



**WEST VIRGINIA  
SECRETARY OF STATE**

**NATALIE E. TENNANT**

**ADMINISTRATIVE LAW DIVISION**

eFILED

7/11/2014 8:58:50 AM

OFFICE OF  
WEST VIRGINIA SECRETARY OF STATE

**FORM 5 -- NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR  
A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY **Education**

RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-**

RULE NAME **Community Schools: Promoting Health, Safety, Well-Being and Academic Success of  
Students (2425)** 052

CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d  
839 (1988)**

RULE IS LEGISLATIVE EXEMPT

**Yes**

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

**W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839  
(1988)**

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS

**Monday, August 11, 2014**

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

**Yes**

**Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in  
accordance with West Virginia Code §29A-3-11 and §39A-3-2.**



Title-Series: 126-052



Rule Id: 9379



Document: 25989

TITLE 126  
PROCEDURAL RULE  
BOARD OF EDUCATION

SERIES 52  
COMMUNITY SCHOOLS: PROMOTING HEALTH, SAFETY, WELL-BEING AND  
ACADEMIC SUCCESS OF STUDENTS (2425)

**§126-52-1. General.**

1.1. Scope. - This procedural rule provides guidelines for the option of developing and operating community schools. Section 2 is defined by the National Coalition of Community Schools.

1.2. Authority. - W. Va. Constitution, Article XII, §2 and W. Va. Code §18-2E-1 et seq., and §18-5-44.

1.3. Filing Date. - July 11, 2014.

1.4. Effective Date. - August 11, 2014.

**§126-52-2. Purpose - Community Schools Framework.**

2.1. A community school is any public school which services PreK-12 students that participate in a community-based effort to coordinate and integrate services through partnerships with community-based organizations. It is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.

2.2. A community schools coordinator is the key to a community school. The local board of education should hire or identify a community school coordinator or work with a lead partner agency to identify or provide the coordinator. The coordinator works to create and strengthen the relationships between the school and community to develop a continuum of community-based and integrated services.

2.3. The framework of a fully developed community school concept is needs driven and strives to include the following: Engaging Instruction, Expanded Learning Opportunities, College, Career, Citizenship, Health and Social Support, Community Engagement, Early Childhood Development, Family Engagement and Youth Development Activities. All community schools services provided in the school setting should be regular, ongoing and evidence-based or promising practices.

2.3.a. Engaging Instruction: Community schools offer a personalized approach. Opportunities and supports within community schools are tailored to remove barriers that prevent a student from learning while also instilling the skills they will need for their health, safety, wellbeing and academic success. Community schools partner with community organizations such as local career and technical, community colleges, higher education institutions, healthcare including community mental and oral health, businesses and others.

2.3.b. Expanded Learning Opportunities: Community schools utilize innovative approaches which expand learning opportunities through community partnerships that may occur during academic breaks and before, during and after school.

2.3.c. College, Career and Citizenship: Partners and supports in community schools are carefully selected with the goal of developing students with the skills which will not only guide them through their post-secondary and professional career, but that will ultimately make them well-rounded and engaged citizens. Community schools partner with local career and technical, community colleges, higher education institutions, and others to prepare students; they provide students with engaging and meaningful instruction; and they create service-learning and other youth development opportunities that train students to be active citizens.

2.3.d. Health and Social Support: Community schools focus on health and social supports by utilizing existing professional support services in innovative ways and by bringing community health providers and agencies into schools. They offer families support on a consistent basis.

2.3.e. Community Engagement: Community schools are built on the community's strengths and focus on improving the well-being of the entire community. To make this happen, community school leaders must seek and act on community input. In thriving and sustainable community school initiatives, community stakeholders help develop the vision of a community school and oversee its implementation. Shared ownership with the community paves the way for joint accountability and success, and serves as a vehicle for advocacy on behalf of the community school. Community engagement is what separates community schools from wrap-around services.

2.3.f. Early Childhood Development: Community schools continue to demonstrate that they are an ideal setting for integrating high quality early learning and child development in PreK-12 systems. Community schools provide a seamless alignment of early learning and education to ensure the health, cognitive and social emotional needs of young children and their families are met.

2.3.g. Family Engagement: Community schools recognize that parent and family engagement is critical. Community schools consistently and sustainably increase parent participation in the education of their children and in their schools by empowering families providing them with a variety of integrated student and community supports. Community schools are the hub and cultural center of many neighborhoods. They offer families activities such as homework help, performances, art exhibits and more. All of this helps increase family engagement.

2.3.h. Youth Development Activities: Community schools provide opportunities and outlets for young people to explore their interests and grow into highly-skilled, creative and well-rounded adults. In a community school, community partners design all types of innovative, fun and educational activities for students – from gardening programs to mentoring and internships. Young people have such varied interests and inspiring creative skills.

2.4. Memoranda of Agreement: Community schools consist of many partners. A Memorandum of Agreement between all partners should be in place to assist with describing the roles of each partner and how the services will be coordinated.

2.5. Outcomes: Community schools always start with a set of results based on identified needs they want to achieve. Using a results framework, they then organize the community around agreed-upon results and identify the resources to achieve them. Outcomes likely will include long and short-term goals.

**§126-52-3. Definitions.**

3.1. Regular – as referenced in 2.3 refers to community services that are provided within the school in an agreed upon manner between the school and sponsoring community which work toward promoting both the academic, health and social service needs of students.

3.2. Personalized approach – An approach that is tailored to each individual student to minimize barriers which prevent students from learning, while also instilling the skills they will need for their health, safety, wellbeing and academic success.

3.3. Professional support services – School professionals who work within the public school system, on a daily basis, to provide specially designed educational/academic supports around health and social service needs of students (school nursing, school counseling, speech and language, physical therapy, occupational therapy, audiology, school psychology and so forth).

3.4. Community health agencies/providers – The community agencies/persons who administering comprehensive health care, including mental and oral health, in the larger community. These services compliment school professional support services but do not replace them.

3.5. Integrated student services – Intentional interventions that improve student achievement by connecting community resources with both the academic, health and social service needs of students.

3.6. Wrap around services – Wrap around services are individualized community-based services that focus on the strengths and needs of the children and their families. Services include basic needs, safety, and social, emotional, educational, spiritual and cultural needs.

3.7. Youth Development Activities – Activities that promote the process of developing students' capacities.

3.8. Long and short-term goals – The desired result based on a time frame.

**§126-52-4. Severability.**

4.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.