ALTERNATIVE MEANS TO EARN HIGH SCHOOL CREDIT

Organizational Manual

DIVISION OF TECHNICAL AND ADULT EDUCATION
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The West Virginia Department of Education (WVDE) is committed to offering alternative educational opportunities to ensure student success, decrease the dropout rate and increase the graduation rate. Each of these opportunities includes a blend of Career Technical Education (CTE) and traditional core academic opportunities or a WVDE approved High School Equivalency Assessment (HSEA). These opportunities are intended to provide options to youth experiencing dramatic risks of dropping out of school.

**Definitions:**

**Option Pathway 1**
- Allows student to stay in school, complete a CTE Path, pass the HSEA and receive a high school diploma:

**Option Pathway 2**
Credit Recovery
- Allows seniors needing to pass only one subject in order to graduate to take one content area of the HSEA

**Option Pathway 3**
High School Equivalency Diploma
- Allows students dropping out of school to take the HSEA prior to leaving school

**Virtual Career Technical Concentrations**
- Provides flexible scheduling opportunities to students through virtual career technical education (CTE) concentrations. Concentrations in Business and Marketing as well as Human Services areas lend themselves well to online.

**onTargetWV Credit Recovery**
- Allow students to recover credits they need for graduation and help them develop skills and work habits that contribute to their continued academic success.

**Individualized Work Readiness Credential - IWRC**
- Provides students with moderate learning deficits the opportunity to gain valuable work readiness and occupation specific skills through a CTE career concentration cluster.
Public School Setting

The Option Pathway (Option 1) provides an opportunity for at risk students to stay in school and graduate on time with their cohorts. The Option Pathway is designed for the student who has failed major core courses and is in the ninth, tenth, eleventh or twelfth grade. (A student who is age inappropriate for the eighth grade may also be considered.)

A student in the second semester eleventh grade or a student in the twelfth grade must already be enrolled in and passing a CTE pathway. The exception is the school that has a CTE pathway that requires only one year to complete.

Responsibilities of Superintendent/Director/Career Technical Education Administrator/Principal

Superintendent, CTE director/administrator or principal will:
- Submit application and all required data to the WVDE
- Provide and oversee local finances for the Option
- Designate/hire Option teacher/s
- Establish an Option Team
- Agree to financially support and to send Option staff to mandatory trainings by the WVDE
- Offer and support professional development by contracting WVDE recommended Option mentors for trainings and for model classroom observations when necessary
- Maintain a student/teacher ratio that meets the 15:1 ratio strongly recommended by the WVDE
- Monitor the scheduling of Option classes
- Provide and allow access to computers
- Oversee scheduling of Option students into appropriate CTE state certified programs
- Provide HSEA testing for Option students
- Allow the Option student who is successful in the attainment of a high school diploma to participate in the high school graduation ceremony.
- Assure the Option student is included in the WESTEST in grades 9-11.
- Submit a semi-annual and annual report to the WVDE Office of Adult Education and Workforce Development Office.
- Identify the available CTE programs through collaborative discussions with CTE administrators before entering students into the Option Program.
Criteria for Establishing the Option Pathway (Option 1)

1. Identify an Option Team
2. Designate/hire Option teacher
3. Collaborate with CTE Director/Administrator to identify appropriate/available CTE programs
4. Submit semi-annual and annual reports to the WVDE.

Option Pathway (Option 1) Team

The Option Pathway Team consists of but not limited to the following personnel:
- CTE Administrator/Principal/Director and/or County Superintendent
- Counselor
- Career Technical Education (CTE) Staff
- Option Teacher
- Student’s Home School Representative
- Special Education Director or Designee-If student has an Individual Education Plan (IEP)
- The SAT Team may be used as the Option Team as long as the Option Pathway teacher and a CTE representative are present when decisions are being made for the Option students

Option Team Meeting

A preliminary Option Team meeting will be held once a student is recommended by a classroom teacher or administrative staff. Before the student is allowed to begin the Option program, the Option Team will determine if the Option pathway is an appropriate selection for the student.

Selection of students for the Option pathway is a very life changing decision for the student. Students are taken from regular academic classes and put into a program that redesigns their path for graduation. Every effort should be made to choose students you feel will fit the program and succeed. While we know we cannot insure 100% success, it is our obligation to take a serious approach to choosing students before placing them in Option. This is not an alternative program for extreme behavior and/or learning problems.

Determining if a student recommended for the Option Pathway is qualified is the total responsibility of the Option Pathway Team. Placement of an at-risk student not capable of passing the HSEA is setting the student up for failure. Therefore, the student being recommended to the program should have the signature of a parent or guardian to take the Test of Adult Basic Education (TABE). (Appendix 1 Parent Permission for Student TABE Testing) The student must achieve a minimum of an 8th grade level on the Language Arts, Reading and a 7th grade
level on the Mathematics in order to be capable of passing the HSEA. The
Option Pathway Team should not consider these scores alone but should take
into consideration the student’s grades and standardized scores found in their
school record.

Criteria for Student Selection

The main criteria for student selection into the Option should include, but is not
limited to
• Credit deficiencies (a total of one year’s credits behind their 9th grade cohort
group).
• At-risk of dropping out due to inappropriate age.
• At least sixteen (16) years old and at high risk of dropping out of school.
• The ability to read independently in English at a level sufficient to
  successfully complete the high school equivalency instruction and testing.
• Achieve the recommended TABE scores of 8th grade reading level and 7th
grade math level.
• Documentation that behavioral issues have significantly improved if a history
  of behavioral problems has existed.

Criteria for Student Behavior

While behavior issues are more times than not a problem with at risk students,
the level of the behavior problems should be considered when screening
potential Option Pathway students. Students with serious behavior problems
have a very minimal chance of being successful and also cause teachers
and students to lose valuable time needed to study and pass the assessment
(HSEA). Following are some areas of behaviors that students may have and still
are likely to get into the program:

<table>
<thead>
<tr>
<th>Less Significant Behaviors</th>
<th>Moderate Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Occasionally late for class</td>
<td>• Frequently late for class</td>
</tr>
<tr>
<td>• Wearing hats in the hallway</td>
<td>• Frequently skipping class</td>
</tr>
<tr>
<td>• Inappropriate display of affection</td>
<td>• Disrespectful to some teachers</td>
</tr>
<tr>
<td>• Not paying attention in class</td>
<td>• Profanity toward teachers and</td>
</tr>
<tr>
<td>• Not having completed homework</td>
<td>classmates</td>
</tr>
<tr>
<td>• Gets irritated easily</td>
<td>• Disobeying class rules</td>
</tr>
<tr>
<td>• Absenteeism</td>
<td>• Insubordination towards some but</td>
</tr>
<tr>
<td>• Etc.</td>
<td>not all staff and teachers</td>
</tr>
<tr>
<td></td>
<td>• Moderate to severe absenteeism</td>
</tr>
<tr>
<td></td>
<td>• Etc.</td>
</tr>
</tbody>
</table>
The behaviors listed below are indications that the student should not be admitted in the Option Pathway:

**Serious Behaviors**

- Numerous fights
- Threats toward staff and classmates
- Constantly disobeying school rules
- Disruption of class and lunch periods
- Outbursts of anger and aggression
- Extreme absenteeism
- Etc.

Students who are being considered for the Option Pathway (Option 1) should have a desire and willingness to be in the program and motivation to achieve the goals needed to be a successful graduate.

**Criteria for At Risk Student with Disabilities**

The Option team should take careful consideration before placing students with disabilities into the Option Pathway, keeping in mind that 40% of graduating seniors cannot pass the assessment. Therefore, parents and students should be aware that the HSEA preparation is rigorous and that accommodations on the tests must be approved by the WVDE and may not reflect the student's IEP.

Not only should great consideration be given concerning passing the HSEA, the placement in the CTE pathway must also be deliberated, and the CTE instructor must be consulted.

Thus, prior to placement into the Option Program, it must be determined if the student with a disability can be successful.

Students with disabilities should meet the list of Student with Disability Selection Criteria:

- Should take the HSEA practice test, using accommodations stated in the Individual Education Plan (IEP) prior to entering the Option Pathway to see if passing the HSEA is possible.
- Passes the practice test for the HSEA with required accommodations request to the WVDE to make sure these accommodations are approved prior to placement. The accommodation request must include the proper documentation, as required by the testing service and the WVDE.
- IEPs can only be used as support documentation when submitting an accommodation request.
- The psychological report must be no older than five (5) years and must be attached to the accommodation request.
Option Pathway Teacher

Policy 5202 requires an Option Teacher Temporary Authorization endorsement which will be in effect beginning of the 2013-2014 school term. (Appendix 2 Policy 5202 Excerpt)

Hiring the Option pathway teacher is done by the Local Education Agency (LEA), State Education Agency (SEA), Government Education Agency (GEA) or Regional Education Service Agency (RESA). A sample of a job posting for the Option teacher can be found in Appendix 3 Teacher Job Posting Sample. The newly hired teacher must have a Bachelor’s Degree or above and hold a current West Virginia certificate, preferably 9-12 or in any K-12 area. Policy 5202 requires that an Option teacher has an Authorization that validates their initial Option Pathway training. To renew annually the required Authorization the Option Pathway teacher must obtain an additional 6 hours of professional development focused on the Option Pathway throughout the year.

The applicant for licensure must submit evidence of the following:
- Degree - Hold a valid Professional Teaching Certificate in any endorsement grades K-12
- Commitment- Submission of commitment verifying the applicant’s agreement to complete the required Option Pathway orientation professional development approved by the WVDE
- Recommendation-Receive the recommendation of the county superintendent in which the applicant is employed
- Pay a $25.00 Processing Fee to the Office of Professional Preparation
- Complete the forms found at http://wvde.state.wv.us/certification/forms/

Once hired the LEA, SEA or GEA will contact the WVDE Option Pathway Coordinator with the following Option Teacher information:
- Name
- Degree
- Mailing Address
- County and Class Site
- Work Phone
- Cell Phone or Home Phone
- Fax
- Email Address

The WVDE Option Pathway Coordinator will welcome the new teacher via email or a phone call and provide information concerning the Pre-Service Training, First Year Professional Development and annual requirements.
Authorization Training for Option Pathway Teacher

Pre-Service:
- Completion of an Advance Study Assignment (Self-paced hours may vary)
- Classroom Observation/Job Shadowing/Report of successful ABE classrooms or current Option Pathway classes. (3 hours required—may do more)

First Year Professional Development:
- Option Pathway Orientation – Philosophy and Management of the Option Pathway (6 hours)
- Adult Basic Education (ABE) Training – Classes approved and delivered by WVDE trainers (6 hours)

Ongoing Annual Professional Development:
- Six (6) hours required each year
- Option Pathway ABE training will be available at conferences and local RESA’s throughout the year
- All Option teachers training must be approved by the WVDE and entered into the Adult Education Management Information System (AEMIS), an ABE data information system. (Appendix 4 Option Pathway Professional Development and AEMIS)

Each year the Option Pathway teacher must renew the Authorization. This is achieved by:
- Paying a $25.00 processing fee for renewal each year
- Professional Development Activities -
  - Completion of at least 6 clock hours annually of unduplicated professional development offered or approved by the WVDE.
  - Training will be offered at local RESA’s and conferences throughout the year.
  - Check AEMIS one month after training to make sure attendance was logged
- Recommendation - Receive recommendation of the county superintendent in which the applicant is employed
- Annual Temporary Authorization Forms are found at http://wvde.state.wv.us/certification/forms/

Additional Requirement:
It is the responsibility of the Option pathway teacher to establish access to AEMIS. Make sure when attending professional Development sessions that your name is on the sign in list for that particular session. Attendee’s names will be placed in AEMIS as attending/receiving the number of hours of credit. Each time a teacher accesses AEMIS, their hours of professional development are displayed.
Key Responsibilities of the Option Pathway Teacher

The Option Pathway Teacher:

• Provides a comprehensive course of study reflecting the alignment to the West Virginia’s Next Generation Content Standards and Objectives (West Virginia’s Customized Common Core Standards), http://wvde.state.wv.us/next-generation/, resulting in passing scores on the HSEA.
• Provides a safe working environment for the Option Pathway students.
• Follows the attendance and disciplines provided by the LEA, SEA or GEA.
• Attends Option pathway Team meetings.
• Consults with CTE instructors prior to placing students into a CTE classroom and cooperatively works with the CTE instructors throughout the school year.
• Provides the opportunity for students to succeed by providing one-on-one instruction when necessary.
• Maintains a student/teacher ratio that meets the 15:1 ratio strongly recommended by the WVDE.
• Monitors the scheduling of Option classes.
• Provides and allows access to computers.
• Assists students with the registration process for the HSEA.
• Make sure that the Option student’s successful attainment of a high school diploma is recognized by participating in the high school graduation ceremony.
• Assures Option students are included in the WESTEST in grades 9-11.
• Converts HSEA scores to letter grades and places in WVEIS. This requires a check and balance to be in place for the grades of the Option student. Recording the grades from a high school equivalency assessment must be scrutinized since the one score will replace the letter grades for several semesters. Therefore, a mistake of inputting the incorrect scores can result in a student receiving a high school diploma without meeting the criteria. A signed document must reflect a second staff person verifying the scores/letter grades.
• Submits a semi-annual Option Data Sheet to the WVDE Office of Adult Education and Workforce Development.

Option Pathway Student

The Option Pathway students must adhere to all attendance and behavior guidelines of the school. These students may not be taken out of the participation numbers. They are required to take the WESTEST and other state tests. They may also participate in extracurricular activities, including sports, apply for a driver’s license (Appendix 5 Policy 4150 Excerpt) and may be eligible for the PROMISE scholarship if a 500 average is obtained on the HSEA and other Promise Scholarship requirements are met.
The Option Pathway students:
- Attend HSEA preparation classes and take the HSEA.
- Complete Educate WV Performance Assessment.
- Complete the four (4) required core courses in a WVDE CTE skilled pathway.
- Complete the WorkKeys® job skills assessment – Applied Mathematics, Locating Information and Reading for Information.
- Receive a high school diploma upon successful completion of all Option requirements.
- Are eligible to apply for the PROMISE Scholarship (Appendix 6 PROMISE Eligibility) if the student masters a 500 on the HSEA or a score determined by the WVDE.
- May participate in extracurricular activities including sports, using the CTE grade average.
- Are eligible to acquire a driver’s license.
- May not be taken out of the participation numbers.
- Is not counted in the class rank.
- Is required to take the WESTEST and other state tests

**Option Team/Student/Parent Meeting**

Once it is determined by the Option Pathway Team that the student is a good fit or this program and meets the criteria, the parent/guardian must be informed and are invited to attend a scheduled meeting with the Option Pathway Team, or at least one member of the team, and the student.

The meeting will include a discussion of the educational alternatives available to the student, the academic, attendance and behavioral expectations of the student once in the program, the anticipated goal of the program, and the services to be provided. It must be very clear to both student and parent that if the student is unsuccessful in this program the only options left are – returning to grade level prior to entering the Option Pathway program or enrolling in Option 3. Parents should also be aware this program may not be offered in another county or state if the student would transfer.

It must be stressed at this meeting that **this program is voluntary and cannot be mandatory** if a student or parent does not want the student to participate. It is a Pathway choice **offered** to an at risk student.
The parent agrees to obtain for the student a West Virginia ID, other government issued ID or school ID to be used as identification to sit for the HSEA. Students will not be allowed to sit for the test unless proper ID is presented. The student must select a Career Technical Education (CTE) Pathway and be informed of the following:

- The student must complete the four (4) required courses in a WV skilled pathway concentration to remain consistent with Policy 2520.13 or certification.
- The CTE staff member will assist the Option student in selecting a CTE concentration.
- Once a program is selected, the student is informed of all courses required for completion and the timeline for completing the courses in sequence to become a CTE completer.
- The student must also take the WorkKeys® assessments and participate in the job preparation Educate WV Performance Assessment, or approved certificate exam, which are included in the CTE curriculum.

The Student/Parent Application and Contract must be discussed and signed at this meeting. (Appendix 7 Student/Parent Application and Contract)

Meeting highlights are:
- Academic, attendance and behavioral expectations
- Students should obtain and bring a West Virginia ID prior to admittance into the program or use the school ID
- Student must select a CTE concentration
- Discuss and sign contracts

**High School Equivalency Preparation**

The WV Option Pathway program should be structured as closely as possible to the West Virginia Adult Basic Education (WVABE) class. The WVABE instructor Handbook has a wealth of knowledge concerning preparation materials available. Preparing for the HSEA should reflect the following:

- The Option student will participate in a HSEA class as provided by their participating school.
- The Option program will use WVABE HSEA preparation curriculum to provide a very comprehensive program of study for mathematics, writing, social studies, reading and science.
- Instructional resources and equipment such as adequate supplies of textbooks, practice material, computers, shop/craft equipment, educational software, and Digital Versatile Disc (DVD/) should be available to the best of the counties abilities to do so.
• Given the particular need and experiences of Option populations, instructional strategies that center on individual student progress should be employed. The instructional materials that will support successful passing of the HSEA are discussed at the teacher trainings.
• Student must pass the HSEA practice assessment before taking the HSEA. (Appendix 8 Plan of Study)
• After passing the HSEA practice test, the Option student will be eligible to take one content area subject per HSEA testing session.
• By the end of each semester, the students should begin taking the applicable content area HSEA. The instructor will assist the student with the registration process on Wizard or the new registration process beginning January 2, 2014.
• When registration is complete, the instructor or student will submit all required registration materials to the HSEA examiner.

<table>
<thead>
<tr>
<th>Registration Process Paper Based Test (PBT)</th>
<th>Registration Process Computer Based Test (CBT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students may take one subject at a time</td>
<td>• Complete the Computer Based Test Registration that will be available January 2014.</td>
</tr>
<tr>
<td>• Must complete the WV Form and Testing Procedures or new forms that will be issued January 2014</td>
<td></td>
</tr>
<tr>
<td>• Must pass readiness assessment, must register using the online registration process.</td>
<td></td>
</tr>
<tr>
<td>• Print Test Ticket if required by new HSEA.</td>
<td></td>
</tr>
<tr>
<td>• Teacher must provide Examiners with registration materials (Some Examiners may require students to provide registration forms on the day of the test.)</td>
<td></td>
</tr>
</tbody>
</table>

High School Equivalency Testing Guidelines

The Option Pathway State staff will keep all Option Counties informed of the changes that may take place with the high school equivalency assessment.

Failure to adhere to the following HSEA policies will result in cancellation of the waiver to allow testing of enrolled Option Pathway youth:
• Instruction and testing must remain separate.
• Access to the HSEA will be limited to examiners authorized by the WVDE.
• At no time will Option Pathway teachers or students have access to the HSEA. Test loss and/or compromise can destroy the usefulness and validity throughout the jurisdiction.
• High school equivalency testing of in-school youth will be granted only when students have access to an approved test center in West Virginia.
• Testing Centers must adhere to the policies described in the West Virginia Examiner’s Manual.
• High school equivalency testing must be provided to Option students. Students may test during regular testing sessions or be provided special testing times if the county decides to do so.
• WV High School equivalency testing procedures will conform in all ways.

The WVDE State High School Equivalency Administrator and Option Pathway Coordinator will continue to monitor testing procedures and to close or otherwise sanction testing centers at which approved procedures are not followed.

School Counseling Services for Option Students

The Option students are enrolled in school, and therefore, will be assured guidance and counseling services that are provided in the West Virginia Board of Education (WVBE) Policy 2315.

“This policy sets the requirements for K-12 comprehensive developmental guidance and counseling for schools in West Virginia that reflect the American School Counselor Association National Standards for School Counseling Programs model.”

The role of the school counselor should include but not be limited to the following:
• Records for Option Pathway students will be maintained by each participating LEA/SEA/GEA/MCA and will meet all criteria for student records. Record maintenance and usage will be in compliance with the Family Education Rights to Privacy Act (FERPA).
• The school or CTE counselor (where applicable) will be a member of the Option Team.
• This certified counselor will access past performance records and any observations to help determine the recommendations.
• The counselor or a team member will be present in the meeting with the Option candidate and parent/guardian.
• Counseling will be available throughout participation in the Option Pathway.
• WVEIS records must be maintained by the counselor or other designee for all Option students.
Option Pathway Students and WVEIS

The Option Pathway is a blend of Career Technical Education (CTE) courses and the State approved high school equivalency assessment (HSEA). The Option Pathway allows approved students to participate in the HSEA at approved locations without being withdrawn from an accredited high school. The Option Pathway student may receive a high school diploma according to the completion level of the program. **Option students are no longer considered under the graduation requirements of 2510 but now are under the requirements of Policy 2444.4.**

The WVEIS codes for the Option Pathway subjects are listed below. These WVEIS codes take the place of the Core academic WVEIS class codes. They are used throughout the time that the student is enrolled in the Option Pathway. Once you enter these codes in WVEIS, the system will acknowledge that the student is in the Option Pathway. Students will receive credits for these courses, once a passing score is received on the HSEA. **Although grades and credits are given, students are not counted in, nor do they receive a class ranking.**

The following are the course codes used for WVEIS coding and must be used for the Option Student’s schedule:

<table>
<thead>
<tr>
<th>WVEIS Codes</th>
<th>Language Arts, Reading</th>
<th>7901</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language Arts, Writing</td>
<td>7902</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>7903</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>7905</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>7906</td>
</tr>
</tbody>
</table>

Recording Grades for Option Pathway Students

At the end of the grading period if the student has not successfully passed the HSEA, **an “S” should be used as a place holder until the student passes the test or an “N” for not satisfactory may be entered if the teacher wants to indicate that the student is not working to the ability level expected and/or fails the 9 weeks class. An “F” for failing grade is never used even if the student does not pass the test.**
Once a passing score has been mastered for the entire HSEA, this chart is used to convert the scores to a letter grade on the student's transcript:

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>410-490</td>
<td>C</td>
</tr>
<tr>
<td>500-590</td>
<td>B</td>
</tr>
<tr>
<td>600-800</td>
<td>A</td>
</tr>
</tbody>
</table>

*Scores for the new HSEA will be provided in January 2014*

Inputting these converted letter grades for the Option Pathway student should follow school protocol. If it is customary for the teacher to put the students’ grades in WVEIS, then the Option Teacher will be responsible for the Option students. If it is customary for only counselors to put in grades in WVEIS then it is the responsibility for the counselors to put the Option Pathway grades in WVEIS. No matter the method, there should be an additional check and balance in place for the converted letter grades of the Option student. Recording the scores from a high school equivalency assessment must be scrutinized since the one score will provide the letter grade for the subject area and provides the credits that the student needs to graduate. Therefore, a mistake of inputting the incorrect scores can result in a student receiving a high school diploma without meeting the criteria.

The letter grade is placed at the corresponding course code and then the number of credits is determined. The number of credits is determined by the current credit deficiency of the student. For example, if a student needs three (3) social studies credits, the student receives three Social Studies Credits. If the student needs four (4) social studies credits then the student receives four (4) social studies credit. Bottom line, the number of credits needed for graduation in each core academic area is awarded through the successful completion of all HESA content assessments.

**Remember:** Students must pass the entire high school equivalency before scores are converted to a letter grade and credits are issued.

Once the scores are recorded by the teacher or counselor, another staff member in the school must take the copy of the passing scores and compare names and scores with the recorded letter. The LEA, SEA or GEA must keep documentation of this procedure.

At the end of each semester, the Option Pathway instructor must complete the Option Data Sheet (Appendix 9) and email it to the WVDE Option Pathway within two (2) weeks after the last day of the semester. Even though letter grades and credits may be given to the Option Pathway students, these students are not counted in the graduation class rank.
The Mountaineer ChalleNGe Academy (MCA), an alternate education setting, has been approved by the WV State Department to implement the Option Pathway. The guidelines governing this agreement can be found in Policy 2444.4 Issuance of the State of West Virginia High School Equivalency Diploma, §126-32-8. Testing of Option Pathway Students Enrolled in Mountaineer ChalleNGe Academy.

The Mountaineer ChalleNGe staff will be responsible for notifying parents/guardians about the Option Pathway. This will be done at the Orientation meeting with the parents/guardians. The Option Pathway will be described in detail, stressing that the cadets meeting all requirements will be issued a high school diploma at the end of the Residential Phase. Upon completion of the orientation, parents/guardians are requested to sign the Acknowledgements and Certificate of Understanding Release of Liability documents. These documents are required to be in the file of all cadets.

After the first few weeks of a MCA class, it is the responsibility of the MCA staff and the State Department of Education Option Pathway staff to make sure that the cadets are currently enrolled in a West Virginia high school. If the MCA staff is notified that the cadet is not currently enrolled in the high school then the parents must contact the home high school.

The MCA cadets, must complete the 22 week MCA Program, successfully complete the Content skill sets in the four (4) National Guard Youth Challenge Program courses (a career technical concentration), meet a level 4 on the WorkKeys® job skills assessment, and pass all content areas of the HSEA, in order to successfully complete the Option Pathway. (Policy 2444.4)

All MCA cadets who meet the criteria listed in Policy 2444.4 will receive a high school diploma from their home high schools.

After the high school diploma is earned, the student is counted as a graduate of their school of origin for the purposes of calculating the graduation rate.

A MCA cadet, not passing the high school equivalency assessment during the 22 week MCA program, may continue to take the assessment during the post-residential phase and may use the MCA photo identification.

The Final Post Residential Action Plan (PRAP) for cadets who receive a high school diploma outlines the steps for further education, employment or military goals.

The Final Post Residential Action Plan (PRAP) for cadets not achieving the high school diploma at MCA outlines the steps necessary to achieve a high school diploma.
Guidelines for Issuing a High School Diploma to Residential MCA Cadets

A grade chart has been developed using scores identified by the WVDE to determine a letter grade corresponding to the achieved scores:

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>410-490</td>
<td>C</td>
</tr>
<tr>
<td>500-590</td>
<td>B</td>
</tr>
<tr>
<td>600-800</td>
<td>A</td>
</tr>
</tbody>
</table>

*Scores for the new HSEA will be provided in January 2014

Two (2) staff members from MCA will provide the following information on the spreadsheet template provided by the WVDE:
- Cadet's name
- Scores for the HSEA
- Scores for the WorkKeys
- Completion of the MCA CTE program

This documentation must be provided to the WVDE and must have two signatures or initials, indicating that a check and balance of the information has been performed for the MCA Option student by the staff preparing the document.

The letter grades will be entered into WVEIS by two WVDE staff. The letter grades will be placed in each content area that lacks a grade and credits will be given. For example, a score on the HSEA in the content area of Mathematics will be recorded and will provide the credits that the Option student lacks to graduate.

There should be additional checks and balances in place for the two WVDE staff members for validating the grades of the Option student, as evidenced by written signature of the staff doing the additional checking. Recording the scores from a high school equivalency assessment must be scrutinized since the score will replace the letter grades for several semesters. Therefore, a mistake of inputting the incorrect scores can result in a student receiving a high school diploma without meeting the criteria.

*Once the scores are recorded by the WVDE staff, another staff member must take the hard copy of the passing score and compare names and scores with the recorded letter grade.*
Diplomas will be printed by the WVDE using electronic signatures of participating County Superintendents.

A graduation ceremony honoring the cadets will be provided by MCA. All students who complete the Residential Phase of MCA go through a graduation ceremony including cap and gown with presentation of their high school diploma. MCA cadets completing the requirements for a high school diploma after the Post Residential Phase must contact the home high school and provide documentation of completion in order for a high school diploma to be issued.

**Guidelines for Issuing a High School Diploma to MCA Cadets Completing the Requirements after the Residential Phase**

The MCA cadets who do not complete the requirements to receive a high school diploma during the residential phase of the program may continue to work on the skills/scores that fell below the recommended scores at the home high school. The areas that may need improvement are completing the CTE component, passing the HSEA, or improving scores on the WorkKeys®. The cadets may return to the home high school to work on such improvements.

Once the student returns to the high school, the home high school will request from MCA staff a list of the scores for the HSEA test scores, TABE scores and WorkKeys® scores, and documentation that the CTE courses were completed while at the Academy and an additional list of the items that did not fulfill the requirements of a high school diploma while at the Academy. Once the high school has the list, the student will be placed in a program of study to improve the deficiencies.

If the cadet did not pass the CTE component while at the Academy, the cadet may return to the home high school and enroll in a CTE pathway. If the cadet did not pass the HSEA, to improve these scores, the student may participate in the Option Pathway preparation classes at the home high school, if available. If the Option Pathway is not available at the home school, the student may study via various programs provided, such as PLATO, Aztec, On Target, credit recovery programs, etc. If the cadet did not receive the required WorkKeys® scores, skills may be improved by working with the KeyTrain® or WIN curriculum.

According to Policy 2444.4, “A student who successfully completes the Option Pathway has a compelling reason to attend school for fewer than four full years and/or be scheduled for courses for less than the full instructional day. For example, a student successfully passes the Option Pathway high school
equivalency assessment and completes the career and technical concentration. At that point they have completed the requirements for graduation even though their graduation cohort may not yet have graduated. Another example would be when a student has successfully passed the Option Pathway high school equivalency assessment but has not yet completed their career and technical concentration. That student may only need to attend school during the part of the day for the career and technical courses. In both examples, the students would not need to be enrolled for the four full years or for the full instructional day. The county or school would not acquire a penalty for graduation rate or attendance rate in either scenario.

Therefore, the MCA Option Pathway student, returning to the home high school, may attend school for less than the full instructional day to complete the MCA graduation requirements. Also, the student may complete the requirements for graduation early, even though the diploma will not be issued by the home high school until the graduation ceremony. The MCA Option student fulfilling graduation requirements at the home high school may have the option to participate in the graduation ceremony at the home high school.
Credit Recovery (Option Pathway 2) allows seniors, needing only to pass one subject in order to graduate, to take one content area of an WVDE approved high school equivalency assessment (hereafter HSEA).

Option Pathway (Option 1) is the core component of the Option Pathway. Option 2 is a supplemental program that may be implemented once approved to provide the Option Pathway. The criteria for the Credit Recovery (Option 2) are the following:

- Used as credit recovery.
- Designed for high school seniors who have failed one major core course and who are in jeopardy of not meeting the high school graduation requirements with their cohort.
- Receives HSEA preparation class in the deficient required content areas and passes the practice test.
- Must receive permission from parent or guardian to test.
- Students should obtain and bring a West Virginia ID prior to admittance into the program or use the school ID.
- Passes the content area HSEA by achieving the minimum passing score as determined by the WVDE.
- Continues attending and maintaining passing grades in all other classes as required by Policy 2510.
- Receives a high school diploma upon completion of all Option requirements.

When implementing Credit Recovery (Option 2), the school must use the same guidelines for issuing grades as with other credit recovery programs. For example, if it is customary to give only the letter grade of a “D” for credit recovery, then the student completing Option 2 would receive a “D”. If an average grade is given for credit recovery classes, refer to the Grade Conversion Chart to convert the score on the HSEA to a letter grade.
Chapter 4
High School Equivalency Diploma (Option 3)

High School Equivalency Diploma (Option 3) allows students dropping out of school to take the WVDE approved high school equivalency assessment (hereafter HSEA) prior to dropping out of school. In the WVEIS report, the Option 3 student will be entered as a dropout upon leaving school; however, on the October Report, the Option 3 student passing the HSEA will be removed from the dropout list and placed under passing the HSEA. This does not help the graduation rate only the number dropping out of school.

Option Pathway (Option 1) is the core component of the Option Pathway. Option 3 is a supplemental program that may be implemented once approved to provide the Option Program. The criteria for the High School Equivalency Diploma (Option 3) are as follows:

- Designed for the student who is dropping out of school.
- Is encouraged to take and pass the practice test for the State approved high school equivalency assessment. If they pass the practice test, the student should be encouraged to take the HSEA prior to leaving the public school system.
- Students should obtain and bring a West Virginia ID prior to admittance into the program or use the school ID.
- This student will be entered in WVEIS as a dropout, and then changed to “Attained a HSEA” in the October WVEIS report if he/she passes the HSEA.
- Does not receive a high school diploma.
- Benefits the student, but will not be counted in the graduation rate.
- Must receive permission from parent or guardian to test.
Chapter 5
Virtual Alternatives

Career Technical Concentrations

The West Virginia Virtual School (WWVS) CTE concentrations were created to assure consistent, high quality education for the students of West Virginia through courses delivered via technology, promote efficacy and equity in course offerings, and provide options for implementation across the public school system. The Virtual School initiative helps bridge the barriers of time, distance and inequities for all West Virginia students.

onTargetWV Credit Recovery

Programs that allow students to recover credits they need for graduation and help them develop skills and work habits that contribute to their continued academic success. The new onTargetWV program offers rigorous credit recovery courses with additional scaffolding to sustain learning. These courses are engaging, interactive, and provide differentiated instruction to supply the extra support students need to be successful. A highly qualified online instructor grades works, answers questions, and provides individualized instruction as needed.

Registration

Students and school personnel may review the many courses in the WWVS online catalog. There are four (4) CTE virtual concentrations, three (3) in business and marketing and one (1) in human services and more than 250 core and elective courses, including many different AP courses. If students are interested in taking online courses through the West Virginia Virtual School, the student may request or the school virtual school contact may request the virtual course.

Local Co-Teacher/Facilitator/Mentor

The school must provide a local school co-teacher, mentor/facilitator who will receive regular reports about student progress and will serve as the student’s first contact for academic problems. This local co-teacher/facilitator/mentor is key to the student’s success. The best practice implementation of WWVS courses occur when the online course is placed into the student’s schedule as a daily class period or block of time where the co-teacher/facilitator/mentor works with the student. If the student is not scheduled into a regular period during the school day, the co-teacher/facilitator/mentor should make weekly contact with the student to ensure that the student is making progress.

WWVS Grade Transcripts and Drop Policy

Most WWVS course providers allow a trial period during which students can drop a virtual course without penalty. The school must report a grade of WNG (Withdrawn No Grade) on the student transcript when the student drops a course on or before 28 days. The school must record a grade of WF (Withdrawn Failing) for a student who drops a course after the 28 day drop date.
The virtual course grade will be sent via email to the school co-teacher/facilitator/mentor. The co-teacher/facilitator/mentor ensures that student grades for WV Virtual School courses are entered in the WVEIS data system. **No changes** can be made to the online course grade by local school personnel.

Grades must be recorded as reported by the online instructor following the WV Uniform Grading Policy found in State Board Policy 2515.

Tuition for virtual courses is paid by the WV Virtual School with some stipulations. The county incurs no expense for the first ten students in the same course in the same school (e.g., the first ten students in Algebra II) per year. The county is responsible for providing any textbooks and/or lab materials required by virtual courses.
IWRC is designed to provide some students with IEPs the opportunity to gain work readiness and occupation specific skills related to CTE career concentrations during high school. Students who earn the IWRC demonstrate the necessary skill sets for entry level and support jobs in a specific occupational area. The same individuals may even choose to pursue the CTE concentration certificate program in an adult post-secondary education/training program after gaining real world work experiences in order to earn the industry credential when available.

**Principal, CTE Director Responsibility**

District participation in the IWRC option requires approval by the district CTE administrator and submission to WVDE Office of Career and Technical Accountability and Support on LEA form 5. It is recommended that in the initial stages of development, LEAs begin with one or two IWRC cluster area concentrations.

Students with IEPs should be represented in any CTE program in similar proportion to the total school population of the LEA. For example, if students with disabilities comprise 23% of the total student population in a district, then students with disabilities should comprise approximately 23% of the students enrolled in any district CTE program. Since students with IEPs have such a wide range of needs, each class or program should be evaluated individually regarding appropriate percentages. U.S. Department of Education standards for compliance with the Office for Civil Rights Guidelines, including Title VI, Title IX, and Section 504, require LEAs to take steps to ensure that any disproportion does not result from unlawful discrimination. If CTE monitoring indicates LEA difficulty with maintaining this ratio, technical assistance from the WVDE may be requested. The LEA must exercise caution in strict adherence to this area of guidance, but should use it as a baseline measure for identification of disproportionality. Collaboration among CTE and SE administrators and staff is crucial to determine staffing needs and methods for support for students in CTE programs, particularly at CTE centers where no special educator is located in the building.

**Safety**

Safety is a number one priority for CTE, and safety procedures are crucial to the success of all CTE programs. General safety guidelines are provided in Section D of the WV Career and Technical Education Handbook located at [http://careertech.k12.wv.us/ctemanual/](http://careertech.k12.wv.us/ctemanual/), for CTE instructors and administrators. Safety procedures are specific to program areas and must be followed diligently. Discussion of safety concerns should be an integral part of determining placement of students with IEPs in any CTE program. All CTE students are required to meet safety standards at all times. Open honest discussion and
special consideration should be given to assessing safety for students with IEPs who are placed in CTE programs when behavior might constitute a significant safety risk. Consideration for periodic review of program specific safety procedures may be a part of the accommodations on the IEP. Special educators may assist with safety instruction for CTE students with disabilities. ToolingU and other programs, provided to districts by the WVDE, provide valuable electronic instructional supports for students to learn safety procedures.

NOTE: All Students Must Pass Applicable Safety Exam.

Teacher Responsibility

CTE is a vital member of the team for a student with an IEP who may participate in CTE programming. Provision must be made for the CTE instructor or representative to participate in the IEP meeting. A team planning meeting and activities prior to the IEP may resolve concerns, questions, and other issues related to student placement in a CTE program. Preplanning allows the student, CTE and SE staff to clarify course requirements (including academic performance), anticipated student needs and identification of likely supports. The team approach is vital to student success. Local Policies and Procedures for Implementing Policy 2419 should be reviewed to determine the most effective method for facilitating participation of CTE staff regardless of whether the facility is a comprehensive high school, a county career center or multi-county center. Once a determination is made regarding participation in a specific CTE program, the IEP is developed to identify support services, aids and accommodations that will be provided to enable the student to be involved in and progress in the general curriculum. Additional planning meetings may be needed to make periodic minor adjustments for success. Adapting, not reducing requirements for students with disabilities, allows for equity and access.

Special educators must develop background knowledge of CTE programming which requires intensive collaboration between CTE and special education (SE) staff. Each possesses specialized expertise to support student progress and acquisition of skills. The process begins prior to the formal IEP meeting when the student is making choices for the Individualized Student Transition Plan (ISTP) and identifies a CTE program of interest. Staff guides the determination of anticipated specially designed instruction, and the assessment of needed instructional supports that will be necessary for the identified concentration area. The formal IEP meeting allows instructional staff to work with the student and family to finalize needed supports for success. CTE participation in the IEP meeting is required for any student selected to participate in the IWRC.
The CTE and SE staff will collaborate for individual assignment requirements during the course. The IEP for the student describes any specially designed instruction, supports or accommodations necessary for student success. The district may consider offering a prerequisite elective course where students may gain skills for work readiness, career awareness and exploration, basic academics, understanding transition assessments and self-determination. The CSSs for 2013-2014 are available on the CTE web pages, clusters tab: http://careertech.k12.wv.us/, in addition to other links.

IWRC/IEP Team Responsibility

Intense collaboration must occur between CTE and special education (SE) staff. Each possesses specialized expertise to support student progress and acquisition of skills. The process begins prior to the formal IEP meeting when the student is making choices for the ISTP and identifies a CTE program of interest. Staff guides determination of anticipated specially designed instruction, assessment of needed instructional supports that will be necessary for the identified concentration area. The formal IEP meeting allows instructional staff to work with the student and family to finalize needed supports for success. CTE participation in the IEP meeting is required for any student selected to participate in the IWRC.

Informed decisions on the part of students with IEPs, parents and SE staff regarding participation of students with IEPs is paramount to student success; therefore, open discussion about the match between student interests, preferences, academic aptitude and vocational aptitude is necessary for the IEP team to make informed decisions. Arbitrary and solitary decisions for CTE participation are inappropriate.

All students working toward the IWRC enroll for the four required CTE concentration courses. Once a student is selected for the IWRC, the CTE and special educators will review the IWRC skill sets established by the WVDE for student attainment of the certificate. A copy of the approved WVDE skill sets must be provided by CTE staff and special educators to the student and family of IWRC candidates to assure they understand the program. Exposure to all skill sets in each course will assist students to develop a broad knowledge of the concentration and an opportunity to develop additional skill sets or to be a typical completer at a later time.

Flexibility into and out of the program allows the student enrolled in IWRC to move into the full CTE concentration program when he or she demonstrates aptitude and ability. It also allows the student enrolled in a typical CTE concentration program who struggles significantly to move to the IWRC when he
or she is unable to master all required skills for the concentration. Any change requires IEP team approval to assure understanding by all team members and notification to the WVDE Division of Technical and Adult Education. IWRC participation can only be determined through the IEP team meeting with both SE and CTE in attendance. A student may not be merely scheduled by other school staff.

**Student Responsibility**

Participating students who earn the IWRC must complete the four core courses and score a level 3 on the ACT WorkKeys® assessment. The WVDE Division of Technical and Adult Education will guide the assessment process for IWRC. The Educate WV Performance Assessment will be individualized as described in the subsequent Program Evaluation and Assessment section of this document, specifically adjusted to skill sets as determined by WVDE Office of Career and Technical Instruction.

**Participant Recruitment**

The potential student:

- Has an IEP
- Is pursuing a standard high school diploma,
- Is in the skilled pathway,
- Has selected an occupation that aligns with a CTE career concentration area that is available at the local CTE center, comprehensive high school or high school.
- Demonstrates learning challenges and documented academic deficits in the core areas of reading, math and written expression that are significantly, more than three years, below the current grade level,
- Plans to enter the workforce directly after high school with on-the-job-training, apprenticeship or continued technical training as an adult,
- Has excellent attendance,
- Demonstrates poor performance or is failing despite individual or small group tutoring for success in a regular CTE career concentration,
- Is highly motivated, demonstrates a strong work ethic and positive work habits,
- Demonstrates safety awareness and follows procedures for maintaining safety in a classroom and work environment with guidance,
- Demonstrates the ability to acquire basic/core CTE skills to become employed in a support position for a CTE career concentration, and
- Has family support and approval for participation
Program Evaluation and Assessment

CTE concentration completers take the ACT WorkKeys® when they complete requirements for a concentration. Accommodations may be requested; however, consulting the administration manual will assist the student, family and educational staff in determining the potential need for any assessment accommodations permitted. Careful consideration is required because these decisions impact awarding of a National Work Readiness Credential. Additionally, all CTE completers are administered the WV CTE Educate WV Performance Assessment that is closely aligned with industry standards. Instructors must educate themselves regarding requirements for assessment and become familiar with the WV Measures of Academic Progress (MAPS) guidelines for decisions about assessment accommodations. Some sections of the assessments can be read aloud if identified as an area of need as specified in the specific assessment manual.

Academic skills: Use of a basic academic skill building program, such as WIN or KeyTrain®, with subsequent ACT WorkKeys® assessment at the completion of the concentration is required. Students in the IWRC program must attain Level 3 or higher score on the ACT WorkKeys® scores on the same subtests: Reading for Information, Applied Math and Locating Information. Students who make progress but who do not attain Level 3 or better on the WorkKeys® in each area may still earn a CTE attendance certificate. All students will complete the adjusted Educate WV Performance Assessment for the IWRC, which will consist of a portfolio, a resumé, an exit interview and a student presentation to highlight skill sets and experiences in preparation for work. The IWR Certificate will list the specific skill sets the student has mastered during the program.

e-Portfolio/Resume: Student develops and presents an electronic portfolio as part of the Educate WV Performance Assessment with the support of instructors. Portfolio requirements include a resume, highlights of skills and achievements, examples of work, evaluation reports of cooperative training experiences and on the job training documentation or letters from employers. (Example: PowerPoint or files on an electronic storage device for potential employers)

Interview/Presentation: Educate WV performance assessment will consist of a presentation and discussion to an interview panel to highlight the specific skill sets attained by the student. This is an accommodation for this group of students.

Positive Occupational Placement: Documentation of follow-up for placement in the field of study, military, or continuing education after high school through a student interview and completion of One Year Follow Up Survey from the OSP.
Appendix 1
Parent Permission for Student TABE Testing

Dear Parent or Guardian,

Your child_______________________ has been recommended for the Option Pathway at______________________________________.

Before students are placed in the Option Pathway it is recommended that the TABE (Tests of Adult Basic Education) be administered. You must give permission for your child to be tested to help the Option Team determine eligibility for the program. You will be informed of the results, and will be required to attend a meeting if your child is placed in the Option Pathway, to discuss expectations and sign required documents.

I _______________________________give permission for my child _______________________________ to take the TABE (Tests of Adult Basic Education) to help determine eligibility for the Option Pathway.

_________________________________                   _________________
Parent or Legal Guardian Signature                                Date
Policy 5202 Excerpt:

…“MM. Initial Temporary Authorization for Option Pathway Teacher.

   a. Degree. – Hold a valid Professional Teaching Certificate in any endorsement, grades K-12.

   b. Commitment. – Submission of commitment verifying the applicant's agreement to complete the required Option Pathway orientation professional development approved by the WVDE.

   c. Recommendation. – Receive the recommendation of the county superintendent in which the applicant is employed.

NN. Renewal of the Temporary Authorization for the Option Pathway Teacher. – The applicant for licensure must provide evidence of satisfying the following:

   a. Professional Development Activities. – Completion of at least 6 clock hours annually of unduplicated professional development offered or approved by the WVDE; AND

   b. Recommendation. – Receive recommendation of the county superintendent in which the applicant is employed…”
Appendix 3
Teacher Job Posting Sample

Title: Option Pathway Teacher

Job Goal: To use 21st Century teaching skills to teach, encourage and facilitate students to prepare for, and pass the State approved High School Equivalency Tests (HSEA).

Qualifications:
- Bachelors Degree or above and hold a current WV Teaching certificate, preferably in grades 9-12 but can be in any area K-12.
- Complete all required ABE (Adult Basic Education) training.
- Complete yearly staff development ABE training.
- Prior teaching experience preferred.
- Knowledge of 21st Century Global Skills as defined by the WV Department of Education.
- Knowledge and ability to utilize computer based instruction.
- Possess good Math, English and Writing Skills.
- Complete ABE (Adult Basic Education) pre-service professional development training prior to entering the classroom or within first year of teaching Option.

Suggested Job Responsibilities/Duties:
- Instruct students enrolled in the Option Pathway, and prepare them to pass the five (5) HSEA content areas of Language Arts Writing, Math, Science, Social Studies, and Language Arts Reading.
- Use 21st Century teaching skills in the classroom.
- Provide individual as well as group instruction in a variety of ways, according to student needs.
- Administer and grade the TABE test to help identify Option Pathway students.
- Help prepare students for the ACT WorkKeys test.
- Be an advocate for the Option Pathway students and program.
- Work with and communicate with the Career Tech program teachers.
- Administer and score the Official HSEA Practice test to Option students.
- Structure appropriate activities to help develop skills needed to achieve program goals.
- Maintain accurate student records and submit reports on time.
- Communicate effectively with parents, counselors, teachers and students.
- Insure through appropriate supervision, the safety and well being of learners.
- Attends all trainings required by the West Virginia Department of Education.

Updated October 2013
Appendix 4
Option Pathway Professional Development and AEMIS

An authorization for Option Pathway teachers in Policy 5202 was added and approved at the June, 2013 State Board Meeting.

PRE-SERVICE:
Advance Study (self-paced-hours may vary)
Classroom Observation/Job Shadowing/ Report (3 hours required-may do more)

First Year Professional Development:
- Option Orientation: Philosophy and Management of the Option Pathway (6 hours)
- ABE (Adult Basic Education) Training classes approved and delivered by WVDE (West Virginia Department of Education) trainers (6 hours)

Six (6) Hours of Professional Development Required for Teachers Each Year Following First Year:

Option Pathway ABE training will be available at conferences and local RESA's throughout the year. All Option teacher training must be approved by the WVDE.

Check Your Professional Development Hours on AEMIS
1. Analyst will enter your information
2. AEMIS will automatically send you a password
3. If you do not receive it check Spam or Trash Folders
4. You can also select “Forgot my Password” on the login screen and a new will be automatically sent to you.
5. If all fails and you cannot get to your information contact Sandy, 304-558-6315
6. If you log in 3 times in the same sitting you will be deactivated and will have to call the Technical Assistant to have her reactivate and send a new password.

REMEMBER: Your information must first be entered by an AEMIS analyst. Please allow one week following the conference to get it entered. QUESTIONS: If you have questions about your professional development hours, please contact our office 304-558-6315
Policy 4150 Excerpt:
“…….The purpose of the waiver is to enhance the delivery of instructional programs and improve the educational performance of the school generally.

Policy 4150 defines satisfactory academic progress as follows: 4.3. Satisfactory Academic Progress – attaining and maintaining grades sufficient to allow graduation and course-work in an amount sufficient to allow graduation in five years or by age nineteen, whichever is earlier (beginning with the completed 2008-09 school year). 4.3.1. This would calculate in the minimum annual earning of five credits to allow graduation in five years based on the graduation requirements set forth in §126CSR42, WVBE Policy 2510: Assuring the Quality of Education, Regulations for Education Programs. 4.3.2. Three of the five credits earned annually must be from the core requirements identified in W. Va. §126CSR42, WVBE Policy 2510: Assuring the Quality of Education, Regulations for Education Programs.

Over 500 students are currently enrolled in the Option Pathway. Those students are not enrolled in traditional academic courses and therefore do not meet the standard for academic progress as defined above.

The Office of Optional Education Pathways requests that the WVBE accept the following definition of satisfactory academic progress for students in the option pathway:
a. Earn a minimum of an “S” (Satisfactory) grade for each GED subject area during each grading period.
b. Maintain a 2.0 average for their career/technical courses

It is understood that the person submitting this waiver request will be responsible for an appropriate evaluation designed and implemented and the results reported to the West Virginia Department of Education. Any continuation will be contingent on clear, documented data showing the State Board’s standards were met…”
September 1, 2011

Kathy D’Antoni  
Assistant State Superintendent of Schools  
West Virginia Department of Education  
1900 Kanawha Boulevard, East, Bldg. 6  
Charleston, WV 25305-0330

Dear Kathy,

I am writing as a follow up to our discussion on Tuesday, August 30 regarding the eligibility for the West Virginia PROMISE Scholarship of students who undertake the Option Pathway to receive their high school diploma. Rob Anderson, the Senior Director for Policy and Planning, and I concluded that Option Pathway students can already qualify under section 133-7-4 of the PROMISE Scholarship Legislative Rule. The rule provides that:

4.1 A person who successfully completed an alternative educational program, such as the Mountaineer Challenge Academy, approved by the Director of State Financial Aid Programs, is eligible for a PROMISE award, but only if he or she has passed the GED examination with a minimum score determined by the Policy Commission.

4.2 A graduate of such programs must apply for a PROMISE award within two years of the earlier of attaining a GED or the date the student’s high school class would normally have graduated and meet all other criteria at the time of application established by the Policy Commission, including required scores on national standardized tests.

4.3 The parents or legal guardian and the applicant must meet the residency requirements set out in Section 2.1.6 of this rule.

We do not feel that any changes have to be made in order for these students to be eligible. We did discuss, however, that it would be good if in future updates to the PROMISE legislative rule that the Option Pathway were explicitly mentioned as one of the eligible alternative education programs. Furthermore, we discussed the need for PROMISE eligibility to be well-known to potential and current participants in the Option Program.
Pathway.

Please let me know if you have any further questions or concerns regarding this issue. We look forward to this understanding contributing to the educational attainment of all of West Virginia’s students.

Sincerely,

Angela Bell, Ph.D.
Interim Director of State Financial Aid Programs

Cc: Brian Noland, Chancellor, West Virginia Higher Education Policy Commission
Jim Skidmore, Chancellor, West Virginia Community and Technical College System
Rob Anderson, Senior Director of Policy and Planning
### Appendix 7
Student/Parent Application and Contract

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<tr>
<th>STUDENT INFORMATION</th>
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<tbody>
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<tr>
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<td>Parent E-mail Address</td>
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<th>CRITERIA FOR PARTICIPATION</th>
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<tr>
<th>CTE INFORMATION</th>
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<tbody>
<tr>
<td>CTE Concentration:</td>
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</table>
Dear Parent or Guardian:

Your child has been selected to participate in the Option Pathway Program. This program provides your child with the opportunity to receive a regular high school diploma from their home high school if they complete all the requirements of the program and graduate on time.

The Option Pathway requirements are rigorous and both students and parents must fully commit to completing all the program requirements. Your student’s school counselor has reviewed each of the requirements and expectations of the Option Pathway program with your student.

Your permission is needed for your student to enter this pathway. Please read all guidelines below and initial each statement indicating that the measure is understood and will be implemented.

<table>
<thead>
<tr>
<th>Parent</th>
<th>Student</th>
<th>Requirements and Expectations</th>
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<tr>
<td></td>
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<td>The student must be at least sixteen (16) years of age prior to placement in the Option Pathway.</td>
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<tr>
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<td>The student must score at least an eighth (8th) grade level in on the TABE in Reading and seventh (7th) grade level on the TABE Math prior to being enrolled into the program.</td>
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<td>Student will be enrolled in the high school equivalency assessment (HSEA) study classes.</td>
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<td>All 5 subtests of the HSEA must be completed and passed: Math/Social Studies/ Language Arts Reading/Language Arts Writing/Science.</td>
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<td>Successful completion of the four (4) required core courses in a Career Technical Education (CTE) skilled pathway is required.</td>
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<td>The WorkKeys job skills assessment must be completed as required in CTE concentrations.</td>
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<td>Accountability standards for the CTE concentration must be completed.</td>
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<td>Participation in the WESTEST is required for students in the grade levels when test is given.</td>
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<td>Full time attendance in school is required. Attendance must be regular to remain in the program. Students who demonstrate poor attendance may be dismissed from the program.</td>
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<td>Appropriate behavior must be maintained and the student Code of Conduct obeyed. Students with chronic behavior problems will be dismissed from the program.</td>
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<td>If the student drops out of the program or moves to a school district that does not have the Option Pathway, the student may be placed in the accredited high school at the same grade level as they were when entering the Option Pathway.</td>
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<td></td>
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<td>I understand that the local and state HSEA Examiners, teachers in my school, and data sharing agencies with which data sharing agreements exist for the purpose of meeting national performance measurements will automatically have access to my Child's records.</td>
</tr>
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<td>I understand that a student in Option 1 will not be ranked in the graduation class since grades will be satisfactory and not satisfactory and pass and fail.</td>
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<td>Student must obtain a legal ID to be able to sit for the HSEA Exam. An acceptable ID is driver's license, WV or State ID, or passport. All must be valid and unexpired.</td>
</tr>
<tr>
<td>Parent</td>
<td>Student</td>
<td>Requirements and Expectations</td>
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<td></td>
<td>Hold a mandatory meeting with the parent(s) or guardian to review the requirements and expectations of the Option Pathway Program.</td>
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<td>Enroll students in an appropriate Career Technical Education series. delete</td>
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<td>Provide a HSEA Preparation course.</td>
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<td>Set clear behavioral and attendance expectations for students.</td>
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<td>Monitor and report student progress in the program.</td>
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<td>If applicable, hold an IEP or Section 504 team meeting to affirm the Option Pathway is appropriate and attainable for the student.</td>
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<td>Students with IEP’s or 504 plans should be tested with the official OPT using required IEP accommodations before entering program to determine if student has ability to pass the HSEA test with accommodations. Application for accommodations should be submitted to see if they will be approved. (Submitted to the State HSEA Office)</td>
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<td>Provide continued access to counseling and guidance services.</td>
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<td>Award the student a regular high school diploma after the student successfully completes all requirements of the program, and have the student participate in the school’s regular graduation ceremony.</td>
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<td>Schedule students in HSEA testing sessions during regular testing times or times set by the county for Option Students. Students must be tested enough ahead of graduation to determine success on HSEA tests. Tests will be given by certified HSEA examiners.</td>
</tr>
</tbody>
</table>

PARENT: As the parent or official guardian of this student, I understand the requirements of the Option Pathway and agree to my child’s enrollment in the program. I understand the student’s enrollment in the program is voluntary.

____________________________  ______________________
Parent or Guardian’s Signature    Date

STUDENT: My counselor has reviewed the requirements of the Option Pathway with me. I understand all program requirements and agree to abide by all behavioral and attendance expectations. I understand that if I complete the program I will receive a regular high school diploma.

____________________________  ______________________
Student’s Signature      Date

OPTION TEAM MEMBER: I affirm this student is an appropriate candidate for the Option Pathway based on my interpretation of the guidelines set forth.

____________________________  ______________________
Option Team Member Signature    Date
**Appendix 8**

**Plan of Study**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tbody>
<tr>
<td><strong>1st Semester</strong></td>
<td><strong>2nd Semester</strong></td>
</tr>
<tr>
<td>Language Arts, Writing, Reading and SS</td>
<td>CTE Classes</td>
</tr>
<tr>
<td>Additional Studies Science and Math</td>
<td>Make-up exams if applicable</td>
</tr>
<tr>
<td>5 Days a Week - Minimum 3 Hours per day</td>
<td>21st Century Global Skills</td>
</tr>
<tr>
<td>Semester Exam Language Arts, Writing</td>
<td>College 101</td>
</tr>
<tr>
<td>CTE Exploratory Classes and Various Classes</td>
<td>LINKS</td>
</tr>
<tr>
<td>1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>Language Arts, Writing, Science, Reading and SS</td>
<td>Science and Math</td>
</tr>
<tr>
<td>Make-up exams if applicable</td>
<td>CTE Classes</td>
</tr>
<tr>
<td>21st Century Global Skills</td>
<td>SEMCC/21st Century Global Skills</td>
</tr>
<tr>
<td>“College 101”</td>
<td>Learn at Home</td>
</tr>
<tr>
<td>“LINKS”</td>
<td>Job Shadowing</td>
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<tr>
<td>“Tapestry”</td>
<td>West Virginia Virtual School (WVVS)</td>
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<tr>
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<td>West Virginia Virtual School (WVVS)</td>
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<tr>
<td>“West Virginia Virtual School (WVVS)”</td>
<td>CTE Classes</td>
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<tr>
<td>CTE Exploration Classes: CTE Career Awareness Career Pathway</td>
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<tr>
<td>HSEA Option students must participate in extra-curricular activities such as band, Career Technical Student Organizations (CTSO), and sports (SSAC).</td>
<td>These are options for the Option Pathway and may be used during any semester.</td>
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<td>* Any student insisting on dropping out of school should be encouraged to pass the HSEA Tests before exiting school.</td>
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</tr>
</tbody>
</table>

*Plato and 21st Century Global Skills*  
**College 101**  
**LINKS**  
**Techsteps**  
**Job Shadowing**  
**West Virginia Virtual School (WVVS)**  

*These are options for the Option Pathway and may be used during any semester.**  
**Any student insisting on dropping out of school should be encouraged to pass the HSEA Tests before exiting school.***
### Option Data Sheet

<table>
<thead>
<tr>
<th>Option Student Name</th>
<th>Student WVEIS #</th>
<th>Male/Female</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Math</th>
<th>Reading</th>
<th>HSEA Scores</th>
<th>Withdrawn from Option</th>
<th>CTE Program Name</th>
<th>2014</th>
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<td>HSEA = High School Equivalency Assessment</td>
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Updated October 2013