

<p style="text-align: center;"><b>TUCSON UNIFIED</b> SCHOOL DISTRICT</p> <p style="text-align: center;"><b>GOVERNING BOARD REGULATION</b></p>	<p><b>REGULATION TITLE:</b></p> <p>Assignment of Students to Classes and Grade Levels; Schedule Change Requests</p>
	<p><b>REGULATION CODE:</b> JG-R</p>

**Assignment to Grade Levels**

Students transferring from home school or non-accredited schools may or may not meet the standards established for satisfactory progress and graduation. When a student applies for admission from home school or non-accredited school, the following process will be used to determine placement and credit status:

- The school administrator or designee will determine the child’s appropriate grade placement upon enrollment in any District school. Placement will be facilitated by presenting documentation of the child’s progress in the home school or non-accredited school educational program.
- After reviewing the submitted materials and other relevant information, the principal will determine whether a waiver is warranted. If a waiver is granted, “home school” or “correspondence” will be recorded along with the grade of “P” for the educational program, which will not reflect a grade point average or class rank.

**Elementary and Middle School**

The principal will determine whether there should be any change in the grade-level placement of the student. In making such determination, the principal will be guided by consideration of the student’s cohort, teacher recommendations and consultation with the parent(s).

Assignment of a student to classes shall be the responsibility of the principal after consideration of the student's grade-level assignment, completion of any prerequisites, the student's achievement, and any classroom limitations or class-size guidelines.

Students in elementary and middle school will be promoted with the teachers’ recommendations based on assessment and production of general readiness at each level.

The general readiness shall include demonstrated competency of required State and District standards, physical and social/emotional implications, attendance, and other factors, which may be determined relevant to the individual consideration for each student.

<p><b>TUCSON UNIFIED</b> SCHOOL DISTRICT</p> <p><b>GOVERNING BOARD REGULATION</b></p>	<p><b>REGULATION TITLE:</b></p> <p>Assignment of Students to Classes and Grade Levels; Schedule Change Requests</p>
	<p><b>REGULATION CODE:</b> JG-R</p>

**High School** The determination of grade level will be made based upon progress toward graduation requirements normally expected of a student to graduate in a four (4)-year period. Students will be assigned to grade levels based upon the credits earned and accepted by the District. Credits earned will guide grade level assignment, with careful consideration of student cohort as a contributing factor to successful student outcomes. The principal is responsible for assuring a reasonable balance between the two, with an emphasis on the student progressing toward graduation in a four (4)-year period. A student will be identified as a:

- Freshman with 0 to 5.00 credits earned.
- Sophomore 5.25 to 10 credits earned.
- Junior 10 to 16 credits earned.
- Senior 16.25 until graduation with 23 or more credits.

Students will remain in the grade level relevant to the number of credits earned. Schools will retain students at the end of the year.

**Grades 6-12 Class Assignment and Schedule Change Requests** The student will have access to the District course catalog offered in each middle or high school. The catalog will specifically state grade level and credit or achievement required before a student can take a specific class or subject. Also included shall be a statement of priority for assignment to a class or subject with classroom limits based upon number of sections offered or scheduled and/or the class-size guidelines.

The principal of the middle or high school will designate responsibility for determining the grade level and specific classes or subject assignment of a student. The assignments shall be made consistent with policy, regulations, and approved school guidelines.

Students are expected to complete courses for which they are enrolled. Students should remember that placement in AP courses and College courses constitute a year-long commitment.

**If schedule changes are necessary, they should be requested in writing by the parent/guardian or emancipated student *within the***

<p><b>TUCSON UNIFIED</b> SCHOOL DISTRICT</p> <p><b>GOVERNING BOARD REGULATION</b></p>	<p><b>REGULATION TITLE:</b></p> <p>Assignment of Students to Classes and Grade Levels; Schedule Change Requests</p>
	<p><b>REGULATION CODE:</b> JG-R</p>

***first ten (10) school days of the course. Schedule change requests should be addressed through the School’s schedule change form.***

The following are not necessary reasons for a schedule change (this list is not exhaustive):

- Requests to change teachers, specific periods, lunch periods, “change of mind”, incomplete summer assignments, or electives (academic or non-academic) are not considered to be necessary.

Necessary changes include (this list is not exhaustive):

- the addition of courses required for graduation, addition of courses required to fill empty periods, deletion of courses already completed, or deletion of courses “doubled up” during a specific period. Schedule changes that involve a scheduling error (for example, the student has already received credit for the course) will be made by the student’s counselor throughout the school year.

**In addition to the 10-day deadline above, all requests for schedule changes must meet the following criteria:**

1. An FTE-eligible course is available for the student
2. Space is available in an already scheduled course
3. The student’s graduation requirements can be met within four years
4. Must be approved by the teacher and site administrator

If a request for a schedule change is due to a concern with a specific classroom, the following procedure should be followed before a change will be considered:

1. Parent/student requests a conference with the teacher to discuss concerns and to seek a resolution.
2. If the above is not successful, the parent/student requests a conference with the teacher and site administrator to seek resolution.
3. If the above does not resolve the issues/concerns, the student/parent may submit in writing details of the concerns and the remedy sought. Such a letter should be submitted to the Assistant Principal of Curriculum.

<p><b>TUCSON UNIFIED</b> SCHOOL DISTRICT</p> <p><b>GOVERNING BOARD REGULATION</b></p>	<p><b>REGULATION TITLE:</b></p> <p>Assignment of Students to Classes and Grade Levels; Schedule Change Requests</p>
	<p><b>REGULATION CODE:</b> JG-R</p>

**Please remember, students request classes NOT teachers.**

Occasionally, a request is made to change from one teacher to another. We will not consider such requests unless one of the following conditions has been met:

1. The parent/student has initiated efforts to resolve whatever issue or concern with the class may be and allowed an opportunity for improvement of the situation (per guidelines above).
2. The student has had the teacher for a prior course and experienced difficulties that were not resolved. The parent will be asked to provide documentation of attempts to resolve the previous situation. Past difficulties are not applicable to siblings who may have had a certain teacher. Each situation is specific to the student currently in the class.
3. Even if the above condition(s) exist, we will not move a student unless another section with space available exists. Please understand we cannot overload classes.

**Schedule Change Appeals**

Any parent not satisfied with the decision of the teacher and site administrator regarding course changes may contact the principal or his/her designee. The Principal’s decision is final.

Students may be allowed to transfer out of a course outside the 10-day deadline in the event of an exceptional hardship or in response to a teacher recommendation. Failure in the course alone should not be considered an exceptional hardship. Factors which interfere with a student’s mastery of the content such as a catastrophic event or extended illness would be examples of an exceptional hardship. Requests for schedule change due to exceptional hardships should be made in writing by the parent/guardian to the principal.

Reviewed: July 27, 2007 (Friday Report)  
Revision: June 10, 2020 [SLT Review]

**Cross Ref:**

[Policy JG – Assignment of Students to Classes and Grade Levels](#)