

PROGRAM OF STUDY
HIGH SCHOOL PROGRAM (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 will incorporate the West Virginia Student Success Standards per West Virginia State Board of Education policy 2315 across content areas and teacher-led advisory programs. 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 career and college-ready. Students will be provided the opportunity to develop 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 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, an industry-recognized certificate or license, or workforce training programs.

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 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. 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.

All students in grades 9-12 will continue to develop and update their PEP. During the 9th grade and each subsequent year, each student reviews and updates his/her PEP in collaboration with the school counselor, teachers, advisors, and parent and/or guardian. Review of the PEP will include academic offerings, career plans, and review of various interests, learning styles, career and academic assessments to guide changes to course selections.

During the 10th grade year, the second phase of the PEP is developed. Students identify course selections for grades 10-12 and determine postsecondary plans for the first year after high school. To assist in developing the three (3) year PEP, the school will provide ongoing multi-faceted opportunities during the instructional day for career exploration and self-discovery that involve completing student needs assessments, career and interest inventories, learning style inventories, and self-reflections. Each student's individual assessments will be reviewed to ensure academic planning maximizes individual strengths and interests. Career exploration and planning and the development of the PEP is a shared responsibility between the school counselor, teachers, advisors, student, and parent and/or guardian.

A student may amend 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 courses. 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 substitute one 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) AP® course, 4) an IB course, 5) a college course, 6) an Advanced Career (AC) course, or 7) a dual credit course in accordance with approved local board policy. Parent and/or guardian must approve by signing the student's PEP. Such requests must be approved by the Superintendent and principal. The decision as to whether a substitute course will count as credit for the specified concentration or recommended elective requirement must be based on its applicability to the student's five (5) year PEP transition plan and postsecondary goals. Schools shall provide information regarding the availability of advanced courses to students and parents and strongly encourage students to take such courses based upon students interest and postsecondary 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 in the student's PEP.

A notation must be made on the student's PEP indicating that this process was followed and that the parent and/or guardian and student clearly understand the impact of the course substitution. The parent and/or guardian and student each 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), and/or International Baccalaureate (hereinafter IB) courses that must be provided for the student in grades 9-12.

The courses required for graduation, indicated in Chart IV in West Virginia Board of Education policy 2510, require mastery of the WVBE and District Board of Education approved content standards. The District Board of Education must ensure high schools' schedules allow for mastery of the content standards of each course. When developing schedules, the principal and a team of teachers will determine the adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students. If the staff develops a schedule with courses less than 8100 minutes and academic achievement is not at or above State proficiency for a minimum of two (2) years, the school will review and adjust their schedule based on student need and be approved by the District Board of Education. The District must consider transportation times to and from District and multi-district CTE centers when developing those schedules.

The local Board of Education has the authority to increase graduation requirements for schools in its District. The Superintendent shall notify the WVDE of any changes in requirements beyond the State requirements.

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

**BOARD OF EDUCATION
MORGAN SCHOOL DISTRICT**

PROGRAM
2230.02/page 6 of 6

The Program of Study for children enrolled in grades nine (9) through twelve (12) 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, is incorporated herein by reference.

West Virginia State Board of Education policy 2510

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