



WV SCHOOLS OF DIVERSION AND TRANSITION ORGANIZATIONAL PROCEDURES

CORE VALUES AND GUIDING PRINCIPLES	Section	Legal Foundations & Governance
	Number	1.6
	Effective Date	01-30-16
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	Revision No.	1
	Approval:	<i>Jack C. Green</i>

1.0. PURPOSE:

To establish the core values and guiding principles for the administration and operation of Diversion and Transition Programs.

2.0 APPLICABILITY:

These core values and guiding principles statements apply to all Diversion and Transition Programs.

3.0 POLICY STATEMENT:

WV Schools of Diversion and Transition staff shall administer and operate programs in accordance with the core values and guiding principles.

4.0 DEFINITIONS:

None

5.0 PROCEDURES:

Core values and guiding principles:

5.1 Core Values:

- a. Integrity – from protecting education’s mission and presence to adhering to high ethical Standards
- b. Professionalism – from being competent to showing strong work ethics
- c. Respect – from being non-judgmental to caring for each other
- d. Student-Centered– from understanding students’ needs to focusing resources on students
- e. Teamwork – from communicating effectively to supporting each other in a consistent and effective manner.

Accountability – from doing the right thing to getting results

5.2 Guiding Principles:

- a. A student’s past is not his or her potential; staff shall have high expectations that all students can learn and be successful.
- b. Staff shall respect the dignity and worth of each individual as students learn best in a caring environment.

- c. A student's education must be individually designed to meet his or her learning needs styles, interests and developmental levels, including the development of a Personalized Education Plan (PEP) or Adult Student Individualized Program Plan (IPP).
- d. A safe and orderly learning environment is essential to teaching and learning.
- e. There is a clear and focused mission at the school that supports the vision and mission of the WV Schools of Diversion and Transition and provides a common understanding of and commitment to instructional goals, priorities, assessment procedures and accountability.
- f. Effective programs empower students to learn, change and develop career, personal and social and emotional responsibility that build skills for independent living based on Policy 2315, Comprehensive School Counseling Program.
- g. Principals and Lead Teachers provide strong instructional leadership in the school and ensure that students are actively engaged in learning and that instructional time is maximized.
- h. All education programs are fostered through positive, collaborative relations among the school, institutions, home, community, and transition services.
- i. Student progress is frequently monitored and the results of the assessments are used to improve individual student performance and the instructional program.

6.0 AUTHORITY

West Virginia Department of Education Policy 2315: *Comprehensive School Counseling Program*.