# **§126-42-5. Middle School Programming.**

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5.1. Grades 6 through 8 Standards-focused Curriculum.

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| **Foundations for High Quality Developmentally Appropriate Middle School Programming (Grades 6‑8)**Middle School Programming builds on the results of early childhood education and transitions 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. The 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 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.The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each course and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas. |
| **Content Areas** | **Required Courses** | **Additional Information** |
| **English Language Arts (ELA)** | ELA 6ELA 7ELA 8 or ELA 6 and Reading 6ELA 7 and Reading 7ELA 8 and Reading 8 | To address literacy needs counties may choose to utilize a separate course code for reading in addition to the required ELA course. |
| **Mathematics** | Math 6Math 7Math 8 | Math 8 Substitutions:High School Algebra I for 8th GradersHigh School Math I for 8th Graders |
| **Science** | Science 6Science 7Science 8 |  |
| **Social Studies** | Social Studies 6Social Studies 7WV Studies 8 |  |
| **Career Exploration**Note: Counties will implement a comprehensive Career Exploration middle school experience by July 1, 2021. This experience may include but it is not limited to Career Technical Education (CTE) Foundational Courses, stand-alone Career Exploration Courses and mini courses (e.g. Home Economics, Home Repair, Robotics, etc.), field trips, guest speakers, and career mentors.  | Integrated Career Exploration 6 – 8 **or**Career Exploration 6 Career Exploration 7Career Exploration 8 | In accordance with W. Va. Code §18-9D-19a,comprehensive middle schoolsmust provide learning opportunities where students are provided: a comprehensive curriculum with embedded career exploration and project-based career activities; career development and counseling; and learning and life connection experiences for all students. All students will receive structured, on-going experiences for career awareness, exploration, decision-making, instructional Career and Technical Education (CTE) practices and career preparation exposing students to all 16 career clusters. Career development must include career exploration, entrepreneurial experiences, and/or Simulated Workplace learning for all students in grades 6, 7, and 8. Students must document a personalized career portfolio that is transportable throughout the student’s middle and high school career. Students may utilize career exploration, the Lexile® Career Database, CTE Foundational Courses, Career Cruising®, and multiple learning activities to guide education and career planning.  |
| **Computer Science**Note: Integrated Technology and Computer Science will be delivered within all content areas | Integrated Technology and Computer Science 6‑8Discovering Computer Science or a county-created computer science course | Students will be provided regular opportunities within the context of other coursework to master the 6-8 grade-band standards set forth in W. Va. 126CSR44N, Policy 2520.14, West Virginia College- and Career-Readiness Standards for Technology and Computer Science (Policy 2520.14). Students will be provided sufficient opportunities in digital literacy, computer science and technology skills to meet the 6-8 grade-band standards by the end of 8th grade.  |
| **Music** | Music 6-8 or Music 6 Music 7 Music 8 | Grade-band and/or individual courses for grades 6-8 in music, choral, and instrumental music (band or orchestra) will be offered to all students during the middle school experience. Chorus or instrumental music may be substituted for a general music course at each grade level. |
| **Visual Art** | Visual Art 6-8 or Visual Art 6 Visual Art 7 Visual Art 8 | Grade-band or individual courses for grades 6-8 in visual art will be offered to all students during the middle school experience. |
| **Wellness Education**Note: Schools not having the number of certified physical teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. Alternate programs shall be submitted to the WVDE for approval.  | Wellness Education 6 or PE 6 and Health 6Wellness Education 7 or PE 7 and Health 7Wellness Education 8 or PE 8 and Health 8 | Wellness education includes both physical education and health standards that must be taught towards mastery each year in grades 6‑8. Physical education, including physical exercise and age appropriate physical activities, must be taught at least one full period of each school day of one semester of the school year (W. Va. Code §18-2-7a). At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. **Physical Activity:**Opportunities will be provided for an additional 30 minutes of moderate to vigorous integrated physical activity daily to keep students physically active throughout the school year.  |
| **World Languages** | World Language 7World Language 8  | A course in the same world language will be offered for students in grade 7 and grade 8. Offering a world language in grade 6 is encouraged. Counties may offer a high school credit-bearing world language course in place of World Language grade 7 and grade 8.  |
| **Social and Emotional Advisory System for Student Success** |  | Through a Comprehensive School Counseling Program, middle schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student’s personalized learning experience. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student’s Personalized Education Plan (PEP), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens. |

##  5.2. Grades 6 through 8 Personalized Education Plans (PEP). Refer to Appendix D for requirements of the PEP for students.

# **§126-42-6. High School Programming.**

 6.1. Grades 9 through 12 Standards-focused Curriculum and Graduation Requirements.

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| **Foundations for High Quality Developmentally Appropriate High School Programming (Grades 9-12)** |
| Courses needed for graduation require mastery of approved content standards. **Students should consult with their chosen post-secondary educational/training institution when choosing course options and electives.** The required courses outlined below build strong content knowledge and extend disciplines by engaging students in work of quality and substance. In grades 9 and 10, students build foundational knowledge and skills. In grades 11 and 12, students enter into the personalized aspect of their 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 workforce training program, 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. |
| **22 total credits required --- 12 Prescribed --- 10 Personalized** |
| **Subject** | **Graduation Requirements**  | **Personalized Course Options** |
| **English Language Arts (ELA)****4 credits** | **3 Prescribed Credits**English 9English 10 English 11**1 Additional Personalized Credits from Course Options**An Advanced Placement (AP®), Dual Credit, or International Baccalaureate (IB®) ELA course may be substituted for any ELA credit. | **Recommended College and Career Readiness Course Options and****Courses Required to be Offered**English 12 or Transition English Language Arts for Seniors  |
| **Additional Course Options**English 12 CRTechnical English Language ArtsCreative Writing and ReadingEnglish Language Arts College CoursesCounty-created and Approved English Language Arts Courses based on student need and interest insuring state standards for English are met |
| **Mathematics****4 credits** | **2 Prescribed Credits**Math I or Algebra IMath II or Geometry**2 Additional Personalized Credits from Course Options**An AP®, Dual Credit, or IB® Mathematics course may be substituted for any Mathematics credit. | **Recommended College and Career****Readiness Course Options and****Courses Required to be Offered**Math III STEM or Math III LA or Algebra IIMath IV - Trigonometry/Pre-calculus,Applied Statistics, Transition Mathematics for Seniors |
| **Additional Course Options**Math I Lab (when taught in conjunction with Math I)Algebra I Support (when taught in conjunction with Algebra I)Applied StatisticsAP® Computer Science AAdvanced Mathematical ModelingCalculusStatisticsProbability and StatisticsQuantitative ReasoningSTEM Readiness MathematicsMath III TRMath IV TR Mathematics college coursesComputer Science and MathematicsCounty-created and Approved Math  Courses higher than Math II or Algebra IITechnical Transition Math Financial Algebra |
| **Science****3 credits** | **2 Prescribed Credits**Earth and Space Science (Grade 9)Biology or AP® Biology (Grade 10)**1 Additional Personalized Credit from Course Options**An AP®, Dual Credit, or IB® Science course may be substituted for a science credit. | **Recommended College and Career Readiness Course Options and****Courses Required to be Offered**ChemistryHuman Anatomy and PhysiologyPhysicsPhysical Science |
| **Additional Course Options**Environmental ScienceForensicsScience college coursesComputer Science – GISCounty-created and Approved Science Courses**CTE Courses:**AC Energy and Power (Courses 1-4)Animal and Plant BiotechnologyPrinciples of Agriculture Science-PlanPrinciples of EngineeringHuman Body SystemsAC Innovations in Science and Technology (Courses 1-4)Natural Resources ManagementTherapeutic Services (Courses I, II, and III) |
| **Social Studies****4 credits** | **3 Prescribed Credits**1 Credit from World Studies or an AP® Social Studies Course1 Credit from United States (US) Studies\* or US Studies Comprehensive, or AP® US History1 Credit from Civics (includes personal finance) or AP® Government and Politics**1 Additional Personalized Credit from Course Options**\*Beginning with the 2020-2021 9th grade cohort students who take US Studies must utilize Contemporary Studies as their Personalized Credit unless they are utilizing JROTC Courses I-IV. | **Recommended College and Career Readiness Course Options and****Courses Required to be Offered**Contemporary StudiesEconomicsGeographyWorld Studies |
| **Additional Course Options**AP® Social Studies CoursesIB® Social Studies CoursesFinancial LiteracyPsychologySocial Studies college coursesDual Credit CoursesSociologyJROTC (Courses I-IV)County-created and Approved Social Studies Courses |
| **Physical Education (PE)****1 credit** | **1 Prescribed Credit**PE 9-12, Integrated PE, or counties may choose to offer Extracurricular/Interscholastic PE both graded and non-graded. | **Additional Course Options**JROTC I and II will fulfill the 1 credit PE requirement Dual Credit CoursesOther PE courses based on student need and interest paired with the integrated online course |
| **Health****1 credit** | **1 Prescribed Credit**Health 9-12  | **Additional Course Options**Health College CoursesDual Credit Courses |
| **The Arts****1 credit** | **1 Personalized Credit**An AP®, Dual Credit, or IB® Arts course may be substituted for any Arts credit. | **Required to be Offered**Four sequential courses in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre |
| **Course Options**Arts OfferingsArts College CoursesArts College Courses |
| **The following CTE courses will fulfill the 1 credit Arts requirement:*** Fundamentals of Illustration (1851)
* Fundamentals of Graphic Design (1857)
* Illustration (1861)
* Graphic Design Applications (1859)
* Ornamental Metal Work (1982)
* Digital Imaging/Multimedia I (1431)
* Drafting Techniques (1727)
* Floriculture (0213)
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| **Personalized Education****Plan (PEP)****4 credits**  | **4 Personalized Credits*** 4 credits in a CTE Program of Study
* 4 credits that lead to post-secondary goals
 | Each student’s PEP will identify a career cluster and either a CTE program of study or course work for the 4 credits that will lead directly to college placement, attainment of an industry-recognized certificate or license, a workforce training program, or job placement (Appendix D). Best practices encourage students to experience the following: an AP®, IB®, dual credit, and/or Advanced Career (AC) course with corresponding examination, 2 credits in one world language, an additional science, a computer science, an online/digital learning experience, entrepreneurial experiences, and/or 4 credits (culminating in acquisition of industry-recognized CTE credential focused on career aspirations).  |
| **Career and Technical Education** | See section 6.3: Career and Technical Education | **Required to be Offered**One foundational course that teaches parenting skills |
| **Recommendation**Counties are encouraged to expand career exploration and offer CTE foundational courses and CTE programs of study in grades 9 and 10. |
| **Community Readiness**  |  | Counties may allow students with disabilities to earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized, non-CTE program of study. |
| **Electives** | County Board of Education Members (CBEM) have the authority to set graduation requirements beyond the state minimum for schools in their counties. Students may typically earn up to 32 credits on a block schedule and up to 28 on a traditional schedule over their high school careers.  | **When choosing electives, students should consult with their chosen post-secondary educational institution to make sure the electives are appropriate and acceptable.**   |
| **Computer Science** |  | **Required to be Offered**One Course in Computer Science |
| **Additional Course Options**Computer Science in the Modern WorldAP® Computer Science CoursesInformation Technology (IT)Information ManagementWeb DevelopmentOther courses based on student need and interestCTE Computer Science/IT CoursesCounty-created Computer Science/IT CoursesCollege Computer Science Courses |
| **World Languages** |  | **Recommended College- and Career-Readiness Course Options:** Most four-year colleges and universities require the completion of a least two credits of the same world language before or during post-secondary programming. Students need to consult with their post-secondary educational institutions concerning world language requirements.  |
| **Required to be Offered**Three levels of one world languageStudents who demonstrate proficiency in two languages (English and one additional) can receive the Seal of Biliteracy.  |
| **Additional Course Options**Other world languages and additional levels based on student need and interestAP® World LanguageWorld Language college courses |
| **Driver Education** |  | **Required to be Offered**One Course in Driver Education |
| **Social and Emotional Advisory System for Student Success** |  | **Required** Through a Comprehensive School Counseling System, high schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student’s personalized learning experience. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student’s Personalized Education Plan (PEP), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens. |

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 6.2. High School Programming.

 6.2.a. High schools’ schedules shall 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 years, the school will review and adjust its schedule based on student need and be approved by the CBEM.

 6.2.b. Students shall have access to at least four AP® courses annually (at least one 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. All AP® courses shall be taught by a teacher who has completed the required professional learning (Appendix D.). Access to AP® courses may also be attained via WVVS AP® courses. Grades earned in an AP® course must be weighted.

 6.2.c. Students who do not meet the college- and career-readiness benchmarks on the West Virginia General Summative Assessment for English language arts and/or mathematics prior to their senior year may be enrolled in a designated transition English Language Arts course and/or a designated transition mathematics course even if they already have the required number of credits in that area. Students may enroll in a higher level course with agreement between the student, his or her parent and/or guardian, and the school to ensure the best interests and needs of each student are met.

##  6.3. Career and Technical Education (CTE).

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| **CTE** |
| The high school must offer students in grades 9-12 engaging and empowering career development learning opportunities that include: Structured, on-going CTE experiences for career awareness, exploration, decision-making, and career preparation exposing students to all 16 career clusters. These offerings may be delivered within a Simulated Workplace/project-based hands-on environment. A CTE program of study is aligned with the approved 16 career clusters and consists of four courses identified for WVDE-approved career and technical programs of study (refer to W. Va. 126CSR44M, Policy 2520.13, West Virginia College- and Career-Readiness Programs of Study/Standards for Career and Technical Education (Policy 2520.13)). Each career and technical program of study shall provide students a Simulated Workplace environment and the opportunity to obtain an industry recognized credential as part of the instructional program when applicable.Multi-county Centers, County CTE Centers, and Comprehensive High Schools must provide students with access to a program of study in a minimum of five of the 16 approved West Virginia Career Clusters.Students in grades 9 and 10 must have access to at least one career and technical foundations course. Students in grades 11 and 12 must have access to four units in a career and technical program of study and two career and technical electives.A CTE completer is a student who completes the four required state-approved sequence of courses and participates in state-approved technical assessments within a specified CTE program of study. There are two categories of CTE programs of study (county- and state-approved) and three additional classifications of CTE participants (refer to Policy 2520.13).State-approved CTE courses that lead to industry certifications or licenses requiring specific competencies or time-based instruction shall be scheduled no less than 90 consecutive minutes per day equaling 135 hours per course. Counties must consider transportation times to and from county and multi-county CTE centers when developing those schedules.**Approved West Virginia Career Clusters**Agriculture, Food, and Natural ResourcesArchitecture and ConstructionArts, A/V Technology, and CommunicationBusiness Management and AdministrationEducation and TrainingFinanceGovernment and Public AdministrationHealth SciencesHospitality and TourismHuman ServicesInformation TechnologyLaw, Public Safety, Corrections, and SecurityManufacturingMarketingScience, Technology, Engineering, and MathematicsTransportation, Distribution, and Logistics**CTE Accommodations for Students with Disabilities:**Two options exist for students with IEPs to complete a CTE program of study: 1. The typical completion of a CTE program of study with/without accommodations and supports if a student is capable of passing 100 percent of the safety exam for the respective program of study.
2. Individual Work Ready Competencies (IWRC).
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##  6.4. Grades 9 through 12 Alternative Means to Earn High School Credit.

 6.4.a. CBEM shall provide alternative means for students to earn high school credit.

 6.4.a.1. 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 county policy. The student’s parent and/or guardian must approve by signing the student’s PEP.

 6.4.a.1.A. Such substitution requests must be approved by the county 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.

 6.4.a.1.B. The student and his or her parent and/or guardian must be advised of the decision of the superintendent (or designee) and the impact of the substitute course on the student's preparation for college, other post-secondary education, or gainful employment identified in the student's PEP.

 6.4.a.1.C. 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.

 6.4.a.2. Any student who successfully completes a high school level course (one meeting the high school approved content standards and taught by a content-certified teacher) prior to grade 9 shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the courses. The grade for any credit-bearing course taken prior to grade 9 becomes part of the student's permanent record and is calculated in the student's grade point average (GPA).

 6.4.a.3. All students will receive appropriate grades and/or credit for all work completed while attending school, regardless of the duration of their enrollment period. Students cannot receive credit for the same course twice.

 6.4.b. West Virginia Option Pathway. The Option Pathway is a blend of the CTE Pathway and the High School Equivalency Assessment. This pathway provides an opportunity for the high school students behind their 9th grade cohorts a second opportunity to graduate on time rather than dropping out of school.

 6.4.c. Students transitioning from the WVDE Office of Diversion and Transition Programs (ODTP) schools must be provided with marketable job skills equal to those in nonresidential settings. Personalized learning options for students enrolled in ODTP schools are intended to be rigorous in delivery yet flexible in terms of graduation requirements. Career Integrated Experiential Learning (CIEL) is a CTE program of study that provides opportunities for students to test for multiple nationally recognized certifications while earning credit for relevant job-readiness skills, helping students to be college- and career-ready. CIEL program of study credits will transfer to the receiving high school allowing for the continued enrollment for program of study and graduation credit for those who are unable to complete the program of study while in the juvenile setting. These CTE courses may be delivered in a traditional classroom setting, a virtual environment, or a combination of the two.

 6.4.c.1. An ODTP operated by the WVDE will transfer graduation credits to a county for awarding of the high school diploma. Counties are required to accept the transferred credit(s).

 6.4.d. A student who transfers into a West Virginia school that has higher or different graduation requirements may not be able to complete West Virginia requirements for graduation. In such cases, the student's credits shall be evaluated by the county superintendent or designee in the receiving county to determine if one or more county and/or state requirements can be substituted with an equivalent course. Any courses requiring a waiver must be reviewed and approved by the State Superintendent of Schools.

 6.4.e. Counties may develop tests for the purpose of accelerating students by proving proficiency through assessment.

 6.4.f. Counties may develop a policy that allows for credit-bearing workplace readiness experiences.

 6.4.g. Virtual learning (refer to Appendix C, Virtual Learning). Digital learning offered through the West Virginia Virtual School (WVVS) or a county virtual instruction program.

# **Appendix A: Required County Board of Education Members (CBEM) Policies Resulting from Policy 2510**

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| **Policy** |
| Credit Recovery Policy | CBEM shall adopt policies and programs that allow students to recover credit for failed high school courses. Researched-based successful credit recovery programs require students to successfully master content rather than repeat an entire course. |
| County Virtual Instruction Program Policy | A full-time or blended virtual school program beyond the WVVS requires CBEM or a multi-county consortium to adopt a virtual instruction program policy (W. Va. Code §18‑5F‑1) for one or more schools serving any composition of grades Kindergarten through 12. When there is a multi-county consortium, each county in the consortium shall adopt a policy creating the virtual instruction program. No eligible students in grades Kindergarten through 5 may participate in a virtual instruction program until after the program has been in operation for one full school year.See Appendix C, Virtual Learning, for more information. |
| Dual Credit Policy | CBEM shall adopt a policy (W. Va. Code §18B-1-1) that allows students to earn credit for completion of college courses and other advanced courses outside the school setting. Dual credit policies and revisions must be reviewed by the WVDE and approved by the WVBE by June 1 annually. If dual credit courses are used to meet graduation requirements, the alignment documentation must be reviewed by the WVDE. Counties must annually update dual credit course offerings and any new alignment documentation with the WVDE Office of Middle and Secondary Learning.  |
| Embedded Credit Policy | CBEM 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. If these embedded credit courses are used to meet graduation requirements, the county policy and alignment documentation must be reviewed by the WVDE and approved by the WVBE. |
| Grading Policy | CBEM shall adopt a policy for grading.  |
| Home School Policy | CBEM shall develop a policy for the process of enrolling a home school student into a public school. Students entering the county in grades K‑8 may join their age appropriate cohort, or the county may utilize a combination of methods to determine appropriate placement.   For high school students the county may choose to use testing or other methods for placing the student in the grade level deemed most appropriate or for issuance of credits. The final decision of acceptance of high school credits while homeschooling will be at the discretion of the county. |
| Homework Policy | CBEM shall adopt a policy for student homework.  |
| Instructional Resources | CBEM shall adopt a policy regarding the adoption of instructional resources. |

# **Appendix B: Training Required in Policy 2510**

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| **Training** |
| Advanced Placement® (AP®) Teacher Training | Teachers of AP® courses must attend an Advanced Placement Summer Institute (APSI) once every three years after completing the initial APSI. Teachers of AP® courses may also meet the requirement for attendance at the APSI by holding the Advanced Placement® credentials outlined in W. Va. 126CSR136, Policy 5202, Minimum Requirements for the Licensure of Professional/ Paraprofessional Personnel and Advanced Salary Classification.Teachers of AP® courses will be exempt from attending the APSI during their rotation year if one of the following apply:* The teacher has a student passage rate (scores of 3 or higher) of at least 80 percent on the AP® exam in that course the year prior to attending training.
* The teacher holds a current AP® advanced credential.
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| AP® Administrator and Coordinator Training | Administrator from each high school must attend a WVDE College Board endorsed AP®-related workshop once every two years; andAP® coordinators must attend an AP® Coordinator’s workshop annually. |
| Multicultural Education Training | Annually provide a program for all personnel, during at least one non-instructional day of the school term, in global competence and the study of diversity and multicultural education as per W. Va. Code §18-5-15a. |

**Appendix C: Virtual Learning**

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| Virtual LearningVirtual learning enables students to learn from remote sites, learn at times other than the normal school day, and learn at a different pace and gives students access to courses that would not be available in their area.Counties will offer a full-time virtual option for students in grades 6-12, either through the West Virginia Virtual School or a county policy and vendor.  |
| West Virginia Virtual School (WVVS)The WVVS, as per W. Va. Code §18-2E-9, was created to assure consistent, high quality education for West Virginia students while utilizing technology-delivered courses. In order for students to receive credit for an online or virtual course, they must be enrolled as full- or part-time students in West Virginia public schools. | County Virtual Instruction ProgramAs per W. Va. Code §18-5F-1 et seq., a CBEM or a multi-county consortium may create a virtual instruction program for one or more schools serving any composition of grades Kindergarten through 12 by adopting a policy creating the program. When there is a multi-county consortium, CBEM in the consortium shall adopt a policy creating the virtual instruction program. |
| **Policy** |
| Policy is not required to utilize the West Virginia Virtual School to provide virtual courses. | The policy adopted by the CBEM pursuant to this section shall govern the virtual instruction program offered by the county or multi‑county consortium.The policy shall be consistent with W. Va. Code §18-5F-1 et seq., and may offer eligible students in grades Kindergarten through 12 an online pathway for earning a high school diploma and, at a minimum, shall include the following:* the scope, instructional model, and capacity for the virtual education program;
* assessment protocol and specific requirements for monitoring performance that are consistent with W. Va. Code §18-2E-5, including, but not limited to, students participating in county virtual instruction must participate in the statewide summative assessment;
* a plan for monitoring students receiving virtual instruction in accordance with pacing and completion of the required virtual coursework: Provided,that, if virtual instruction occurs in a public school classroom then a teacher, professional personnel, professional educator, or paraprofessional employed by that county must be present to monitor;
* qualifications of faculty, which at a minimum shall include a teaching certificate issued pursuant to W. Va. Code §18A-3-1 et seq. and WVBE policies; and
* requirement that any virtual school provider will comply with state and federal privacy laws.
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| **Course Approval** |
| Online or virtual course content will be reviewed for correlation with the current WVBE content standards. Courses shall include appropriate instructional resources. Course providers will adhere to the state and federal privacy regulations regarding students. | Coursework offered through a virtual instruction program shall be aligned to the appropriate academic standards as required by state law and WVBE policies.After adopting a policy, the county or multi-county consortium may contract with virtual school vendors or utilize the West Virginia Virtual School.  |
| **Responsibilities** |
| The county superintendent shall designate a WVVS contact at the school level who will be responsible for registering students. Any costs incurred by the county WVVS contact are the responsibility of the county.Each school is responsible for monitoring student progress, proctoring exams, and posting student final grades to WVEIS.Each school is responsible for providing onsite technology and support to any student enrolled in a virtual or online course. | Counties shall annually provide to the WVDE Division of Teaching and Learning, Office of Middle and Secondary Learning, a copy of their virtual instruction program policy; a list of their chosen virtual school providers; number of students per grade level enrolled in their virtual instruction program; the number of students who are enrolled in the full-time virtual instruction program and the number who participated in a blended virtual instruction program; the number of students who were homeschooled, the number of students enrolled in a private school, and the number of students enrolled in a public school immediately preceding enrollment in the virtual instruction program; and how the students enrolled in a virtual instruction program performed academically as compared with students in a traditional classroom setting. |
| **Funding** |
| The WVVS shall provide funding for online and virtual courses based on legislative appropriations.Funding for online or virtual courses and associated materials may be provided through county instructional budgets or grant awards. | An eligible student enrolled in a virtual instruction program shall be counted in the net enrollment of the county in which the student resides for the purposes of calculating and receiving state aid. |
| **Instructional Resources** |
| Each county will select virtual/online resources that will be used to provide opportunities for credit recovery. This does not include resources used to deliver first-time course credit. When selecting additional credit recovery resources, the following protocols should be met:* + - verify that a county team of educators has reviewed the credit recovery program content for the respective courses to ensure that the material aligns with the approved content standards;
		- provide the WVDE with the name(s) of instructional resources used for credit recovery purposes; and
		- follow all state and county purchasing procedures when obtaining course content.
 | Each county must ensure its virtual program instructional resources meet the minimum WVDE Instructional Resources Criteria for each content area. |

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# **Appendix D: Personalized Education Plan (PEP) Development and Requirements**

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| **Personalized Education Plan Development**The Personalized Education Plan (PEP) guides students’ course selections based on individual career aspirations and post-secondary plans. The PEP is developed for each student in consultation with the student’s parent and/or guardian, school counselor, and advisor. The PEP is used to guide, personalize, and maximize each student’s learning experience. Students continue to develop, update, and revise their PEP yearly using a thoughtful process that includes career investigation and self-discovery activities (e.g., interest, work values inventories) that assist students in identifying a career post-secondary education goal. Each student’s individual assessment will be reviewed to ensure academic planning maximizes individual strengths, addresses weaknesses, and aligns with interests.  |
| **6th - 8th Grades**School staff will provide a school-wide, systematic guidance and advisory approach to ensure that 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. Beginning in 6th grade the advisor ensures each student has multiple opportunities to investigate careers in each of the 16 career clusters, explore post-secondary training options related to various careers, and complete a variety of self-discovery inventories. | **8th Grade**During the 8th grade year, the first phase of the student’s PEP is developed to identify a career cluster program of study, and course selections for grades 9 and 10 utilizing information gained from self-discovery and career investigation occurring in grades 6-8. Each student, in consultation with his or 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 cluster and a program of the area of interest for future exploration in high school. School counselors and/or student advisors 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.  |
|  **10th Grade**During grade 10, the second phase of the PEP is developed. Students identify course selections for grades 11 and 12 and determine post-secondary plans for the first year after high school.  | **9th – 12th Grades**Students 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 as per this policy. If there is a course substitution, a notation must be made on the student's PEP indicating that the process has been followed and that the parent and/or guardian and students have clearly understood the impact of the course substitution. The parent and/or guardian and student each have signed and received a copy of the modified PEP.The PEP may include co-curricular activities and extracurricular activities.Ensure that students have the opportunity to complete the FAFSA as part of the senior year PEP review.For an eligible gifted student, a four-year education plan is developed during grade 8 by an IEP Team. The PEP can replace the four-year education plan. Also refer to Policy 2419.  |