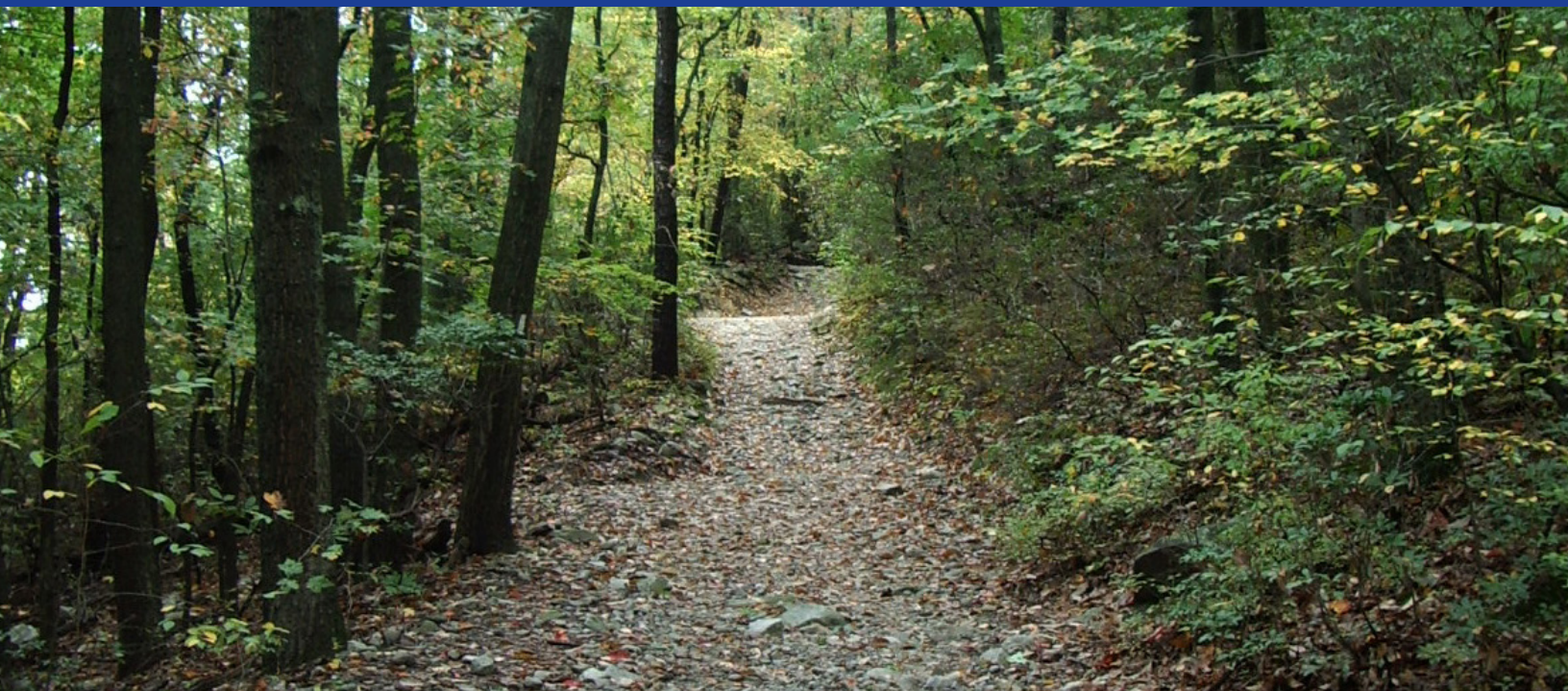


ALTERNATIVE MEANS TO EARN HIGH SCHOOL CREDIT



Organizational Manual *2015*



DIVISION OF CAREER AND TECHNICAL EDUCATION



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2015-2016**

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Introduction

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 students to stay in school, complete a concentration correlated to the student's Personalized Education Plan (PEP) per policy 2510 guidance, pass the HSEA, and receive a high school diploma.

Option Pathway 2

Credit Recovery

- Allows seniors needing to pass only one subject (or several subjects in the same content area) in order to graduate to take that 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

- Allows 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.

Chapter 1

Option Pathway (Option 1)

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 concentration related to the students' career interest per policy 2510 guidance or is enrolled in a CTE pathway that requires only one year to complete.

Criteria for Establishing the Option Pathway (Option 1)

Counties wishing to establish Option Pathway in their county should:

1. Contact the WVDE Option Pathway Coordinator, (304) 558-6315
2. Meet with the WVDE Option Pathway Coordinator
3. Request the Option Pathway Waiver Agreement/Application
4. Identify an Option Team
5. Designate/hire Option teacher(s)
6. Submit Option Pathway Waiver Agreement/Application
7. Collaborate with CTE Director/Administrator to identify appropriate concentrations that relate to the student's Personalized Education Plan (PEP) in order to meet the student's career interests.

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

The superintendent, OEIP director/principal, CTE director/administrator, or principal will:

- Submit an application and all required data to the WVDE
- Provide and oversee local finances for the Option Pathway
- 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
- Provide an adequate supply of instructional and testing materials (both TABE and approved practice tests)
- Oversee scheduling of Option students into concentrations related to the students' career interests identified in the students' personalized education plan.
- 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 appropriate state recognized standardized assessment 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.

Option Pathway (Option 1) Team

The Option Pathway Team consists of but is not limited to the following personnel:

- CTE Administrator/Principal/Director, OIEP Director/Assistant Director, and/or County Superintendent
- Counselor/Mentor
- CTE Staff if an approved CTE concentration is selected
- Option Teacher
- Student's Home School Representative
- Special Education Director or Designee – if student has an Individual Education Plan (IEP)
- The Student Assistant Team (SAT) may be used as the Option Team as long as the Option Pathway teacher and a CTE representative (if an approved CTE concentration is selected) are present when decisions are being made for the Option student.

Option Team Meeting/Student Selection

A preliminary Option Team meeting will be held once a student is recommended by a classroom teacher or administrative staff member. 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 ensure 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 for the program 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 Tests of Adult Basic Education (TABE®). (See *Appendix 1, Parent Permission for Student TABE Testing.*)

The student must achieve a minimum of an 8th grade level on the TABE Language Arts, Reading and a 7th grade level on the TABE Mathematics in order to establish an entry level into the program. **Note:** TABE Survey (or TABE Complete Battery) Levels A or D should be administered in order to determine a student's grade levels in Reading and Mathematics. In addition, both the Mathematics Computation and the Applied Mathematics tests should be given in order to determine the grade level for math.

When determining a student's eligibility to enter the Option Pathway, the Option Pathway Team should not consider the TABE scores alone but should also take into consideration the student's grades and standardized scores found in his/her school record.

Criteria for Student Selection

Participation in Option will be restricted to students who are at least 16 years of age and meet the following criteria:

- Student must have credit deficiencies (a total of one year's credits behind their 9th grade cohort group) and/or are at risk of dropping out due to inappropriate age.
- Student must be at least sixteen (16) and at high risk of dropping out of school due to personal issues.
- Prospective students must take and receive the recommended TABE (Tests of Adult Basic Education) scores of 8th grade reading level and 7th grade math level. This test helps to demonstrate the ability to perform math skills and to read independently in English at a level sufficient to successfully complete the high school equivalency instruction and testing.
- If a history of behavioral problems has existed, documentation must be in the student file that the behavioral issues have significantly improved.

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 in order for students to study and pass the HSEA. Following are some areas of behaviors that students may have and **still are likely to get into** the program:

Less Significant Behaviors	Moderate Behaviors
<ul style="list-style-type: none"> • Occasionally late for class • Wearing hats in the hallway • Inappropriate display of affection • Not paying attention in class • Not having completed homework • Gets irritated easily • Absenteeism • Etc. 	<ul style="list-style-type: none"> • Frequently late for class • Frequently skipping class • Disrespectful to some teachers • Profanity toward teachers and classmates • Disobeying class rules • Insubordination towards some but not all staff and teachers • Moderate to severe absenteeism • Etc.

The behaviors listed below are indications that the student **should not be admitted** in the Option Pathway:

Serious Behaviors
<ul style="list-style-type: none"> • Numerous fights • Threats toward staff and classmates • Constantly disobeying all 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 high school equivalency 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.

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 Students with Disability Selection Criteria as follows:

- The student must achieve a minimum of an 8th grade level on the TABE Language Arts, Reading and a 7th grade level on the TABE Mathematics in order to establish an entry level into the program.
- It is highly recommended that the student with disabilities take the HSEA practice test, using the accommodations stated in the Individual Education Plan (IEP) **prior to entering the Option Pathway** to see if passing the HSEA is possible. (For information on Special Needs Accommodations for the TASC test, please visit the TASCtest.com website.)
- If the student passes the practice test for the HSEA with required accommodations, a request should be made 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 may be used in lieu of a licensed professional Evaluator's diagnostic evaluation report provided that it clearly indicates the examinee's disability, is no older than three (3) years, and meets all other criteria as stated in the TASC Special Testing Accommodations Request Form, which is located on the TASCtest.com website. A copy of the IEP must be attached to the accommodation request form*
 - » *The psychological report must be no older than five (5) years and must be attached to the accommodation request form.*

Not only should great consideration be given concerning passing the HSEA, the placement in a concentration related to the student's career interest and correlated to the student's Personalized Education Plan (per policy 2510 guidance) must also be deliberated, and if the concentration is in CTE, the CTE instructor must be consulted.

Option Team/Student/Parent Meeting

Once it is determined by the Option Pathway Team that the student is a good fit for 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 the student and parent that if the student is unsuccessful in this program the only options left are: returning to the grade level the student was in prior to entering the Option Pathway program or enrolling in Option 3. Parents should also be aware that this program may not be available in another county or state if the student were to 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 that is offered to an at-risk student.

The parent/guardian must agree to obtain for the student a current West Virginia ID, other government issued ID, or school ID to be used as identification so that the student will be permitted 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 concentration related to the students' career interest (and correlated to his/her Personalized Education Plan) and be informed of the following:

- Per Policy 2510, the Option student must successfully complete the four courses of an approved State Department Career Technical Education (CTE) program of study or complete a local concentration approved by the County Board of Education consisting of four related courses correlating to the student's Personalized Education Plan (PEP).
- A mentor teacher will assist the Option student in selecting a concentration.
- Once a program is selected, the student is informed of all courses required for completion and the timeline for completing the courses.

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

The highlights of this meeting include:

- Discussion of academic, attendance, and behavioral expectations
- Dialog about the student's need to obtain and bring a current West Virginia ID or a school ID prior to admittance into the program
- Selection by the student of a concentration related to his/her career interests (related to the Personalized Education Plan)
- Discussion of the importance of the student completing all aspects of the program
- Discussion and signing of contract (requires both student and parent signatures)

Once the Option Team/Student/Parent meeting has taken place and the *Student/Parent Application and Contract* has been signed, the student should be identified in WVEIS on the Web (WOW) through the use of the Option Pathway attribute. (See *Appendix 10* for instructions on how to identify Option students in WVEIS.)

Option Pathway Teacher Training and Authorization

Policy 5202 requires that Option teachers get an Option Teacher Temporary Authorization endorsement (effective July 1, 2013). Option teachers must apply for the initial Authorization during their first year of teaching and then renew it annually. For more information, see *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. The Authorization must be renewed annually through the WVDE Office of Professional Preparation by completing six (6) hours of professional development focused on the Option Pathway program.

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
- Complete the Authorizations form found at <http://wvde.state.wv.us/certification/forms/> (Form 38)
- Pay a \$35.00 processing fee to the Office of Professional Preparation

Once the Option teacher has been 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 as well as the first year and continuing professional development requirements.

Authorization Training for Option Pathway Teacher

Pre-Service:

- Completion of an Advance Study Assignment (Self-paced, hours may vary)
- Completion of a Classroom Observation/Job Shadowing Report of a successful WVAdultEd classroom(s) or current Option Pathway class(es) (3 hours required but may do more)

First Year Professional Development:

- Option Pathway Orientation: Philosophy and Management of the Option Pathway (6 hours)
- West Virginia Adult Education training classes, which have been approved by the Option Pathway Coordinator and/or which are delivered by WVDE trainers (6 hours)

Ongoing Annual Professional Development:

- Six (6) hours required each year
- Option Pathway WVAdultEd training will be available at conferences and local RESA's throughout the year
- All Option teacher training must be approved by the WVDE Option Pathway Coordinator and entered into the Adult Education Management Information System (AEMIS), a West Virginia Adult Education (WVAdultEd) data information system. (*Appendix 4, Option Pathway Professional Development and AEMIS*)

For a list of upcoming trainings, see the WVAdultEd Professional Development Calendar of Events at <http://resa3.k12.wv.us:1081/prodev>.

Additional Requirementst:

In order to track the professional development (PD) of Option teachers, all PD activities are entered into AEMIS (Adult Education Management Information System). WVAdultEd session sign-in sheets are used to record the data in AEMIS. **Therefore, it is very important that the Option Pathway teacher signs the sign-in sheet provided by the WVAdultEd trainer before leaving the training session.**

Note: If you attend approved training that is not offered by WVAdultEd, you must complete the Request for Alternative Elective Credit form located at <https://wvabepd.wufoo.com/forms/request-for-alternative-elective-credit/> in order to receive credit in AEMIS.

It is the responsibility of the Option Pathway teacher to establish an AEMIS account. Within a week after completing the New Option Teacher Orientation training, an email will be sent with instructions on how to establish your AEMIS account. You must log in to AEMIS within 48 hours of the receipt of the email in order to activate your account. Once the account has been activated, you may view and track your professional development activities.

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 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 works cooperatively 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 students access to computers.
- **Ensures that the Option student is correctly identified in WVEIS on the Web (WOW) through the use of the Option Pathway attribute** (see *Appendix 10* for instructions).
- Assures Option students are included in the appropriate state recognized standardized assessment in grades 9-11.
- Administers the required State approved high school equivalency practice test to students who are deemed ready.
- Assists students with the registration process for the HSEA.
- Makes sure that the Option student's successful attainment of a high school diploma is recognized by participating in the high school graduation ceremony.
- Converts HSEA scores to letter grades and places in WVEIS (WOW), or provides the data to the staff responsible for entering the data.
Note: This process requires a check and balance to be in place to verify that the grades entered are correct. 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. Therefore, a signed document must reflect a second staff person verifying the scores/letter grades. (See *Appendix 12, Option Pathway HSEA Record*)
- Maintains accurate records of student scores and progress through the use of the *Option Data Sheet, Appendix 9*.
- Submits the Option Data Sheet semi-annually to the WVDE Option Pathway Coordinator (in December and in May).

Option Pathway Student

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 all state required 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 550 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 the four courses of an approved State Department Career Technical Education (CTE) program of study or complete a local concentration approved by the County Board of Education consisting of four related courses correlating to the student's Personalized Education Plan (PEP).
- 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 550 average on the HSEA and all other PROMISE requirements are met.
- May participate in extracurricular activities including sports (using the CTE grade average).
- Are eligible to apply for a driver's license (*Appendix 5, Policy 4150 Excerpt*).
- **May not** be taken out of the participation numbers.
- **Is not** counted in the class rank.
- Is required to take all state required tests.

High School Equivalency Preparation

The WV Option Pathway program should be structured as closely as possible to the West Virginia Adult Education (WVAdultEd) class. The *WVAdultEd Instructor Handbook*, located at <http://wvde.state.wv.us/abe/teacherhandbook.htm>, contains a wealth of information concerning HSEA preparation materials that are available.

Preparing for the HSEA should reflect the following:

- The Option student will participate in a high school equivalency assessment (HSEA) preparation class as provided by their participating school. (For a recommended *Plan of Study*, see *Appendix 8*.)
- The Option program will use WVAdultEd 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 an adequate supply of textbooks, practice materials, computers, shop/craft equipment, educational software, and Digital Versatile Disc (DVD) should be provided.

- Given the particular need and experiences of Option populations, instructional strategies that center on individual student progress should be employed. (The instructional strategies that will support successful passing of the HSEA are discussed at teacher trainings provided by WVAdultEd.)
- The Option student must pass a State approved HSEA readiness assessment (i.e., TRA or OPT) before taking the HSEA.
- After passing the HSEA readiness assessment, the Option student will be eligible to take one content area subject per HSEA testing session. Note: By the end of each semester, the student should begin taking the applicable HSEA content area.
- The instructor will assist the student with the online self-registration process for the HSEA (go to <https://westvirginia.tasctest.com/>).
- The instructor will complete the WV TASC Test Form (*WVAdultEd Instructor Handbook, Section 12*, http://wvde.state.wv.us/abe/tcher_handbook_pdf/) and get the required signatures.
- When registration is complete, the instructor or student will submit all required registration materials to the TASC Test Coordinator/Examiner (including the *WV TASC Test Form*).

High School Equivalency Testing Guidelines

The Option Pathway state staff will keep all Option counties informed of any changes that take place with the high school equivalency assessment (currently the TASC test).

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 the TASC Test Coordinators/Examiners authorized by the WVDE.
- At no time will Option Pathway teachers or students have access to the TASC test. Test loss and/or compromise can destroy the usefulness and validity of the test throughout the jurisdiction.
- High school equivalency assessment 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 assessment testing must be provided to Option students. Students may test during regular testing sessions or may be provided special testing times if the county decides to do so.
- WV high school equivalency assessment testing procedures will conform in all ways to the WVDE state policies and procedures.

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

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 is not 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 assigned designee for all Option students.

Option Pathway Students and WVEIS on the Web (WOW)

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.**

A new attribute must be defined in WOW to capture information for students in the Option Pathway. This will allow the identification of students in an Option Pathway as well as identify the pathway in which they are placed. Directions for establishing this new attribute can be found in Appendix 10.

The WOW codes that should be used for scheduling purposes for Option Pathway subjects are listed below. These WOW codes **take the place** of the Core academic WOW class codes. They are used throughout the time that the student is enrolled in the Option Pathway. Once you enter these codes in WOW, the system will acknowledge that the student is in the Option Pathway. Students will

receive credits for these courses **only** after passing scores are received on the **entire** HSEA, the CTE program is completed, and the Option student is ready to graduate.

Note: Although grades and credits are given, students are not counted in, nor do they receive, a class ranking.

The following course codes are used in WOW for the Option Pathway student’s **scheduling** only:

WOW Codes		
Language Arts	Language Arts, Reading	7901
	Language Arts, Writing	7902
Math	Math	7903
Science	Science	7905
Social Studies	Social Studies	7906

During grading periods, an “S” must be used as a place holder or a “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 TASC test.

Transcript: Recording Grades/Credits for Option Pathway Students

Transcript letter grades and credits are not recorded in WOW for the five (5) content areas of the HSEA for the Option Pathway student until all aspects of the program—the HSEA and a concentration related to the students career interest—have been passed. All other grades and credits are recorded as they are earned throughout the year/s; it is only the HSEA grades and credits that are recorded at the end of the program. Therefore at the end of the senior year, once all programs are completed and the student is eligible for the high school diploma, grades and credits are then recorded for the five (5) content areas of the HSEA on the student’s WOW transcript. Nevertheless, throughout the program, the HSEA scores may be converted to a letter grade and recorded on the **worksheet** found in *Appendix 12, Steps for Manual Entry of Option Pathway Credits Using WVEIS on the Web (WOW)*. The amount of credits earned may also be recorded on this worksheet.

The Option teacher has the responsibility of keeping a record of grades and credits for the Option Pathway program. If the Option teacher is not the person responsible for entering the data into WOW, then the information (see *HSEA Record Worksheet, Appendix 12*) for the transcripts must be provided to the person who does enter the data for the county. Entering the data on the

HSEA Record Worksheet throughout the two (2) years, or one (1) year if a CTE concentration is available to complete in one (1) year, will make the final process of entering the data in WOW much easier.

Some students may have a combination of General Educational Development (GED®) Test scores and Test Assessing Secondary Completion™ (TASC test) scores, since both of these assessments have been used in West Virginia. Below is a conversion chart for the GED® and the TASC tests:

GED® Score	Letter Grade	TASC Score	Letter Grade
600-800	A	650-800	A
500-590	B	550-649	B
410-490	C	500-549	C

Once letter grades are determined and the numbers of needed credits are established, the course codes below will be used to identify each class required for graduation in the specific content area:

*****UTILIZE THE FOLLOWING CODES FOR TRANSCRIPTING PURPOSES ONLY TO PROVIDE THE DETAILED COURSEWORK THAT THE STUDENT COMPLETED THROUGH THE OPTION PATHWAY. FOR SCHEDULING, PLEASE REFER TO THE COURSE CODES ABOVE.		
LANGUAGE ARTS	ENGLISH 9 OPTION	7910
	ENGLISH 10 OPTION	7911
	ENGLISH 11 OPTION	7912
	ENGLISH 12 OPTION	7913
MATH	MATH 9 OPTION	7914
	MATH 10 OPTION	7915
	MATH 11 OPTION	7916
	MATH 12 OPTION	7917
SCIENCE	PHYSICAL SCIENCE OPTION	7918
	LIFE SCIENCE OPTION	7919
	EARTH SCIENCE OPTION	7920
SOCIAL STUDIES	WORLD HISTORY OPTION	7921
	US HISTORY OPTION	7922
	20 TH & 21 ST CENTURY STUDIES OPT	7923
	CIVICS OPTION	7924

The letter grade is placed at the corresponding course code and then the number of credits is determined, which parallels the current credit deficiency of the student. For example, if the student previously completed World History with a “C” and US History with a “B”, only the 20th and 21st Century Studies 7923 and Civics 7924 will be recorded with the HSEA grade and 1 credit for each. If the student needs four (4) social studies credits, then all four of the codes above will be used.

Remember: Use any credits that the student has earned prior to entering the Option Pathway that reflect a passing grade (D or above). Students must pass the entire high school equivalency assessment and all CTE requirements before the HSEA scores are converted to a letter grade and credits are issued.

Inputting these converted letter grades and credits for the Option Pathway student should follow school protocol. If it is customary for the teacher to put the students' grades in WVEIS on the Web (WOW), then the Option teacher will be responsible for entering the grades for the Option students. If it is customary for only counselors to put in grades in WOW, then it is the responsibility for the counselors to put the Option Pathway students' 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.

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. The *HSEA Record Worksheet* found in *Appendix 12* provides a convenient way to provide this required documentation.

End of the Year (EOY) Data Collection for WVEIS on the Web (WOW)

Beginning on June 1, and running through July 1, the Option Pathway Information collection that is part of the End-of-Year (EOY) New Applications can be found in the WOW menu item OPT.PATH under the WVR/WVR 100 State Reporting Requirements menu. The Option Pathway information is to be completed by the Principal and designee(s) where necessary.

Follow the instructions found in *Appendix 11, EOY Option Pathway Information*, to complete the data collection for WOW. The *Option Data Sheet (Appendix 9)* is an excellent worksheet for the information needed in WVEIS. For Option Pathway related questions, please contact the Office of Adult Education at 304-558-6315. For questions about the application in WOW, please contact Georgia Hughes-Webb, Data Governance Manager, via email at ghugheswebb@k12.wv.us or by phone at 304-588-7881.

Note: It is very important that Option Pathway students be correctly identified in WVEIS on the Web (WOW) through the use of the Option Pathway attribute. Though information is officially submitted during the End of Year Data Collection, it is recommended **that each school update its Option Pathway participant list throughout the year as changes occur**. See *Appendix 10* for instructions on how to identify an Option Pathway student in WVEIS.

Chapter 2

Credit Recovery (Option 2)

Credit Recovery (Option Pathway 2) allows seniors, needing only to pass one subject or several subjects in the same content area in order to graduate, to take that one content area of a 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 a county is approved to do the Option Pathway program. The criteria for the Credit Recovery (Option 2) are the following:

- Used as credit recovery.
- Designed for high school seniors only, who have failed one course or several courses in the same content area and who are in jeopardy of not meeting the high school graduation requirements with their cohort.
- Student is given guidance on materials that may be used to prepare for the HSEA in the deficient required content area. (Note: If the deficient content area is English, the student must pass both the Writing and Reading sections of the practice test.)
- Student must take and pass an approved HSEA practice test in the deficient content area by achieving the minimum score as determined by the WVDE.
- Student must receive permission from parent or guardian to test (via the WV TASC Test Form, which is located in the *WV AdultEd Instructor Handbook, Section 12*, http://wvde.state.wv.us/abe/tcher_handbook_pdf/section12.pdf).
- Student should obtain and bring a valid West Virginia ID prior to admittance into the program (or use the school ID). A current photo ID must be used.
- Student must pass the HSEA in the one deficient content area by achieving the minimum passing score as determined by the WVDE. (Note: If the deficient content area is English, the student must pass both the Writing and Reading sections of the HSEA.)
- Student must continue attending and maintaining passing grades in all other classes as required by Policy 2510.
- Student will receive a high school diploma upon successful completion of all Option 2 and graduation 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 conversion chart below to convert the score on the HSEA to a letter grade:

GED® Score	Letter Grade	TASC Score	Letter Grade
600-800	A	650-800	A
500-590	B	550-649	B
410-490	C	500-549	C

Chapter 3

High School Equivalency Diploma (Option 3)

High School Equivalency Diploma (Option 3) allows students dropping out of school to take the State approved high school equivalency assessment (HSEA) **prior to dropping out** of school. Students enrolling in Option 3 should understand that they will not receive a high school diploma. However, if they successfully complete the HSEA, they will receive the State of West Virginia High School Equivalency Diploma.

In order for a student to be considered an Option 3 student, he/she must take the entire HSEA prior to dropping out of school. For students who choose not to take the entire HSEA prior to leaving school, they are not considered an Option 3 student; they are considered a dropout.

Option Pathway (Option 1) is the core component of the Option Pathway. Option 3 is a supplemental program that may be implemented once a county has been 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.
- Student must obtain and bring a current West Virginia ID (or use the school ID) prior to admittance into the program.
- Student must take and pass an approved high school equivalency practice test (i.e., TRA or OPT) for the HSEA. (Arrangements should be made with the Option teacher to administer the practice test.)
- If student passes the practice test, the student must take the entire HSEA **prior to leaving** the public school system.
 - » *If the student **completes the HSEA** (passes the entire test) prior to dropping out of school, the student may be entered as a completer in WVEIS and marked as having “Received State of WV HSE Diploma.”*
 - » *If the student **does not complete the HSEA** (does not pass all five subject areas on the test) prior to dropping out of school, the student should be entered in WVEIS as a dropout (using the dropout code that corresponds with the reason he/she is dropping out). However, if this student passes the HSEA prior to the second month report, he/she will be removed from the dropout list and placed under passing the HSEA. This does not help the graduation rate, but does help the school’s dropout rate.*
- Student does not receive a high school diploma
- Student does receive the State of West Virginia High School Equivalency Diploma (if he/she successfully completes the HSEA)
- Benefits the student, but is not he/she is not counted in the graduation rate.

Chapter 4

Option Pathway in OIEP Juvenile Centers

Office of Institutional Education Programs (OIEP) in West Virginia who serve school-age students may apply to become an Option Pathway program. The principal from each OIEP facility that wishes to offer the Option Pathway must complete the *Option Pathway Waiver Agreement/Application for OIEP Institutions Serving School-Age Students*, which is available upon request by contacting Ellen Killion at ekillion@k12.wv.us.

As part of the application process, the OIEP principal must identify a “lead” Option teacher at each facility. This teacher will be responsible for applying for the Temporary Authorization each year (per Policy 5202). In addition, the lead Option teacher will be responsible for maintaining Option student files, ensuring that Option students are identified correctly in WOW, completing and submitting the Option Data Sheet semi-annually to the TASC Office, and overseeing the transcription of grades in WOW. **Note:** All Option teachers are required to complete the training requirements for the Option Pathway (see *Option Pathway Teacher Training and Authorization* in Chapter 1 of this manual).

The guidelines governing the Option Pathway for students in OIEP facilities can be found in **Policy 2444.4 Issuance of the State of West Virginia High School Equivalency Diploma, §126-32-9. Testing of Option Pathway Students in West Virginia State Correctional or Residential Facilities for Custody and Treatment.**

OIEP Option Pathway staff will be responsible for explaining the Option Pathway program to potential students (and parents/guardians, if applicable). A meeting should be conducted with the student prior to enrollment into the program. During this meeting, Option Pathway staff should explain the Option Pathway program in detail, stressing to the student that this is an alternative means to earn a high school credit. Students successfully completing all program requirements as outlined in Policy 2444.4 will receive a high school diploma.

Students who choose not to continue in the Option Pathway once they are enrolled should understand that they will have to go back to the grade level in which they were enrolled at the time of entry into the Option Pathway program. The *Student Application and Contract for Juvenile Centers (Appendix 7A)* should be carefully explained to and signed by the student. (It is highly recommended that the parent/guardian also sign the Student Application and Contract; however, it is not mandatory.) A copy of the contract should be given to the student and the original should be kept in the student’s file.

All students in approved OIEP Option Pathway programs 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 the school of origin for the purposes of **calculating the graduation rate**. OIEP Option Pathway staff should work closely with the student's home high school to ensure that the student is issued a diploma. Some schools may also permit Option Pathway students to participate in their graduation ceremony.

An Option student who does not complete all of their Option Pathway requirements during their residence at an OIEP facility may continue to work on their program of study at their home high school to complete their graduation requirements.

Guidelines for Issuing a High School Diploma to OIEP Option Pathway Students

Once a student has completed **all of their Option Pathway program requirements**, the OIEP Option staff member is ready to transcript the student's HSEA grades in WOW. See *Transcript: Recording Grades/Credits for Option Pathway Students* in Chapter 1 of this manual for instructions on how to complete the Option Pathway student transcript.

Note: Transcript letter grades and credits are not recorded in WOW for the five content areas of the high school equivalency assessment (HSEA) for the Option Pathway student until all aspects of the program—the HSEA and a concentration related to the student's career interest—have been passed. All other grades and credits are recorded as they are earned throughout the year. It is only the HSEA grades and credits that are recorded upon successful completion of the program.

Once grades are successfully entered into the WOW transcript and verified by a second staff member (see *HSEA Record Worksheet, Appendix 12*), the Option Pathway staff should work closely with the home high school to ensure that the student is transferred and picked up by the home high school as a graduate. The home high school will issue the diploma.

Guidelines for Issuing a High School Diploma to OIEP Option Students Completing the Requirements after the Residential Phase

Option students who do not complete the requirements to receive a high school diploma during their time at a juvenile center may continue to work on their program of study at their home high school in order to complete these requirements. Institutional education staff should work closely with the home school's administrative staff to ensure that these students are enrolled in a program of study that will help them successfully complete their graduation requirements in a timely fashion. This course of study may include preparation for the high school equivalency assessment and/or courses necessary for the

student to complete the required CTE concentration so that a high school diploma may be earned. **Note: The home high school does not have to have an Option Pathway program in order to be able to enroll and serve these students.**

The student must return to the home high school to work on such improvements if the goal is to earn a high school diploma. The West Virginia Adult Education (WVAdultEd) program is not the appropriate placement for these students unless they have officially withdrawn from school. Note: Students who drop from school and pass their high school equivalency assessment at a WVAdultEd center will receive the State of West Virginia High School Equivalency Diploma. They will not be eligible to receive their high school diploma.

OIEP Option staff will send the home high school the students' transcripts, with the HSEA test scores, TABE scores, and documentation of the CTE courses that were completed while at the juvenile center. Once the high school has the list, **the school staff must notify the student to return to the high school so that appropriate placement in a program of study to improve the deficiencies may be determined.**

Note: The HSEA grades and credits will not be transcribed in WOW until the student has met all requirements and is eligible for the high school diploma. For more information, see Recording Grades/Credits for Option Pathway Students in Chapter 1 of this manual.

If the student did not pass the CTE component while at the juvenile center, the student may return to the home high school and enroll in a concentration related to the students' career interest per policy 2510 guidance. If enrolled in a virtual concentration, the student may complete the virtual concentration at the home high school. (For questions on how a student may successfully complete their CTE requirements at their home high school, contact Donna Burge-Tetrick, Executive Director, Office of Career and Technical Instruction, at dtetrick@k12.wv.us.)

If the student did not pass the HSEA, to improve these scores the student may participate in the Option Pathway preparation classes at the home high school or the county school that is offering the Option. If the Option Pathway is not available at the home school or a county school, the student may study via various programs provided, such as KeyTrain®, PLATO, Aztec, on TargetWV, TASC Academy, LearningExpress Library, credit recovery programs, etc. If the student did not receive the required WIN 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 OIEP Option Pathway student returning to the home high school to complete the Option Pathway graduation requirements may attend school for less than the full instructional day. Also, the student may complete the requirements for graduation early, even though the diploma may not be issued by the home high school until the student’s cohort graduates. In addition, the OIEP Option Pathway student fulfilling graduation requirements at the home high school may have the option to participate in the graduation ceremony at the home high school.

Chapter 5

Mountaineer ChalleNGe Academy

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, parental/guardian 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 WIN job skills assessment, and pass all content areas of the HSEA, in order to successfully complete the Option Pathway (see 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 the 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

Some students may have a combination of General Educational Development (GED) scores and Test Assessing Secondary Completion (TASC) scores, since both of these assessments have been used in West Virginia. A grade chart has been developed using scores identified by the WVDE to determine a letter grade corresponding to the achieved scores:

GED® Score	Letter Grade	TASC Score	Letter Grade
600-800	A	650-800	A
500-590	B	550-649	B
410-490	C	500-549	C

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 in place 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 a CTE component, passing the HSEA, or improving scores on the WIN assessment. **The cadets must return to the home high school to work on such improvements if the goal is to earn a high school diploma. The West Virginia Adult Education (WVAdultEd) program is not the appropriate placement for these cadets, unless they have officially withdrawn from school. Note: Students who drop from school and pass their high school equivalency assessment at an WVAdultEd center will receive the State of West Virginia High School Equivalency Diploma. They will not be eligible to receive their high school diploma.**

MCA staff will send the home high school the cadets' transcripts, with the HSEA test scores, TABE scores and WIN 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 school staff must notify the student to return to the high school so that appropriate placement in a program of study to improve the deficiencies may be determined.**

Note: The HSEA grades and credits, in addition to the National Guard Youth Challenge Program grades, will not be transcribed in WOW until the student has met all requirements and is eligible for the high school diploma. Please, reference Chapter 1, Recording Grades/Credits for Option Pathway Students.

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 concentration related to the students' career interest per policy 2510 guidance. 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 or the county school that is offering the Option. If the Option Pathway is not available at the home school or

a county school, the student may study via various programs provided, such as KeyTrain®, PLATO, Aztec, On Target, TASC Academy, credit recovery programs, etc. If the cadet did not receive the required WIN 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.

Career Technical Concentrations

The West Virginia Virtual School (WVVS) 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 WVVS online catalog. There are several CTE virtual concentrations, with 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 WVVS 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.

WVVS Grade Transcripts and Drop Policy

Most WVVS 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.

Chapter 7

IWRC – Special Populations, Students with Disabilities

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/>, 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 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 Personalized Education Plan (PEP) 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 PEP 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. The WVDE Division of Technical and Adult Education will guide the assessment process for **IWRC**.

Participant Recruitment

The potential student:

- Has an IEP
- Is pursuing a standard high school diploma
- 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 will complete a student portfolio when concentration requirements are completed. 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.

All students will complete 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 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)

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.

APPENDICES

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 required 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 of this test. If your child is placed in the Option Pathway, you will be required to attend a meeting 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

Appendix 2

Policy 5202 Excerpt

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

SERIES 136

**MINIMUM REQUIREMENTS FOR THE LICENSURE OF
PROFESSIONAL/PARAPROFESSIONAL PERSONNEL
AND ADVANCED SALARY CLASSIFICATIONS (5202)**

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. The following training must be completed in order to apply for or renew the annual Option Pathway Temporary Authorization.

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 New Teacher Training/Orientation: Philosophy and Management of the Option Pathway	6 hours
• Adult Basic Education (ABE) training classes approved and delivered by WVDE (West Virginia Department of Education) trainers	6 hours

Note: Please contact Ellen Killion at ekillion@k12.wv.us to request approval before attending any training not offered by WVABE.

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 teacher training must be approved by the WVDE and entered into the Adult Education Management Information System (AEMIS), an ABE data information system*

RENEWAL OF AUTHORIZATION

Each year the Option Pathway teacher must renew the Authorization. This is achieved by:

- Submitting an application with the required fee, each year prior to July 1 for valid authorization for the new school year.
- If the applicant is a new Option Pathway teacher, new teacher training must be completed before applying for the Option Pathway Authorization.
- Completion of Professional Development Activities:
 - » *At least 6 clock hours annually of unduplicated professional development offered or approved by the WVDE.*
 - » *Completion of approved training offered at local RESA's and conferences throughout the year.*
- Recommendation – Receive recommendation of the county superintendent in which the applicant is employed
- Option Pathway Temporary Authorization Forms are found at <http://wvde.state.wv.us/certification/forms/> (Form 38)

Additional Requirements:

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. Teachers may access their professional development hours by establishing an account and logging in to AEMIS.

CHECK YOUR PROFESSIONAL DEVELOPMENT HOURS IN AEMIS

To access your individual Professional Development Information transcript:

- Go to the AEMIS homepage: <https://www.wvabe.org/aemis>; type your email address and log in using your password.
- If you do not know your password, click on Forgot your password? and a new password will be sent to your email address.
- Once you have logged in, on the left side, go to the Professional Development button and find My PD (In-Service) Record. You will see your transcript under the heading Professional Development Information. Check to be sure the information is accurate.
- At the top left is your Personal Information: your Name, Employee Type (P/T or F/T), your grantee, and your email address used by AEMIS.
- At the top right under Address, you will see your street address and telephone.
- Next, you see your Professional Development Summary. This chart shows each fiscal/program year (Note: This is NOT the calendar year). It indicates the WVABE-PD core and elective hours completed as compared to what was required for that fiscal/program year.
- Below that chart is your Current Program Year Status. This shows how many hours you are required and how many you have completed for the current fiscal/program year.
- Next, you see your In-service History. This provides a list of WVABE-PD in-service sessions you have completed, starting with the most recent. It shows the date completed, the PD hours awarded, and indicates whether the session was core or elective. The core sessions are all listed by name. If you have repeated a core session, the most recent session will show as elective (NOT core) credit. Elective sessions are not usually listed by title except for a few of the main conferences or frequently repeated elective sessions. Note: Although AEMIS shows that 6 hours of core credit are required, Option teachers do not have to have core hours. Option teachers only need 6 hours of PD – core or elective.
- Finally, at the very bottom you see a chance for you to confirm if the information is correct or not and a box for you to describe any problems you see.

Remember:

Your information must first be entered into AEMIS by the Option Pathway Coordinator. Please allow one week following the New Teacher Orientation training for the information to be entered.

Questions:

If you have questions about your professional development hours, please contact Ellen Killion at ekillion@k12.wv.us or 304-558-6315.

Appendix 5

Policy 4150 Excerpt

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION
SERIES 84
STUDENT DRIVER ELIGIBILITY CERTIFICATE (4150)**

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 for 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...”

Appendix 6

PROMISE Eligibility

David K. Hendrickson
Chair



Brian Noland
Chancellor

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-4614
www.hepc.wvnet.edu

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

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,

A handwritten signature in blue ink that reads "Angela Bell". The signature is written in a cursive style.

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

Option Pathway Student/Parent Application and Contract

This contract is for use with Option 1 students only.

Submission Date			
STUDENT INFORMATION			
Student Name			
Student Grade Upon Entry	<input type="checkbox"/> 9th Grade	<input type="checkbox"/> 10th Grade	<input type="checkbox"/> 11th Grade <input type="checkbox"/> 12th Grade
Student ID Number			
Student Address			
Student Cell Phone Number			
Student E-mail Address			
PARENT INFORMATION			
Parent Name			
Parent Address			
Parent Signature			
Parent Phone Number			
Parent E-mail Address			
CRITERIA FOR PARTICIPATION			
Cohort Year	<input type="checkbox"/> Behind 9th grade cohort by at least one year	<input type="checkbox"/> Drop out risk	
CTE INFORMATION			
CTE Concentration:	Teacher:		

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.

Parent	Student	Requirements and Expectations
		The student must be at least sixteen (16) years of age prior to placement in the Option Pathway.
		The student must score at least an eighth (8th) grade level on the TABE Reading and seventh (7th) grade level on the TABE Math prior to being enrolled into the program.
		Student will be enrolled in the HSEA study classes.
		All 5 subtests of the HSEA must be completed and passed: Mathematics/Social Studies/ Reading/Writing/Science
		Complete the four courses of an approved State Department Career Technical Education (CTE) program of study or complete a local concentration approved by the County Board of Education consisting of four related courses correlating to the student's Personalized Education Plan (PEP)
		Participation in the required WVDE assessments is required for students in the grade levels when test is given.
		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.
		Appropriate behavior must be maintained and the student Code of Conduct obeyed. Students with chronic behavior problems will be dismissed from the program.
		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.
		I understand that the local and state HSEA Examiners, teachers/counselors/ principals 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.
		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.

Parent	Student	The Participating School will:
		Hold a mandatory meeting with the parent(s) or guardian to review the requirements and expectations of the Option Pathway Program.
		Enroll student in an appropriate Career Technical Education concentration related to the student's Personalized Education Plan (PEP).
		Provide a HSEA Preparation course.
		Set clear behavioral and attendance expectations for students.
		Monitor and report student progress in the program.
		If applicable, hold an IEP or Section 504 team meeting to affirm the Option Pathway is appropriate and attainable for the student.
		Students with IEP's or 504 plans should be tested with the official OPT practice test 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 High School Equivalency Assessment Office)
		Provide continued access to counseling and guidance services.
		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.
		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 TASC examiners.

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 7A

Option Pathway Student Application And Contract For Juvenile Centers

This contract is for use with Option 1 students only.

Submission Date			
STUDENT INFORMATION			
Student Name			
Student Grade Upon Entry	<input type="checkbox"/> 9th Grade	<input type="checkbox"/> 10th Grade	<input type="checkbox"/> 11th Grade <input type="checkbox"/> 12th Grade
Student ID Number			
Student Address			
HOME SCHOOL INFORMATION			
Name of Home School			
County			
Name of Contact at Home School			
Contact's Phone Number			
Contact's E-mail Address			
CRITERIA FOR PARTICIPATION			
Cohort Year	<input type="checkbox"/> Behind 9th grade cohort by at least one year	<input type="checkbox"/> Drop out risk	
CTE INFORMATION			
CTE Concentration:	Teacher:		

You have been selected to participate in the Option Pathway Program. This program provides you with the opportunity to receive a regular high school diploma from your home high school if you complete all the requirements of the program and graduate on time. The Option Pathway requirements are rigorous. Therefore, you must fully commit to completing all the program requirements. An Option Pathway team member will review each of the requirements and expectations of the Option Pathway program with you prior to your enrollment in the program.

Please read all guidelines below and initial each statement indicating that the measure is understood and will be implemented.

Option Team Member	Student	Requirements and Expectations
		The student must be at least sixteen (16) years of age prior to placement in the Option Pathway.
		The student must score at least an eighth (8th) grade level on the TABE Reading and seventh (7th) grade level on the TABE Math prior to being enrolled into the program.
		Student will be enrolled in the HSEA study classes.
		All 5 subtests of the HSEA must be completed and passed: Mathematics/Social Studies/ Reading/Writing/Science
		Complete the four courses of an approved State Department Career Technical Education (CTE) program of study or complete a local concentration approved by the County Board of Education consisting of four related courses correlating to the student's Personalized Education Plan (PEP)
		Participation in the required WVDE assessments is required for students in the grade levels when test is given.
		Regular school attendance is an important part of being successful. Students enrolled in Option Pathway must follow the attendance guidelines set by their facility. Students who demonstrate poor attendance may be dismissed from the program.
		Appropriate behavior must be maintained and the student Code of Conduct obeyed. Students with chronic behavior problems may be dismissed from the program.
		If the student drops out of the program or moves to another state, the student may be placed in the accredited high school at the same grade level as they were when entering the Option Pathway.
		I understand that the local and state HSEA examiners, teachers/counselors/ principals 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 records.
		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.

Option Team Member	Student	The Participating OIEP School will:
		Hold a mandatory meeting with the student and designated OIEP staff (as well as the parent/guardian, if applicable) to review the requirements and expectations of the Option Pathway Program.
		Enroll student in an appropriate Career Technical Education concentration related to the student's Personalized Education Plan (PEP).
		Provide a HSEA preparation course.
		Set clear behavioral and attendance expectations for students.
		Monitor and report student progress in the program.
		If applicable, hold an IEP or Section 504 team meeting to affirm the Option Pathway is appropriate and attainable for the student.
		Students with IEP's or 504 plans should be tested with the official OPT practice test using required IEP accommodations before entering the program to determine if the student has ability to pass the HSEA test with accommodations. Application for accommodations should be submitted to see if they will be approved. (These should be submitted to the State High School Equivalency Assessment Office.)
		Provide continued access to counseling and guidance services.
		Facilitate the student being awarded a regular high school diploma at their home high school after the student successfully completes all requirements of the program, and request that the student be allowed to participate in the school's regular graduation ceremony.
		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 TASC examiners.

STUDENT: An Option Pathway Team Members has reviewed the requirements of the Option Pathway with me. I understand that my enrollment in the program is voluntary. 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

GUARDIAN: As the official guardian of this student, I understand the requirements of the Option Pathway and agree to allow this student to enroll in the Option Pathway. I understand that the student's enrollment in the program is voluntary.

Guardian'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

<p>Entering Option Pathway as 10th Grader</p> <p>1st Semester</p> <ul style="list-style-type: none"> Reading Preparation Semester Exam: TASC Reading Test <p>2nd Semester</p> <ul style="list-style-type: none"> Social Studies Preparation Semester Exam: TASC Social Studies Test 		<p>Important Notes:</p> <ul style="list-style-type: none"> Option Pathway students may participate in extracurricular activities such as band, Career Technical Student Organizations (CTSO), and sports. Any student insisting on dropping out of school should be encouraged to pass the HSEA (TASC test) before exiting school (Option 3).
<p>Entering Option Pathway as an 11th Grader</p> <p>1st Semester</p> <ul style="list-style-type: none"> Reading and Science Preparation Semester Exam: TASC Reading and Science Tests <p>2nd Semester</p> <ul style="list-style-type: none"> Social Studies and Mathematics Preparation Semester Exam: TASC Social Studies and Mathematics Tests 		
<p>12th Grade</p> <p>1st Semester</p> <ul style="list-style-type: none"> Writing Preparation Semester Exam: TASC Writing Test <p>2nd Semester</p> <ul style="list-style-type: none"> Make-up Exams, if applicable 		<p>Entering Option Pathway as a 12th Grader</p> <p>1st Semester</p> <ul style="list-style-type: none"> Writing and Mathematics Preparation Semester Exam: TASC Writing and Mathematics Tests <p>2nd Semester</p> <ul style="list-style-type: none"> Science, Social Studies and Reading Preparation Semester Exam: TASC Science, Social Studies, and Reading Tests Make-up Exams, if applicable
<p>1st Semester</p> <ul style="list-style-type: none"> Science Preparation Semester Exam: TASC Science Test <p>2nd Semester</p> <ul style="list-style-type: none"> Mathematics Preparation Semester Exam: TASC Mathematics Test 		

Note: Grade 12 will only work for a 12th grade student who will not be able to graduate with his/her 9th grade cohort AND can complete all of his/her CTE requirements and the entire TASC test in one year.

Additional activities may be used during any semester. These include (but are not limited to) the following:

- TASC Academy
- 21st Century Global Skills
- College 101
- LINKS
- Techsteps
- Job Shadowing
- West Virginia Virtual School (WVVS)
- LearningExpress Library's Job & Career Accelerator
- College Foundation of West Virginia (CFWW)
- Microsoft IT Academy Software

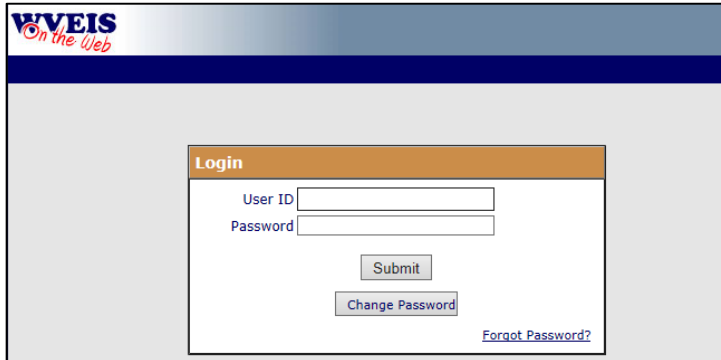
Appendix 10

Identifying Option Pathway Students in WVEIS

Option Pathway students should be identified in WVEIS on the Web (WOW) using the 'Option Pathway Attribute.' Though information is officially submitted during the End of Year Data Collection for Option Pathway students, it is recommended that each school update its Option Pathway participant list year-round, as changes occur. Instructions for identifying a student as an Option Pathway participant are contained in the remainder of this document.

To use the Option Pathway Attribute

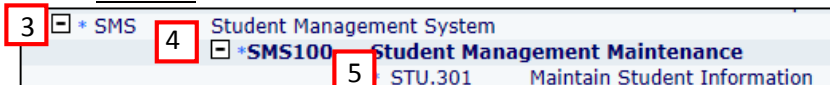
1. Log in to WOW.



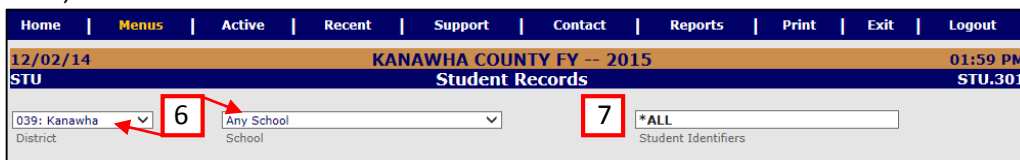
2. Select Menu



3. Find **SMS Student Management System**
4. Find **SMS100 Student Management Maintenance**
5. Select **STU.301 Maintain Student Information**



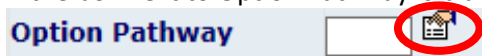
6. In STU.301 you will see a student record search page. If needed, select the district and school for the student you are identifying as an Option Pathway participant.
7. Then, search for the student's name in the "Student Identifiers" box.



8. Select the student you are identifying as an Option Pathway participant from the search results by clicking on their name. A student page will appear on the screen.
9. Scroll down to the bottom portion of the screen.
10. You should see a section for Option Pathway.

The screenshot shows a web interface for student information. At the top, there is a navigation bar with links: Home, Menus, Active, Recent, Support, Contact, Reports, Print, Exit, Logout. The year 2015 is displayed in the top right corner. A large box at the top left contains the text "Student Information is presented here...". Below this is a "Basic" tab. The form includes fields for ID, Name, Birth, Lives with, Phone, Enrollment, Last year, This year, and Next year. A "LOOKUP" button is in the top right of this section. Below these fields are sections for "Race Info" (with checkboxes for Hispanic, White, Black, Asian, AmerInd, Pacific), "Immigrant Info" (with a dropdown for "Years attended school in the USA"), "Year of Graduation", "Native Language" (ENGLISH), "Race" (White), "Transportation" (BUS STUDENT), "Option Pathway" (highlighted with a red circle), "Graduation Plan" (GRAD PLAN 2014), "Title I", and "Transcript Exchange". At the bottom, there are "Print" and "Search" buttons.

11. If the box next to Option Pathway is blank, click on the hand/paper icon.



12. A pop-up window will appear. Click on the appropriate Option Pathway (1, 2, or 3) in which the student is enrolled.

A pop-up window titled "Select:" with a close button (X) in the top right corner. The window displays a list of "Option Pathway" choices: 01 OPTION 1, 02 OPTION 2, and 03 OPTION 3. Each option is preceded by a small icon of a hand holding a paper.

13. Click on the submit button on the bottom to save the information.

Appendix 11

Option Pathway Information Collection (SY2014-2015)

Beginning on June 1, and running through July 1, the Option Pathway Information collection that is part of the End-of-Year (EOY) “Business As Usual” Applications will be open for submission. The Option Pathway Information collection can be found in the WOW menu item [OPT.PATH](#) under the [WVR/WVR 100 State Reporting Requirements](#) menu. The Option Pathway application submission is to be completed by the Principal and/or designee(s) where necessary. **Starting June 1, 2015, principals and/or designees will be asked to include Option Pathway Teachers in the collection process.** Instructions that address this change can be found in the “Step-by-Step Instructions for Principals” and the “Step-by-Step Instructions for Option Pathway Teachers” portion of this document.

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Principal’s Role

School Principals should review the information provided and fill in answers for blank fields in the Option Pathway tables. A print button has been added to the application, so that principals can print a paper copy of the table for each Option Pathway Teacher in the school to fill in the information for his/her students. Once the principal receives Option Pathway Teachers’ feedback, he/she should update the tables accordingly. It is the principal’s responsibility to ensure all Option Pathway students are included in the collection. If an Option Pathway student is not included in the application’s tables, please refer to the “Trouble-shooting” portion of this document for instructions to add the student.

Option Pathway Teachers’ Role

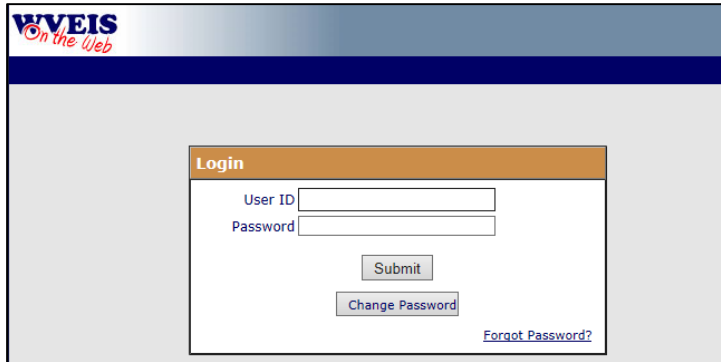
Option Pathway Teachers should be provided printouts of the information in the Option Pathway Information collection by their school principal. Teachers will need to review the printout, ensure that no students are missing from the list, and fill in the information needed for the application.

Step-by-Step Instructions for Principals

Follow the instructions below to access, enter, and save Option Pathway information.

Finding the Application

1. Log into WVEIS on the Web (WOW)



2. Select **Menus**



3. Find **WVR West Virginia State Reporting**

4. Find **WVR100 State Reporting**

3	[-] * WVR	West Virginia State Reporting
	[+] *CFM999	ColdFusion Testing Menu
	[+] WVRCTE	Career Technical Education
	[+] WVRFP	Office of Federal Programs
	[+] WVROEL	Office of Early Learning
4	[-] *WVR100	State Reporting

5. Select **OPT.PATH** – Option Pathway Information

* OPT.PATH	Option Pathway Information Application
------------	--

Teacher Review

6. Use the dropdown menu located at the top, right corner of the screen to pull up the tables depicting Option Pathway students by teacher. Then, click the “Print PDF” button to print a screenshot of each Option Pathway Teacher’s table. **Note: Starting June 1, 2015, the information presented will be by teacher instead of school. If you have multiple Option Pathway Teachers at your school, you will need select *each* teacher and print the table associated in order to capture Option Pathway information for the entire school.**

M. CISAR Print PDF

**Option Pathway Information
SY 2013-2014**

7. Pass the printed table out to the respective teachers for review.

Enter and Save Information

8. Use the information provided by the Option Pathway Teachers to complete the table.
9. Ensure every Option Pathway student assigned to the teacher you are reviewing is listed in the table.
10. Enter the TABE assessment scores for each student.
11. Review the student's CTE Program name. If this section is blank, no CTE concentration has been identified for the student.
12. Enter the HSEA Test scores for each student.

**Option Pathway Information
SY 2013-2014**

Review the information below. Please complete the blank fields with the Option Pathway students' results during SY 2013-2014.

Option Student Name	Student #	Male/Female	Option 1	Option 2	Option 3	Freshman	Sophomore	Junior	Senior	10 TABE Scores			12 HSEA Test Scores					2014 Graduate	
										Math	Reading	Withdrew from Option	11 CTE Program Name	L/A Writing	Science	Soc. Studies	L/A Reading		Math

13. Select *Yes* or *No* to indicate if the student is a Graduate
14. Select *Yes* or *No* to indicate if the student is Option 3 Only
15. Select *Yes* or *No* to indicate if the student is Promise Scholarship eligible
16. Select what is known about the student plans for the next school year:
 - I. Continuing Education
 - II. College
 - III. Technical School
 - IV. Job
 - V. Military

**Option Pathway Information
SY 2013-2014**

Review the information below. Please complete the blank fields with the Option Pathway students' results during SY 2013-2014.

Option 3	Freshman	Sophomore	Junior	Senior	10 TABE Scores			12 HSEA Test Scores					13 Graduate	14 Option 3 Only	15 Promise Scholarship	16 Continuing Ed/Job	
					Math	Reading	Withdrew from Option	CTE Program Name	L/A Writing	Science	Soc. Studies	L/A Reading					Math

17. Click the "Update" button located below the table to save the information.

0 0

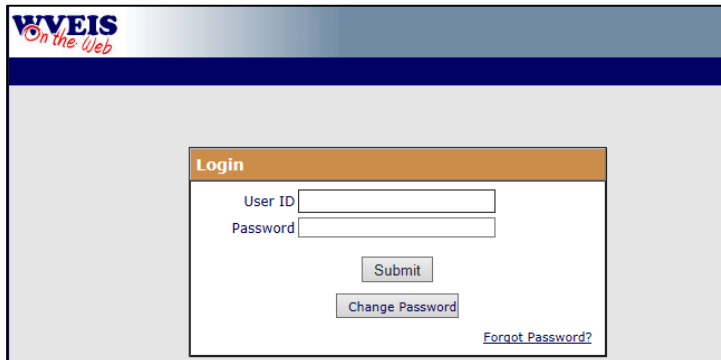
Update

Trouble-shooting

In order for students to appear in the Option Pathway Information collection tables, they should be identified in WVEIS on the Web (WOW) using the 'Option Pathway Attribute.' It is recommended that **each school update its Option Pathway participant list year-round**, as changes occur. Instructions for identifying Option Pathway students are listed below.

To use the Option Pathway Attribute

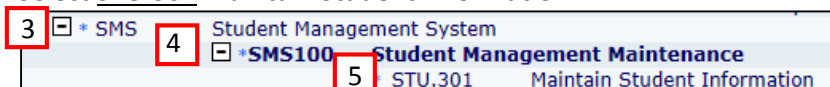
1. Log in to WOW.



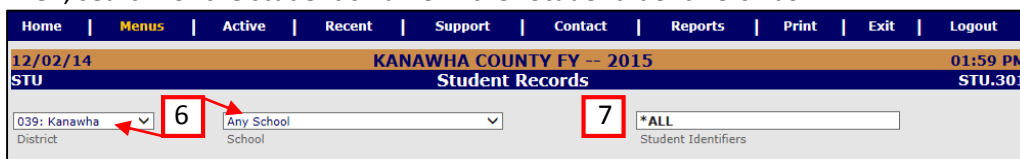
2. Select Menus



3. Find **SMS Student Management System**
4. Find **SMS100 Student Management Maintenance**
5. Select **STU.301 Maintain Student Information**

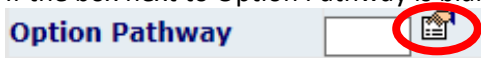


6. In STU.301 you will see a student record search page. If needed, select the district and school for the student you are identifying as an Option Pathway participant.
7. Then, search for the student's name in the "Student Identifiers" box.



8. Select the student you are identifying as an Option Pathway participant from the search results by clicking on their name. A student page will appear on the screen.
9. Scroll down to the bottom portion of the screen.
10. You should see a section for Option Pathway.

11. If the box next to Option Pathway is blank, click on the hand/paper icon.



12. A pop-up window will appear. Click on the appropriate Option Pathway (1, 2, or 3) in which the student is enrolled.

13. Click on the submit button on the bottom to save the information.

Step-by-Step Instructions for Option Pathway Teachers

Sometime between June 1 and July 1, school principals should be distributing Option Pathway Information Application printouts to Option Pathway teachers for review. The image below provides an example portion of the printout.

Option Pathway Information SY 2013-2014																		
Review the information below. Please complete the blank fields with the Option Pathway students' results during SY 2013-2014.																		
Option Student Name	Student WVEIS #	Multi/ female	Option 1	Option 2	Option 3	Supplement	Junior	Senior	TABE Scores			HSEA Test Scores					2014	
									Math	Reading	Withdraw from Option	LA Writing	Science	Soc Studies	LA Reading	Math	Graduate	GED Only
			✓															
			✓															
			✓															
			✓															
			✓															
			✓															

Option Pathway Teachers reviewing the printout should take the following steps:

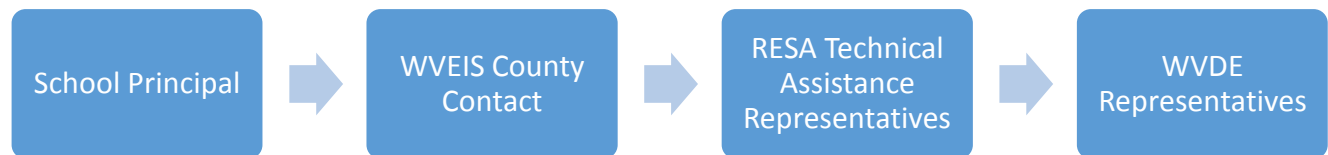
1. Ensure your name appears in the dropdown box located at the top, left corner of the printout. If it does not, the printout should not contain students in your class. Please return it to your principal for redistribution.
2. Ensure every Option Pathway student you are teaching appears in the "Option Student Name" column. If a student is missing, write in the name of the student and the corresponding information for each column in the table.
3. Review each student's entry. Review columns with information pre-filled for accuracy. If the information in these columns is incorrect, write in updates.
 - a. Pay particular attention to the designation of Option 1, 2, or 3.
 - b. Review the student's CTE Program name. If this section is blank, no CTE concentration has been identified for the student. *Only Option 1 students will have a CTE concentration.*
4. Review each student's entry. Fill in missing information in the blank columns.
 - a. Fill in the TABE assessment scores for each student.
 - b. Fill in the HSEA Test scores for each student.
 - c. Write *Yes* or *No* to indicate if the student is a Graduate
 - d. Write *Yes* or *No* to indicate if the student is Option 3 Only
 - e. Write *Yes* or *No* to indicate if the student is Promise Scholarship eligible
 - f. For the "Continuing Ed/Job" field, write one of the following options to represent what is known about the student plans for the next school year:
 - i. Continuing Education
 - ii. College
 - iii. Technical School
 - iv. Job
 - i. Military
5. Return any needed revisions to your school principal by the date he/she has requested. As a reminder, the collection must be complete for the school by July 1.

Questions and Problems

To ensure a timely response, please direct questions and issues directly to your WVEIS County Contact. It is recommended that you send the WVEIS County Contact these instructions along with your question or problem.

Technical Assistance Communication Process

The following section provides the WVDE process for Technical Assistance Requests. Following this process will ensure that technical assistance requests are responded to in a timely fashion. School Principals with questions or issues should contact the WVEIS County Contact. If the WVEIS County Contact cannot answer the question or solve the problem, he/she should contact the RESA Technical Assistance Representative for the district. If the RESA Technical Assistance Representative cannot answer the question or solve the problem, he/she should contact the WVDE Representative listed below. ***Please remember that School Principals are not responsible for contacting WVDE directly.***



RESA Technical Assistance Representative should direct questions or issues with the Option Pathway Information Application to the Office of Data Governance at 304-558-7881. For Option Pathway related questions, RESA Technical Assistance Representatives should contact the Office of Adult Education and Workforce Development at 304-558-0280.

Appendix 12

Steps for Manual Entry of Option Pathway Credits Using WVEIS on the Web (WOW)

1. Go to student enrollment screen STU.301.
2. Type student ID or last name to search for the student's record.
3. For Mountaineer Challenge Academy (MCA) students ONLY, verify student has an enrollment code EM. This code **must be used** for MCA students. **If the code is not EM, you must change it before you transcript grades.**
4. Scroll to bottom of screen and locate Option Pathway.
 - a. Code student as 01 (Option 1), 02 (Option 2), or 03 (Option 3).
5. Click on Transcript tab, located at the top of the Basic Screen.
6. Print student transcript.
7. Using the transcript in WOW, complete the student HSEA record worksheet (see following page) or use one similar. The goal of this worksheet is to show you what the student has already earned, and which credits you will need to fill in with the Option Pathway Transcription Codes. You do this by simply checking credits earned in each of the categories:
 - a. Check off all credits earned in required graduation core subjects. (State graduation requirements are used.)
 - b. Calculate which Option Pathway Credits need to be added to meet graduation requirements on the transcript.
 - c. Fill in the needed credit information on to the worksheet.
 - d. Compare needed credit information on to the table below and determine which classes will need to be added to transcript. You may want to write these on the worksheet if you are not immediately going to enter them in WVEIS.
 - e. Fill in grade portion of credit worksheet with grades you received from the Option Pathway Teacher. The grades should be letter grades.
8. **You are now ready to go into WVEIS and enter the Option Pathway classes:**
 - a. Find student under student management by typing in the student ID or the last name.
 - b. Select Transcript tab at the top of the Basic Screen.
 - c. Click on Add at the bottom of the screen.
 - d. Enter fiscal year.
 - e. Class level: Should reflect grade level as 12
 - f. Term: Select Term 2.
 - g. Grade Title: If you county uses EOY, you will select EOY. Otherwise, select 2nd Semester.
 - h. Course ID: Manually enter the Option Pathway Course Codes (Make sure to use only approved Option Pathway Transcript Codes).
 - i. Course Description: Type in the Option Pathway Course Description (Only Option Pathway Course Description).
 - j. Graduation Requirement: Use comparable code to the class you are filling with Option Code; you may also leave this field blank.
 - k. Final Grade: Manually enter the letter grade that corresponds to the TASC score.
 - l. Uncheck "Used in GPA" box – Option Pathway grades may not be calculated in the GPA.
 - m. Enter credit attempted and credit earned.
 - n. Click on Submit.
9. Now that the transcript entries are made, all that is left is to reprint the new transcript. Compare the new transcript with your credit worksheet to make sure all entries were made correctly and none were omitted or duplicated.
10. For file purposes maintain a copy of original transcript, new transcript, HSEA Record Worksheet **with two signatures** and the grades that were given to you to enter.

Option Pathway HSEA Record Worksheet

County

WVEIS #	Student's Name	Date of Birth	Grade	Date

Guidelines	Class	WVEIS Code	TASC Score	Letter Grade	Issue Credit
------------	-------	------------	------------	--------------	--------------

At end of grading period circle "S" for satisfactory progress or "N" for not satisfactory progress.	Language Arts, Reading	7901		S N	NA
	Language Arts, Writing	7902		S N	NA
	Average Language Arts Score	-----		S N	NA

Credits and letter grades of "A" "B" or "C" are entered in student's transcript in WVEIS prior to graduation - <u>ONLY AFTER ALL CTE AND OPTION PATHWAY REQUIREMENTS ARE MET.</u>	English 9 Option	7910		A B C	
	English 10 Option	7911		A B C	
	English 11 Option	7912		A B C	
	English 12 Option	7913		A B C	

TASC Scores	Letter Grades	Math	7903		S N	NA
650-800 550-649 500-549	A B C	Math 9 Option	7914		A B C	
		Math 10 Option	7915		A B C	
		Math 11 Option	7916		A B C	
		Math 12 Option	7917		A B C	

GED [®] Scores	Letter Grades	Science	7905		S N	NA
600-800 500-590 410-490	A B C	Physical Science Option	7918		A B C	
		Life Science Option	7919		A B C	
		Earth Science Option	7920		A B C	

In the "Issue Credit" column, place either a check for full or 0.5 for half credit.	Social Studies	7906		S N	NA
	World History Option	7921		A B C	
	US History Option	7922		A B C	
	20 th & 21 st Century (Contemporary) Studies Option	7923		A B C	
	Civics Option	7924		A B C	

Grades entered into WVEIS by:			
	Signature	Printed Name	Date
Grades verified by:			
	Signature	Printed Name	Date

rev. 6/1/15

Appendix 13

Option Pathway General Release of Information

I authorize the Option Pathway Program to release the following types of information:

- Directory information (name, address, telephone, Social Security number, etc.)
- Record of attendance
- Educational goals and achievements
- Assessment scores
- Statistical information (gender, ethnicity, employment status, education, disability status, etc.)

I understand that information about the completion of the following goals may be verified by some other private or governmental agencies:

- Getting or keeping a job
- Enrolling in a college, or other training program
- Passing the state-approved high school equivalency assessment or getting a high school diploma
- Removal from (or reduction in) public assistance
- Adult Education Management Information System (AEMIS)

The following agencies may use my Social Security number to verify completion of the above goals: Bureau of Employment Programs, WV Higher Education Policy Commission, WorkForce WV, West Virginia Department of Education, DRC/CTB (TASC), DiplomaSender, and the WV Department of Health and Human Resources (DHHR).

I understand that my Social Security number is needed to collect this information. I understand that giving my Social Security number is voluntary. The Social Security number may be used only to match information. It will not be used to make decisions about me or any other person. No personal information about me will be published. If I do not give my Social Security number, I will not lose any rights or services as a student.

I understand that this release of information is valid for two years from the date of my signature or until it is revoked in writing by me, whichever occurs first.

Student's Signature

Date

