INDIVIDUALIZED ACADEMIC COURSE SELECTION

The Tacoma Public Schools District believes that all students can be successful and recognizes that the rate of achievement varies among individual students. Early identification of student needs, focused support and intervention, and the development of partnerships among home, community and school are integral elements in assuring student success.

Each student’s progress toward promotion standards is a shared responsibility of the student, the parents/guardians, and the community and the school staff. It is the responsibility of the student to apply consistent, sustained and high-quality efforts toward assigned learning experiences. It is the responsibility of the parents/guardians to be actively involved in the development and implementation of strategies to support their student’s achievement. It is the responsibility of the community to support learning by extending the day and school year. It is the responsibility of school staff to identify at the earliest possible opportunity student needs, to communicate with parents/guardian and students concerning student needs and progress, and to work together with parents/guardians, community based organizations and the student to develop and implement an appropriate program to support the student’s progress toward meeting standards and beyond.

If the student and the parent/guardian wish to challenge a recommended course in a content sequence or other recommended course of study there are options available. Course challenge options are available for single courses only. This policy does not address grade level to grade level promotion. Grade level to grade level promotion is addressed in Policy 2421 Promotion/Retention and Regulation 2421R.

Option 1: “Opting-Up” – On or before the 5th day of a semester, the parent/guardian requests in writing that said student advance to the next course in a respective content sequence without taking a recommended course of study. Upon receiving a written request, the school staff has five (5) school days to review previous academic data, contact the parent/guardian to discuss the options for said student and make a recommendation. If the parent/guardian continues with the request, said student will be advanced to the next course in the respective content series. This Option may only be used to skip one (1) course level in a course sequence. Those wishing to skip more than one course level must use Option 2 below, which requires an end-of-course exam. The student will not receive any credit for any skipped course in the content series without having taken and passed an end-of-course exam. State required courses may not be skipped. A student will graduate from high school when s/he has met established District and State requirements as provided in Policy 2410, Graduation Requirements and Regulation 2410R.

Option 2: Challenge by Exam – On or before the 5th day of a semester, the parent/guardian requests in writing that an end of-course exam be administered to said student. The school staff has ten (10) school days to administer and score such exam. If said student meets standard on the end-of-course exam, the student will earn credit and a “Passing” grade for the course. This grade will permanently remain on the student’s official transcript. A student will graduate from high school when s/he has met established District and State requirements as provided in Policy 2410, Graduation Requirements and Regulation 2410R.
Students with Special Needs

For students determined eligible for Special Education Services, the student’s Individualized Education Program (IEP) will determine the goals and appropriate achievement levels for progress and promotion. Parents/guardians are involved in the development of the IEP. The impact of the student’s disability on all areas of achievement will be considered regardless of program placement.

For a student determined eligible for Section 504 accommodations, the Building Section 504 Coordinator will be part of the team developing a plan for the student. Parents are involved in the development of the Section 504 Plan. The impact of the student’s accommodation in all areas of achievement will be considered.

Students with Active Limited English Proficiency Status

For active ELL students, final Course Challenging decisions will be determined by a school team consisting of the ELL teacher, principal, counselor and parent/guardian.

Cross References:  Board Policy  2000 Credit Attainment  2110 English as a Second Language  2110R English as a Second Language  2162 Special Education and Related Services for Eligible Students  2162R Special Education and Related Services for Eligible Students  2163 Education of Students with Disabilities Under Section 504  2163R Education of Students with Disabilities Under Section 504  2406 Academic Accelerations and Rigor  2410 Graduation Requirements  2410R Graduation Requirements  2421 Promotion/Retention  2421R Promotion/Retention

Adoption Date: 09/25/14