



**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

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5/15/2014 4:24:17 PM

OFFICE OF
WEST VIRGINIA SECRETARY OF STATE

**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
(Page 1)**

AGENCY Education

RULE TYPE Legislative Exempt AMENDMENT TO EXISTING RULE No TITLE-SERIES 126-

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

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)

COMMENTS LIMITED TO
Written

DATE OF PUBLIC HEARING

LOCATION OF PUBLIC HEARING

DATE WRITTEN COMMENT PERIOD ENDS
Monday, June 16, 2014 4:00 PM

WRITTEN COMMENTS MAY BE MAILED TO
Paula Fields
WVDE Office of Special Programs
Capitol Building 6, Room 304
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

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: 25790



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**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
(Page 2)**

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839 (1988)

PROVIDE A BRIEF SUMMARY OF YOUR PROPOSAL

Policy 2425 will provide a framework for schools as they work to address the complex needs of students. In order to meet these needs, schools must engage the community to ensure that all students' and family needs are addressed so that they can be healthy and ready to learn.

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

Yes

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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 1)

AGENCY Education

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

**SUMMARIZE IN A CLEAR AND CONCISE MANNER WHAT IMPACT THIS MEASURE WILL HAVE ON
COSTS AND REVENUES OF STATE GOVERNMENT.**

No state cost or revenues will be impacted by proposed Policy 2425.

**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.**



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 2)

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839 (1988)

**FISCAL NOTE DETAIL -- SHOW OVER-ALL EFFECT IN ITEM 1 AND 2 AND, IN ITEM 3, GIVE AN
EXPLANATION OF BREAKDOWN BY FISCAL YEAR, INCLUDING LONG-RANGE EFFECT.**

Effect Of Proposal	Current Increase/Decrease (use ' - ')	Next Increase/Decrease (use ' - ')	Fiscal Year (Upon Full Implementation)
ESTIMATED TOTAL COST	0	0	0
PERSONAL SERVICES	0	0	0
CURRENT EXPENSES	0	0	0
REPAIRS AND ALTERATIONS	0	0	0
ASSETS	0	0	0
OTHER	0	0	0
ESTIMATED TOTAL REVENUES	0	0	0

**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.**



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 3)

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839 (1988)

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT). PLEASE INCLUDE ANY INCREASE OR DECREASE IN FEES IN YOUR ESTIMATED TOTAL REVENUES.

No state cost or revenues will be impacted by proposed Policy 2425.

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.



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 4)

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839 (1988)

PLEASE IDENTIFY ANY AREAS OF VAGUENESS, TECHNICAL DEFECTS, REASONS THE PROPOSED
RULE WOULD NOT HAVE A FISCAL IMPACT, AND OR ANY SPECIAL ISSUES NOT CAPTURED
ELSEWHERE ON THIS FORM.

No state cost or revenues will be impacted by proposed Policy 2425. The proposed policy provides
guidelines for the option of developing and operating community schools and does not include any
mandates.

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

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.



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FORM 12 -- BRIEF SUMMARY AND STATEMENT OF CIRCUMSTANCES (Page 1)

AGENCY Education

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Students (2425)

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)

**SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN RULE AND
STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE.**

The objective of Policy 2425 is to provide a framework for schools as they work to address the complex needs of students. The policy has been prepared as a positive for county boards to embrace without mandates. Success schools recognize the importance of partnering with other organizations to ensure that all students needs are addressed so they can be healthy and ready to learn. A community school is a partnership among schools, parents and the community focused on supporting student development and educational outcomes, supporting families and developing strong communities. By building strong partnerships among schools and service providers, community schools deliver a more integrated approach to student and family development. In addition to building partnerships to meet non-academic needs, community schools also actively support academic development by coordinating and aligning community programs and outcomes with classroom learning, and therefore support student success.

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



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EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

WVBE Policy 2425: Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students

Background:

The objective of the *Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students* policy is to provide a framework for schools as they work to address the complex needs of students. The policy has been prepared as a positive for county boards to embrace without mandates.

It is recognized that schools cannot be expected to meet the multifaceted needs of students alone. Success schools recognize the importance of partnering with other organizations to ensure that all students' needs are addressed so they can be healthy and ready to learn. A community school is a partnership among schools, parents and the community focused on supporting student development and educational outcomes, supporting families and developing strong communities. By building strong partnerships among schools and service providers, community schools deliver a more integrated approach to student and family development. In addition to building partnerships to meet non-academic needs, community schools also actively support academic development by coordinating and aligning community programs and outcomes with classroom learning, and therefore support student success.

Proposals:

The purpose of the Policy 2425 *Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students* is to recognize the needs and understand that schools cannot meet students' needs alone. In order to meet these needs, schools must engage the community to ensure that all students' and family needs are addressed so they can be healthy and ready to learn.

The major community school framework recommendations include:

1. Engaging Instruction,
2. Expanded Learning Opportunities,
3. College, Career, and Citizenship,
4. Health and Social Support,
5. Community Engagement,
6. Early Childhood Development,
7. Family Engagement and
8. Youth Development Activities

Impact:

The proposed provisions support and assist students in being healthy learners through promoting school-community partnerships to ensure that all students' academic, social and health needs are addressed so they can be ready to learn.

Community Schools Policy Stakeholders

March 28, 2014

Internal:	
Pat Homberg	Office of Special Programs, Director
Rebecca King	Office of Special Programs, School Health Services Coordinator
Michele Blatt	Assistant State Superintendent
Mickey Blackwell	Office of School Improvement, Executive Director
Rebecca Derenge	Office of Federal Programs, Coordinator
Clayton Burch	Office of Early Learning, Director
Monica DellaMae	Office of Early Learning, Lead Coordinator
Dewayne Duncan	Office of Secondary Learning, Director
Barb Brady	Office of Secondary Learning, Coordinator (Counselors)
Carolyn Suppa	Office of Career and Technical Instruction, Coordinator Human Services Cluster
Paula Fields	Office of Special Programs, Community Schools Coordinator
External:	
Chris Kimes	WV Health Kids/Families Coalition
Jody Sperry	President of the WV Council of School Nurses
Kim Tieman	Claude Worthington Benedum Foundation
Brenda Isaac	Kanawha County Schools / WV Association of School Nurses
Dr. Jason Roush	WV DHHR State Oral Health Program Director
Joan Skaggs	WV DHHR Division of Primary Care
Dr. Richard Crespo	Marshall University
Linda Anderson	Marshall University – WV School Health Technical Assistance Center
Teresa McDonough	WV Bureau for Medical Services
Dr. Robin Lewis	RESA 1 Director
Deonna Williams	WV DHHR Oral Health Program
Kasey Carter	Communities in Schools of Greenbrier County
Kris Mallory	AFT
Dale Lee	WVEA
Shital Shah	National AFT
Teri Harlan	WV Primary Care Association
Bill Snyder	Ritchie Primary Care & WV School-Based Health Assembly
Teresa Mace	WVDHHR – Coordinated School Health
Stephanie Hayes	Marshall University – WV School Health Technical Assistance Center
Ellenda Ward	Communities in Schools of Cabell County
Kate Flack	WV FREE WISE Initiative
Laura Dice	Keys4HealthyKids
Debbie Bower	Cabell County Family Resource Network

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. –

1.4. Effective Date. –

§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.

126CSR52

POLICY 2425: Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students

COMMENT PERIOD ENDS: June 16, 2014

COMMENT RESPONSE FORM

NOTICE: Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.

The following form is provided to assist those who choose to comment on Policy 2425: Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students. Additional sheets may be attached, if necessary.

Name: _____ Organization: _____

Title: _____

City: _____ State: _____

Please check the box below that best describes your role.

- | | | |
|---|--|--|
| ☐ School System Superintendent | ☐ School System Staff | ☐ Parent/Family |
| ☐ Principal | ☐ Teacher | ☐ Business/Industry |
| ☐ Professional Support Staff | ☐ Service Personnel | ☐ Community Member |

COMMENTS/SUGGESTIONS
§126-52-1. General.
§126-52-2. Purpose - Community Schools Framework.
§126-52-3. Definitions.
§126-52-4. Severability.

126CSR52

Please direct all comments to:

Paula Fields
Office of Special Programs
West Virginia Department of Education
Capitol Building 6, Room 304
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: prfields@access.k12.wv.us
Fax No.: (304) 558-3787