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#### 2230.02 - PROGRAM OF STUDY ADOLESCENT EDUCATION (GRADES 9-12)

Each high school shall provide challenging and rigorous courses in the programs of study in grades 9-12 that enable students to achieve high levels of competence for academic and career development. ~~High schools shall provide students with the intellectual, social/emotional, physical and technological capacities needed for successful transitioning beyond graduation, ensuring all students are career and college ready.~~ High schools will incorporate WV policy 2520.19 West Virginia College - and Career-Readiness Dispositions and Standards for Student Success for Grades K-12. Students will be provided opportunities to develop intellectual, social/emotional, physical and technological capacities needed for successful transitioning beyond graduation, to ensure all students are college and career ready. ~~All s~~Students will be provided the opportunity to develop the foundational knowledge and skills for their success in a global society. The required courses outlined in West Virginia State Board of Education policy 2510 are designed to build strong content knowledge across and extend disciplines by engaging students in work of quality and substance. ~~Students who are career and college ready demonstrate independence. All students must become self-directed learners who are expected to seek out and use a variety of resources to assist them in completing assigned tasks. These resources may be teachers, peers, experts, print and/or digital materials. The required courses outlined in West Virginia Board of Education policy 2510 are designed to build strong content knowledge across disciplines by engaging students in work of quality and substance.~~ In grades 9 and 10, students build foundational knowledge and skills; while in grades 11 and 12, students enter into a personalized aspect of their Personalized Education Plan (hereinafter referred to as "PEP"), focusing carefully on selected coursework that leads to successful completion of their personal and academic goals. Each student's coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, completion of an industry-recognized certificate or license, a or workforce training programs, or job placement. ~~Students who do not demonstrate mastery of the approved content standards shall be provided extra assistance and time through personalized learning and support.~~

Each high school shall work to help students prepare for post-secondary education success and to excel in the workforce through the formation of partnerships between the schools and community and technical colleges or public baccalaureate institutions. Pursuant to State law, the Advanced Career Education (ACE) programs are authorized to 1) prepare secondary students for success in post-secondary education and the workforce; and 2) provide more opportunities for secondary students to earn post-secondary college credits, certifications, and associate degrees. The ACE programs shall include pathways that consist of a curriculum that will lead to advanced certifications or an associate degree that has been deemed to satisfy a workforce need as determined by the Department of Commerce. Further, the ACE program shall meet the minimum objectives established in State law.

Pursuant to State law, the EDGE program provides the opportunity for the student to obtain articulated credits that count toward high school graduation requirements, as well as count toward the student's achievement of a certificate or associate degree.

During the 8th grade year, the first phase of the student's PEP is developed to identify a career cluster program of study or course selections for grades 9 and 10 utilizing information gained from self-discovery and career investigation in grades 6-8.

Each student, in consultation with his/her parent and/or guardian and the school counselor, advisor, and/or Individualized Education Program Team (IEP Team), will have the opportunity to select a State approved, broad career clusters and a program of his/her interest for future exploration in grades 9 and 10. Each student develops his/her two (2) year coursework plan (PEP) for grades 9 and 10 to compliment chosen career clusters. Students not selecting a career cluster will select courses to meet his/her individual, documented career aspirations. The student may amend his/her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements and based on the availability of courses.

~~Following the process described in the above sections, the counselors will engage the parent/guardian and student in a meeting to discuss and make any final revisions to the plan.~~

~~The student and parent will be provided a copy of the PEP with the understanding that there will be opportunities to make changes to the PEP in an annual review process.~~

~~Students in grades 9-12 will continue to develop and update their PEP using a thoughtful process that includes career investigation and self-discovery activities that assist students in identifying a career/postsecondary education goal.~~

~~During grade 9 and each subsequent year each student reviews and updates his/her PEP in collaboration with the school counselor, teachers, advisors and parent/guardian.~~

School counselors and/or student advisors shall actively engage the parent/guardian and student to discuss and finalize the PEP. Upon agreement to the final PEP, signatures of the student and parent and/or guardian are secured and the advisory and counselor sign to verify their input. The student and parent and/or guardian are provided a copy of the PEP.

Students shall review, update, and revise their PEP in collaboration with the school counselor, teachers, advisors, and parent and/or guardian. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career inventories, and academic assessments to guide changes to course selections. Students may review, update, and revise their PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on the availability of on-site and virtual courses, and other alternative means for earning high school credit.

During the 10th grade year, the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postsecondary plans for the first year after high school.

~~A student may amend his/her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on availability of on-site and virtual courses and alternative means for earning high school credit through approved credit recovery programs. Each year when the PEP is reviewed, the student and parent and/or guardian will sign and receive a copy of the PEP.~~

~~Students may take one (1) of the following in place of a course as listed in the applicable high school program of study: 1) a higher level course, 2) a more rigorous course, 3) a College Board AP@ course, 4) a college course, 5) an Advanced Career (AC) course, or 6) a dual credit course in accordance with approved local board policy. Parent and/or guardian approval must be evidenced by signature on the student's PEP.~~

~~A student, in consultation with his/her parent and/or guardian, may request to take higher level or more rigorous courses, College Board's AP@ courses, AC courses or college courses in lieu of required or elective courses as specified in programs of study. Such requests should be approved by the Superintendent and principal. The decision as to whether a substitute course will count as credit must be based on its applicability to the student's five (5) year PEP transition plan and postsecondary goals and/or program of study. Schools shall provide information regarding the availability of advanced courses to students and parents and strongly encourage students to take such courses based upon the results of the ACT PLAN, student interest and postsecondary goals.~~

Students may substitute one of the following in place of a course as listed in the applicable high school program of study: 1) an AP@ course; 2) an IB@ course; 3) an AC course; or 4) a dual credit or college course in accordance with approved this policy. The student's parent and/or guardian must approve by signing the student's PEP. Such substitution requests must be approved by the superintendent (or designee) and principal. The decision as to whether a substitute course will count as credit must be

based on its applicability to the student's 5-year PEP, post-secondary goals, and/or program of study. Schools shall provide information regarding the availability of advanced courses to students and parents and strongly encourage students to take such courses based upon student interests and post-secondary goals.

The student and his/her parent and/or guardian must be advised of the decision of the Superintendent and the impact of the substitute course on the student's preparation for college, other postsecondary education or gainful employment identified in the student's PEP.

~~A notation must be made on the student's PEP indicating that this process has been followed and that the parent and/or guardian and student clearly understood the impact of the course substitution.~~

~~The parent and/or guardian and student each signed and receive a copy of the modified PEP.~~

To ensure this process has been followed, the parent and/or guardian and student each must sign and receive a copy of the modified PEP.

The PEP may include co-curricular activities and extra-curricular activities.

For an eligible gifted student, a four (4) year education plan is developed during the 8th-grade year by an IEP Team. The four (4) year plan replaces the PEP and includes the honors, College Board Advanced Placement® (hereinafter AP®), Advanced Careers (hereinafter AC), that must be provided for the student in grades 9-12.

The Board must ensure that students have access to at least four (4) College Board AP® courses annually (at least one (1) from the content areas of English language arts, mathematics, science, and social studies). All AP® courses must have a syllabus approved through the College Board. Effective 2012-13, all AP® courses shall be taught by a teacher who has completed the required professional development as per West Virginia Board of Education policy 2510. Access to AP® courses may also be attained via West Virginia Virtual School AP® courses. West Virginia Board of Education policy 2515 requires that grades earned in an AP® course be weighted.

The Program of Study for children enrolled in grades nine (9) through twelve (12) shall be in accordance with West Virginia State Board policy 2510, as may be amended from time to time, and West Virginia State Board policy 2510, including any substantive amendments, is incorporated herein by reference.

~~Revised 3/19/15~~

~~Revised 9/21/17~~

~~Revised 9/19/19~~

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#### Legal References

WV Code 18-2-7d

WV Code 18-2E-11

WV Code 18C-9-2

West Virginia Board of Education policy 2510