WPS - Competency Determination Policy Submission Template

Section 1 : Competency Determination Requirements

- ❖ Earn a passing grade for the year in Grade 9 and Grade 10 English Language Arts or a passing grade on the final exam.
- ❖ Earn a passing grade for the year in Algebra 1 and Geometry or a passing grade on the final exam.
- ❖ Earn a passing grade for the year in either Biology, Chemistry, or Physics or a passing grade on the final exam.

OR

Completion of a subject area portfolio assessment which demonstrates mastery of the grade level standard in the content areas delineated above.

Submission Questions:

General:

- Satisfactorily completing coursework shall mean a student earns full credit in accordance with the district's grading policy. Full credit means students will earn a grade of 60 or above for the year.
- Showing mastery shall mean a student successfully completes in accordance with the district's grading policy: (1) A passing grade of 60 or above the full year course; or (2) a passing grade of 60 or above on the final assessment for a course; or (3) Completion of a subject area portfolio assessment.

English Language Arts:

- For English Language Arts, the student must: (i) satisfactorily complete coursework in the equivalent of two years of high school English language arts courses.
  - ➢ English Language Arts I
  - ➢ English Language Arts II
  - ➢ English Language Arts III
  - ➢ English Language Arts IV
  - ➢ English Language Learners I
  - ➢ English Language Learners II
  - ➢ AP English Language and Composition

  Students should be able to use literary criticism (texts that analyze literature) to help understand literature. For example, analyze a poem using an article someone else wrote about the poem. Analyze texts with complex characters, structures, and messages: for example, books with multiple themes, settings, plots, or points of view.

  Students should understand ways in which authors and speakers try to influence readers and listeners: for example, telling sad stories, using big words, or leaving out important information. Use a variety of credible (believable) sources when doing research. Avoid relying too much on one source of information.

  Students should use semicolons (;), colons (:), and hyphens (-) correctly and

effectively, along with additional grammar and they should understand that the English language changes over time and that even experts can disagree about grammar and spelling.

Mathematics:

- For mathematics, the student must: (i) satisfactorily complete coursework in the equivalent of one year of both Algebra I and Geometry; or (ii) satisfactorily complete coursework in the equivalent of one year of both Integrated Math I and Integrated Math II.
  - ➢ Algebra I
  - ➢ Algebra II
  - ➢ Geometry
  - ➢ Integrated Math I
  - ➢ Integrated Math II

  All high school students focus on six areas of math: Number and Quantity, including complex numbers and numbers with rational exponents. Algebra, applicable to tasks like calculating mortgage payments and comparing the costs of phone plans. Create and interpret linear and quadratic equations, use polynomials, solve systems of inequalities, and more. Functions, describing situations where one quantity depends on another: Modeling, choosing and using appropriate methods to understand situations in the world and make good decisions about them.

  Geometry, applicable to tasks like making quilts and creating computer animations. Work with concepts like congruence, similarity, and symmetry; explore geometric proofs and connections between algebra and geometry. Statistics and probability, applicable to tasks like tracking student success over time or how disease spreads in a community. Conduct experiments using random samples, calculate the probability of events, use probability to make good decisions, and more.

Science:

- For science, the student must: (i) satisfactorily complete coursework in the equivalent of one year of Biology; or (ii) satisfactorily complete coursework in the equivalent of one year of Physics; or (iii) satisfactorily complete coursework in the equivalent of one year of Chemistry.
  - ➢ Biology
  - ➢ Chemistry
  - ➢ Physics
  - ➢ AP Biology
  - ➢ AP Chemistry
  - ➢ AP Physics C: Mechanics

  Analyzing and comparing solutions to global problems, like strategies for using less fossil fuel. Designing and doing an experiment. Designing, building, and improving devices that change energy from one form to another. Students will know how to use the periodic table as a tool to predict how elements will behave in different situations. Using models (including mathematical and computer-generated models) to explain, predict, or analyze: for example, to explain the carbon cycle, describe the impacts of

climate change, or illustrate forces and changes in energy between magnetically or electrically charged objects.

In Science students will use math to explain that living and nonliving factors affect populations and species within an ecosystem. Using evidence to explain relationships between natural resources, human populations, and biodiversity. Researching and communicating evidence to demonstrate biological evolution.

U.S. History: **(2027**)

- Beginning with the graduating class of 2027, the student must satisfactorily complete coursework in the equivalent of a one-year U.S. History course.
  - ➢ Early U.S. History
  - ➢ Modern U.S. History
  - ➢ AP U.S. History

Students will learn to be an involved and knowledgeable member of society, recognizing problems and questions that need to be addressed. Students will learn to collect information from various sources and decide which to trust. They will be able to explain what they have learned about a problem or question. They will be able to explain what should be done about the problem or question.

Throughout high school, students explore how people of diverse backgrounds have built the United States, how the country became a world power, and how its people have fought for equality and against injustice.

Section 2: Additional Requirements

N/A

Sectio**n 3: Additional Considerations**

All WPS students with a disability, including those placed in and out of the district, are guaranteed a Free and Appropriate Education (FAPE). All students with a disability and multilingual learners will be held to the same District level Competency Determination.

Submission Questions

Students with Disabilities: WPS will promote equitable access and support to all students, including the need for accommodations and modifications to allow all students to fully access both the curriculum and the classroom environment.

Multi-Lingual Learners: WPS will promote equitable access and support to all students, including specialized supports and considerations.

ESL 1 and ESL 2 courses can count for ELA 9 and ELA 10 for the Competency Determination as the courses are in compliance with the States requirements of a year long course using the same grading requirements as all other courses. The MCAS score-exception may be used as directed by the state in some ML learner cases.

Late Enrolling Students: Will be afforded the opportunity to earn a competency determination. When available, a transcript review will be conducted by the high school guidance department in conjunction with school administration. In some instances students may be required to take additional courses and in limited instances, others may be allowed to use a qualifying MCAS score.

Section 4: Appeals Process

In the event that a student or parent/guardian disagrees with the district's decision regarding a competency determination they may formally appeal the decision.

Submission Questions

A student or parent/guardian may complete the online **WPS Appeals Form** whose link can be found on the WHS website under the Guidance Department page . Forms must be completed within three days of the district's competency determination, which will generally be made no later than 10 days prior to graduation. Once the form is received, it will be reviewed by the building Principal or their designee. They will work with the high school guidance department to conduct a transcript review and will render their decision within three working school days and the student will receive a response in writing. Students or parents/guardians will receive a copy of the letter as an attachment in an email and a paper copy will be mailed to the student's registered street address.

Section 5: Diploma Request Process for Previously Enrolled Students

The District has created a **Diploma Request Form** that may be completed by any former Winthrop Public Schools student from the classes of 2003 through 2024 who did not earn a diploma as a result of failing to meet the state's CD requirment.

An eligible student is one who:

1. Was previously enrolled in the district; and

2. Previously met the criteria for a Certificate of Attainment (i.e., they met local graduation requirements but did not receive a high school diploma because they did not earn a CD); and

3. Was not previously reported as a graduate in any district's Student Information Management System (SIMS) submission

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Any student who has not previously met the criteria for a Certificate of Attainment (indicating that they did not meet all local graduation requirements when they exited high school) must meet the district's current CD requirements and local graduation requirements in order to earn a diploma.

Submission Questions

Any former student can complete the Diploma Request Google Form whose link can be found on the WHS Website under the Guidance Department page. All requests will be reviewed by the building Principal or their designee. They will work with the high school guidance

department to conduct a transcript review and will render their decision within ten working school days and the former student will receive a response in writing. The former student will receive a copy of the letter as an attachment in an email and a paper copy will be mailed to their home address.
Section 6: Certifications
Complete several certifications regarding the approval and posting of our CD Policy
Submission Questions
Certify that the policy has been approved by the Winthrop School Committee
Certify that the policy has been shared with all students, families/guardians, and district stakeholders
Certify that the policy has been made publicly available in multiple languages
Provide the URL where your policy is posted on your website