

## **CHAPTER 5**

**5.4.1.1 Progress and Promotion** (Revised October 14, 2003), (Revised February 22, 2005), (Revised May 23, 2006), (Revised August 22, 2006), (Revised May 15, 2008), (Revised May 6, 2009), (Revised September 8, 2009), (Revised 09/29/2010), (Revised 02/26/2013), (Revised 08-12-14), (Revised 03-24-15), (Revised 05/07/18)

### **5.4.1 Philosophy**

It is the philosophy of the Marshall County Board of Education that all students should be placed in instructional programs in which they can achieve academically as well as develop emotionally, socially, and physically. Teachers are to assess student achievement and performance as accurately as possible in order to provide parents/guardians with a reliable notification of their child's academic progress.

It is expected that children will progress satisfactorily. However, some children may require more time to develop their educational potential through varied educational strategies.

### **5.4.2 Promotion**

#### **5.4.2.1 Promotion**

A student' promotion from one class level to the next must depend on the student's academic, social and emotional progress or readiness to profit from instruction at the next class level. The decision to promote or retain a student will be made in the best interest of the student.

### **5.4.3 Retention/High School Class Placement**

Retention may be considered when a student has not made satisfactory progress and a variety of interventions have been implemented. In considering retention, the following procedures shall be followed:

1. The teacher shall notify the principal in writing as soon as it becomes apparent the student is having difficulty.
2. The teacher shall notify the parent/guardian in writing as soon as it becomes apparent the student is having difficulty and document the notification.
3. The SAT (Student Assistance Team) will meet and encourage the parents to participate in the writing of a MEP (Modified Education Plan) which will include appropriate interventions.
4. The SAT, along with the parent, will reconvene as necessary to discuss the progress of the student and develop necessary adjustments.

5. During the final nine weeks of school, reconvene the SAT with the parent to discuss the student's progress and to make the final decision for retention or promotion.
6. At the beginning of the next school year, an initial MEP will be developed in cooperation with the SAT and parents/guardians.
7. Students will be placed in the appropriate class level according to credits earned.

#### **5.4.4. Grading System**

##### **5.4.4.1 Class K-2**

M – Mastery  
PM – Partial Mastery  
N – Novice  
E – Excellent  
S – Satisfactory  
P – Pass  
F - Fail

Students in class K-2 will receive a standards based report card which aligns with the West Virginia Department of Education Content Standards and Objectives (CSO's). The designation of Mastery (M), Partial Mastery (PM), or Novice (N) will be assigned for each CSO.

The letter grades of (S, N) in kindergarten, and the letter grades of (E, S, N) in grades 1 and 2 will be assigned for the following subjects:  
Art, Science/Health, Handwriting, Social Studies, Music, Physical Education, and Technology.

##### **5.4.4.2 Class 3**

A = 100 - 90  
B = 89 - 80  
C = 79 - 70  
D = 69 - 60  
F = 59 - 0

(All grades between borders shall be rounded to the nearest integer and .5 is rounded up)

E = work consistently above average  
S = work that is average  
U = work that is consistently below average  
I – Incomplete

Letter Grades (A, B, C, D, F) will be assigned for the following subjects:  
Developmental Reading, English/Language Arts, Mathematics, Spelling

A minimum of 6 grades must be recorded for each graded subject per grading period. These grades must include formal assessment.

Letter Grades (E, S, U) will be assigned for the following subjects:  
Health, Art, Science, Handwriting, Social Studies, Music, and Physical Education

Incompletes may not be issued for the final grade.

#### **5.4.4.3 Class 4-5**

A = 100 - 90  
B = 89 - 80  
C = 79 - 70  
D = 69 - 60  
F = 59 - 0

(All grades between borders shall be rounded to the nearest integer and .5 is rounded up)

E = work consistently above average

S = work that is average

U = work that is consistently below average

I – Incomplete

Letter Grades (A, B, C, D, F) will be assigned for the following subjects:  
Developmental Reading, English/Language Arts, Mathematics, Spelling, Health, Science, and Social Studies.

A minimum of 6 grades must be recorded for each graded subject per grading period. These grades must include formal assessment.

Letter Grades (E, S, U) will be assigned for the following subjects:  
Art, Handwriting, Music, Physical Education.

Incompletes may not be issued for the final grade.

#### **5.4.4.4 Class 6-12**

A = 100 - 90  
B = 89 - 80  
C = 79 - 70  
D = 69 - 60  
F = 59 - 0

(All grades between borders shall be rounded to the nearest integer and .5 is rounded up)

I – Incomplete (Student unable to complete work)

P – Pass: Credit granted, no quality point value  
X – Audit: No credit granted  
E = work consistently above average  
S = work that is average  
U = work that is consistently below average

Letter Grades (E, S, U) will be assigned for the following subjects in grade 6 at Cameron Elementary and Sand Hill Elementary Schools:  
Art, Music, Physical Education, Band and Strings.

Incomplete grades must be made up or they become failures. Incompletes may not be issued for the semester grade or for the final grade.

Students may audit courses with the approval of the principal. Audited courses will carry no credit value and must be discounted when determining graduation status, class rank, or honor roll.

Students who wish to audit a course must request to audit that course before the end of the first four weeks of a semester. A counselor's recommendation for conversion to audit status should be made within the following week of the student request.

Courses that use "P" / "F" (Pass/Fail) grades carry no quality point value, and thus would adversely affect class rank if mixed with the standard grades used. The "P" grade may not be given for course that would normally receive a grade "A" through "D".

Students who transfer from school during a school term should be assigned a grade (A through F) that reflects the progress at the time of transfer. Since transfer grades are reported to the student's new school, incomplete grades should not be used.

Students who transfer into Marshall County Schools from school systems using numeric grades will have their grades converted to the corresponding alpha grade according to 5.4.4.4 policy guidelines.

#### **5.4.5 Determination of Semester/Final Grades**

In reporting progress and assigning grades, quality points are recognized as follows:

- A – 4 quality points
- B – 3 quality points
- C – 2 quality points
- D – 1 quality point
- F – 0 quality points

- A - 3.5 and above
- B - 2.5 – 3.49
- C -1.5 – 2.49
- D - .5 – 1.49
- F - .49 and below

**5.4.5.1 Primary**

Final term primary (K-2) elementary grades will be recorded as P or F.

**5.4.5.2 Elementary/Middle School**

Final term elementary/middle school grades shall be based on the following pattern:

- A –14 to 16 quality points
- B –10 to 13 quality points
- C – 6 to 9 quality points
- D - 2 to 5 quality points
- F - 0 to 1 quality point

**5.4.5.3 High School**

High school semester grades shall reflect the cumulative work of the entire semester.

**5.4.6 Grading Options**

**5.4.6.1 Alternative Grading Options**

All children identified as requiring specially designed instruction shall have an individualized education program (IEP, MEP, 504 plan). Grading options, as determined by the IEP, MEP, or 504 plan, will be on an individual basis. Grading options may include:

1. NA – can be used in content areas when a child misses the majority of class instruction because of alternative services.
2. In DESCRIPTIVE ASSESSMENT the teacher gives a written narrative of the child’s progress.
3. PERFORMANCE ASSESSMENT consists of a set of predetermined concepts/skills with a predetermined grading scale, such as a RUBRIC.
4. E, S, U
5. Pass/Fail

A student eligible for special education services (as defined by IDEA) shall not receive a “D” or “F” for any grading term unless the SAT or IEP team has convened and modifications have been implemented.

As stated in West Virginia Policy 2419, the regular classroom teacher and the special education teacher will participate in the planning, monitoring, and assessment of the student’s progress in mastering IEP goals and West Virginia Content Standards and Objectives.

#### **5.4.7 Grading Terms**

The grading term for elementary and middle schools is nine weeks.

The grading term for secondary schools is a semester.

#### **5.4.8 Interim/Progress Reports**

5.4.8.1. Primary interim reports must be sent for all students performing below mastery. Notification may be given at any other time deemed appropriate by the teacher.

5.4.8.2 Intermediate elementary and middle school interim reports must be sent for all students performing at a D or F level. These grades shall be entered into WVEIS. Notification may be given at any other time deemed appropriate by the teacher.

5.4.8.3 Secondary School progress reports will be sent for all students at 4 ½ week intervals. These grades shall be entered into WVEIS. Notification may be given at any other time deemed appropriate by the teacher.

Notification forms, other than those generated by WVEIS, may be submitted to the superintendent for consideration through the county waiver process.

#### **5.4.9 Exams**

Secondary school final examinations will be given during the final weeks of each semester. The times for the final examinations will be scheduled by the school’s principal. On exam days, teachers may schedule make-up exams or reviews for taking exams during the time not involving semester exam administration.

#### **5.4.10 Report Cards - Distribution**

All pupil report cards shall be distributed according to the dates indicated on the school calendar unless otherwise authorized by the superintendent.

#### **5.4.11 Report Card – Final**

Elementary school promotion must be clearly shown on the report card.

## **5.4.12 Graduation**

### **5.4.12.1 Requirements for High School Graduation**

Responsibility for the completion of graduation requirements rests with the student, guardian, and Marshall County Schools.

In order to graduate from a Marshall County high school, ALL of the following requirements must be met.

In addition to completing all graduation requirements according to West Virginia State policy 2510, beginning with the freshmen cohort entering 2018-2019, students must also earn two credits in electives, bringing their total minimum credits required for graduation to 24.

A student may not graduate from high school ahead of his/her class. The social needs of a student are such that a four year high school program is desirable to ensure appropriate emotional maturity for the strain of college or the rigors of the world of work. Exemptions may be made by the Marshall County Board of Education to accommodate a student's Individual Educational Plan, placement into college courses, advanced, vocational programs, mentorships, shadowing, or for other compelling circumstances.

All students will participate in an experiential learning setting.

Summer school courses taken following a school year will be included in the previous school year's reports for purposes of class rank and promotion.

A pupil who enrolls in Marshall County Schools for the first time during the senior year may graduate by completing either the Marshall County requirements or the requirements of the high school previously attended.

F) Course Classifications:

- 1) Regular Course – Regular education core curricular and elective courses.
- 3) Honors Course – A course that expands the approved academic content standards and objectives in a given program of study and may include, but are not limited to, research and in-depth studies, mentorships, internships, content focused seminars and extended instruction in a content area.
- 4) Advanced Placement - A course provided by The College Board which is advanced in terms of content and performance expectations for the age/grade level of students, and provide credit toward graduation and possible college credit or advanced standing upon passing an examination through the college board.
- 5) College Course - Any course for which college credit is awarded (e.g., dual credit, WV EDGE credit, regular college course).

#### 5.4.13 Graduation Ceremonies

In order to participate in graduation exercises at any Marshall County public high school, a student must have completed, without exception, all requirements for graduation as defined in Board Policy and “Graduation Requirements for West Virginia Public Schools; Adolescent Education (grades 9-12), West Virginia State Department of Education.” Students who fall short of requirements in any area shall not be permitted to participate in such exercises. Exception to this rule could be dictated by a student’s Individual Educational Plan.

Graduation from high school reflects the completion of education goals. In order to provide each senior student with his/her prospects for non-graduation, the high school principal shall:

1. Prepare at the beginning of the second semester, a list of potential non-candidates for graduation. This list shall be forwarded to the County Office by February 1 of that school year.
2. Notify parents of pupils whose prospect for graduation is jeopardized by their level of achievement. Notification may be by United States mail and bear the principals’ signature.



#### 5.4.14 Baccalaureate

Baccalaureate programs may be held in the public high school gymnasiums, field houses, and/or auditoriums.

#### 5.4.15 Credit

- 5.4.15.1 Credited courses will have credit posted at the completion of each semester.
- 5.4.15.2 A unit of credit is that which is awarded for attainment of objectives from an area of study. For a unit to be awarded, a minimum of 8100 minutes of school time shall be allotted for teaching and learning.
- 5.4.15.3 One-half unit of credit shall be awarded for a minimum of 4050 minutes of school time allotted to teaching and learning. These 4050 minutes are equivalent to one semester of work.
- 5.4.15.4 Multiple credits will be awarded to courses meeting the following minimums: Two credits = 16200 minutes; Three credits = 24300 minutes; Four credits = 32400 minutes.
- 5.4.15.5 For exceptional students under an IEP, course credit may be awarded in accordance with state policy.
- 5.4.15.6 Dual credit at both the high school and participating college institution may be offered to John Marshall High School and Cameron High School students through the “early entrance” programs of the respective schools. Students may take a class and receive college credit as well as high school credit towards graduation. These courses are listed in the school’s course description section with respective requirements. Tuition fees are required and students are required to meet the prerequisite criteria set forth by each college. The early entrance program is governed by the West Virginia Higher Education Policy Commission and as such, may change during the year. Decisions at the state level can affect and overrule local decisions regarding the offering of dual credit. A discussion with a school counselor to see which classes will be offered each semester is necessary.

Possible Courses offered as Dual Credit include but are not limited to:

English 11*	West Liberty University
English 12^	West Liberty University
Speech	West Liberty University

Music Appreciation	Bethany College
Psychology	Bethany College
Sociology	Bethany College

College Algebra III~	West Virginia University
College Trigonometry~	West Virginia University

Medical Terminology College – Wheeling	West Virginia Northern Community College
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\*Pre-requisites include 12 college prep courses; passing score on the Compass tests administered by WLU in the fall.

^Pre-requisites include 12 college prep courses; passing score of 71 or higher on the COMPASS test; 3.0 GPA. COMPASS score can be waived with an ACT score of 18 or better or a 450 on the verbal portion of the SAT.

~Pre-requisite include an A, B, or C grade in all HS Math courses; Completion of Alg. 2 or Math III; acceptable score on WVU Access placement test

#### 5.4.15.7 Embedded Credit

To establish procedures for the awarding of embedded credits at the secondary level in Marshall County, as authorized by WVBE Polity 2510: Assuring the Quality of Education Programs, Section 5.4.f.1.B. County boards of education are encouraged to establish policy which permits a student who masters the approved content standards for a credit bearing high school course that are embedded within a second course to receive credit for both courses.

The intent is to provide avenues, within the school setting, for students to obtain mastery of content standards and objectives in one course, by successfully completing another course in which those same standards and objectives are embedded. The intent of embedded credit is not to create a time-shortened high school experience but rather to provide opportunities for advancement. By implementing embedded credit courses, students in Marshall County will:

1. Receive high quality instruction that will allow them to work toward mastery on 100% of the content standards and objectives for all embedded credit courses approved by the county and submitted for approval to the WVBE.

2. Have continued opportunities to complete more rigorous academic and career technical education courses/concentrations.
3. Be prepared for college and career by improving their achievement.

Definitions:

Embedded Credit Courses – incorporates content standards and objectives from one credit bearing high school course into another (host) course and allows students to earn credit for both.

Embedded Credit – the approved content standards and objectives for a credit bearing high school course that are embedded within a second course to receive credit for both courses.

Students are awarded credit for the coursework and also for another course that holds a strong correlation. Embedded Credit will allow those students the flexibility of pursuing their academic interests while earning a required graduation credit with the following provisions:

1. Students will be required to demonstrate proficiency in the core course prior to awarding embedded credit.
2. A county office administrator designated by the superintendent will periodically meet with teachers from content areas, curriculum staff, and school administrators to determine the conditions under which embedded credit may be offered, if at all.
3. The transcribed grade is the same grade as the course with which the embedded credit is awarded.
4. If a student completes an embedded credit course, the course is entered into their student transcript in the same manner as if the student had taken the course as typically offered.
5. If a student fails a course in which an embedded credit was to be earned, such student is provided opportunities afforded other students, including credit recovery, summer school credit recovery, and taking the regular course in a subsequent year.
6. Two courses in the same content area are not eligible for embedded credit.
7. Students participating in embedded credit courses are NOT excluded from state-wide assessments.
8. The results of state-wide assessments are subject to the same teacher evaluation implications for teachers of embedded credit courses.
9. Marshall County Schools retains the right to withdraw embedded credit approval based upon assessment results or other exigent circumstances.

#### **5.4.16 Credit Recovery**

Students who are failing or have failed a core curricular course required for graduation may be given the opportunity to participate in a credit recovery program. Upon successful completion of the credit recovery program, the student will have the relevant course added to their transcript with the passing grade earned, and the letters CR added after the course title signifying recovered credit.

#### **5.4.17 Transitional School**

Students participating in the transitional school may receive ½ credit per semester for each course in which they receive a passing grade. Any student who accumulates more than 5 unexcused absences will cause a reconvening of the SAT to determine the appropriateness of continued services. Any student who violates the student code of conduct at a level that would constitute an external suspension will be removed from the transitional school. Upon successful completion of the transitional school program, the student will have the relevant courses and grades added to their transcript with the passing grade earned, and the letters TS added after the course title signifying Transitional School credit.

#### **5.4.18 Secondary Honor Roll**

In order to recognize students who have attained above average academic achievement, an Honor Roll, published in local newspapers will be compiled at an interval determined by school administration. The standard method for determining honor roll status is as follows:

The Honor Roll will be compiled using the simple average method of average calculation.

The Honor Roll will consist of three subdivisions:

1. HONORS: Students who attain an average GPA between 3.0 and 3.499 and are not disqualified by the exceptions listed below.
2. HIGH HONORS: Students who attain an average of 3.5 or greater and are not disqualified by the exceptions listed below.
3. STRAIGHT A'S : Students who earn all "A's".

Any of the following exceptions will eliminate the student from any Honor Roll:

1. Two or more "C's"
2. One or more "D's"
3. One or more "F's"
4. Grade missing from 1 or more subjects.

Calculation of such simple average will be as follows:

1. Grades of “P” or “X” will be discounted during the calculation.
2. A student must be enrolled as a full time student.
3. Multiple credit courses will be multiplied by the number of credits assigned to the course. For Example: A “B” in a two credit course is equal to 2 single “B’s”. Courses that meet ½ time will be multiplied by half of the quality point value of the grade.

#### **5.4.19 Honors Courses and Advanced Education Courses**

Honors and Advanced Placement (A.P.) courses are courses carrying a regular Carnegie Unit of credit. However, both types of courses challenge the student with more in-depth study, a greater variety of materials and greater emphasis on analytical skills, research and/or writing, as appropriate. Due to the nature of these courses, the student will be expected to apply greater effort to completion of all projects. Therefore, additional weight will be applied to the grades received in these courses as calculated within WVEIS as follows:

AP	Honors/Dual Credit
A = 5	A = 4.5
B = 4	B = 3.5
C = 3	C = 2.5
D = 2	D = 1.5
F = 0	F = 0

An A.P. Course follows the course of study designed to prepare the student for the Advanced Placement examination in the content area.

Honors and A.P. Courses will be reviewed each year by a school committee to monitor content and methods of instruction. At that time, proposals for additional offerings will be considered.

#### **5.4.20 Class Rank**

To determine class standing for graduation purposes, the calculation of grade point averages for senior students will be made by Marshall County Schools’ personnel following the ensuing procedure:

All classes will be averaged on a maximum 4.0 scale. Students who have taken honors, and or A.P. courses will be given additional weight based on the following semester scale:

A.P.	Honors/Dual Credit
A = .025	A = .020
B = .020	B = .015
C = .015	C = .010
D = .010	D = .005

The weighted value of the A.P. and Honors courses will be added to the un-weighted grade point average.

All courses will be counted in the Class Rank except those having a grade of “P” or “X”.

The student’s class rank calculation will be determined at the end of the seventh semester. All final transcribed grades in courses taken for credit in grades 9, 10, and 11, the final grades from the first semester of grade 12 (seventh semester), and the final grades earned in any classes taken before the ninth grade which carry high school credit will be used to determine a final cumulative GPA average.