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Cover Design by.....	Carson Andreas

Dear Students and Parents,

The Course Description Book can be extremely helpful as a plan for graduation. In a highly competitive environment, students will have an edge if they have a **good plan of action**. One of the first things students should do is develop a four-year plan to get them successfully through high school. While doing so, please be aware of graduation requirements for your class (see page 6 for details). Many options exist for students after high school, including entrance into two to four-year colleges, the military, apprenticeships, or the workforce.

Whichever option is chosen, the decision should be made jointly by the parents and students in consultation with members of the PHS Staff. Your counselor, teachers and administrators are all good resources that can be valuable in helping you in the decision making process. Consideration should be given to personal goals along with a review of the student's past academic record. The final choice, however, will be left to the student and parents. In addition, we will work with you if you decide to change your plans or have any questions. Because of its obvious importance, the scheduling process should be taken seriously and course selections carefully contemplated.

The Course Description Book contains a brief summary of courses along with the recommended sequence for taking them. Most students who succeed do so because they have a good plan. This process is very much like a journey out of the state or country. The chances of getting to the destination and back on time and in good health depend on the amount of time and effort spent on planning the trip. So it is with the educational and career plan. **Please invest in planning time now in order to reap major opportunities later.**

Much can be learned and many opportunities to create wonderful memories are available during the four years of high school. It is a unique time that will not be repeated. **Make the most of it.** On behalf of the entire staff at PHS, we wish for you a productive and fulfilling high school experience.

Please let any of us know if we can be of assistance.

Matthew Smith
Principal

Steve Linssen
Associate Principal

Brooke Lynch
Associate Principal

Janel Batten
Athletics

Ryan Mentink
Activities

PULASKI COMMUNITY SCHOOL DISTRICT EDUCATIONAL PHILOSOPHY

We believe that a community's and a nation's greatest resource is its people, especially the students of our schools. At the Pulaski Community Schools, the student is the nucleus of the school system and our education decisions are guided by what we consider to be best for every student. We maintain that the student should be given every reasonable opportunity to realize his/her best self.

We are now, and should continue to be, a school offering the student a second, third and fourth chance. This means that every available alternative will be explored to help the student grow academically and develop self-control. Each new opportunity in the area of discipline will be designed to encourage the students to accept responsibility for their actions. New alternatives in the area of academics will be explored, when necessary, to satisfy the students' needs and interests.

It is our belief that our curriculum should serve the needs, interests and abilities of the student population and promote the mental and physical health of the student. It should instill pride in heritage and a sense of responsibility, and provide the proper information, emphasis and perspective for learning to live a successful life in our local community as well as the nation and the world.

Our educational system should help each student increase his knowledge, build greater understanding, and develop social attitudes and acceptable behavior to prepare him/her to be a contributing member of society. We feel that our curriculum must have a wide enough scope to prepare the college bound student, the vocationally oriented student, as well as the student who will seek a job upon graduation.

Our belief is that the Pulaski Community Schools should focus not only on its children, but it should also provide the adult members of the school district the facilities and services to continue their education. A school and community that work closely together can use the students, faculty and administrators to evaluate the assets, needs and possibilities of the community and help provide direction for its growth. The community becomes a true learning laboratory.

We believe that the schools are the thread that binds the people of the community together. The name, Pulaski Community Schools, reflects the close ties between the schools and the people of its district. An active participation by the schools in the community and the community in the schools can help make education real and meaningful for all involved.

PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY

(Class 1 Legal Notice to be published in area newspapers at least once annually.)

It is the policy of the Pulaski Community School District that no person may be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity based on traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws. . This policy does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted/talented, special education, school-age parents, bilingual, bicultural, at risk, and other special programs or programs designed to overcome the effects of past discrimination. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972(sex), Age Discrimination Act of 1975, Title IV of the Civil Rights Act of 1964 (race and national origin), and Section 504 (handicap) of the Rehabilitation Act of 1973.

All District career and technical education opportunities will be offered to students on a nondiscriminatory basis. Information regarding such program offerings and admission criteria is included in the school course description book which is posted on the District website, www.pulaskischools.org and available upon request from the school counselor office.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend separate schools or programs for homeless children and shall not be stigmatized by school personnel.

The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

The District encourages informal resolution of student discrimination complaints. A formal complaint resolution procedure is available. To address allegations of violations of this policy in the Pulaski Community School District or ask any questions concerning Section 118.13 Wisconsin Statutes, or Title IX of the Educational Amendments of 1972 which prohibits discrimination on the basis of sex, complaints or concerns should be directed to:

Director of Student Services
Julie Harris
Pulaski Community School District
P. O. Box 36
Pulaski, WI 54162
(920) 822-6028
jaharris@pulaskischools.org

WHO SHOULD I CALL WITH QUESTIONS?

Student Services

Freshman Counselor.....	Sara Tulppo.....	822-6729
Counselor-“A-G”	Leah Grant	822-6728
Counselor-“H-O”	Shelby Kaisershot.....	822-6714
Counselor-“P-Z”	Jeff Waggoner.....	822-6730
District School Counselor.....	Paula VanDerLinden.....	899-0432
Advanced Placement Coordinator.....	Laura Lojpersberger.....	822-6760
School Nurse.....	Bernadette Dervish.....	822-6027
School Psychologist.....	Kylie Rieder.....	822-6024
High School Main Line.....		822-6700

Administrative Services

Superintendent	Allison Space.....	822-6001
Principal.....	Matthew Smith.....	822-6712
Associate Principal.....	Steve Linssen.....	822-6538
Associate Principal.....	Brooke Lynch.....	822-6736
Athletic Director.....	Janel Batten.....	822-6706
Activities Director.....	Ryan Mentink.....	822-6755
Director of Business Services.....	Mark Logan.....	822-6010
Director of Human Resources.....	Alyson Tress.....	822-6004
Assistant Superintendent of Teaching & Learning.....	Jenny Gracyalny.....	822-6018
Secondary Assistant Director of Learning Services.....	Lindsey Mathys.....	822-6031
Director of Student Services.....	Julie Harris.....	822-6028
Assistant Director of Student Services.....	Lara Kuchenbecker.....	822-6026
Director of Information Technology.....	Tina Caelwarts.....	822-6070
Director of Instructional Technology.....	Amy Uelmen.....	822-6078

GRADUATION REQUIREMENTS

Minimum Credit Requirement Implementation - 24 credits

<u>Credits</u>	<u>Curriculum Area</u>	
4	English	
	a. English 9, or Advanced English 9	1.0 credit
	b. English 10, or Advanced English 10	1.0 credit
	c. English 11, or Adv. English 11	1.0 credit
	d. English Elective	1.0 credit
3	Mathematics	3.0 credits
3	Social Studies	
	a. Civics (Social Studies I)	1.0 credit
	b. World History (Social Studies II) or AP European History	1.0 credit
	c. U.S. History (Social Studies III) or AP U.S. History	1.0 credit
3	Science (Classes of 2025, 26)	
	a. Biology or Applications in Biology	1.0 credit
	b. Earth Science	0.5 credit
	c. Elective Science Course	1.5 credits
	(1.0 of which may be approved CTE course labeled ES: Science Equivalent)	
3	Science (Classes of 2027 and beyond)	
	a. Biology or Applications in Biology	1.0 credit
	b. Choice of two: Introduction to Chemistry/Introduction to Physics and/or Earth Science	1.0 credit
	OR	
	Chemistry 1.0 credit	
	OR	
	Physics 1.0 credit	
	c. Elective Science Course	1.0 credit
	(1.0 of which may be approved CTE course labeled ES: Science Equivalent)	
1.5	Physical Education	1.5 credits
	Freshman Physical Education Required	
0.5	Personal Financial Management	0.5 credit
(0.5)	Health	(0.5 credit)
	Applies only to students who have not successfully completed this course or its equivalent in grades 7 or 8, in accordance with Board of Education Policy IKFA.	
9.0 (8.5)	Electives	
<hr/>		
24	Totals	

All credits earned through the Pulaski High School curriculum will apply toward graduation. Credits also may be earned from alternate sources or during alternate times and be applied toward graduation with the **PRIOR** approval of the Pulaski High School Principal.

Middle School Courses for High School Credit

Effective beginning with the Class of 2025

Pre-High School/Middle school students who are accelerated for a content area or grade level and who are enrolled in an approved accelerated high school course (Math 1, Math 2, Spanish 1, French 1), regardless of the location will have the grade recorded on the student's high school transcript. However, ***the grade received for the course will not be factored into the high school grade point average.*** See *Wisconsin DPI Credits Taken in Middle School for High School Graduation*. Students may utilize an approved high school course completed as a middle school student for meeting prerequisites for other high school courses and the course will be used to meet Pulaski Community School District graduation requirements as specified in Board of Education Policy IKF.

Minimum Attendance Requirements

- I. Eight semesters, grades 9 through 12, regardless of credit status. Attendance must be on a full-time basis through the eighth semester.
- II. Exceptions to attendance requirements must be approved by the Board of Education upon the recommendation of the high school principal or designee. The procedure for requesting early graduation follows:
 - A. The student and parents/guardians schedule a meeting with the high school principal or designee. The request is discussed at the building SAT meeting.
 - B. A request must be made in writing in the form of a parent/guardian letter, counselor letter, and student letter, all of which are turned into the principal or designee. The counselor must also complete a transcript with a plan to show completion of graduation requirements.
 - C. The Board, upon receiving all documents as stated in #2 above, will issue the final decision.

Exceptions to Curriculum and Attendance Requirements

Exceptions may be provided to a student who is part of an alternative educational program or is identified as a student with an Exceptional Education Need (EEN). Students who enter or re-enter high school from home-based instruction may graduate after completing the requirements of Board of Education Policy JEGA.

Exception to Recommended Course Sequence

There exists a possibility that students may register for a course that does not follow the recommended course sequencing. Courses that fall within this category are labeled throughout the course descriptions book with a "#" sign. If interested in enrolling in a course of this type, please contact your PHS school counselor at 822-6725. Your counselor will work with you, your family and the department of the desired course(s) that you wish to enroll in. Enrollment will be determined on a case-by-case basis.

Foreign Exchange Students

Foreign exchange students are not eligible to receive a high school diploma, unless the student has graduated from the home school and met all graduation and attendance requirements for seniors attending Pulaski High School.

Miscellaneous Information Affecting Student Curriculum

I. Terms

- A. **Elective Course**: A course that a student can choose to take depending upon his/her future goals and interests.
- B. **Prerequisite**: Prerequisite, as used in this manual, means “requirements that must be met before a student may take a particular subject.”
- C. **Required Course**: A course which must be taken and passed to satisfy graduation requirements.

II. PBL

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students enrolled in PBL at Pulaski High School are meeting academic standards aligned with college preparatory coursework. Entrance into Pulaski High School’s PBL program is on a Student Services and Administrative referral only.

III. Student Employment

The school believes that a student’s primary responsibility is to attend school. Time requirements for any job should not interfere with a student carrying a normal class load during the school day. In general, state law allows students 14-15 years old to work a maximum of 18 hours during a 5-day school week. Students 16 years or older have no limit to the hours they may work except they may not work during hours of required school attendance, *based on 2011 regulations*.

IV. Youth Apprenticeship (See Youth Apprenticeship Section)

The Northeastern Wisconsin Youth Apprenticeship (NEWYA) consortium offers opportunities for PHS juniors and seniors to explore and/or prepare for a career while still in high school. One or two-year programs combine academic education, occupational related coursework, and work-based learning with an employer.

As a sophomore or junior in good standing, a student completes an application. The Youth Apprenticeship Coordinator will contact the student for an interview and determine if they are admitted to the program. The Youth Apprenticeship Coordinator will assist the student in job placement and help connect them with potential employment opportunities. Students will have to interview with potential employers. Upon acceptance as a Youth Apprentice, the student attends his/her home high school part-time, enrolls in career-related classes, and works at a local business site during junior and/or senior year.

Apprenticeships are competitive. Placement in the Youth Apprenticeship program is not guaranteed. It is the goal of Youth Apprenticeship to help prepare workers for the future.

V. Course Withdrawal Policy

Students and parents should plan carefully when the course selection form is completed each year. Schedule changes will be limited to the conditions below and must follow the procedure outlined on the course drop form.

A. Students may add a class to their schedule within the first 5 school days of the start of the semester in which that class begins. Students may not add classes after this point.

B. Should a student request to drop a class, the following will go into effect:

1. First 10 school days- Students may drop a course with no recorded grade and the course will be deleted from the student's record.

2. 11 - 20 school days into the semester- Students may drop a course by completing the [STUDENT/PARENT INITIATED COURSE DROP FORM](#) with the following recourse:

-The teacher will be required to determine the grade that the student has earned as of the date of the schedule change. The teacher will assign a Withdrawal Pass (WP) or Withdrawal Fail (WF). Withdrawal grades will be placed on the student's permanent transcript.

3. After 20 school days- Withdrawal from the class is not permitted.

VI. Failures

Students are responsible for the rescheduling of **required** subjects because of failures. Students who fail courses should set up an appointment with their counselor at the earliest opportunity to revise their schedule for the next semester or school year to the failed **required** course. Required courses that have failed should be rescheduled as soon as possible. For example, courses that were failed during ninth grade should be rescheduled to be taken in grade ten. If one semester of a year-long required course is failed, students should retake that semester. Since students have already earned credit for the semester that they passed, they may choose to audit that semester for no additional credit. Elective courses that have failed may be retaken if desired. They are not required to be taken a second time. When a failed course is retaken, the course is listed on the transcript for each time the course was taken with the appropriate grade for each semester.

Students may be eligible to recover credit for certain required courses during the summer (rather than retake the whole course). Eligibility for credit recovery during the summer depends on the final course percentage (minimum 50%). Students are required to provide their own transportation to and from credit recovery during the summer. Students who are able to recover credit for a course will receive a P (Pass) for the failed semester.

VII. Scheduling

Registering for the correct courses is the responsibility of the students. Counselors conduct group presentations in classroom settings during registration time describing graduation requirements, course prerequisites, and post-secondary school opportunities. Students who have further questions are encouraged to set up an appointment with their counselor for individual guidance about their schedule. All students complete course selection forms and parents are expected to review and sign the forms.

PREPARING FOR COLLEGE & UNIVERSITY ADMISSIONS

Students planning to attend college must pay very careful attention to admissions requirements prior to selecting their high school courses. The requirements vary considerably depending upon the college or university that the student plans to attend and the major field of study that he/she plans to pursue. *It is essential that students and parents check specific college entrance requirements with their school counselors.*

High School Credit Requirements

High school course work should prepare students for college by helping develop strong skills in at least four areas - English, mathematics, social science and natural science. *Two years of a world language are also strongly recommended for university admission.*

All UW System institutions require a minimum of 17 core academic high school credits (one credit is equal to one year of study) distributed as follows:

Core Prep Courses	Description	Credits
English	Accepted English courses stress an understanding of composition, literature and rhetoric. Significant practice in reading, writing and speaking is expected in composition and rhetoric. Several campuses require that at least three of the four credits in English include composition and literature. Most regular and advanced English courses are accepted. Courses not accepted tend to be those that emphasize applied skills, performance or technical production.	4
Mathematics	Algebra, geometry and other mathematics courses requiring algebra or geometry as prerequisites are accepted. Most campuses require both algebra and geometry. In most cases, courses are not accepted in mathematics if they are taught prior to first-year algebra, do not have algebra or geometry as prerequisites or are computer classes. Courses in applied math and statistics are not accepted at some institutions.	3
Social Science	Courses accepted in social science include history, political science, geography and theoretical studies of culture, economics and human behavior and societies (such as psychology and sociology). Courses in applied social science are not accepted.	3
Natural Science	Courses accepted in natural science include biology, chemistry and physics. These courses emphasize theory and usually have a significant laboratory component. Other science courses often accepted include astronomy, earth science, geology and physical science. Courses in applied science are not accepted at some institutions.	3
Elective Credits	Elective credits are chosen from the core college preparatory areas above, foreign language, fine arts, computer science and other academic areas. Some colleges may require two credits of a single world language. Some campuses may accept career and technical education courses for a portion of these four elective credits.	4

It is impossible to list courses required by all institutions. Students and parents should work closely with high school counselors for admissions information for Wisconsin colleges and all out-of-state institutions.

The UW System Board of Regents approved a new Freshman Admissions Policy for students entering UWS campuses beginning fall 2008. The new policy provides for a comprehensive, individualized review of freshman applicants. The new policy provides criteria to be used in making admission decisions. Academic factors (rigor and quality of high school curriculum, grade point average, letters of recommendations, extra curricular activities, volunteer activities, and test scores) will continue to be the most important consideration.

PHS does not rank. In addition, other factors that will be considered include, but are not limited to, student experiences, leadership qualities, motivation, community service, special talents, work experience, status as a non-traditional or returning adult, status as a veteran of the U.S. military, whether the applicant is socio-economically disadvantaged, and whether the applicant is a member of a historically under-represented racial or ethnic group.

A strong academic background in high school beyond the minimal college admissions requirements can be beneficial. In general, all 4-year colleges strongly recommend more than the minimal admission requirements. For the admissions requirements of a specific college, see your counselor or contact the institution.



MILITARY ACADEMIES

Students seeking nomination to a military academy should be aware of entrance requirements and application deadlines.

MILITARY ENLISTMENT

A high school diploma is required for enlistment in all branches of the military. The Armed Services Vocational Aptitude Battery (ASVAB) test is also required.

Students not interested in a military career may still wish to take the ASVAB test to gain career information.

NCAA CLEARINGHOUSE – ATHLETIC DIVISIONS I & II

Athletes intending to compete in Division I and Division II colleges must complete the online NCAA Clearinghouse requirements. Information about the NCAA Clearinghouse is available in the Counseling Office.

PHS STUDENT SERVICES

For information on post-secondary options such as 2 or 4-year colleges, the military, apprenticeships or employment, or for information on paying for college and/or scholarships, please go to the PHS Student Services webpage via the high school webpage.

Follow us on Twitter @ PHS_StudentServ

Like us on Facebook – Pulaski High School Counselor Connection

PULASKI HIGH SCHOOL EARLY COLLEGE CREDIT PROGRAM & START COLLEGE NOW

The Early College Credit Program (ECCP) allows public high school students who meet certain requirements to enroll in a UW System institution, or a private, nonprofit institution of higher education, to take one or more nonsectarian courses, for which the pupil may earn high school credit, post-secondary credit, or both.

The program opens the door to greater learning opportunities for students who wish to begin college early or want to prepare to enter the workforce immediately after high school graduation.

Under the ECCP, the cost of courses taken is shared among the institutions of higher education (IHE), Pulaski High School, the state, and in some cases, the student's family. If the student is only receiving post-secondary credit for a course, the student's family is responsible for paying 25 percent of the allowable tuition charged unless that payment would pose an undue financial burden on the family as determined by DPI. If the student is earning high school credit as a result of enrolling in the course, the student is not responsible for tuition payment.

Start College Now (SCN) will allow students the opportunity to take college courses at the Wisconsin Technical Colleges.

Eligibility For Participation in the Early College Credit Program (ECCP)

To be eligible to participate in the Early College Credit Program, a student must:

1. Meet with their school counselor to discuss what courses they want to enroll in.
2. In order to attend an IHE, meet the IHE admission requirements.
3. Apply to the college in the school semester prior to the one in which s/he plans to attend the postsecondary course.
4. Notify their school counselor when admitted to the college.
5. Notify their school counselor when registered to attend a postsecondary course.

***Additional requirements/steps may need completion as updates to the ECCP occur per state law and district policy.**

Eligibility For Participation in the Start College Now (SCN)

To be eligible to participate in the Start College Now Program:

1. The student has completed 10th grade
2. The student is in good academic and behavioral standing
3. The student completes and submits the appropriate paperwork to apply. Fall semester paperwork is due by March 1st and spring semester is due October 1st.

High School Credit for ECCP & SCN

The high school principal or designee shall determine whether a post-secondary course is eligible for high school credit and how much high school credit may be awarded. Generally, a 1-2 credit post-secondary course will be awarded .5 PHS credit and a 3-5 credit post-secondary course will be awarded 1.0 PHS credit. All decisions based on HS credit earned are based on counselor recommendation & confirmation by PHS Principal. ***Credit and eligibility will be based upon state law and district policy. Please meet with your counselor for further details.**

Payment Of Tuition & Fees for ECCP & SCN

The school board must pay an IHE for any course that is taken for high school credit, as determined per state law and district policy.

The payment to a private IHE will be as determined by state statute.

The student must pay for a postsecondary course taken at an IHE for postsecondary credit only.

The school district will pay for up to a total of 18 postsecondary credits per student over the eligibility period through the Early College Credit Program. Please note there are laws being developed to govern the 18 credit totals between both ECCP and Start College Now. Please see your counselor for details.

***Additional limitations and requirements may apply with updates and changes to state law and district policy. Please work with your counselor if you are interested in participating in the ECCP or SCN.**

***If a student receives a failing grade or fails to complete (drops) a course for which the school district has made payment through the Early College Credit Program or Start College Now, the school board will require reimbursement for all costs related to the course. Reimbursement will be required from the student if s/he is an adult or from the student's parent or guardian.**

Transportation for ECCP & SCN

Parents or students are responsible for the transportation between the school and the college.

A student's family may be reimbursed for costs of transportation related to the student's participation in part-time open enrollment and the ECCP, subject to eligibility criteria. Please see your counselor for further details.

PART-TIME OPEN ENROLLMENT

Under part-time open enrollment, a pupil enrolled in any high school grade in a public school may attend a public school in a nonresident school district for the purposes of taking up to two courses at a time.

****For further information on grade indexing please reference page 16.****

SPECIAL EDUCATION SERVICES

Special Education and related services for children with disabilities are an extension of the regular education program offered by the Pulaski Community School District. An appropriate education for children with disabilities is defined as special education and related services which are in accordance with the laws of the State of Wisconsin and the federal government, which meet state Department of Public Instruction standards, and are commensurate with the student's identified needs, as indicated by the student's individual education plan (IEP). In accordance with the legal concept of least restrictive environment include team teaching in the regular education classes (inclusion), resource room support, self-contained classes, work experience, community based instruction, speech/language therapy, adaptive physical education, physical therapy, occupational therapy, assistive (inclusion) appropriate educational opportunities shall be available to children with disabilities that technology and other related services necessary to meet the unique needs of each student. At Pulaski High School the children with disabilities teachers shall be an available resource to the regular teaching staff, the administration, and other professional personnel to help identify and clarify the individual needs of the children with disabilities, suggest modifications within the scope of the regular classroom program, provide management/monitoring of the children with disabilities progress, and provide instruction as a supplement to the regular classroom or as an alternative to the regular classroom requirements.

Grade Indexing at Pulaski High School

The Purpose:

Because we are continually striving for excellence as a school, we want to encourage students to take courses that challenge them academically. To accomplish this we are going to add a fixed amount to the cumulative grade point average of students who take certain challenging courses.

The Process

- The indexing of a student's grade point average (GPA) involves adding .025 to the student's cumulative GPA for each semester a student is enrolled in an identified class.
 - For example:
 - A student enrolled in AP Chemistry for both semesters would have .05 (.025 for each semester) added to their cumulative GPA.
- The following courses will be indexed:
 - All Advanced Placement (AP) Courses:
 - AP European History, AP US History, AP Psychology, AP United States Government & Politics, AP Human Geography, AP Statistics, AP Calculus AB, AP Calculus BC, AP Physics 1, AP Physics 2, AP Biology, AP Chemistry, AP Environmental Science, AP French V and AP Music Theory
 - All College Credit Courses:
 - St. Norbert College Credit English
 - St. Norbert College Credit Calculus 1
 - St. Norbert College Credit Calculus 2
 - St. Norbert College Credit Statistics
 - UWGB College Credit Spanish V
 - Selected Project Lead The Way (PLTW) Courses:
 - Introduction to Engineering Design, Principles of Engineering, Computer Science Principles, and Civil Engineering & Architecture
 - Selected Transcribed Courses:
 - General Anatomy & Physiology
 - Certain Early College Credit Program (ECCP) courses may be indexed if approved in advance through the external course work request process. **No part-time open enrollment provision student may course index.**
 - Guiding principles for external indexed credit:
 - No articulated credit will receive indexed grading outside of selected transcribed courses noted above.
 - The indexed course must generate a transcript at an institution of higher learning which can be transferred to a 4-year university. (UW-System schools only) or would need to

receive credits through the AP process (or a comparable process) that are transferable to a UW-System.

- A summative assessment from a higher education institution is important. The assessment must come from the school or a nationally recognized organization in line with credits granted at that higher ed institution.
 - Courses enrolled in and completed from other institutions outside of the traditional schedule should follow the external course approval form and be approved by both the department head and principal. This approval may allow for indexing of the external coursework.
- ***In order to earn index points, the student must complete the course and any tests associated with the course including advanced placement tests.***
 - Independent study courses may be available for courses that are not offered during a particular term at PHS.
 - If schedule conflicts arise, conflicts will be resolved in the same manner that other scheduling conflicts are resolved between students and teachers. Students must enroll in the course and be able to participate in the course for a minimum number of MODS per week as identified by the teacher. All students will be held to the same expectations as outlined in the course syllabus and communicated by the instructor. This arrangement is in lieu of an independent study course, but students with conflicting schedules would assume more of the coursework, outlined in the syllabus, in an independent manner.
 - **Guidelines for Grade Indexing of Alternative Format Courses (independent study, etc.)**
 - Indexed grading applies to alternative format courses meeting the following descriptions and criteria.
 - The student must have originally enrolled in the proposed course during initial course selection.
 - Students can enroll in up to 1 credit of Independent Study / Alternative Format course per school year within the 8 credits students may take per school year for indexed grade points.
 - To earn index grade points, students will score at least a 3 on the AP exam for AP courses or will pass the final assessment required by the institution of higher education such that credit would be granted at that institution for College Credit classes.
 - **Independent Study Request / Approval form changes**
 - Pulaski High School cannot guarantee that an Independent Study course will be an option in all situations. All of the following items are contingent upon the instructor agreeing to enter into an Independent Study agreement with the student. There is no requirement that teachers do so. Please keep in mind that Independent Study courses are in addition to a full teaching load and duty schedule and will be evaluated on an individual basis.
 - In the event that a student cannot access the requested index grade courses, due to the course not being offered, alternative course options may be considered including independent study or online formats.
 - Independent Study courses can be taken with indexed grade points or without.
 - The course must be listed as a PHS course approved for indexed grade points in the current course description book and require the same assessment protocols as the other courses approved for PHS indexed grading.

- To be eligible for grade index points, the Independent Study must use the same syllabus / course outline / curriculum as is used in the PHS Course with modifications made only to items unable to be completed independently while maintaining fidelity to the course through AP Audit or requirements of the Institution of Higher Education (IHE) granting credit for the course.
- The PHS instructor of the independent study course has previously taught or been trained to teach the independent study course proposed for indexed grade points and maintains current certification from the credit granting IHE or is currently approved and listed in the College Board's AP Course Ledger.
- Independent Study courses must be graded with letter grades in order to be eligible for grade index points.
- Implement independent study request / approval effective for the class of 2020.

Notes:

- The students who take the most indexed courses can rise in indexed ranking above those who take a less challenging slate of courses.
- Please understand that most colleges decompose weighted GPAs during the admissions process utilizing their own individual gauges for a student's true rigor and breadth of courses that were taken at the high school level in order to then match the college admission protocol for that individual college.
- Only grades earned during a student's high school career will be used in indexing.
- A non-indexed/indexed grade point average and class rank will be available upon request after meeting with a counselor or the student services secretary.