

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #1

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF PUBLIC HEARING ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative; CITE AUTHORITY W.Va. Const., Article XII, §2,
W.Va. Code §§18-2-5 and 18-2E-8(m)

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 5

TITLE OF RULE BEING PROPOSED: Guide to Senate Bill 300

Implementation (1100)

DATE OF PUBLIC HEARING: November 12, 1996 TIME: 7:00 p.m.

LOCATION OF PUBLIC HEARING: Independence Jr. High School, Beckley (Sophia);
Cabell Midland High School, Huntington; Museum of Culture and History Theater,
Charleston; Eastern Greenbrier Jr. High School, Lewisburg; Parkersburg South High
School, Parkersburg; Wheeling Park High School, Wheeling; East Fairmont High
School, Fairmont; and James Rumsey Technical Institute, Martinsburg

COMMENTS LIMITED TO: ORAL , WRITTEN , BOTH

COMMENTS MAY ALSO BE MAILED TO THE FOLLOWING ADDRESS:

William J. Luff, Jr.
Associate State Superintendent
WV Department of Education
Building 6, Room 360
1900 Kanawha Blvd., East
Charleston, WV 25305-0330

The Department requests that persons wishing to ~~make~~ comments at the hearing make an effort to submit written comments in order to facilitate the review of these comments.

The issues to be heard shall be limited to the proposed rule.

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

Cynthia E. Evans
Cynthia E. Evans
Director, Legal Services

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West Virginia Board of Education Notification of Public Hearings

Policies: 1100 (Guide to Implementation of S.B. 300)
2510 (Assuring the Quality of Education: Regulations for Education Programs)
2520 (Instructional Goals and Objectives for West Virginia Schools)
2340 (Statewide Assessment Program)
2470 (Use of Technology by Educators and Students)
2320 (Performance-Based Accreditation System)

Public Comment Period Ends: November 15, 1996

Eight public hearings regarding these policies will be held at 7:00 p.m. on November 12, 1996 at the following locations:

Beckley (Sophia): Independence Junior High School

Huntington: Cabell Midland High School

Charleston: Museum of Culture and History Theater

Lewisburg: Eastern Greenbrier Junior High School

Parkersburg: Parkersburg South High School

Wheeling: Wheeling Park High School

Fairmont: East Fairmont High School

Martinsburg: James Rumsey Technical Institute

Additional Information About the Hearings:

- Persons desiring to speak **must sign in** at a hearing location between 6:15 and 6:45 p.m. the night of the hearing. Speakers will not be registered by telephone.
- Speakers will receive a **maximum of five (5) minutes** for their remarks
- Speakers must provide a **written copy** of their remarks to the hearing moderator
- Smoking is not permitted at any of the hearing locations

WEST VIRGINIA DEPARTMENT OF EDUCATION

Dr. Henry R. Marockie, State Superintendent of Schools
Building 6/1900 Kanawha Blvd. E., Charleston, West Virginia 25305 0730

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West Virginia Board of Education

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Charles H. Waggoner
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September 1996

Dear Colleagues:

S.B. 300 provides a unique opportunity to improve student achievement and prepare students for post-secondary education and their eventual entrance into the workplace. To implement the provisions of S.B. 300, a number of educators, parents and interested citizens from around the state have joined with Department of Education staff to revise and update policies. Enclosed for your information and review are copies of those policies. They have been placed on public comment until November 15, 1996 by the West Virginia Board of Education.

On the reverse side of this memorandum is a notice of public hearings on the policies. The hearings will be held in each region of the state on November 12, 1996.

The policies enclosed are:

- Policy 1100.....** Guide to Implementation of S.B. 300. We suggest you review this policy first as it will direct you to the various changes that are being made to implement S.B. 300
- Policy 2510.....** Education Programs. This is the basic policy that defines education in public schools in West Virginia.
- Policy 2520.....** Instructional Goals and Objectives. This policy incorporates by reference the newly-revised instructional goals and objectives for the four core areas of English language arts, mathematics, science and social studies.
- Policy 2340.....** Statewide Assessment Program. This policy details the new statewide assessment program.
- Policy 2470.....** Use of Technology by Educators and Students. This policy provides general rules for the use of technology for instruction and incorporates by reference the statewide technology plan.
- Policy 2320.....** Performance Based Accreditation System. Many of the performance measures and high quality standards have been revised and are incorporated in this policy.

We encourage you to review the policies and submit any comments you may have. Each policy has attached to it a comment form that contains the name and address of the Department staff professional to whom the comments should be sent. We also invite you to attend the public hearing on November 12 closest to you.

Thanks for taking the time to look through the policies. We appreciate the work you do for the children of West Virginia.

A handwritten signature in black ink, appearing to read "Henry Marockie".

Henry Marockie
State Superintendent of Schools

HM:dav
1118dav/11a

**EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION**

POLICY NUMBER AND TITLE: Policy 1100
Guide to Senate Bill 300 Implementation

PUBLIC COMMENT PERIOD ENDS: November 15, 1996 **ADOPTED:** _____

BACKGROUND:

S.B. 300 passed during the 1996 regular session of the West Virginia Legislature requires substantial changes in the operation of the public schools. To implement those changes, the West Virginia Board of Education is proposing changes in a number of existing policies and the creation of a new policy on the use of technology by educators and students.

PURPOSE:

This interpretive rule is a guide to the various policy and other changes being proposed by the West Virginia Board of Education to implement the requirements of S.B. 300 and to improve the programs offered for students. It is strictly informational.

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**TITLE 126
INTERPRETIVE RULE
BOARD OF EDUCATION**

**SERIES 5
GUIDE TO SENATE BILL 300 IMPLEMENTATION (1100)**

§126-5-1. General.

1.1. Scope. -- S.B. 300, passed during the 1996 regular session of the West Virginia Legislature, requires that the State Board promulgate rules to implement its provisions. Because of its complexity, the State Board is implementing S.B. 300 through a combination of (1) new legislative rules, (2) revised legislative rules, (3) repeal of existing legislative rules and (4) other methods. Certain provisions of S.B. 300 cannot be implemented immediately because further study or action is required. This guide lists the requirements of S.B. 300 and directs interested parties to the legislative rule or other vehicle being used to implement the requirement. The guide also lists related policy changes.

1.2. Authority. -- W.Va. Constitution, Article XII, §2; W.Va. Code §§18-2-5 and 18-2E-8(m).

1.3. Filing Date. --

1.4. Effective Date. --

1.5. Repeal of former rule. -- None. This is a new interpretive rule.

§126-5-2. Rule format.

2.1. Sections 3 through 12 of this rule specify a section or sections of the West Virginia Code amended or added by S.B. 300. Each section refers to action required by S.B. 300. Each required action is followed by a reference to the legislative rule or other vehicle being used to implement the requirement.

2.2. Sections 13 through 17 of this rule summarize other policy changes being proposed to complement the requirements of S.B. 300 and to further strengthen student achievement.

2.3. Section 18 lists all of the current policies that are being repealed.

§126-5-3. W.Va. Code §18-1-4. State Board Report on Meeting the Education Goals of West Virginia.

3.1. The State Board will prepare a report annually for each of the next four years for the governor and legislature detailing the progress in meeting the education goals. The report will include how the legislative priorities of the Board address attainment of the goals.

§126-5-4. W.Va. Code §18-2-26. Replacement of Certificate of Proficiency with Electronic Portfolio.

4.1. The State Board is developing an electronic portfolio, to be issued by county boards of education, that would replace the current certificate of proficiency. Availability of an electronic portfolio for use by county boards of education is expected for the school year 1998-99.

§126-5-5. W.Va. Code §18-2E-4. Revision of the School, School District and Statewide Report Cards.

5.1. Format and content for report cards. The Department of Education is in the process of revising *Policy 7300* that provides rules for the school, school district and statewide report cards. It is anticipated that the revised *Policy 7300* will be submitted to the State Board to be placed on comment prior to January 1, 1997. The report cards for the 1995-96 school year will be issued in the current format under the rules contained in the current *Policy 7300*.

5.2. Uniform statewide assessment program. The State Board has approved a uniform statewide testing program covering grades K-12. Details for the implementation of this assessment program will be found in the revised *Policy 2340* that has been placed on comment by the State Board.

§126-5-6. W.Va. Code §18-2E-5. High Quality Standards and Performance Measures.

6.1. Measures of student and school performance. S.B. 300 has added certain measures of student and school performance to those already required for measuring the quality of education and preparation of students. These additions to the performance measures will be found in section 2 of the revised *Policy 2320* that has been placed on comment by the State Board.

6.2. High Quality Standards. S.B. 300 adds a requirement for high quality standards in workplace readiness skills and a requirement that the standards ensure that (a) all graduates are prepared for gainful employment or for continuing education and training and (b) schools and school systems are making progress in achieving the education goals of the state. Revisions to the high quality standards will be found in section 3 of the revised *Policy 2320*.

§126-5-7. W.Va. Code §18-2E-7. Use of Computers for High Quality Basic Skills Development and Remediation.

7.1. State Board policy on technology in K-12 education. While not required by S.B. 300, the State Board is proposing a new legislative rule, *Policy 2470*, dealing with the use of technology by students and educators. This proposed policy has been placed on comment by the State Board.

7.2. Use of technology outside normal schools hours. County boards of education and schools will have the authority to determine how technology in the schools can be made available to students after normal school hours. See sections 3.2.2.d and 3.2.3.a of proposed *Policy 2470*.

7.3. Extending the plan for computer utilization for high quality basic skills development and remediation. The governor and the state superintendent have established a committee to make recommendations to the State Board for expansion of the current plan to middle schools, junior high schools, and high schools. It is anticipated that the State Board, after review of the recommendations of the committee, will approve a plan prior to January 1, 1997.

7.4. State technology plan. A state technology plan was developed prior to the passage of S.B. 300. That plan will be updated to reflect any changes necessitated by either S.B. 300 or the plan ultimately approved by the State Board for extending computer utilization for high quality basic skills development and remediation to the middle school, junior high school, and high school levels. Copies of the state technology plan are available from the Department of Education's Office of Technology.

7.5. Student attainment of basic computer skills. S.B. 300 calls for student attainment of basic computer skills such as word processing, spreadsheets, data bases, Internet usage, telecommunications and graphic presentations. The revised instructional goals and objectives for the core content areas (English/language arts, mathematics, science, social

studies) contain suggested computer skills that can be taught/used in each content area at each grade level. The instructional goals and objectives are an attachment to the revised *Policy 2520* that has been placed on comment by the State Board.

§126-5-8. W.Va. Code §18-2E-8. Creating Jobs Through Education.

8.1. Comprehensive goals for jobs through education. The legislature has established a series of goals to be accomplished by the year 2001 for all students in all schools.

8.1.1. Replacement of the general curriculum with a system of career clusters and education majors. Provisions for implementing a system of career clusters and education majors will be found in section 8.2.10 of revised *Policy 2510* that has been placed on comment by the State Board.

8.1.2. Establishment of an individualized student transition plan for every student for grades 9-12 plus the first year beyond graduation. Provisions for the new five year transition plan will be found in section 8.2.10 of revised *Policy 2510*.

8.1.3. The involvement of partners at the state, regional and local levels. The Governor has appointed the Jobs Through Education Employer Panel to assist the State Board in ensuring that students are prepared for college, other postsecondary or gainful employment. County boards of education are required to appoint a county steering committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement council, faculty senates and other organizations as valuable partners in developing and implementing the provisions of Senate Bill 300. See section 7.2.3 of revised *Policy 2510*.

8.1.4. Creation of a portable credential for graduates that would be recognized by employers. The Department of Education is developing such a credential which may be the electronic portfolio. The availability of a portable credential is expected for the school year 1998-99.

8.1.5. Continuous program assessment, program improvement and staff development.

a. Program assessment. Section 8.1. of revised *Policy 2510* provides rules for assessing education program effectiveness. *Policy 2320* also addresses the assessment of education programs at both the county and school levels.

b. Program improvement. Section 8.3 of revised *Policy 2510* provides rules for program improvement at both the county and school levels. These rules require county boards and schools to rely primarily on performance data in developing unified plans of improvement.

c. Staff development. The Department of Education is developing an intense staff development program to implement S.B. 300 and the other significant changes being made to State Board policies. Of particular importance is staff development for teachers and administrators who will be implementing the newly revised instructional goals and objectives.

8.2. Increased academic expectations and career development for all students.

8.2.1. An assessment program measuring student performance by grade level. The State Board has approved a uniform statewide testing program covering grades K-12. Details for the implementation of this assessment program will be found in the revised *Policy 2340*.

8.2.2. Focus on basic skills in kindergarten through fourth grade. Revisions have been made to the programs of study in grades K-2 and 3-4. See Charts I and II in the revised *Policy 2510*. Section 6.2.1 of the revised *Policy 2510* emphasizes student acquisition of basic skills in reading, writing, mathematics and computer skills. The instructional goals and objectives for English/language arts, mathematics, science, and social studies have been revised for all grade levels K-12. See revised *Policy 2520*.

8.2.3. Development of rigorous curriculum.

a. Revised instructional goals and objectives. See the revised *Policy 2520*. The instructional goals and objectives for all other programs of study will be similarly revised and presented to the State Board for comment and subsequent approval as quickly as possible.

b. Assessment of student proficiencies. All students are, at a minimum, expected to achieve at the 50th percentile at the eleventh grade level on the norm-referenced component of the statewide assessment program in order to qualify for a warranty signifying their mastery of basic skills. See section 8.2 of revised *Policy 2510*.

8.2.4. Career exploration in grades five through eight. See the revised program of studies for grades five through eight in Chart III in the revised *Policy 2510*.

8.2.5. First two years of the individualized student plan. Section 8.2.10.a of revised *Policy 2510* requires that the student choose a broad career cluster as part of the creation of the first two years of the individual student plan and that the plan be implemented in grades nine and ten.

8.2.6. Final three years of the individualized student plan. Section 8.2.10.b of revised *Policy 2510* requires that the student choose a career major for the final two years of high school and the first year after high school during the creation of the second part of the individual plan and that the plan be implemented in grades eleven and twelve plus the first year after high school.

8.2.7. Participation in work-based learning experiences. Section 7.2.5 of revised *Policy 2510* requires that all students be provided work-based learning experiences.

8.2.8. Assessment form after completion of the first year after high school. The Department of Education will develop this form and provide it to county school systems for use with their graduates beginning in the 1998-99 school year. The form will enable students to report their success in completing their five year plans and report the strengths and weaknesses of their education preparation.

8.2.9. Report of the career guidance committee of the state school to work steering committee. S.B. 300 requires that this committee report be provided to the State Board and the legislative oversight commission on education accountability by November 1, 1996.

8.2.10. Practices that increase academic expectations for all students. Most of the suggested practices contained in this section of S.B. 300 are implemented through the instructional practices suggested in section 7.3 of revised *Policy 2510* and pages 17-18 of the revised instructional goals and objectives.

8.2.11. Establishing partnerships.

a. The governor has appointed the Jobs Through Education Employer Panel to advise and assist the State Board in assuring that graduates are prepared for further education or the workplace. All policy changes being proposed by the State Board have been reviewed and in many cases recommended by the Panel.

b. County steering committees. See section 7.2.3 of revised *Policy 2510*.

8.2.12. Guidelines for work-based learning in counties with few opportunities for employment. Section 7.2.5 of revised *Policy 2510* requires county boards of education to develop policies and procedures for work-based learning. The Department of Education will prepare a resource document that will contain guidelines to assist county boards of education in implementing work-based learning experiences.

8.2.13. Electronic portfolio of student accomplishments and preparation. It is anticipated that an electronic portfolio will be available for use by county boards of education for the school year 1998-99.

8.2.14. Certification of student skills, competencies and readiness for employment. Rules and procedures for certification of student skills, competencies and readiness for employment will be developed by the Jobs Through Education Employer Panel and entities designated by that Panel and the State Board and will be promulgated to county school systems, institutions of higher education and other job training programs.

8.2.15. Staff development. Staff development is absolutely critical in implementing S.B. 300 effectively. The State Board will, as required in W.Va. Code §18-2E-8(N), include in its budget request for 1997-98 and subsequent years, sufficient funds to provide the necessary comprehensive staff development program for the implementation of S.B. 300

a. Comprehensive staff development program. The Department of Education is developing a comprehensive staff development program to implement S.B. 300.

b. Designation of exemplary county and school comprehensive school-to-work systems. The Department of Education is reviewing school-to-work systems in counties and will recommend to the State Board the exemplary school-to-work systems.

8.2.16. Study committee for staff development credits. S.B. 300 requires that the committee named in W.Va. Code §18-2E-8(l) make recommendations on the feasibility of, and a possible process for, crediting staff development activities for certification renewal and salary classification increase. The committee must report its recommendations to the legislative oversight commission on education accountability by January 1, 1997.

§126-5-9. W.Va. Code §18-5A-4. Criteria for selecting schools of excellence.

9.1. Changes to *Policy 2650.55* that sets forth the criteria for selecting schools of excellence will be submitted to the State Board for comment no later than January 1, 1997.

§126-5-10. W.Va. Code §18A-3-2c. Training through the principals academy.

10.1. The rules specifying the minimum qualities, proficiencies and skills that will be required of principals after January 1, 1997, are being developed by the State Board in consultation with the principals standards advisory council created by W.Va. Code §18A-3-2c(d).

10.2. Legislative rules for implementing the principals academy are being developed by the State Board in consultation with the principals standards advisory council.

10.3. Responsibility for the operation of the principals academy rests with the center for professional development. (W.Va. Code §18A-3A-2b.)

10.4. The system to track the progress of each person required to complete training through the principals academy is being developed by the Department of Education in consultation with the principals standards advisory council and will be presented to the State Board no later than January 1, 1997.

§126-5-11. W.Va. Code §18A-3A-1. Curriculum for the principals academy as developed by the center for professional development.

11.1. S.B. 300 requires that the curriculum for the principals academy be developed by the center for professional development based on the minimum qualities, proficiencies and skills defined by the State Board. The curriculum must be communicated to the State Board on or before January 1, 1997.

§126-5-12. W.Va. Code §18B-1-1e. Higher education joint rule to: (a) assist students in planning for post-secondary education; (b) establish the minimum knowledge and skills required of students as preparation for post-secondary education; (c) implement a method to communicate the minimum level established in (b) to students, parents, educators, counselors and higher education admissions officers, advisors and faculty; and (d) assure that teacher preparation programs in state institutions prepare educators to deliver instruction necessary to prepare students for further education or gainful employment.

12.1. The higher education governing boards will prepare the required rule in consultation with the State Board and the Jobs Through Education Employer Panel.

12.1.1. Assessment of student readiness for college or other postsecondary education. Once the electronic portfolio system is established, the higher education governing boards will establish a system to communicate to the State Board and the legislative commission on education accountability the number of West Virginia public school graduates entering public higher education institutions in West Virginia within one year of graduation whose electronic portfolio indicated readiness for college or other post-secondary education but whose knowledge and skills were below the minimum expected level for full preparation as defined by the higher education governing boards. (See section 12.1 above) The State Board will establish procedures to convey this information to the high schools in the state.

§126-5-13. Revision of Policy 2520.

13.1. *Policy 2520* and accompanying policies are being revised. New instructional goals and objectives for English/language arts, mathematics, science, and social studies have been written and are being placed on comment as part of the revision of *Policy 2520*. The instructional goals and objectives for all other state-required programs of study will be revised as quickly as possible.

13.2. The revised instructional goals and objectives for the four core areas are contained in a separate publication that is incorporated into *Policy 2520* by reference. The revised instructional goals and objectives feature: (a) instructional goals, (b) identification (bold type) of those instructional objectives that will be measured on the statewide test, (c) identification (by small number) of the grade level(s) at which the instructional objectives will be tested, (d) a listing of workplace process skills, (e) identification (by a diamond symbol) of those instructional goals and objectives in grades 7-12 that are workplace process skills, (f) recommended instructional practices, (g) the integration of technology into all subject areas at all grade levels, and (h) the programs of study requirements K-12.

§126-5-14. Revision of Policy 2510.

14.1. A number of sections in *Policy 2510* are being revised to strengthen the academic achievement and workplace process skills of students.

14.1.1. Increasing emphasis on the required basic skills (reading, mathematics, writing, computer skills) in grades K-4.

14.1.2. Increasing instructional time (15 minutes per day at each level): K-4: from 315 minutes to 330 minutes; 5-8: from 330 minutes to 345 minutes; and 9-12: from 345 minutes to 360 minutes.

14.1.3. Increasing graduation requirements in mathematics, science, foreign language (for college bound), the arts, and career major.

14.1.4. Protecting instructional time from interruption.

14.1.5. Requiring county and school unified improvement plans, updated annually, that are tied to performance measures and that coordinate all fiscal and human resources.

14.1.6. Requiring instructional practices to be based on research and on the practices set forth in *Policy 2510* and in *Policy 2520*.

14.1.7. Allowing students to “test out” of courses for credit rather than receiving credit only on the basis of time spent in the course.

14.1.8. Requiring work-based learning experiences for all students.

14.1.9. Requiring reteaching for students not attaining initial mastery of instructional goals and objectives.

14.1.10. Providing a work-readiness warranty for students achieving in the upper one-half of students nationally (50th percentile) at the eleventh grade level of the statewide test.

14.1.11. Providing a warranty for suitability for further education for students achieving in the upper 30% of students nationally (70th percentile) at the eleventh grade level on the statewide test.

14.1.12. Requiring teachers to be familiar with the instructional goals and objectives from the preceding and succeeding grade levels.

14.1.13. Using test data from grade to grade to drive instruction.

14.1.14. Providing counties with options, where appropriate, for delivering instruction.

14.1.15. Encouraging counties and schools to be flexible through the use of the waiver process.

§126-5-15. New statewide testing program.

15.1. The State Board has approved a new statewide testing program, K-12, that includes:

15.1.1. Kindergarten - Metropolitan Readiness Test.

15.1.2. Grades 1 and 2 - Stanford Achievement in reading, language and mathematics only.

15.1.3. Grade 3 - Stanford Achievement complete battery.

15.1.4. Grade 4 - Stanford Achievement complete battery and Writing Assessment.

15.1.5. Grades 5 and 6 - Stanford Achievement complete battery.

15.1.6. Grade 7 - Stanford Achievement complete battery and Writing Assessment

15.1.7. Grade 8 - Stanford Achievement complete battery and Explore.

15.1.8. Grade 9 - Stanford Achievement complete battery.

15.1.9. Grade 10 - Stanford Achievement complete battery and Writing Assessment.

15.1.10. Grade 11 - Stanford Achievement complete battery.

15.1.11. Grade 12 - Work Keys.

15.2. Details regarding the testing program may be found in revised *Policy 2340*.

§126-5-16. Revision of Policy 2320 (Performance Based Accreditation).

16.1. Changes in the performance measures:

16.1.1. Student achievement, as measured by test scores on the nationally normed

statewide test: 50% of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills; and no more than 15% of students perform within the 1st quartile, or the percentage of students performing within the 1st quartile is decreased based on two of the most recent three years.

16.1.2. The standard for student attendance will gradually increase from the current figure of 90% to 93% for the school year 2000-01 and thereafter.

16.1.3. The student dropout rate will not exceed 6% with the dropout rate calculated according to the formula of the National Center for Education statistics.

16.1.4. The graduation rate, calculated according to the number of ninth graders who remain in school and graduate, will be 90% by the year 2000.

16.1.5. The percentage of graduates enrolled in post-secondary education or fully employed within one year of graduation is at or above 85% for the year 2000 graduates and 90% thereafter.

16.1.6. The level of parent involvement shows an increasing trend during the most recent three years or is at or above 60%.

16.1.7. The average combined percentage of parent, teacher and student satisfaction with the school is at or above 75%.

16.1.8. The percentage of graduates attaining the minimum level of performance (50th percentile) in the basic skills is at least 60%.

16.1.9. The percentage of graduates attaining the proficient warranty level (70th percentile) is at least 33%.

16.1.10. The percentage of graduates receiving additional certification of their skills, competence and readiness for post-secondary education or employment is 35% for the 1999-2000 school year and thereafter.

16.2. Changes in the high quality standards:

16.2.1. Students are provided instruction in writing and are expected to write throughout all programs of study.

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16.2.2. The application of technology is included throughout all programs of study.

16.2.3. County boards and schools each have a technology team and technology plans.

16.2.4. Performance data of students is analyzed by each school prior to the start of each school term to improve student achievement.

16.2.5. Preventive discipline programs exist in each school.

16.2.6. Alternative education programs meet the requirements of *Policy 2418*.

16.2.7. County boards must consider the schools' Unified School Improvement Plans in decision making.

16.2.8. The percentage of students passing advanced placement examinations meets or exceeds the national average or increases annually.

16.2.9. A student assistance team is established and functioning.

16.2.10. A county steering committee is established and functioning.

16.2.11. On-site review teams will review the effectiveness of schools' unified school improvement plans.

16.2.12. While the high quality standards will be reviewed in the accreditation process, primary emphasis will be placed on the performance measures.

16.2.13. A school will receive serious impairment status if it is below the acceptable level on all three major performance measures (achievement, dropout rate, attendance rate).

16.2.14. On-site reviews will recognize exemplary performance of schools, programs and educators.

§126-5-17. New Policy 2470 (Use of Technology by Students and Educators).

17.1. *Policy 2470* provides for the use of technology, especially computers, to improve

the achievement of students. *Policy 2470* delineates state, county board and school responsibilities for the use of technology. Specifically, *Policy 2470* requires:

17.1.1. County and school technology teams and plans

17.1.2. Equal access to technology for all students

17.1.3. Access to technology after normal school hours for students, teachers, parents and citizens.

17.1.4. The use of technology, especially computers, throughout all programs of study.

17.1.5. The use of technology, especially computers, for career awareness, career exploration, work-based learning and for accessing post-secondary education information.

17.1.6. The availability of staff development to enable educators to use technology effectively.

17.2. The State Technology Plan is incorporated in *Policy 2470* by reference. That plan is a comprehensive approach to the use of technology for achieving higher student achievement by students. A copy is available from the West Virginia Department of Education's Office of Technology.

§126-5-18. Policies being repealed.

18.1. Inasmuch as their contents are being incorporated into revised policies, the following current State Board policies are slated to be repealed as part of the implementation of S.B. 300 and accompanying policy changes:

18.1.1. *Policy 2100* (126-11) Education Goals for West Virginia

18.1.2. *Policy 2422.91* (126-25) State Social Studies Program of Studies

18.1.3. *Policy 2443* (126-49) Four-Year Education Plan

18.1.4. *Policy 2444.01* (126-30) Graduation Requirements for West Virginia Public Schools: Adolescent Education (Grades 9-12)

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18.1.5. *Policy 2444.2* (126-68) Certificate of Proficiency and Warranty

18.1.6. *Policy 2520.02* (126-44C) Criteria of Excellence: Instructional Goals and Objectives for Mathematics

18.1.7. *Policy 2520.04* (126-44G) Instructional Goals: Science Program of Study

18.1.8. *Policy 2520.08* (126-44E) Criteria of Excellence: Instructional Goals and Objectives for Social Studies

18.1.9. *Policy 2520.09* (126-44I) Criteria of Excellence: Instructional Goals and Objectives for English Language Arts (Reading, Writing, Spelling, Handwriting, Speaking, Listening, Viewing)

18.1.10. *Policy 2521* (126-62) Establishment of School Teams

18.1.11. *Policy 2522* (126-61) Remediation and Acceleration Programs

Abbreviated Guide to Senate Bill 300 Implementation

REQUIREMENT	Assignments to be completed & State Board Policy to Reference
State Board report on meeting the Educational Goals of West Virginia	Prepare an annual report for each of next four years for the governor and legislature detailing the progress in meeting the educational goals.
Replacement of Certificate of Proficiency with Electronic Portfolio	An electronic portfolio to be developed by the State Board is expected to be available for use by county boards of education for the 1998-99 school year.
Format and content for Report Cards	Policy 7300 will be revised.
Uniform Statewide Testing Program	See revised Policy 2340.
High Quality Standards	See revised Policy 2320, Section 3.
Measures of Student and School Performance	See revised Policy 2320, Section 2 .
Use of Technology Outside Normal School Hours	See new Policy 2470.
Extending the Plan for Computer Utilization for High Quality Basic Skills Development and Remediation	Committee established by the governor and state superintendent will make recommendations and State Board will approve plan prior to January 1, 1997.
State Board Policy on Technology in K-12 Education	See new Policy 2470.
State Technology Plan	Plan developed prior to the passage of S.B. 300. The plan will be updated to reflect necessary changes.
Student Attainment of Basic Computer Skills	See the revised instructional goals and objectives.

Replacement of the general curriculum with a system of career clusters and education majors	See revised Policy 2510, Section 8.2.10.
Establishment of an individual student transition plan for every student for grades 9-12 plus the first year beyond graduation	Provisions for changing from current required four year plan to the new five year transition plan will be found in section 8.2.10 of revised Policy 2510. Policy 2443 covering four year plans for students will be repealed.
Creation of a portable credential for graduates that would be recognized by employers	The Department of Education is developing such a credential and it is anticipated to be available for the 1998-99 school year.
Program assessment	See revised Policy 2510, Section 8.1 and revised Policy 2320.
Program improvement	See revised Policy 2510, Section 8.3.
Staff development	Plan is being developed by the Department of Education.
A testing program measuring student performance by grade level	See revised Policy 2340.
Focus on basic skills in kindergarten through fourth grade	See revised Policies 2510 and 2520.
Revised instructional goals and objectives	See the revised instructional goals and objectives attached to Policy 2520.
Assessment of student proficiencies	See revised Policy 2510, Section 8.2 and revised Policy 2340.
Career exploration in grades five through eight	See Chart III in the revised Policy 2510.
First two years of the individualized student plan	See revised Policy 2510, Section 8.2.10.a.
Final three years of the individualized student plan	See revised Policy 2510, Section 8.2.10.b.

Participation in work-based learning experiences	See revised Policy 2510, Section 7.2.5.
Assessment form after completion of the first year after high school.	Form to be developed by the Department of Education and provided to county school systems for use with their graduates beginning in the 1998-99 school year.
Report of the career guidance committee of the state school to work steering committee	S.B. 300 requires this committee report be provided to the State Board and the Legislative Oversight Commission on Education Accountability by November 1, 1996.
Establishing partnerships	Governor appointed the Jobs Through Education Employer Panel to advise and assist the State Board in proposed policy changes.
County steering committees	County boards required to appoint a county steering committee. See Section 7.2.3 of revised Policy 2510.
Guidelines for work-based learning in counties with few opportunities for employment.	The Department of Education will prepare a resource document.
Electronic portfolio	For use by county boards of education for school year 1998-99.
Certification of student skills, competencies and readiness for employment.	Rules and procedures to be developed by Jobs Through Education Employer Panel and the State Board.
Staff development funding	Include in the budget request for 1997-98 and subsequent years as appropriate.
Comprehensive staff development program	The Department of Education is developing.
Designation of exemplary county and school comprehensive school-to-work systems.	The Department of Education will recommend the exemplary school-to-work systems to the State Board.

Study committee for staff development credits	This study committee must report its recommendations to the legislative oversight commission on education accountability by January 1, 1997.
Criteria for selecting schools of excellence	Policy 2650.55 will be revised.
Training through the principals academy	Legislative rules for implementing the principals academy are being developed.
System to track the progress of each person required to complete training through the principals academy	To be developed by the Department of Education, in consultation with the principals standards advisory council.
Curriculum for the principals academy as developed by the center for professional development	Required to be communicated to the State Board on or before January 1, 1997.
Higher education joint rule	The higher education governing boards will prepare the required rule in consultation with the State Board and the Jobs Through Education Employer Panel.
Assessment of student readiness for college or other postsecondary education	The State Board will establish procedures to convey this information to the high schools in the state.

**POLICY 1100: GUIDE TO SENATE BILL 300 IMPLEMENTATION
COMMENTS/SUGGESTIONS**

Directions: Please use this form in commenting on proposed Policy 1100.

Individual/Organization: _____

Title: _____

Street Address: _____ City/State/Zip: _____

Comments/Suggestions
126-5-1. General
126-5-2. Rule Format
126-5-3. State Board Report on Meeting Educational Goals
126-5-4. Replacement of Certificate of Proficiency with Electronic Portfolio
126-5-5. Revision of the School, School District and Statewide Report Cards

126-5-6. High Quality Standards and Performance Measures

126-5-7. Use of Computers for High Quality Basic Skills Development and Remediation

126-5-8. Creating Jobs Through Education

126-5-9. Criteria for selecting schools of excellence

126-5-10. Training through the principals academy.

126-5-11. Curriculum for the principals academy as developed by the center for professional development

126-5-12. Higher Education Joint Rule
126-5-13. Revision of Policy 2520
126-5-14. Revision of Policy 2510
126-5-15. New statewide testing program
126-5-16. Revision of Policy 2320 (Performance Based Accreditation)
126-5-17. New Policy 2470 (Use of Technology by Students and Educators)

126-5-18. Policies being repealed

Abbreviated Guide to Senate Bill 300 Implementation

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RETURN COMMENTS BY NOVEMBER 15, 1996 TO:

William J. Luff, Jr.
Associate State Superintendent
West Virginia Department of Education
Building 6, Room 360
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 1100: Guide to SB 300 Implementation FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

NO COST.

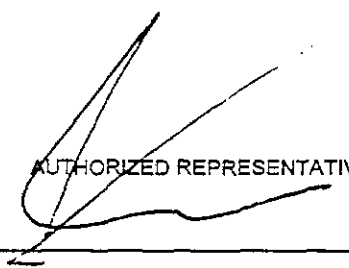
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

September 4, 1996

West Virginia Department of Education



KEN HECHLER
Secretary of State

MARY P. RATLIFF
Deputy Secretary of State

JAN CASTO
Deputy Secretary of State

CATHERINE FREROTTE
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WILLIAM H. HARRINGTON
Chief of Staff

JUDY COOPER
Director, Administrative Law

PENNEY BARKER
Supervisor, Corporations

STATE OF WEST VIRGINIA

SECRETARY OF STATE

Building 1, Suite 157-K
1900 Kanawha Blvd., East
Charleston, WV 25305-0770

OFFICE OF THE SECRETARY OF STATE

(Plus all the volunteer help we can get)

TO: WILLIAM HARRINGTON *William J. Huff, Jr.*

AGENCY: EDUCATION

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: February 20, 1997

THE ATTACHED RULE FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 5 TITLE: 126 EDUCATION

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: X

TITLE OF PERSON SIGNING: Associate State Supt.
DATE: MARCH 5, 1997 Dept. of Education.

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.