

PROGRAM OF STUDY
MIDDLE LEVEL EDUCATION

It is the responsibility of the Board of Education to plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations must be made available to all students. In carrying out this responsibility, the Board may: 1) cooperate with one (1) or more counties in establishing and maintaining joint programs; 2) use regional services or contract for services with public or private agencies having appropriate programs; and 3) coordinate and share programs, related services and resources with other organizations, agencies and local businesses. Regardless of the method chosen, the Board shall: 1) collaborate with local business and community groups through establishment of partnerships and a District steering committee; 2) be responsible for developing and implementing a strategic plan that results in systematic change in the areas of organizational culture, curriculum, instruction, school effectiveness, and student support through a continuous improvement process, based on the West Virginia State Board of Education policy 2460, Educational Purpose and Acceptable Use of Electronic Resources, Technologies and the Internet; and West Virginia Virtual School; 3) distribute the Board's resources as determined by the plan; and 4) be accountable to the public through the annual West Virginia Report Card.

Middle School Programming (Grades 6-8) builds on the results of early childhood education and transition students into the High School Program. Successful Middle School Programs are characterized by a culture that is inviting, inclusive, and supportive of all. Significant academic learning experiences, characterized by rigorous content, vigorous instruction, and high expectations for all learners within a developmentally appropriate, safe, and supportive school are the norm. A middle school experience is challenging, exploratory, integrative, and relevant. Middle school educators use multiple learning and teaching approaches resulting in authentic engagement in active, purposeful learning. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems.

The environment and culture of middle school should lead to every student having at least one (1) trusted adult advocate who is familiar with the student's academic development and personal goals. The creation of this learning community of both adults and students produces a stable and mutually respectful relationship that supports the students' personal, intellectual, ethical and social growth.

In grades 6-8, the school staff will provide a school-wide, systematic, guidance and advisory approach to ensure Personalized Education Plan (PEP) planning and career exploration are multi-faceted and individualized, guiding students and their parent and/or guardian to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. A PEP guides each student's course selections based on individual career aspirations and postsecondary plans. The PEP covers grades 9-12 and the first year beyond graduation from high school. The PEP is developed for every student in consultation with the student's parent and/or guardian and school counselor or advisor. The advisor provides for each student to have multiple opportunities to investigate careers in each of the sixteen (16) career clusters, explore postsecondary training options related to various careers, and complete a variety of self-discovery inventories. Development of the PEP is a thoughtful process that includes the review of past student work, academic assessment results, interests, work values, and learning style inventories. The PEP is used to guide, personalize and maximize each student's learning experience.

During the 8th grade year, each student's PEP is developed to identify a career cluster and concentration, course selections for grades 9 and 10, postsecondary training goals, and may include identification of courses that will be taken in grades 11 and 12 based on each student's identified career aspirations. Prior to developing the PEP, the school shall provide ongoing opportunities during the instructional day for career exploration and self-discovery involving student needs assessments, career and interest inventories, learning style inventories, self-reflections, and career inquiry.

Each student, in consultation with his/her parent and/or guardian and the school counselor, advisor, and/or Individualized Education Program Team (hereinafter IEP Team), will have the opportunity to select one or more of the State-approved, broad career clusters and either a locally developed concentration (non-CTE) or a State-approved CTE concentration in his/her area of interest for future exploration in high school. 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 is based on the availability of courses.

When the PEP is finalized using the process described in the above sections, the counselors and/or student advisor actively engage the parent and student in a meeting where changes are made and signatures of the student and parent and/or guardian are secured. The student and parent and/or guardian are provided a copy of the PEP. The PEP is reviewed annually with the student and his/her parent and/or guardian and is signed and dated during each annual review conference.

The Program of Study for children enrolled in middle school education shall be in accordance with West Virginia State Board of Education policy 2510, as may be amended from time to time, and West Virginia State Board of Education policy 2510, including any substantive amendments, incorporated herein by reference.

West Virginia State Board of Education policy 2510
West Virginia State Board of Education policy 2460