

## GRADUATION REQUIREMENTS 2010 AND BEYOND

### 1.0 PROGRAM DEFINITION

The West Virginia Board of Education and the West Virginia Department of Education believe that schools must attempt to prepare every student who exits from high school with the knowledge, skills, and attitudes necessary to be a successful, functioning member of society; to develop proficiency in basic functional skills; to function in this culture; to develop a sense of civic responsibility; and to prepare him/her for-college, technical, or vocational programs subsequent to high school and for work. To that end, every school system provides a rigorous adolescent education program.

Adolescent education provides students the 21<sup>st</sup> century intellectual, social/emotional, physical, and technological capacities needed for successful entry into adulthood. The adolescent education program provides challenging and rigorous courses in the programs of study that will enable students to achieve high levels of competence so they can complete graduation requirements and be prepared to successfully enter and compete in the workplace and in post-secondary education. Students in the adolescent education program will have the opportunity to examine a system of career clusters and to select a concentration and pathway.

Because the world for which we are preparing students is constantly changing, we recognize that success in the 21<sup>st</sup> Century demands global awareness and the technological tools necessary to compete globally. It is the intent of Monroe County Schools to firmly ground our students for the world they will meet, not just the world where they attended high school.

This policy is based upon WV State Board of Education Policy 2510 *Assuring the Quality of Education : Regulations for Education Programs* and where this policy is silent or in conflict, S.B. Policy 2510 prevails.

### 2.0 PROGRAM OF STUDY

#### 2.1. Requirements for Graduation

2.1.1 Standard Graduation Requirements: Standard graduation requirements are the number of required and elective units of credit which must be earned by a student in grades 9-12 in order to be graduated from high school. A standard diploma is the document that is awarded to a student to verify completion of these graduation requirements.

2.1.2 Total Units: The total number of units of credit needed for graduation is 25 for the class of 2010-2011 plus experiential learning and successful completion of an advisory program. The specific units of credit for graduation are outlined below as required and elective units.

<b>Core Requirements (18 credits)</b>	
<b>Reading and English Language Arts<sup>1</sup></b>	<b>4 Credits</b> English 9, 10, 11, 12
<b>Mathematics<sup>2</sup></b>	<b>4 Credits</b>
<b>Science<sup>3</sup></b>	<b>3 Credits</b> Physical Science, Biology or Conceptual Biology Chemistry or Conceptual Chemistry
<b>Social Studies<sup>4</sup></b>	<b>4 Credits</b> World Studies to 1900, U.S. Studies to 1900, 20 <sup>th</sup> and 21 <sup>st</sup> Century Studies, Civics for the 21 <sup>st</sup> Century
<b>Physical Education</b>	<b>1 Credit</b>
<b>Health</b>	<b>1 Credit</b>
<b>The Arts</b>	<b>1 Credit</b>

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<sup>1</sup>Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State Assessment College Readiness Benchmark for English, shall be required to take a college transition English course during their senior year. This course must be offered annually.

<sup>2</sup>It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and PreCalculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment college readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition mathematics must be offered annually.

<sup>3</sup>Physical Science, Biology or Conceptual Biology and Chemistry or Conceptual Chemistry shall be taken in consecutive order. Conceptual course credits may not be accepted by four-year higher education institutions.

<sup>4</sup>It is highly recommended that students take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be learned. World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21<sup>st</sup> Century should be taken in consecutive order, unless the school deems it necessary to teach the U.S. to 1900 class first, followed by the World Studies. The social studies content standards and objectives are constructed in such a way that information progresses sequentially through time periods and builds the foundation for successful achievement of the complex concepts that follow. The senior course, Civics for the 21<sup>st</sup> Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college.

<b>Career Concentration Courses (4 Credits)<sup>5</sup></b>	
<b>Professional Pathway</b>	<b>Skilled Pathway</b>
Science - 4 <sup>th</sup> credit (which must be above Physical Science)  Foreign Language - 2 credits in one language  Concentration - 1 additional credit required related to the selected career concentration	Concentration - 4 additional credits required related to the selected career concentration

<b>Required Electives (3 Credits)</b>	
<b>Electives</b>	<b>2 Credits</b>
<b>Applied Technology</b>	<b>.5 Credit</b>
<b>Senior Project</b>	<b>.5 Credit</b>
<b>Experiential Learning</b>	<b>40 Hours</b>

**Total Requirements**

<b>Total Required Units</b>	<b>25 Credits</b>
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2.1.3 Math Sequence for Monroe County Students: There are several options for math students as they complete requirements for graduation. The following chart demonstrates the sequence to be chosen by students, depending upon their readiness at eighth grade.

<b>8<sup>th</sup> Grade</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Algebra I	Geometry	Algebra II	Trigonometry	Pr-Calculus
Algebra IA (1 elective credit)	Algebra IB (1 math credit toward graduation)	Geometry	Algebra II	Trigonometry

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<sup>5</sup>The four credits taken by career/technical concentrators must be consistent with those identified for WVDE approved career/technical programs of study. Each career/technical concentration in a school shall obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program.

8 <sup>th</sup> grade Mathematics	Algebra IA (1 math credit toward graduation) <sup>6</sup>	Algebra IB (1 math credit toward graduation)	Geometry	Algebra II or College Transition Math
8 <sup>th</sup> grade Mathematics	Algebra IA (1 math credit toward graduation)	Algebra IB (1 math credit toward graduation)	Geometry	Conceptual Math or College Transition Math

2.1.3.1 Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment college readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

2.1.3.2 The recommended course sequence for students in the **Professional pathway**, which may include college courses, AP courses or virtual school courses is Algebra I, Geometry, Algebra II, Trigonometry and Pre-Calculus.

2.1.3.3 The recommended course sequence for students in the **Skilled pathway** is Algebra I, Geometry, Conceptual Mathematics, College Transition mathematics or Algebra II.

2.1.4 Required and Optional Electives: The chart below illustrates both the required electives and the optional electives for students.

2.1.4.1 Required elective courses must be available to the student sometime during the appropriate programmatic level.

2.1.4.2 Optional elective courses may be made available by the county board of education, school or other entity based on student need and interest, but they are not required to be made available.

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<sup>6</sup>From WV State Board Policy 2510: "Counties selecting a scheduling option that places students who need extra time into two separate math courses may grant students up to two math credits toward graduation upon successful course completion."

<b>Electives for High School (9-12)</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
Note: Any course offered in lieu of a graduation requirement must first receive a WVBOE approved waiver before counting towards graduation.	These courses must be offered at least in alternating years.	These courses (or others) may be offered depending on need or student demand.
<b>COLLEGE BOARD AP COURSES IB PROGRAM</b>	A minimum of four College Board AP Courses or the IB Program must be offered annually. <sup>7</sup>	
<b>READING AND ENGLISH LANGUAGE ARTS</b>	Journalism / Newspaper / Yearbook Speech College Transition English <sup>8</sup>	Desk Top Publish English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
<b>MATHEMATICS</b>	Algebra I,II Geometry or Applied Geometry Pre-Calculus Trigonometry Conceptual Mathematics College Transition Mathematics <sup>9</sup>	Algebra Support Calculus Integrated Mathematics I - IV Probability and Statistics Mathematics college courses AP Math courses
<b>SCIENCE</b>	Physics Earth Science Human Anatomy and Physiology	Conceptual Physics Science college courses Bioloty II Chemistry II Physics II AP Science courses
<b>SOCIAL STUDIES</b>	Economics Geography	Social Studies college courses AP Social Studies courses
<b>FOREIGN LANGUAGE</b>	Three levels of one foreign language	Other foreign languages based on student need and interest AP Foreign Language
<b>HEALTH</b>	Any courses required to satisfy a concentration	Other health courses based on student need and interest

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<sup>7</sup>Any College Board AP course or IB Program taught by a trained AP/IB teacher may substitute for a course related graduation requirement.

<sup>8</sup>College Transition English must be offered annually based on results of the State's college readiness benchmark assessment.

<sup>9</sup>College Transition Mathematics must be offered annually based on results of the State's college readiness benchmark assessment

<b>PHYSICAL EDUCATION<sup>10</sup></b>	Any course required to satisfy a concentration and one lifetime physical education course	Other physical education courses based on student need and interest AP Physical Education
<b>THE ARTS</b>	Four sequential levels of student achievement in music (both choral and instrumental) visual art (general art and/or studio art), dance, theater	Other courses in the arts based on student need and interest AP Arts Courses
<b>CONCENTRATIONS</b>	Four specified courses within a concentration	Other courses based on student need and interest
<b>DRIVER EDUCATION</b>	One course	Other driver education courses based on student need and interest
<b>TECHNOLOGY</b>	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
<b>CAREER / TECHNICAL EDUCATION</b> <b>Note: Schools must provide students access to concentrations in a minimum of four of the following career clusters:</b>	80% of students in grades 9-10 must have access to at least one career-technical foundation course. One foundation course must be offered that teaches <u>parenting skills.</u>  30% of students in grades 11-12 must have access to four units in a career/technical concentration and two career/technical <u>electives</u>  An additional 30% of students in grades 11-12 must have access to two units in a career / technical concentration	Other career/technical education courses based on student need and interest  Other career/technical courses based on student need and interest  Other career/technical courses based on student need and interest
<b>CAREER DEVELOPMENT</b>	Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal course work, web-based or independent studies or other alternative means.	

2.1.5 Advisory Program: The advisory program provides character education, career pathway information, program of studies, opportunities to address specific school issues such as bullying, harassment, safe schools, etc., and

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<sup>10</sup>Schools which do not currently have the number of certified physical education teachers or required physical settings may develop alternate programs that must be submitted to the WVDE and the Healthy Lifestyle Council for approval.

to address group counseling and school citizenship issues.

2.1.6 Modified Graduation Requirements: Modified graduation requirements are designed for students with severe disabilities who have been determined by a special education placement advisory committee to be unable to meet state and county standard graduation requirements. Students will need at least four years to complete these requirements, as specified in their individualized education programs.

2.2 Authorized Diplomas: County boards of education are authorized to award standard diplomas and modified diplomas.

2.3. Planned Educational Programs: A planned educational program is defined as an educational program that includes the state requirements for graduation as set forth in this document. The program places emphasis on preparation for college, advanced vocational programs, and/or employment.

Students shall be encouraged to plan and follow a flexible, planned educational program and to accumulate units beyond the 25 required for graduation. The student's planned program shall be subject to periodic revision and designed to enhance the opportunity for success in chosen endeavors after graduation from high school.

2.4. Certificate of Achievement: The state board of education shall award certificates of achievement to those students whose educational programs in grades 9-12 merit special recognition.

Counties are encouraged to develop specific criteria for awarding additional certificates of achievement to those students whose educational programs in grades 9-12 exceed the state graduation requirements. Certificates may include but are not limited to the following areas:

- (1) College preparatory programs,
- (2) Completion of vocational programs, and
- (3) Advanced study in particular areas

2.5 Certificates of Proficiency: Certificates of proficiency are certificates awarded in addition to the high school diploma, containing specific information regarding the graduate's skills, competence, and readiness for further education and employment.

2.6 High School Credential: Beginning with the graduating class of school year 2008-09, the following high school credentials will be awarded to qualifying graduates:

2.6.1 College Readiness Credential - Any student who scores at or above the college readiness benchmarks as defined by the WV Higher Education

Policy Commission, shall receive a college readiness credential.

2.6.2 **Work Readiness Credential** - Any student who completes an approved career/technical concentration and obtains a passing score on ACT Workkeys assessments shall receive a work readiness credential.

2.5. **Authorization To Increase Requirements**: The graduation requirements include 25 specific units beginning with the Class of 2011. The county superintendent shall notify the West Virginia Department of Education of any changes in requirements beyond the state requirements.

2.6 **Extracurricular Activities**: Units of credit are not awarded for participation in extracurricular activities.

### **3.0 PROGRAM DELIVERY**

3.1. **Administrative Practices**

3.1.1 **Unit of Credit**: A unit of credit is that which is awarded for the attainment of Content Standards and Objectives from a required or elective area of study for which a minimum of 8100 minutes of instructional time has been allotted. Partial credit may also be awarded, e.g., ½ unit for attainment of Content Standards and Objectives from a required or elective course for which a minimum of 4050 minutes of instructional time has been allotted.

One credit for vocational agriculture shall be awarded at the high school provided 8100 minutes are taught. An additional one-half credit may be awarded if the instructor and principal verify at least 4050 minutes of instruction has taken place outside the regular term, be it summer or otherwise. A total of one and one-half credits will be awarded if a student completes both the regular school term and works outside the regular term.

3.1.2. **Alternatives to the Unit of Credit**: Based upon school and individual student needs, county boards of education, with the approval of the West Virginia Board or Department of Education as indicated, shall develop policies which allow alternative delivery systems for the unit of credit. Areas in which policies may be developed are as follows:

3.1.2.1 **Accepting Credits Earned Before Grade 9**: If a student earns credit in a high school course (foreign language, Algebra I, Algebra IA) he/she will receive credit to be included in the 25 units<sup>11</sup>.

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<sup>11</sup>At the 7<sup>th</sup> and 8<sup>th</sup> grade level, Foreign Language A & Foreign Language B will constitute 1 credit toward the language requirement for those involved in the professional pathway. Algebra I will count as one (1) math credit. Algebra IA will count as one (1) elective credit. None of these courses will transfer for credit to the high school

- 3.1.2.2 Correspondence: The board does not accept correspondence credit toward graduation.
- 3.1.2.3 Virtual/Internet Classes: Proposals to accept virtual school credit or on-line instruction from an accredited institution will be addressed on an individual basis by the principal, guidance counselor, and in consultation/approval of the superintendent.
- 3.1.2.4 Colleges: County boards of education may adopt policies which allow students to earn credits for completion of college work. Three semester hours of college credit shall be counted as ½ unit of credit. Generally, there are two reasons for accepting college credit: (1) the student is enrolled in the high school and would profit by taking a course at the college/university which is not available at the high school or (2) the student is enrolled as a full-time college student and needs to transfer credit back to the high school to complete graduation requirements (see below). These units of credit may be used to meet the required units.
- 3.1.2.4a Early College Admission: Any student who scholastically ranks in the top 10 percent (no fractions) of his/her class at the end of his/her junior year shall be eligible, upon written application to the high school, to apply for early college admission. The student must need four or fewer subjects for graduation and the college credits must meet the high school graduation requirements of the student. If a student chooses to enroll as a full-time college student, he/she shall forfeit all rights and privileges of a high school student (i.e., not ranked with class) but will receive a high school diploma. This may be given at high school graduation if the student desires. The student must enroll in and successfully complete not less than twelve (12) college hours per semester to meet the graduation requirements of Monroe County Schools. One-half unit equals three college hours.
- 3.1.2.4b Enrollment While in High School: A high school senior may enroll in an accredited college, university, or vocational trade school while attending high school provided he/she meets all other requirements for graduation and has at least a “B” average except the unit requirements can be college electives. If a student

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unless a “C” or better is earned in the class and the student has passed the exit exam. Anything less will not be recorded on the high school transcript and the student will be required to retake the class as a freshman.

chooses this option, he/she shall retain all rights as a high school student and must be enrolled in at least four (4) classes at James Monroe High School. It shall be the policy of the Monroe County Board of Education to rank seniors for award purposes following completion of all work at the end of the 12<sup>th</sup> trimester..

3.1.2.5 Experimental Programs: Experimental programs shall be approved by the West Virginia Board of Education. Each program shall be evaluated annually and a report filed with the West Virginia Department of Education.

3.1.2.5 Summer School: The board approves not more than two credits per summer as awarded to each student who attends an approved summer school. This credit must meet the approval of the principal. Note: Monroe County Schools has not historically provided summer school.

3.1.2.6 Night School (Other than Alternative School): A student may enroll for credit in night school or other approved classes if the following criteria are met:

- a. A student must attend regular day school full-time four full years (full-time student equals five classes in the trimester).
- b. A student may take classes before his/her senior year but does not eliminate four full years of high school unless student qualifies under 3.0 - Program Delivery (3.1.2.4a)
- c. All classes must be taken through an approved school which meets the state and local board policies (i.e. - 8100 minutes of instruction with qualified instructor).
- d. Student must have prior approval from principal and superintendent before taking a class. This must be done in writing.

### 3.2. Program for Career Exploration Opportunities

The purpose of this program (often called co-operative education) is to offer rising seniors the opportunity to explore career opportunities and interests not covered through current board or early college entrance policies and to fulfill work-based experience credit. Such a program must have prior approval from the vocational director and principal before being submitted to the superintendent for approval.

#### 3.2.1 Guidelines for the program:

3.2.1.1 Student has at least a 2.0 GPA and no more than 10 absences of any type for the semester prior to entering the program. If excessive absences exist, the student may appeal through the school attendance committee.

3.2.1.2 Selected opportunity has to be related to area of concentration or career plans.

3.2.1.3 Student must not have more than four (4) required credits left to complete graduation requirements.

3.2.1.4 Parent will need to sign release form for student.

3.2.1.5 School or school system will not provide transportation or tuition or any other associated costs of the program. Further, the student who is excessively tardy as a result of participation may be withdrawn from the program.

3.2.1.6 Removal from the program for any reason may jeopardize graduation.

3.2.1.7 No approval will be granted if the program request does not allow for student to complete graduation requirements at the end of the school year or if it does not comply with state and local policies. No JMHS diploma will be issued unless all requirements are met.

3.2.1.8 If grades are issued through the requested program, it is the student's responsibility to provide counselors with transcripts of grades. The delivery of grades must meet time lines set by James Monroe. The transcript and/or grades become part of the student's permanent record, GPA, and class rank, if part-time at the high school, otherwise transcript, grades and GPA are recorded as part of the student's record but the student is not ranked.

3.2.1.9 Any student who is off the JMHS campus in a full-time program is only eligible to receive the high school diploma when all requirements are met. This student will receive no ranking, has no right to attend school dances or proms, unless invited under regular invitation guidelines, no consideration for graduation honors, or any other school honors or activities.

3.2.2 Steps to initiate involvement in the program:

3.2.2.1 A documented meeting will be held with one of the counselors or the vocational director to discuss the opportunities and requirements.

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3.2.2.2 Student is responsible for presenting a proposal of what they want to do with written documentation of parental support. Details would have to be provided concerning location and type of opportunity, any requirements or expectations of the school if it is a school-based program, its accreditation or licensure, how it is related to career plans or area of concentration and what the student expects to gain from the experience.

3.2.2.3 The principal and/or vocational director would review each proposal and make a recommendation to the superintendent. Considerations would include: a) whether the opportunity was for credit or not; b) if for credit who would be responsible for the evaluation; c) who would be responsible for assignment of grades; d) if early college entrance, then the review of GPA, test scores, and career plans.

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3.2.2.4 The superintendent would grant final approval to the student.

### 3.3 Credit Recovery

In the fall of 2007, James Monroe High School's adoption of the trimester schedule allows for several opportunities for credit recovery when a student fails a course. Most notably, it is possible for the student, upon failing a trimester, to immediately enroll in the same class the succeeding trimester in order to achieve the make-up credit. The following options are provided primarily for students whose date of graduation poses a problem for credit recovery, however, upon review of the principal and/or vocational director and guidance counselor, a recommendation may be made to the superintendent to allow students to participate in such credit recovery programs prior to senior year.

3.3.1 Eligibility: The program is only available to those students enrolled in James Monroe High School. To be eligible for this program, a student must have 14 credits at the beginning of the school year. Students may enroll in the Alternative School class if the class can not be scheduled otherwise and if they are eligible to attend this program.

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3.3.2 Time Frame: This program will only be available during a student's senior year unless otherwise determined as described above or as noted by the student's individual education plan.

3.3.3 Credit Limit: Students could only earn one credit through this program per trimester

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3.3.4 Cost: The cost to the student is \$150 per half credit, \$75 if reduced lunch certified, or \$0 if free lunch certified. Once requirements are met, credit

will not be awarded until payment is received. This non-refundable tuition is payable to James Monroe High School. The money must be in a separate school account for tracking persons and shall only be used to purchase tutorial resources for the alternative school.

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3.3.5 Hours Necessary For Credit: WV State Board Policy 2510 notes that “Research-based successful credit recovery programs require students to successfully demonstrate mastery of content rather than repeat an entire course.” Therefore, students enrolling in the Alternative School for credit recovery purposes having essentially already been enrolled in the appropriate number of minutes to earn a Carnegie Unit of credit, need only demonstrate mastery in the particular subject of study

3.3.5a Students enrolled in this program who, in the grading period where the failure occurred had any unexcused absences, shall spend at least 25 hours of seat time in the alternative school program to demonstrate mastery, or the equivalent of the number of hours of school missed for unexcused absences, whichever is greater. Minimally, the student shall spend at least 25 hours in the alternative school program involved in the computer based program. If the individual has missed 10 unexcused absences in the semester/trimester in which the failure occurred, the student shall be required to participate in the program 6 hours for each day of unexcused absence, or 60 hours.

3.3.5b For the purposes of this program, content mastery will require at minimum an 75% mastery of the subject area.

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3.3.6. Course Content: Each course taken through this policy would be consistent with the state content standards and objectives (CSO’s).

3.3.7 Grading: Grading for this program would be consistent with the county grading policy.

3.3.8 Enrollment Deadline: After the program is initiated with a pool of students, the enrollment deadline for JMHS would be in effect. Exceptions to deadlines would be determined by the principal and the alternative school coordinator. Such things as time constraints, number of students already enrolled in the Alternative School and course needed as well as other factors may be considered). The school is under no obligation to provide the student with more than 15 days of unexcused absences the opportunity to immediately enroll in the alternative program upon semester or trimester’s end.

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Note: Students are expected to follow the rules and regulations of the

Alternative School. Otherwise, consequences of the Alternative School, including possible dismissal, may be imposed.

- 3.4 Students with Disabilities: An individualized education program shall specify how graduation credit is to be earned by an eligible handicapped student. Primary consideration must be given to the completion of learning outcomes prescribed for all students.

A special education (IEP) committee determines that the approved CSO's in the required and elective areas of study are reasonable for a particular student. Changes may be made to the delivery of CSO's through learning environment, teaching strategies, media/resources, and evaluation techniques if such changes are deemed necessary by the IEP committee and are specified in the IEP. A student who masters the individualized education program CSO's shall be awarded a standard diploma.

If the special education IEP committee determines that a student cannot successfully achieve the CSO's necessary to earn a standard diploma, the individualized education program shall specify the alternative curriculum appropriate to meet the needs of the student. A student who completes the alternative curriculum as specified in his/her individualized education program shall be awarded a modified diploma stating that the student has met the goals and objectives of an individualized education program.

- 3.5. Attendance: Attendance for all four years during grades 9-12 is important to attain full benefit from the educational programs offered in the schools of West Virginia. Therefore, all students shall be scheduled for the full instructional day for all four years. Exceptions may be made by county boards of education to accommodate placement into college courses, advanced vocational programs, or for other compelling circumstances as previously discussed.

County boards of education shall develop policies to define the circumstances under which students may attend school fewer than four years and/or may be scheduled for less than the full instructional day.

- 3.6 Evaluating Credits for Transfer Students: Students who transfer into West Virginia from schools approved by other state systems may not always have completed the required units needed for graduation in West Virginia. In most instances, there will be credit for a course which is quite similar to one of the required units, and credit can be awarded for the work completed. If the student who transfers in can be scheduled into any additional subjects needed to complete the West Virginia requirements, this should be done. In the cases of seniors and some juniors, such scheduling may not be feasible or possible. In such cases, the school may appeal to the State Superintendent of Schools for permission to use a substitute for the requirement or to waive the requirement. In the case of determining credit, if the sending school has awarded credit to a student for

academic work, this would be accepted by James Monroe High School.

- 3.7 Evaluating Grades for Home Schooled Students: For students who have been home-schooled, documentation must be given to the school that essentially indicates the course of study, grade, and the justification for the grade. Every attempt to provide the student with a transcript based upon that documentation shall be made. An analysis of the courses of study for each year of high school shall be examined and a decision made by a committee of the guidance counselor and principal's designee, as well as the home schooling teacher. The student may, as part of this evaluation, be required to complete the comprehensive exams for the core subjects at the grade level just completed.
- 3.8 Evaluation of Grades for Transfer Students/Grade Conversions: Every attempt will be made to accommodate grades for students transferring into Monroe County's schools in a manner that is fair to the student. Grades are converted to letter grades based on (when possible) the grading scale provided by the school, otherwise, grades will be matched with the Monroe County grading scale. Grade point averages will be determined based upon the county-wide grading scale. When the conversion of grades is necessary, the transferred letter grade shall be given a numerical value most comparable to our county scale with the same letter grade as that of the transferred grade.

For example, utilizing a transferred 88/B-, the highest B- possible from the transferring school, would convert to our highest numerical B-, i.e. an 86. The lowest numerical B- would transfer as an 85 and so on. In the case of an "F", the difference between our lowest passing grade, 65, and the lowest passing grade from the transferring school would be subtracted from the transferred numerical "F". For example, a 69/F on a 70 passing scale is one point from passing. This would convert to a 64 on our scale, one point from passing and five points (the difference between 65 and 70) lower than the actual score (69). A 65/F would become a 60. A 43/F would become a 38 and so on. It is the responsibility of the guidance counselor to adjust numerical grades based on the transferring school's scale to an appropriate, fair score for the student, liberally construed to favor the student's academic record.

In cases where there is no numerical grade on the transcript to accompany the transferred letter grade, an effort shall be made to get the numerical grade from the sending school. Failing that, the grade awarded for the "F" shall be 59.

- 3.9 Transfer Students and Graduation Awards: Students must have been enrolled at James Monroe High School for four of the last five trimesters in order to be eligible for graduation awards.
- 3.10 Students Who Do Not Complete Requirements in Four Years: If a student has been enrolled continuously four years in grades 9-12 but has not accumulated the required number of units, the student shall be expected to meet the graduation

requirements which were in effect when he entered ninth grade. Since the student has attended four full years, he or she would not be required to attend the full day. [Students with disabilities may attend school until age 21.]

#### **4.0 PROGRAM ASSURANCE**

##### **4.1. Documentation**

4.1.1 A unit of credit is awarded to indicate successful completion of two trimesters or 8100 minutes in a course. A one-half ( $\frac{1}{2}$ ) unit of credit is awarded to indicate successful completion of one trimester or 4050 minutes in a course. Denominations fewer than one-half ( $\frac{1}{2}$ ) must be approved by the Board.

4.1.2 A diploma is awarded to indicate successful completion of specific graduation requirements.

4.2 Program Improvement: The evaluation and revision process shall occur periodically on an as needed basis.

##### **4.3 Management Information System:**

4.3.1 Attendance: Each county shall submit an annual report, by school, of exceptions to the attendance requirement contained in this document, to the West Virginia Department of Education by June 15 of each fiscal year. The report shall include the birth date, grade, sex, compelling circumstances, exception made, and effective date. A subsequent summative presentation by the State Department of Education will be made to the West Virginia Board of Education.

4.3.2 Alternatives to the Unit of Credit: Each school which includes any grades from 9-12 must include in its annual classification report a summary of alternatives accepted for units of credit.

#### **5.0 CRITERIA FOR CERTIFICATE OF ATTENDANCE**

Unless mandated by the state, no certificate of attendance will be issued.

#### **6.0 ALTERNATIVE PROGRAMS**

6.1 Alternative School: is made available for those students who have been expelled from, withdrawn, or placed out of the regular program and only with the approval of the superintendent. It operates after school hours and provides one-on-one assistance with an individual alternative education plan designed to help the student re-enter the regular program with little or no academic loss. See Monroe

County Policy IGBH - Alternative School Policy.

- 6.2 Homebound Instruction - is provided for those students who are medically unable to attend school; who are placed in an alternative setting for disciplinary reasons; or who are placed in the home setting because of an Individual Education Plan (IEP). See Monroe County Policy IGBG - Homebound Instruction.
- 6.3 Diplomas for Veterans - awarded to veterans of World War I, World War II, the Korean Conflict, and the Vietnam Conflict. WV Legislative action in 2000 provided a process for awarding veterans who left school prior to graduation the opportunity to receive a standard high school diploma from the county in which they attended high school. The diploma may not be from the high school the veteran attended since that school may no longer exist. The process for applying for a diploma begins with the Office of Veterans Affairs. The county receives notification from the WV Department of Education of a veteran's eligibility for a diploma.

## 7.0 EFFECTIVE DATE

Unless otherwise noted, this policy is effective for students entering ninth grade during the 2007 - 2008 school year.

## 8.0 GLOSSARY OF SELECTED TERMS

**Acceleration of Course or Grade Level** – The process through which students can obtain mastery of content at a faster or earlier rate. Acceleration is available for all students who demonstrate academic readiness for various delivery options. Acceleration includes, but is not limited to, compacted classes/schedules, testing out, early school entrance, double promotion, early graduation, two or four year college or university enrollment, dual credit courses, A"West Virginia Earn a Degree - Graduate Early" (hereinafter WV EDGE) courses, the College Board's Advanced Placement courses, and International Baccalaureate programs.

**Advanced Placement** - Courses provided by The College Board which are advanced in terms of content and performance expectations for the age/grade level of students and provide credit toward graduation and possible college credit or advanced standing upon passing an examination through The College Board.

**Area of Study** - A logical subdivision of the subject matter contained within a program of study. For example, geometry and algebra are areas of study within the mathematics program of study.

**The Arts** - The programs of study for dance, music, theatre and visual art.

**Career Awareness** - The opportunity for students to learn about and develop an appreciation of the broad concepts related to work, careers and educational preparation.

**Career Cluster** - A broad grouping of related occupations representative of the types of occupations available in the world of work.

**Career Exploration** - The opportunity within the education program for students to conduct self-assessment, access career information, examine multiple career options and initiate education planning based on a tentative career focus.

**Certificate of Proficiency** - A certificate awarded in addition to the high school diploma, containing specific information regarding the graduate's skills, competence, and readiness for further education and employment.

**Character Education** - An integrated and comprehensive approach to promote an understanding and inspire development of general character traits such as respect, responsibility, caring, citizenship, justice and fairness, and trustworthiness. Character education utilizes existing curricula, along with new and existing projects, programs and activities.

**Class Period** - A block of time provided for instruction in a course within a program of study.

**Classroom Management** - The organization of the activities and environment of a classroom that are essential to teaching and learning.

**Co-curricular Activities** - Activities that are closely related to identifiable academic programs and/or areas of study that serve to complement academic and technical curricula.

**College Course** - Any course for which college credit is awarded (e.g., dual credit, WV EDGE credit, regular college course).

**Comprehensive School Guidance and Counseling Curriculum** - A curriculum component consisting of structured developmental lessons designed to assist students in achieving the competencies outlined in Policy 2315 which address academic, career and personal/social development systematically through classroom and group activities in grades pre-k-12.

**Concentration** – A series of courses directly related to a student's chosen career cluster and postsecondary goal. The technical concentrations offered by the school must be aligned with local, state and national job market opportunities.

**Content Standard and Objective** - (CSO's) A broad description of knowledge and skills that students are expected to acquire in a content area.

**Core Requirements** - Reading and English language arts, mathematics, science, social studies, the arts, health, physical education, foreign languages, and concentrations.

**Course** - An area of study defined by approved content standards and objectives. Schools shall provide intervention through a variety of strategies that may include, but are not limited to, restructuring the school day, providing extra tutorial sessions, utilizing appropriate technology, enrolling in distance learning, extending the school day, and/or extending the school year. (See Section 5.6.6.b. for minute requirements for high school courses.)

**Curriculum** - The content standards, objectives and performance descriptors for all required and elective content areas and 21<sup>st</sup> century learning skills and technology tools at each programmatic level.

**Diploma** - Formal documentation and recognition that a student has satisfactorily completed the graduation requirements of the state and county school district. A Standard Diploma is awarded to all students who have satisfactorily completed the graduation requirements of the state and county school district. A Modified Diploma may be awarded to eligible students with disabilities as specified.

**Dual Credit Course** - A course that provides students both high school and college credit. Such a course must meet both the specified course content standards and objectives for secondary offerings and the college course requirements.

**Education Program** - A structure for defining, delivering, and being accountable for a thorough and efficient system of education. This structure is applicable at the state, county, and school levels.

**Elective Courses** - Courses students may choose to study based on need and interest.

Required elective courses must be available to the student sometime during the appropriate programmatic level.

Optional elective courses may be made available by the county board of education, school or other entity based on student need and interest, but they are not required to be made available.

**Eligible Exceptional Students** - Those individuals who, in accordance with the requirements of Policy 2419 have been determined to be: a) gifted (grades 1-8) or exceptional gifted (grades 9-12) and b) in need of specially designed instruction, and/or who meet the definition of Eligible Students with Disabilities.

**Eligible Limited English Proficient Students** - Those individuals who, in accordance

with the requirements of Policy 2417, have been determined to be LEP and in need of specially designed instruction.

**Eligible Students with Disabilities** - Those individuals who have one or more of the disabilities defined in the Individuals with Disabilities Education Improvement Act and Policy 2419 and who, by reason thereof, need special education and related services.

**Eligible Students with Exceptionalities** - Those individuals who are gifted or exceptional gifted as defined in Policy 2419: The Regulations for the Education of Exceptional and/or who meet the definition of eligible students with disabilities in this policy and Policy 2419 and who, by reason thereof, need special education and related services.

**End of Course Tests** – Assessments that measure student achievement in core career/technical courses. End of course tests are based on the 21<sup>st</sup> century CSOs for each course.

**Enrichment** - Instruction that allows the student to study a subject more broadly or in greater depth.

**Experiential Learning** – Structured quality work-based, services-based, community-based, and/or research-based learning experiences. These experiences require students to integrate knowledge and skills from academics, career/technical education, and/or the arts and demonstrate the personal qualities, skills, knowledge, and understandings they need to be leaders in the 21<sup>st</sup> century. Quality senior projects are one example of structured experiential learning.

**Extracurricular Time** - Time that is not part of the required instructional day or curricular offerings but is under the supervision of the school. It may be used for athletics, non-instructional assemblies, social programs, entertainment and other similar activities. All rules and policies that apply to the instructional day also apply to extracurricular activities.

**Foundation Course** - An elective course that enhances students' skills or provides an introduction to further in-depth studies in a technical concentration. These courses are generally offered at the 9<sup>th</sup> or 10<sup>th</sup> grade levels. Examples include technology education, family and consumer science, and business courses taken outside of a business-related major.

**Grade Level** - The class structure that is used to organize and deliver education within West Virginia public schools. The public school education experience is divided into levels, pre-k through grade 12.

**Graduation Requirements** - The number of required and elective units of credit that must be earned by a student in order to be graduated from high school. A diploma is the document that is awarded to a student to verify completion of these graduation requirements. (See Sections 5.6.9. and 5.6.10.)

**High School Credential** – Credentials which may be earned by graduating students.

College Readiness Credential – Any student who scores at or above the college readiness benchmarks as defined by the West Virginia Higher Education Policy Commission, shall receive a college readiness credential.

Work Readiness Credential – Any student who completes an approved career/technical concentration and obtains a passing score on ACT Work Keys assessments shall receive a work readiness credential.

**Higher Level Course** - A course in the same content area, but at a higher sequential level (e.g., Trigonometry in lieu of Geometry).

**Honors Courses or Programs** - Courses or programs that expand the approved academic content standards and objectives in a given program of study and may include, but are not limited to, research and in-depth studies, mentorships, internships, content-focused seminars and extended instruction in a content area.

**Industry Credential** - A credential earned by students who complete an industry defined career/technical program of study and industry defined certification process.

**Information and Communication Technology (ICT) Literacy** - The ability to use technology to develop 21<sup>st</sup> century content, knowledge, and learning skills, in the support of 21<sup>st</sup> century teaching and learning.

**Individualized Education Program (IEP)** – A written statement for each eligible student with a disability or who is gifted (grades 1-8) and exceptional gifted (grades 9-12) that is developed, reviewed, and revised in accordance with Policy 2419.

**Instructional Day** - Time allocated within the school day for the teaching and mastery of CSOs. The minimum instructional day for grades k-4 is 315 minutes, grades 5-8 is 330 minutes, and grades 9-12 is 345 minutes.

**Instructional Practices** - The strategies, procedures, methods, techniques and behaviors used by teachers to help students attain mastery of the content standards and objectives of a content area.

**Instructional Term** - The period of time from the opening of school to the closing of school. The specific dates for each county's instructional term are set by the county board of education and must include a minimum 180 days of instruction. (W. Va. Code '18-5-45)

**Integrated Mathematics** - Mathematics courses that feature strands of algebra and function, geometry and trigonometry, statistics and probability, and discrete mathematics. These four strands are connected within units by fundamental ideas such as symmetry, recursion, function, data analysis and curve fitting. The strands are also connected by mathematical

habits of mind (e.g., searching for and describing patterns, making and checking conjectures).

**International Baccalaureate Diploma Program** (hereinafter IB) - A comprehensive two-year international curriculum designed for highly motivated secondary school students aged 16-19. IB is a rigorous pre-university course of study that leads to examinations. IB students generally receive college credit for successful completion of IB courses. The International Baccalaureate Organization has also designed programs for primary and middle school students.

**Intervention** - Additional instruction and time, utilizing multiple strategies and assessments, to ensure student mastery of the content standards. The practice of removing students from any required course for intervention is discouraged.

**Learning Skills** – The skills of Information and Communication, Critical Thinking and Problem Solving, Personal and Workplace Productivity Skills and proficiency in the use of Technology Tools. Learning skills enable students to acquire new content, knowledge, and skills, connect new information to existing knowledge, learn new software programs, and learn new ways of doing things using technology tools.

**Modified Diploma** - Formal documentation and recognition that an eligible student with disabilities, who is unable to meet the graduation requirements for a standard diploma, has met the modified diploma requirements specified on the student's Individualized Education Program (hereinafter IEP). All students who meet the criteria for the Alternate Performance Task Assessment (hereinafter APTA) are presumed to be pursuing a modified diploma.

**More Rigorous Course** - A course within the same content area in which the rigor and expectations are higher than the course for which the substitution is being made (e.g., Chemistry in lieu of Conceptual Chemistry).

**Objective** - A step or component that describes grade level or course expectations for a content standard.

**Pathway** - Designation of a student's intended postsecondary goal within the individualized student transition plan and the level and sequence of courses needed to achieve that goal. The two pathways are Professional (Baccalaureate Degree or above); and Skilled (Associate Degree, Postsecondary Certificate or 21<sup>st</sup> Century Industry Credential).

**Performance Descriptors** - Narrative descriptions of how well students achieve success on the content standards and objectives. West Virginia has designated five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance descriptors depict student achievement at each of those five levels for each content standard at each grade level or course for which performance descriptors have been developed.

**Performance Levels** - Levels of student mastery of the content standards and objectives.

The levels are Novice, Partial Mastery, Mastery, Above Mastery and Distinguished. Performance descriptors for each of these five levels are available for at least the core academic subjects.

**Performance Standards** - A system of describing and categorizing student achievement which has four basic components: levels of performance; performance descriptors; cut scores from statewide assessments that set parameters for the designation of levels of performance; and exemplars of student work for each performance level. West Virginia has designated five performance levels: distinguished, above mastery, mastery, partial mastery and novice.

**Proficient** - Student performance at mastery level or above. The term is used in the accountability system to designate students who are at an acceptable level of performance on the statewide assessment.

**Program of Study** - The selection of courses, that when delivered effectively, enables students to master the knowledge and skills needed to succeed in their chosen clusters and concentrations and leads to success in the global workplace and post-secondary education.

**Programmatic Level** - A component of the pre-k-adult educational spectrum that addresses the developmental needs of one age group of students. Programmatic levels described in this document include Early Childhood Education (grades pre-k-4), Middle Level Education (grades 5-8), Adolescent Education (grades 9-12) and Adult Education.

**Required Courses** - Those courses that all students must complete.

**Robert C. Beach Vocational Agriculture Credit** - A science credit available to students with a declared entry or skilled level major in vocational agriculture who will, upon their successful completion of a unit of credit in an approved vocational agriculture course above grade 10, be exempt from the third unit of science credit required for graduation. Students with declared majors in vocational agriculture at the professional level are required to take four units of science as defined by this policy and W. Va. 126CSR44C, WVBE Policy 2520.3, 21<sup>st</sup> Century Science Content Standards and Objectives for West Virginia Schools for graduation. (See Chart V)

**School Day** - The time, inclusive of the instructional day, homeroom, class changes, breaks/recess, lunch, and other non-instructional activities from the first designated assembling of the student body in groups (homeroom or first period) to the dismissal of the student body.

**School Improvement** - A continuous process to increase student achievement and positively affect other student outcomes. School improvement builds the capacity of all entities, both state and local, to improve student success.

**Senior Project** – An integrated culminating project related to the student’s program of study which requires knowledge, skills, and concepts from the student’s total school experience.

A quality senior project should be comprised of a research paper, a product, a portfolio and a presentation.

**Student Assistance Team** – A trained school-based team which provides a formalized process for the review of student needs and complements the work of instruction and intervention teams.

**Technology Integration** - The use of technology throughout content areas to help students master the 21st Century CSOs and Policy 2520.14 developing skills for lifelong learning.

**Technology Tools** – Important 21<sup>st</sup> century technology tools include information and communication technologies such as computers, networking and other technologies (e.g., probes/sensors and accelerometers, MP3 players, interactive white boards); audio, video, multimedia and other digital tools; access to online learning communities and resources; and aligned digital content software and adequate hardware for all students. Technology tools, when integrated in with classroom instruction, enable students to access, manage, integrate and evaluate information across content areas, construct new knowledge and communicate efficiently with others.

**Trimester** - A block of instructional time that is equivalent to at least one-third of the school year. For example, 60 instructional days are equal to a trimester in a school term of 180 instructional days.

**Unit of Credit** - Recognition given to a student for the successful demonstration of mastery of the 21<sup>st</sup> century content standards and objectives at a level established for an approved required or elective high school level course consistent with this policy and W. Va. 126CSR44A-126CSR44O, WVBE Policies 2520.1-2520.15, the series that contains 21<sup>st</sup> century CSOs for West Virginia schools. Partial credit (2 unit) may also be awarded. The level of mastery shall be in compliance with 126CSR37, WVBE Policy 2515, Uniform Grading (hereinafter Policy 2515). Individual students who demonstrate mastery of the 21<sup>st</sup> century CSOs of a particular course must be provided opportunities to progress to the next level. Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade 9 and for successful completion of a dual credit course.

**Virtual School** - An alternative delivery system for course content. The West Virginia Virtual School was created within the WVDE by the Legislature to provide a variety of high quality, technologically delivered courses for pre-k-12 public school students. The Virtual School initiative helps bridge the barriers of time, distance and inequities for all West Virginia students by providing access to resources. The Virtual School offers required courses, Advanced Placement courses and a variety of elective, enrichment, remediation and Information Technology courses.

**Writing Across the Curriculum** - Writing instruction and practice that is applied throughout all content areas. (See Section 8.6.)

**West Virginia Earn a Degree - Graduate Early (WV EDGE)** B A program that allows students to take high school courses for community and technical college credit. WV EDGE courses are based on an alignment between the content standards and objectives of WVDE approved courses and the syllabi of community and technical college courses. Students enrolled in high school courses approved for WV EDGE earn credit by passing a qualifying exam. The ultimate goal of the WV EDGE program is to allow a student to earn an associate degree concurrently with earning a high school diploma.

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