the student to provide the Competency Option materials, which are located with the Instructional Leader for that department.
- Schedules, administers, and score assignments and/or assessments.
- Issues the student's final grade of "Proficient" or "Not Proficient" and
- Submits the Competency Option Grade Verification Form (GVF) to the Department Instructional Leader with the student's work within a week of the student completing the requirements.

The Credentials Specialist...

- Receives the Competency Option Grade Verification Form from the Instructional Leader, signs it, and inputs "Proficient" on the official transcript or "Not Proficient" in the student's test history.
- Sends a copy of the Competency Option Grade Verification Form to the student's counselor, maintains a copy for their records, and forwards the original to the Assistant Principal for Student Achievement (APA).
- For World Language Competency, please see section 12.8.

The Campus Administrator...

- Sends a copy of the Competency Option Grade Verification Form to the parent
- Maintains all Competency Option Request Forms and Grade Verification Forms
- Submits the Annual Competency Option report to the Director of Student Learning by the 2nd week of June.
- Will retain a copy of the verification form or database.

12.5 Competency Options – Procedures

Step 1: Student indicates the desire to counselor and completes the request form or application.

Step 2: Counselor reviews the request form, student's academic records, advises the student and parent by phone or in person.

Step 3: Counselor signs the form and gives to student for parent signatures.

Step 4: Counselor makes a copy of signed form for student file and submits the original form to the APA.

Step 5: APA contacts the Instructional Leader to initiate the option.

Step 6: Instructional Leader identifies a teacher of record.

Step 7: Student meets with the Instructional Leader and/or teacher to receive the materials and review the course requirements.

Completing the Competency Option Requirement

Step 1: Student works on the requirements independently.

Step 2: Instructional Leader or teacher arranges to administer any assessments

Step 3: Students return all other required work to an appropriately certified teacher or Instructional Leader.

After Completing the Competency Option (For World Language see 12.8)

Step 1: Teacher grades the required work and completes the Competency Option Grade Verification Form (COGVF).

Step 2: Teacher informs student of proficiency.

Step 3: Instructional Leader submits the COGVF.

Step 4: Credentials Specialist inputs grade of “Proficient” on the official transcript or “Not Proficient” in test history.

Step 5: Credentials Specialist signs the COGVF and makes two copies, one for APA and one for counselor.

Step 6: The APA files the COGVF in the Campus Competency Option files, inputs student information in Annual Competency Option School Report Form (Appendix I) and submits it to the district office by the 2nd week of June.

12.6 English 1-2 Competency Option for EL students at the intermediate proficiency level

The goal of this option is to allow EL students at the intermediate proficiency level who are enrolled in the two-hour block of Intermediate English Language Development (ELD) 1-2 or 3-4 to earn credit for English 1-2 on their transcript.

- Students who successfully demonstrate proficiency on the final exam will earn credit for English 1-2 on their transcript. Students will be given the same grade for English 1-2 that they would have been awarded for Intermediate ELD 1-2 or 3-4 or ELD 3-4 at Metro Tech.
- Students will be given a mark of NM (No Mark) for the Intermediate ELD English credit section of the two-hour block; therefore, eliminating the earning of 2 credits of English toward graduation at one time.
- Students enrolled in Intermediate ELD 1-2 or 3-4 or ELD 3-4 at Metro Tech who reclassify on the State English Language Learners’ Assessment (AZELLA) will be enrolled in English 3-4 for the following school year.

12.7 Partner Schools Competency Option for Math (AQT and GQT) & End of Course

Assessment Algebra I and Geometry

The goal of the AQT and GQT competency option is for students to reach an advanced level Math courses by their senior year. Students who have completed a full year course of Algebra and/or a full year course of Geometry in elementary/middle school are eligible to participate in the Math Qualifying Tests to earn High School math credit. The Algebra Qualifying Test (AQT) reflects PXU Algebra 1-2 curriculum, and the Geometry Qualifying Test (GQT) reflects PXU Geometry 1-2 curriculum. Partner school teachers collaborate with PXU to ensure that the high school standards are met. Partner school teachers who are teaching the High School Algebra and/or Geometry course register their students for the AQT or the GQT, and the students are tested at the end of the school year. The testing window will be determined by PXU.

- Students who successfully pass either of the Math Qualifying Tests with a 70% or higher, will be enrolled in the next math course in the high school sequence the following year.

- Students will be issued credit during their freshman year at a PXU high school. Students will be given a mark of **Proficient** for Algebra 1-2 or Geometry 1-2 and the credit will be counted as a math credit. A Proficient mark does not affect GPA (Grade Point Average). A mark of Proficient (P) may not be considered for college admissions.
- Entering 9th Grade students who do not attend a school that participates in the AQT/GQT Competency Option Program who wish to demonstrate proficiency in Algebra 1 or Geometry should contact the District Math Content Specialist.

12.8 World Languages Competency Requirements

World Language competency is appropriate in the following scenarios:

- Student does not have any room in their schedule due to a prescribed course of study.
- Student obtains sequential credit in order to enroll in a higher-level course. (Example: Spanish 1-2; Comp Out of 3-4; Spanish 5-6 H).
- Student scores a 3 or higher on the AP World Language Exam.

The World Language Competency Exam Procedures

- The World Language Competency Exam will be administered annually. The Office of Student Learning will notify the campuses of the testing window.
- The counselors will have 30 days follow the processes from 12.3 – 12.5 to complete the World Language Competency Exam list form and collect the World Language Competency Option Request Form (Appendix J), signed by all required parties.
- The World Language Content Specialist notified the Credentials Specialist, Registrar, World Language Instruction Leader, Counseling Instructional Leader, and appropriate administrators of competency testing results.
- Credentials Specialist inputs “Proficient” on the official transcript or “Not Proficient” in the student’s test history.
- The World Language Instructional Leader and Counseling Instructional Leader works jointly to communicate results to students and parents.

12.9 Partner Schools Competency Testing Option for Spanish 1-2 and Spanish 3-4

The goal of the World Language Competency Testing Option is for students to reach an AP level World Language course by their senior year. The expectation of the student is to fulfill four years of a World Language while in high school. Students who have completed a full year course of a high school World Language Spanish or who have been enrolled in a Dual Language Immersion Program while in elementary/middle school are eligible to participate in the PXU World Language Competency Option to earn high school World Language course credit. Partner Districts/Schools register their students for the PXU World Language Competency Testing, and the students are tested at the end of the school year. Testing dates/locations are determined by PXU.

For Partner Districts requesting this option, the following will apply:

- Students must attend PXU school their Freshman year.

- Students are encouraged to follow a path to earn the Seal of Biliteracy.
- High School Spanish Curriculum taught by an elementary /middle school teacher must be approved by the PXU Teaching & Learning Division.
- Students must be proficient in all domains of the Competency test (Interpretive Listening, Interpretive Reading, Interpersonal Communication, Presentational Writing and Presentation Speaking) in order to earn an overall Proficient score.
- Students must test proficient in a prerequisite to be eligible for testing in the next level (ex: proficient in all three testing portions in Spanish 1 to be eligible for testing in Spanish 2).
- Students who successfully pass the PXU World Language Competency will be enrolled in the next level Spanish course in the high school sequence the following year.
- Students will be given a mark of **Proficient** and the credit will be counted as a World Languages elective credit. A proficient mark does not affect GPA (Grade Point Average). A mark of Proficient (P) may be considered for college admissions.
- Incoming 9th grade students who did not attend a school that participates in the World Language Competency Option Program, and who wish to demonstrate proficiency in the overall competencies of the world language must complete the course competency procedures. Contact campus World Languages Instructional Leader to arrange testing.

AAPPL Measure Competency Option: Students who successfully meet or exceed identified PXU Category 1 World Languages Benchmark Levels for all domains assessed on the ACTFL Assessment of Performance toward Proficiency in Language (AAPPL Measure) will be given a mark of **Proficient**. AAPPL Form A scores will be given a mark of Proficient (P) for the 1st year of the language while AAPPL Form B scores will be given a mark of Proficient (P) for the 1st and 2nd year of the language.

13. CONCURRENT ENROLLMENT

Concurrent Enrollment is an opportunity for students who are enrolled in PXU to take courses outside of the student's home school. Concurrent enrollment refers to high school and/or post-secondary enrollment.

Concurrent enrollment high school refers to taking courses at PXU Digital Academy or another Arizona Online Instruction (AOI) Program while also **enrolled** fulltime at PXU.

For a student seeking concurrent enrollment at Phoenix Digital Academy or PXU City, the student will work with their counselor to complete the online enrollment form. Prior to enrollment at Phoenix Digital Academy, the student and counselor

will explore all options for the student to take the requested class at their home school.

For a student seeking concurrent high school enrollment at an AOI Program, outside of PXU, they must complete Appendix N. This is an option only after the student and counselor have exhausted all efforts for the student to take the class at the student's home school and/or Phoenix Digital Academy or PXU City.

Exceptions to the guidelines above can be made on a case-by-case basis through the petition process.

Concurrent enrollment post-secondary refers to taking courses at an external institution – such as a university or community college (online, web-based, or traditional classroom) while also **enrolled** in classes at PXU. This is not to be confused with a dual enrollment college class taught by a dual certified teacher at PXU.

To qualify for the provisional admission to the community college as a concurrently enrolled high school student, each semester the student must:

- Petition for concurrent enrollment using the PXU approved form (see Appendix K).
- Maintain fulltime enrollment at a PXU high school.
- Be seeking coursework not available at the high school with the exception to allow credit for Achieving a College Education (ACE) and Hoop of Learning (HOL) programs. Courses taken outside these programs will fall under the concurrent enrollment post-secondary process (see Appendix K).
- Obtain the Concurrent Enrollment Form from the community college or high school counseling office.
- Obtain approval from parent, high school counselor and administrator before enrolling in the college course.
- Attach a copy of high school transcript to the Concurrent Enrollment Form.
- Pay the required tuition for the course at the community college. (*Students may want to work with the college to see if they offer financial assistance.*)
- Provide an official transcript from the post-secondary institution to the office of the Assistant Principal for Student Achievement (APA) in order for credit to be posted to a PXU transcript. This includes students in both ACE and HOL programs. Transcript will be reviewed by the APA and Director of Student Achievement.
- PXU reserves the right to determine the type of credit posted on the high school transcript (elective or core credit).

Note: Exceptions to the guidelines above can be made on a case-by-case basis through the petition process. The petition process consists of a written request to the principal or designee.

14. DUAL ENROLLMENT

Students receive both high school and college/university credit while enrolled in a PXU high school course at a PXU site, taught by a PXU teacher who is approved by the college/university in that subject area. (reference Appendix L)

14.1 Dual Enrollment Procedures

The following PXU procedures for Dual Enrollment must be followed by PXU personnel. These procedures meet PXU contractual obligations to the Maricopa County Community College District (MCCCD), and partner universities. No changes to these procedures may be made without the consent of the PXU Chief Achievement Officer or designee.

14.1.1 Becoming a Dual Enrollment Instructor

- Contact your Instructional Leader, District Content Specialist, and Assistant Principal for Student Achievement (APA) or principal designee stating your interest in teaching dual enrollment classes, and confirm your school's interest in participating. Work with the APA office or principal designee's office to complete and submit all required forms (see Appendix L).
- Must teach dual enrollment class within the school year your dual enrollment paperwork was approved. If you do not teach the dual enrollment class within the school year, you must resubmit dual enrollment paperwork for approval.
- If you transfer schools and are under a new post-secondary institution, you must resubmit dual enrollment paperwork for approval.
- Ensure you meet post-secondary institution's teaching qualifications.
 - The post-secondary institution will then make the final decision based on applicant's qualifications.

14.2 Dual Enrollment Course Approval

Courses Selected for Dual Enrollment:

- Follow the PXU and MCCCD Course and Pathway Alignment – See Content Specialist for Course Alignment
- Align with the Dual Enrollment Catalog or coordinating university/college dual enrollment offerings
- Require all PXU Dual Enrollment forms (Appendix L) on file in the appropriate online platform and with the Assistant Principal for Student Achievement or principal designee and Director of Student Learning or Director of CTE.

14.3 Dual Enrollment Responsibilities

Student must:

- Be enrolled in a course approved for dual enrollment credit
- Meet course prerequisites or have MCCCD or university designee approval
- Meet college/university requirements which may include a minimum GPA
- Complete and submit all community college/university application packet(s)

- Pay tuition and fees determined by the community college/university by deadline established by MCCCCD/university
- District will offset a portion of In-State tuition as compensated by the MCCCCD. For MCCCCD, students are encouraged to apply for the Maricopa Grant for tuition assistance. The Maricopa Grant funding is limited to 6-12 credits per academic year. Students may be responsible to pay for credits beyond this amount. (See a community college representative for more information)
- Be admitted to the community college
- Be enrolled and remain enrolled at a PXU high school

Teacher must:

- Collaborate with District Content Specialist on their interest in teaching dual enrollment and identify course alignment between PXU and MCCCCD or university
- Complete all documents outlined in Dual Enrollment Checklist (see Appendix K)
- Submit the Dual Enrollment Course Approval Form (DECAF) and course syllabus to Instructional Leader and District Content Specialist
- Work in conjunction with the APA or principal designee to distribute and remind students of required dual enrollment paperwork
- Follow the college/university dual enrollment processes (i.e. registration, scholarship opportunities, 45-day enrollment verification, and grade reports)
- Submit community college/university grade reports at end of the course to Assistant Principal for Student Achievement or principal designee and Credentials Specialist
- Submit grading using the college/university portal
- Maintain copies of final rosters, and copies of final grade reports
- Use MCCCCD or university email

Instructional Leader must:

- Sign the DECAF acknowledging department support for dual enrollment
- Submit the DECAF to the Assistant Principal for Student Achievement or principal designee
- Notify the Assistant Principal for Student Achievement and Principal or Designee in addition to the District Dual Enrollment Coordinator in the event the course instructor leaves the district mid-year either permanently or as an extended leave of absence

Assistant Principal for Student Achievement or Principal Designee must:

- Allow “mixed” classes (some students enrolled for college credit and some not)
- Sign the DECAF attesting that the teacher is in good standing and that the course alignment follows district guidelines
- Submit and upload all documents outlined in the Dual Enrollment Checklist in the appropriate location (see Appendix K)

- Coordinate with the college/university Dual Enrollment Coordinator for testing and registration of students
- Be aware that the placement testing requirements are shared by the high school and community college/university
- Be aware that the registration and tuition payment processes are the responsibility of the community college/university. Facilities, copy machines, and adjusted student schedules to accommodate registration efforts should be provided at the high school site
- Create and sustain a system that informs teachers, Assistant Principal for Student Learning (APL), Counselors, Registrar and Credentials Specialist of the dual enrollment process including course approval, parental authorization, registration at high school site, tuition payment requirements and scholarship opportunities, enrollment verification, collection of final rosters, and grade reports
- With assistance of teachers offering dual enrollment, ensure that community college/university enrollment verification forms are completed accurately, and then submit to community college(s)/universities in addition to maintaining a digital record of enrollment
- Collect final student rosters from post-secondary institution after verification forms are submitted. Note that this should be completed long before community college/university grades are due
- Ensure the teacher submits grades to the college/university in accordance with their deadlines
- Collect copies and maintain digital files of Parental Authorization, final Rosters and final Grade Reports at end of semester and prior to closing of school year
- Submit student rosters to Assistant to the APA or Principal Designee and to the Finance Manager at the district office
- Complete electronic dual enrollment reconciliation data and promptly submit to the Finance Manager at the district office
- Collect final grade reports from teachers and submit copies to Assistant to the APA or Principal Designee, Director for Student Learning, Assistant to the Director for Student Learning, and PXU District Dual Enrollment Coordinator
- Submit any invoices received from community colleges to the Finance Manager at the district office
- Ensure Dual Enrollment courses and Dual Enrollment students are designated in the PXU Student Information System (SIS)
- Notify MCCC or university and Director of Student Learning or Director of CTE in the event the course instructor leaves mid-year either permanently or on a leave of absence

Assistant to the APA or Principal's Designee must:

- Maintain copies of final roster of students for each course that is offering dual enrollment and enrollment reconciliation data

- Maintain copies of final grade reports
- Assist in submitting the DECAF
- Assist students with completing dual enrollment registration and submission
- Collaborate with registrar or designee to ensure Dual Enrollment classes and Dual Enrollment students are in the District Student Information System (SIS)

District Subject Area Content Specialist must:

- Sign the DECAF indicating approval of teacher making the request and approval of course to be offered for dual enrollment
- Submit the DECAF to the Director of Student Learning or Director of CTE

Director of Student Learning, Director of CTE, and/or Supervisor must:

- Sign the DECAF
- Submit the DECAF to PXU Dual Enrollment Coordinator from corresponding and coordinating college/university
- Notify the teacher, content specialist, PXU Dual Enrollment Coordinator, College/University Dual Enrollment Coordinator, and APA or designee of DECAF submission
- Maintain digital copy of DECAF for all dual enrollment courses

Dual Enrollment Coordinator (from corresponding college/university) must:

- Maintain DECAFs
- Distribute copies to the Finance Manager, Assistant Principal for Student Achievement, Assistant Principal for Student Learning, Teacher, and college/university Dual Enrollment Coordinator
- Submit annual report of Dual Enrollment to Executive Team

15. EQUIVALENT COURSES

Equivalent courses provide an opportunity for the student to meet the requirement(s) of a required course for graduation based on the course content and standards. Please refer to the Course Catalog for details regarding specific requirements. All other courses may be eligible but must be reviewed and justified by the Statement of Intent Committee.

A course may not be used to fulfill a requirement in more than one area. For instance, Marketing 3-4 cannot be used to meet the Economics requirement if it is used to meet the Career and Technical Education requirement.

Current course equivalency includes:

- The Economics graduation requirement may be fulfilled if a student received a passing grade in Marketing 1, 2, 3, and 4. The teacher of record for Marketing 3-4 must be appropriately certified in Economics.

- Students may receive a waiver for meeting the Health course requirement for graduation after passing the entire year of Health Careers 1-2 – Nursing Assistant or after passing the Junior Reserve Officer Training Corps (JROTC) Introduction to Leadership Education & Training First Year (LET 1) and Intermediate Leadership Education & Training Second Year (LET 2).

16. INDEPENDENT STUDY

Independent study is an opportunity for students to receive credit in a specified elective course for advanced enrichment only. Prerequisites must be met and prior approval is required. See Appendix M for appropriate forms to complete an independent study experience.

*See the course catalog for specific requirements and course descriptions

17. PROCEDURE FOR AWARDING CREDIT FROM AN ONLINE INSTITUTION

- A student cannot be enrolled at two schools at the same time, unless there is special consideration given and approved by both the counselor and a school administrator. (See Concurrent Enrollment procedures)
- All credit earned at an accredited Arizona online school while enrolled in a PXU school will be for elective credit only unless the student has prior approval from the counselor and administrator for a special circumstance.

The state legislature (R7-2-302.01) has mandated that all high schools accept all credits earned by students from an accredited online school or program. Each district may review the online course curriculum to compare alignment with PXU developed state standard aligned curriculum. This evaluation will determine whether credit is awarded for an elective credit or PXU core course. In most instances, PXU has provisions for students to earn additional or recovery credits through virtual learning, summer school, and Extended School Opportunities (ESO – The permission form for the online credit while enrolled in a PXU school must be completed – see appendix N).

18. PROCEDURE FOR PERSONAL CURRICULUM

The personal curriculum (R7-2-302.02) is a documented process available to students to modify the graduation requirement for math as delineated in R7-2-302-02(1) (c). A personal curriculum may be used to waive the Algebra 3-4 requirement only.

Purpose:

- To waive the Algebra 3-4 requirement for graduation
- To properly place a student transferring into a PXU from out-of-state a non-public school

Required Personal Curriculum Elements:

- **Education Career Action Plan (ECAP)**
All Personal Curriculum must be in alignment with the student's ECAP.
- **Senior Math Class**
A student with a personal curriculum must successfully complete 1 credit in mathematics during his or her senior year. This math course must include significant math content.

Personal Curriculum Development Team

Upon the request of a Personal Curriculum by a parent/guardian/student with adult status, a PC development team must be formed and may include:

- Parent/guardian/student
- School Counselor
- Administrator
- Math teacher

Personal Curriculum Content

All Personal Curriculum must:

- Establish a plan for the student to complete the required math credits including a senior math course.
- Only waive the requirement for Algebra 3 and 4.
- Be agreed upon by members of PC Development Team as outlined above.

Personal Curriculum Content and Special Education

Students receiving special education services:

- Students receiving special education services are eligible for Personal Curriculum provided they meet the same required elements as any other student in PXU. The IEP Team would review the same considerations as the Personal Curriculum Development Team in determining this was an appropriate course of study for the student and aligns with the measurable post-secondary goals identified in the student's IEP.

Other Personal Curriculum Elements to Consider:

- Parent/guardian/student with adult status may request a Personal Curriculum in the student's junior or senior year.
- Student is not required to have attempted Algebra 3-4 in order to be eligible for Personal Curriculum if the student is behind in math credits.
- Personal Curriculum may be modified/adjusted over time.
- A high school diploma may be awarded to a student who completes a Personal Curriculum.
- Personal Curriculum documents are to be kept with counselor or designee AND reside within the cumulative folder.
- Student must still earn 22 credits to meet graduation requirements.

PXU Process:

- Student/parent/counselor who requests personal curriculum must complete *Personal Curriculum Request* form (Appendix O).
- Counselor or Administrator complete *Personal Curriculum Eligibility Determination* form (Appendix O).
- If the student is eligible, the personal curriculum team convenes and completes the *Personal Curriculum Plan for Mathematics* form (Appendix O). PC team will submit copies of completed plans to the Credentials Specialist.
- All Personal Curriculum documents are stored in cumulative student file.
- Administrator will submit *End of the Year Report* (Appendix O) to the Student Learning Department by June 1st of each school year.

19. INTERNAL AND EXTERNAL GRADE TRANSFER POLICY

19.1 From another school during the first three weeks of the semester:

The student may or may not have a transfer grade from the sending school. If they do, the teacher for that class at the new school may incorporate that grade into their gradebook for assignments and standards up to that point. If not, it is the decision of that teacher for that class at the new school on how to handle assignments already provided.

19.2 From another school after the first three weeks of the semester:

A student should provide a transfer grade from their prior school. The teacher for that class at new school shall incorporate that grade into their gradebook for assignments and standards up to that point.

19.3 From within the school – student transfer from one teacher to another in the same or complementary course:

The counselor shall initiate the transfer, using the Notification of Schedule Change form (see Appendix P). The counselor will provide the student's current progress report to the receiving teacher. The teacher shall incorporate that grade into their gradebook for assignments and standards up to that point.

APPENDIX

Phoenix Union High School District

Evidence-Based Grading

Evidence-based grading aligns with the PXU Learner attributes in creating self-reliant, efficacious learners with personal agency. Therefore, educators using evidence-based grading believe and affirm that:

- Educators have a professional obligation to report student learning accurately.
- Educators make no assumptions about the state or quality of student learning.
- Educators consider proficiency demonstrations, student thinking, student dispositions, and student self-appraisal to be valid evidence for interpretation.
- Educators assign grades based on a calibrated and professional interpretation of student-produced evidence.

DEFINITIONS

COMPETENCY	Essential, transferable, and enduring course skills.
STANDARD	Statement that outlines the expected level of quality at which a student performs; how well a skill is performed.
PROFICIENCY SCALE	The varying levels of competence related to the standard.

The codes 4, 3, 2, 1, M and N below communicate student progress in each proficiency scale. The codes 4, 3, 2, 1 should not be viewed as points or used as mathematical calculations in any way. Instead, these codes are placeholders in the grade book to delineate the proficiency level at which the student is working.

District Proficiency Scale:

4	Refined Mastery	Exceeds Proficiency
3	Demonstrates Mastery	Demonstrates Proficiency
2	Approaching Mastery	Approaching Proficiency
1	Developing Foundational Skills	
M	Missing Evidence (still able to submit)	
N	Missing Evidence (time has passed to submit)	

SUCCESS CRITERIA	The content and defining characteristics that students use to demonstrate a level of competence in the standard of a skill.
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Phoenix Union High School District

Evidence-Based Grading

GRADING	The interpretation of student-produced evidence of mastery; not calculation of scores or marks.
GRADE (TERM)	A, B, C, D, F, Audit, Proficient/Not Proficient, or Incomplete, a student receives at the end of each term or on a progress report.
GRADE (SEMESTER)	The semester letter grade reflects a student’s demonstrations of their level of competence in the skills. At the end of the semester, the teacher will review the body of evidence, and consider growth over time. (i.e., competence in the criteria, can lead to mastery of course standards, which in turn may lead to competency in the course skills, which suggests a letter grade.)

District Evidence-Based Grading Scale

A	All course competencies achieved at “3” or “4” proficiency levels.
B	All course competencies achieved at “2”, “3” or “4” proficiency levels with at most one competency at a “2” proficiency level.
C	All course competencies achieved at “2”, “3” or “4” proficiency levels with two or more competencies at “2” proficiency level.
D	All competencies achieved at “1”, “2”, “3” or “4” proficiency levels with at most one competency at “1” proficiency level.
F	All course competencies achieved at “1”, “2”, “3” or “4” proficiency levels with two or more competencies at “1” proficiency level.

MISSING EVIDENCE	If a student has missing evidence in the form M (work missing) or N (work missing and avoidance) in any amount, then the student runs the risk of failing the course. In these cases, there may not be enough evidence to determine proficiency nor a course grade.
RUBRIC	A conversational tool used to discuss a performance, a product, or a project.
SUCCESS	An efficacious learner who is reflective in their thinking and self-reliant in their practice.



Phoenix Union High School District

Notice of Late Enrollment

Student Name _____ ID # _____

I understand that my student is enrolling at _____ High School after missing 6 weeks or more of the semester, and may not be eligible to receive course credit.

It is the responsibility of the student to meet with the teacher either before or after school in order to successfully complete the course work necessary for credit.

Even then, based on the days and course work missed, the student may not receive credit for classes taken if the student does not have transfer grades from their previous school.

Parent/Guardian _____ Date _____

Student _____ Date _____



Phoenix Union High School District
Request to Overturn a Teacher's Grade

(To be submitted to the Executive Director for Teaching and Learning)

Date: _____

Site: _____

Site Supervisor: _____

Student: _____

ID#: _____

Grade: ____

Parent/Guardian: _____

I/We appeal the passing or failing grade I received in course (name of course) _____

during the _____ semester of SY 20_____. The teacher of the class was: ____

The required formative and summative assessments and examinations required in that class are listed below and, as completed by me, attached to this form.

Table with 2 columns: Required Assessment, Student Score or Grade. Multiple empty rows for data entry.

Signature (Student) _____ Date: _____

Signature (Parent/Guardian) _____ Date: _____

Received by: _____ Date: _____



Phoenix Union High School District
Request to Overturn a Teacher's Grade

Response to Appeal:

After reviewing evidence submitted in the appeal and consulting the teacher, a meeting was held on (date)..... Those in attendance were:

Parent:

Student:

Teacher:

Other:

Evidence presented included:
.....
.....
.....

I recommend that the passing or failing grade awarded in this case be upheld.

I recommend that the passing or failing grade be overturned and a grade of _ be awarded.

....., Appeal Officer

..... Date

I wish to appeal the decision of the Executive Director of Teaching and Learning or designee to the PXU Superintendent through submission of all documentation and a formal letter.

....., Parent

....., Student

..... Date

I wish to appeal the decision of the PXU Superintendent to the PXU Governing Board through submission of all documentation and a formal letter.

....., Parent

....., Student

..... Date

Phoenix Union High School District
Notice of Program Modification

Student Name/ID # _____		Date _____
Teacher Name _____		Course _____
IEP Date _____	Modification Initiation Date _____	Modification End Date _____

This form is course specific and tied to IEP Team decisions. The Team has determined modifications are required to be made to the district curriculum as well as to the district assessment due to the student’s disability in order to access the general curriculum. The student will be exposed to all the content in the course but may be excused from core assignment(s) and/or assessment(s). Modifications address **what** the student will learn that is fundamentally different from the general education curriculum in terms of instructional level, content and performance criteria. The student will be graded, as well as assessed, to reflect these modifications. Please see below for modified content standards to be mastered, assignment(s), and assessment(s) which may be changed, substituted, or omitted.

Content Standards to be Mastered
Modifications
<p>Explain how the content standards will be modified using the alternate goals or substitute curriculum. Be specific in how the assignments and assessments will be changed to fit the student’s individual needs.</p> <p>Assignments:</p> <p>Assessments:</p>

Phoenix Union High School District
Notice of Program Modification

I, _____, accept that my child requires curriculum modifications instructionally and for classroom and district assessments.

Parent/Guardian Signature (if student is under 18)

Date

Student Signature

Date

Special Education Teacher's Signature

Date

General Education Teacher's Signature

Date

ESS Facilitator/ LEA Rep's Signature

Date

Campus Administrator's Signature

Date

Counselor's Signature

Date

Submitted to Registration on: _____

COURSE TITLE

DEPARTMENT | TWO-SEMESTER COURSE | SCHOOL YEAR

Teacher:	
Email:	@phoenixunion.org
Department:	
School:	
Grade Level:	

	1st Semester	2nd Semester
No. of Credits:		
Type of Credit:		
Prerequisite(s):		

Course Description Insert course description from District Course Catalog. Mention shall be made of how the course will benefit the student.

Essential Standards: List all PXU confirmed essential standards for the course for the current school year. See content specialist.

Materials: An outline of the books and other materials that will be used in the course.

Technology and Digital Resources: An outline of the approved digital platforms, apps, and resources that will be used in the course.

Grading System **PERCENTAGE-BASED VERSION:**

The grading system (percentage-based or EBG) will be determined by specific course Collaborative Teams within each content area and communicated using the same language to all students taking the course.

Detailed information on how students' coursework will be counted towards their grade. Information given here should include: the PXU grading scale and the relative value of each area used to determine grades.

A	Superior	Systematically surpasses and exceeds proficiency of most standards. Demonstrates thorough and in-depth proficiency on a consistent basis.
B	Above Average	Reliably demonstrates a clear proficiency of many standards. Effectively produces evidence to support proficiency.
C	Average	Demonstrates a proficiency of standards and skills. Produces acceptable evidence to support proficiency.
D	Below Average	Limited proficiency of most standards or skills. Inconsistent evidence to assess a student's proficiency.
F	Failed	Inadequate proficiency of most standards or skills. Insufficient evidence to assess a student's proficiency.

The Final Exam is a required component of the course and will count as another piece of evidence when determining the student's grade.

EVIDENCE-BASED GRADING (EBG) VERSION:

A student's letter grade reflects their demonstrations of their level of competence in the skills taught and assessed in the course.

Detailed information about how the standards will be assessed.

The following proficiency scale will be used to describe student performance:

District Proficiency Scale:

4	Refined Mastery	Exceeds Proficiency
3	Demonstrates Mastery	Demonstrates Proficiency
2	Approaching Mastery	Approaching Proficiency
1	Developing Foundational Skills	
M	Missing Evidence (still able to submit)	
N	Missing Evidence (time has passed to submit)	

Grades will be assigned according to the following scale:

District Evidence-Based Grading Scale

A	All course competencies achieved at “3” or “4” proficiency levels.
B	All course competencies achieved at “2”, “3” or “4” proficiency levels with at most one competency at a “2” proficiency level.
C	All course competencies achieved at “2”, “3” or “4” proficiency levels with two or more competencies at “2” proficiency level.
D	All competencies achieved at “1”, “2”, “3” or “4” proficiency levels with at most one competency at “1” proficiency level.
F	All course competencies achieved at “1”, “2”, “3” or “4” proficiency levels with two or more competencies at “1” proficiency level.

In order to make satisfactory progress toward course standards, students will need to:

1. Participate in class activities (actively engage, contribute to group work, complete in-class tasks, ask questions, etc.
2. Complete assigned practice to improve learning.
3. Use formative assessments to track learning progress and identify strengths and areas for growth in the course content and seek support and tutoring when necessary.

The Final Exam is a required component of the course and will count as another piece of evidence when determining the student’s grade.

Statement about accommodations and modification must be included as in all PFSS.

Accommodations and modifications will be provided per students’ IEP and 504 Plans.

Progress Report Comments: Each three-week progress report will include at least three comments that provide students and parents with specific feedback on how the student is DOING, GROWING, and BEHAVING in the course. Second semester grades will include two comments. Here are the comments students and parents may see.

How are they doing? (academically overall)	How are they growing? (academically right now)	How are they behaving? (non-academic)
<ul style="list-style-type: none"> • Consistently providing evidence of learning • Inconsistently providing evidence of learning • In danger of failing 	<ul style="list-style-type: none"> • Excellent growth • Adequate growth • Minimal growth • Growth requires intervention • Insufficient evidence/Incomplete 	<ul style="list-style-type: none"> • Is respectful and polite • Demonstrates self-efficacy (advocates for self) • Absences/tardies affect growth • Concern/Interventions may be required

Grades and Progress Reports are posted for students in StudentVUE and for parents/guardians in ParentVUE. For information on how to get access to StudentVUE or ParentVUE, please contact _____.

Title 1 Program: Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Principal _____ or Assistant Principal for Student Learning _____ for additional information at (campus phone number).

Make-Up Policy: Information on the importance of meeting deadlines, use of Advisory, and the process to submit work missed, due to being absent.

Attendance Policy: “Absent” is defined as nonattendance in an assigned class or activity for more than one-third (1/3) of the period. Suspensions will not be coded as unexcused absences. (PXU Governing Board Policy JH-R)
 “Tardy” is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PXU Governing Board Policy J-1561 JHR)

Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook)

Additional Site Agreed Upon Components To be determined by each site as needed.

Parent/Guardian and Student Sign-Off Document A brief statement to acknowledge receipt.

Teachers are encouraged to communicate a personal welcome and information on classroom culture, procedures, and expectations separately.

Date issued

Dear Student and Parent(s) or Guardian(s):

After reading the Plan for Student Success, please sign the form below and return by Date. By signing below, students and parents:

- ✓ Accept and agree to the guidelines outlined in this Plan for Success.
- ✓ Agree to access StudentVUE or ParentVUE online to monitor the student's attendance and grades. (Contact the Registration office for usernames and passwords.)

Student: I have read the above information, and I understand what is expected of me. I agree that I am capable and willing to fulfill the expectations of this course.

Student Name (printed)

Student Signature

Date

Cell Phone Number

Email

Parent or Guardian: I have read the above information, and I understand what is expected of my student. I agree that I am willing to help him, her, or them fulfill the expectations of this course.

Parent or Guardian Name (printed)

Parent/Guardian Signature

Date

Parent or Guardian 1 Phone Number

Parent or Guardian 2 Email

Parent or Guardian 2 Phone Number

Parent or Guardian 2 Email

In the space below, please share anything you think we should know about your student.

Phoenix Union High School District

Guidance for Credits Awarded from Mexican Transcripts

(Note: The third year of Secundaria is equivalent to 9th grade in American schools. Preparatoria ("Bachillerato" on transcript) consists of 6 semesters and is the equivalent to 10th – 12th grade in American schools.)

Mexican Grading Scale: 10-9=A, 8=B, 7=C, 6=D, 5-0=F.

Tercer Grado (9th grade)	Hrs/Week	Translation of Course Description	Credit to be awarded for successful completion	Notes
Español III	5	Spanish	0.5 per semester, 1 for year of Español	Student may take competency exams for additional Spanish credits. *
Matemáticas	5	Math	Mathematics or Algebra – 0.5 per semester, 1 for year of Matemáticas	
Ciencias III	6	Science: This course a combination of chemistry, physics & biology.	Integrated Science or Physical Science 0.5 per semester, 1 for year of Ciencias	
Historia II	4	Social Studies	Social Studies 0.5 per semester, 1 for year of Historia	Satisfies World History requirement only if the course (in grades 9-12) is called "Historia Universal."
Inglés	NA	ESL English (English credit section)	Awarding of ESL English credit is based on AZELLA chart (see below)	
Educación Física	2	PE	PE - One FULL year of Educación Física = 0.5 credit. Less than one full year receives 0 credit.	
Tecnología III	3	Tech Apps.	Tech Apps - One FULL year of Tecnología = 0.5 credit. Less than one full year receives 0 credit.	
Artes (Música, Danza, Teatro, Artes Visuales)	2	Fine Arts	Fine Arts - One FULL year of Artes = 0.5 credit. Less than one full year receives 0 credit.	
Asignatura Estatal, o Orientación educativa o Cívica y Ética	3	General Elective	General Elective - One FULL year of any of these classes= 0.5 credit. Less than one full year receives 0 credit.	Asignatura Estatal deals with regional issues. Cívica/Ética is a civics/ethics class. This class will not satisfy the health requirement.

Phoenix Union High School District

Guidance for Credits Awarded from Mexican Transcripts

Preparatoria (10th-12th grades)	Hrs/ Sem	Translation of Course Description	Credit to be awarded for successful completion	Notes
Matemáticas	80	Math – This course combines Algebra, Geometry and/or Calculus	Math - 0.5 credit awarded for each semester of Algebra, Geometry and/or Calculus	
Química	80	Chemistry	Chemistry - 0.5 credit for each semester of Química	
Física	80	Physics	Physics - 0.5 credit for each semester of Física	
Biología	64	Biology	Biology - 0.5 credit for two semesters of Biología. Less than two semesters receives 0 credit.	
Lengua Adicional al Español	NA	ESL English (English credit section)	Awarding of ESL English credit is based on AZELLA chart (see below)	
Introducción a las Ciencias Sociales/Historia de México/Estructura Socioeconómica	48	Introduction to Social Studies/Mexican History/Socioeconomic s of Mexico	General Social Studies - 0.5 credit for two semesters of any combination of these classes. Less than two semesters receive 0 credit.	Satisfies World History requirement only if the course (in grades 9-12) is called "Historia Universal".
Taller de Lectura y Redacción/ Literatura	64	Reading and Writing/Literature	Spanish – 0.5 credit for each semester of any of these classes.	Student may take competency exams for additional Spanish credits. *
Informática	48	Information systems	Tech Apps - 0.5 credit for two semesters of this class.	
Ética y valores	48	Ethics and Values	General Studies – 0.5 credit for two semesters of this class.	

Student Assistant Evaluation Rubric & Job Performance Feedback

Student Assistant Name:	Campus
Evaluation Period:	Department

Criteria	Proficient: Performance consistently meets or exceeds expectations	Not Proficient: Performance inconsistently meets or does not meet expectations	Comments
Job Knowledge & Skills: Shows understanding of required job duties, and has appropriate knowledge and skills to complete assigned work.			
Quality of Work: Produces quality work that meets supervisor's standards. Completes assignments in a timely manner with few errors.			
Productivity: Produces, in quantity, the work expected of the position and remains on task. Avoids distractions such as personal calls, personal visitors, social media, etc.			
Initiative: Shows resourcefulness, self-reliance, and efficiency in completing assignments. Asks for additional work assignments and participates in training as needed.			
Communication: Interacts positively and professionally with students, staff, customers, guests, visitors, co-workers and supervisors.			
Cooperation: Works well with co-workers, shows willingness to compromise and resolve issues, contributes to overall goals of department/organization.			
Positive Image: Serves as positive representative of the school. Models professionalism, enthusiasm, customer service. Avoids gossip, profanity and other inappropriate behavior.			
Confidentiality: Handles information with discretion. Maintains confidentiality on all school records, and refrains from accessing information unless work-related and assigned by supervisor.			

Student Assistant Evaluation Rubric & Job Performance Feedback

Criteria	Proficient: Performance consistently meets or exceeds expectations	Not Proficient: Performance inconsistently meets or does not meet expectations	Comments
Stress Management: Works well under pressure. Shows ability to handle multiple tasks, asks questions for clarification and understanding, requests assistance when needed.			
Responsibility: Accepts responsibility for actions taken, as well as the job itself. Accepts feedback on completed assignments and works to show progress, growth and improvement.			
Attendance/Punctuality: Reports to work on time as scheduled. Meets assignment deadlines. Follows absence reporting procedures if/when unable to work, and appropriately submits requests for time-off or schedule changes.			
Problem Solving/Critical Thinking: The ability to evaluate a situation objectively and decide upon an appropriate course of action or solution to a problem.			

Additional Supervisor Comments:

Suggested actions for development and improvement:

Supervisor Name (Print)/Supervisor Signature

Job Title/Department/Date

I acknowledge that I have reviewed this evaluation with my supervisor. My signature indicates that I have been advised of my performance status and does not necessarily imply agreement.

Student Assistant Name (Print)/Student Assistant Signature

Student ID Number/Date

PHOENIX UNION HIGH SCHOOL DISTRICT COMPETENCY OPTION REQUEST FORM

Teaching & Learning | Student Learning

(To be completed by student and counselor)

School	IL	Counselor	Today's Date	
Student Last Name		Student First Name		Student ID
Date Student Received Study Guide		Appropriately Certified Teacher		
Competency Exam Requested for Course:				

In a paragraph, please write your reason(s) for requesting to take the Competency Option for the course identified above.

Counselors: Please explain the process and requirements to the student and check the reason why the student is requesting a Competency Exam according to the PXU Marks and Grading Manual.

- _____ Student does not have any room in his/her schedule due to a prescribed course of study.
 _____ Student would like to obtain sequential credit in order to enroll in a higher-level course.
 _____ Student's current Teacher makes the request on behalf of the student to move to higher level or AP.

Counselor comments after explaining the process, requirements, and reviewing the student's academic process:

The signatures below indicate that you are aware that this student is pursuing the "Competency Option Request" for this course. If the student scores proficient on the exam requested, he/she will be granted credits that align to the exam he/she has taken.

_____	_____	_____	_____
Student Signature	Date	Parent Signature	Date
_____	_____	_____	_____
Teacher of Record	Date	Counselor Signature	Date

Student: Please return this form to your counselor after your parent/guardian signs it. Upon receipt, your counselor will forward the form to the Assistant Principal for Registration.

_____	_____	_____	_____
IL Signature	Date	Administrator Signature	Date

Student received testing materials. YES NO

Submit this form to the Office of Student Learning

Your request to take the Competency Exam for _____ has been Approved Denied

Phoenix Union High School District Competency Option Request Grade Verification Form

(to be completed by the teacher of record)

Student Name _____

Student ID _____ Course _____

Counselor _____

Date started _____ Date ended _____

This is to verify that the above named student:

Check one

Proficient-

has successfully completed the coursework and demonstrated proficiency on the assessments for the course indicated above

Not Proficient-

has not successfully completed the coursework and has not demonstrated proficiency on the assessments for the course indicated above

Teacher of Record's Signature _____ Date _____

Instructional Leader's Signature _____ Date _____

Return this form to the Credentials Specialist

Credential Specialist's Signature _____ Date _____

Administrator's Signature _____ Date _____

***Copy to: Counselor, Instructional Leader, Parent**

***Original: Assistant Principal of Student Achievement**

World Languages Competency Exam Student Score Sheet

(To be completed by student and counselor)

School	WL IL	Counselor	Today's Date	
Student Last Name		Student First Name		Student ID
Date Student Received Study Guide		WL Course(s) Taken		
Circle WL Competency Exam(s) Requested	French 1-2	French 3-4	Spanish 1-2	Spanish 3-4

In a paragraph, please write your reason(s) for requesting to take the Competency Option for the course(s) identified above.

Counselors: Please check the reason why the student is requesting a WL Competency Exam.

- Student does not have any room in his/her schedule due to a prescribed course of study. (e.g. ELL 4-Hour Model)
- Student would like to obtain sequential credit in order to enroll in a higher-level course.
- Student's AC Language Teacher makes the request on behalf of the student to move to higher level or AP.

The signatures below indicate that you are aware that this student is pursuing the "Competency Option Request" for a World Languages course. If the student scores proficient on the exam(s) requested, he/she will be granted credit(s) that align(s) to the exam(s) he/she has taken.

Student: Please return this form to your counselor after your parent/guardian signs it. Upon receipt, your counselor will forward the form to the Assistant Principal for Student Achievement.

_____	_____	_____
Student Signature	Parent Signature	Date
_____	_____	_____
WL Teacher Signature	Counselor Signature	Date
_____	_____	_____
World Language IL Signature	Administrator Signature	Date

Submit this form to the Office of Student Learning

Your request to take the World Language Competency Exam has been:

- Approved Denied



Phoenix Union High School District DUAL ENROLLMENT COURSE APPROVAL

Submit this form and required documentation to:

Phoenix Union High School District, Teaching and Learning (CEE-3) 4502 North Central, Phoenix, AZ 85012

Name of High School _____

High School Course Title _____

High School Course Teacher (**print** full name) _____

Name of College/University _____

College Department Chair/University Dean (**print** name) _____

Check Appropriate Semester for Credit Offering:

Fall Semester Only Credit(s)_____ Spring Semester Only Credit(s)_____

Year Long High School Studies to Earn Credit(s) at end of Spring Semester_____

College/University Full Course Title(s)	Course Numbers	# of Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signature indicates course alignment sufficient to award both high school and college/university credits, verification of minimum teacher qualification according to HLC and/or school support for dual enrollment.

_____	High School Course Teacher Signature	_____	Date
_____	High School Instructional Leader Signature	_____	Date
_____	Assistant Principal for Registration Signature	_____	Date
_____	Content Specialist Signature	_____	Date
_____	Student Learning/ CTE Director Signature	_____	Date
_____	College/University Course Department Chair/Dean Signature	_____	Date
_____	College/University Dual Enrollment Coordinator Signature	_____	Date

Attach copies of high school course standards and college course competencies/university syllabus.

How do I become a Community College Dual Enrollment Instructor?

1. Contact your Instructional Leader and Assistant Principal - Registration stating your interest in teaching a dual enrollment class(es).
2. Identify the college with which your school works
3. Contact the Dual Enrollment Coordinator at the community college assigned to your high school.
4. Ensure you meet MCCCDC teaching qualifications; see “MCCCDC Teaching Requirements”.
5. Complete the Dual Enrollment Instructor application for the appropriate college:

Phoenix College

<http://www.pc.maricopa.edu/pcdt/pdf/Dual%20Enrollment%20Instructor%20Application%20Packet.pdf>

GateWay Community College

http://www.gatewaycc.edu/sites/default/files/imce/images/spring13dual_enrollment_instructor_app.pdf

South Mountain Community College

<http://images.southmountaincc.edu/webimages/DualEnrollment/DualEnrollmentAppPacket2013.pdf>

6. Submit your application with updated resume and unofficial set of transcripts to the Dual Enrollment Coordinator.
7. An interview with the community college content department chair and/or designee maybe required.

Independent Study Contract

Teacher Responsibilities:

1. Assign all work, activities and assessments to the student for the course requested.
2. Identify time periods for completion of class work.
3. Monitor student progress.
4. Assign a grade to the student at end of designated time period.
5. Turn in record of grade to registrar/credentials specialist if student is not on class list or if completion occurs at mid-semester.

Student Responsibilities:

1. Meet with counselor to set up Independent Study.
2. Identify Independent Study teacher.
3. Secure teacher, parent and counselor signatures.
4. Complete and submit all class work and activities assigned by teacher in a satisfactory and timely manner.

I, _____ Student ID# _____ Grade _____

will complete an Independent Study with _____ (Teacher Name)

for _____ (Course Name)

during the following dates: _____

I understand that a grade will be assigned and credits will be earned only upon the satisfactory completion of all class work and activities assigned by the Teacher.

Student Signature

Parent Signature

Teacher Signature

Counselor Signature

Instructional Leader Signature

AP for Student Achievement Signature

(Direct Registrar to enter class on student schedule.)

Phoenix Union High School District

Independent Study Contract

Date _____

The following student and teacher have agreed that the student will earn credit in the class listed below:

Student Name: _____ Student ID# _____

Teacher Name: _____

Name of Class _____

If the student is dropping a regular class in order to take the class through Independent Study, the reasons are listed below or attached:

In order to complete all requirements for the Independent Study class, the student may remain on campus during the times and in the location(s) listed below which are outside his/her regular class schedule:

Times: _____

Locations: _____

Listed below are the objectives for successful completion of this course and the dates by which the various requirements must be completed. If additional space is needed, please attach a supplemental sheet to this document. Periodical monitoring will be done by the teacher.

<u>Assignments, Standards & Assessments</u>	<u>Expected Date of Completion</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	

The Accreditation Committee must meet and approve as required before the Independent Study class can be added to the student's schedule.

Student Signature, Date

Parent Signature, Date

Teacher Signature, Date

Counselor Signature, Date

Phoenix Union High School District
Independent Study Contract



Phoenix Union High School District
 Permission Form for High School Concurrent
Outside PXU While Enrolled at a PXU School

PROCEDURE:

1. Student and parent must conference with the student’s counselor for permission to take an online credit course.
2. If agreement for concurrent enrollment is reached the following must be filled out:

STUDENT NAME: _____ STUDENT ID: _____

GRADE LEVEL: _____ COURSE: _____

INSTITUTION: _____ CREDIT TO BE REQUESTED: Elective Core

Please indicate other option(s) that have been explored:

Campus Online Platform
 Summer School
 Evening School
 PXU Digital Academy
 No other option available

Date Parent Notified: _____ Method of Notification: _____

**Counselor must attach a signed rationale to this form, and submit to the
 Assistant Principal for Student Achievement.**

ADMINISTRATIVE USE ONLY:

Review by Assistant Principal for Student Achievement:

- Approved
- Denied

(If denied, justification must be provided by the Assistant Principal for Student Achievement in writing.)

Name: _____ Signature: _____ Date: _____

Personal Curriculum Request

To be completed by Personal Curriculum development team

Student Information		
Student:	Current Grade:	ID:
Parent/Legal Guardian:		
Request By:	<input type="checkbox"/> Parent	<input type="checkbox"/> Student
School:	Counselor:	Phone #
Anticipated Graduation Date:	Date of Request for Personal Curriculum:	

The purpose of this Personal Curriculum Request is to modify Algebra 3 and/or Algebra 4 math requirement for high school graduation. Students must meet the graduation requirement of 22 credits.

Criteria for Consideration of Personal Curriculum Eligibility	
<input type="checkbox"/> Education Career Action Plan (ECAP) <input type="checkbox"/> Postsecondary Plan _____ <input type="checkbox"/> Career or Life Goals _____ <input type="checkbox"/> Must be a Junior or Senior student. <input type="checkbox"/> Student is on track for graduation other than in math. Student has 7.5 elective credits. <input type="checkbox"/> If not what elective course(s) will the student take to met 22 credit graduation requirements. _____	(If Applicable) <input type="checkbox"/> Current Individualized Education Program (IEP) Date of Current IEP ___/___/___ If a student has an IEP, the IEP dictates their graduation requirements. <input type="checkbox"/> Student has a 504 Plan. <input type="checkbox"/> Transfer student enrolling with less than Arizona math graduation requirements
Math History Passed Algebra 1-2: _____ Grade Recv. _____ Comments: _____ Passed Geometry: _____ Grade Recv. _____ Comments: _____ Attempted Algebra 3-4: _____ Grade Recv. _____ Comments: _____ Other _____ Grade Recv. _____ Comments: _____	

Personal Curriculum Request

Additional Considerations	
What accommodations, interventions and support have been attempted? (remediation opportunities, class participation)	
<input type="checkbox"/> Tutoring <input type="checkbox"/> Lab Class <input type="checkbox"/> Intervention _____ <input type="checkbox"/> Attendance history	
<i>What math course does the student plan to take in his/her senior year?</i>	
<i>Why is this modification necessary?</i>	
Findings (Check the appropriate determination)	
<input type="checkbox"/>	Eligible Graduation math requirement modified as documented in Personal Curriculum Plan
<input type="checkbox"/>	Ineligible (Provide rationale of ineligibility for a Personal Curriculum) Rationale:
Parent Signature: Date:	Student Signature: Date:
Counselor Signature: Date:	Administrator Signature: Date:

