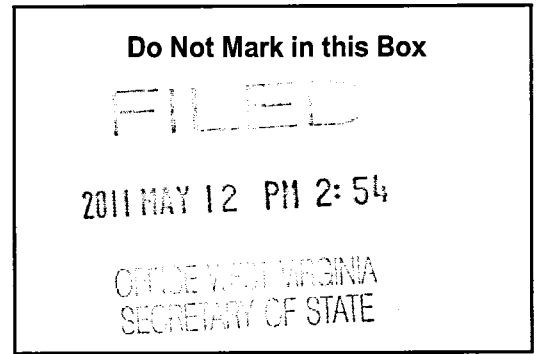


**WEST VIRGINIA  
SECRETARY OF STATE**

NATALIE E. TENNANT

**ADMINISTRATIVE LAW DIVISION**

Form #2



**NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative CITE AUTHORITY: W. Va. Constitution, Article XII, §2, and  
W. Va. Code §18-2-5

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: 12

TITLE OF RULE BEING PROPOSED: Standards for High Quality Schools (2322)

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IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON June 13, 2011 AT 4:00 p.m.. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS:

Chuck Heinlein, Executive Director

Office of School Improvement

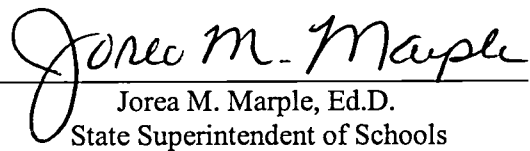
West Virginia Department of Education

Capitol Building 6, Room 617

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

  
Jorea M. Marple, Ed.D.  
State Superintendent of Schools

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

## **EXECUTIVE SUMMARY**

### **WEST VIRGINIA DEPARTMENT OF EDUCATION**

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**Policy Number and Title:** Policy 2322: Standards for High Quality Schools.

**Background:** The West Virginia Department of Education developed the framework documents representing five dimensions for high quality schools and school systems in 2004-2005. These documents formed the basis for this policy language. The policy represents a coherent and aligned set of expectations necessary to transform schools and school systems into outcome focused, innovative, accountable learning organizations that can prepare all students for the global, digital age of the 21st century. The policy committee consisted of membership from all offices and divisions of the WVDE as well as local school and district level stakeholders.

**Proposals:** Policy 2322 is intended to serve as a foundational document for the development/revisions of policies relating to schools/districts to assure a common language and vision. This policy is intended to be a framework for school improvement that leaders can use as a guide for self analysis and strategic planning in efforts to improve schools. Policy 2322 is also intended to be the guiding document for future policy and program development/revision in the areas of school and district accountability.

This policy will be revised to reflect Standards for High Quality Districts, currently in development, which will serve as a guidance document for districts to direct and inform their work and be used for district accountability measures in Policy 2320.

**Impact:** This policy will serve as a guidance document for schools and districts to direct and inform their work. It is the intent to pilot these standards in schools 2011-2012 and then incorporate them into Policy 2320 to build an accountability system that is based upon growth and progress in meeting the standards for High Quality Schools.

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**Response to Comments:**

## High Quality Standards

Stakeholders involved in either development of review of policy.

### External Stakeholders

#### Leadership Teams of the following schools:

Franklin Elementary  
Ansted Elementary  
Doddridge County Elementary  
Guyandotte Elementary  
Wirt County Primary  
Southside K-8  
East Bank Middle  
Diana K-8  
Crum Middle  
Guyan Valley Middle  
Cedar Grove Middle  
Ansted Middle  
Valley High  
Mount View High  
Mount Hope High  
Sherman High  
Tolsia High  
Riverside High  
Riverview High  
Lincoln High

RESA Executive Directors  
RESA Professional Development Directors  
RESA Special Education Directors

Chief Instructional Leaders  
Federal Program Directors  
State School Improvement Specialists  
WV Council of PTA

Dr. Kenna Seal, OEPA  
Dr. Donna Davis, OEPA

### Internal Stakeholders

#### WVDE Employees

Dr. Jack McClanahan  
Robert Hull  
Lori Wiggins  
Richard Lawrence  
Lisa Youell  
Marty Burke  
Denise White  
Carla Williamson  
Jan Stanley  
Dr. Karen Davies  
Kenny Moles  
Suzette Cook  
Dr. Erin Sullivan  
Don Chapman  
Barbara Ashcraft  
Melanie Purkey  
Betsy Peterson  
Betty Jo Jordan  
Brenda Williams  
Lydia McCue  
Shawn Hawkins  
Shelly Stalnaker  
Phyllis Veith  
Randall Kirk  
Dewayne Duncan  
Joe Panetta  
John Ford  
Marian Covey  
Kathy Hudnall  
Liza Cordeiro  
Linda Palenchar  
David Price

## **External Stakeholders**

Dr. Jan Barth

Dr. Lynn Boyer

Sam Redding, CII

Dr. Jerry Valentine

Dr. David Quinn

Dr. Sharon Harsh

Jeannine Branch

Dr. Karen Huffman

Dr. Steven Paine

Susan Leddick

David Perine

Dr. Stan Hopkins

Sallie Harrington

Nathan Estel

James Carter

Nancy Walker

Dr. Pam Cain

Bill Elswick

Donna Peduto

Jim Brown

126CSR12

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

FILED

2011 MAY 12 PM 2: 54

SERIES 12  
Standards for High Quality Schools (2322)

OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

**§126-12-1. General.**

1.1. Scope. -- W. Va. 126CSR12, West Virginia Board of Education (hereinafter WVBE) Policy 2322, Standards for High Quality Schools (hereinafter Policy 2322) describes the seven common standards expected of schools to ensure a high quality education, in an engaging learning environment. The policy represents a coherent and aligned set of expectations necessary to transform schools into outcome focused, innovative, accountable learning organizations that can prepare all students for the global, digital age of the 21st century.

1.2. Authority. -- West Virginia Constitution, Article XII, §2 and W. Va. Code §18-2-5.

1.3. Filing Date. --

1.4. Effective Date. --

1.5. Repeal of Former Rule. -- None. This is a new rule.

**§126-12-2. Purpose.**

2.1. Policy 2322 is intended to serve as a foundational document for reviewing policy development and revisions to existing policy relating to the components of schools to assure a common language, direction and vision.

2.2. Policy 2322 serves as a framework for continuous school improvement that leaders can use as a guide for self assessment, decision making, professional development and strategic planning.

2.2. Policy 2322 serves as a framework to view the current teacher standards (Policy 5100), principal standards (Policy 5800) and counselor standards (Policy 5100). The interconnectedness of teacher, principal and counselor standards to Standards for High Quality Schools provides school personnel a coherent view of the relationship between individual professional practice and the work of the school organization.

2.3. Policy 2322 is also intended to be the guiding document for future policy and program development in the area of school accountability.

**§126-12-3. Standards for High Quality Schools.**

3.1. Standards.

3.2.1. Positive Climate and Cohesive Culture. In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

3.2.1.a. Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.

3.2.1.b. High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.

3.2.1.c. Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.

3.2.2. School Leadership. In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

3.2.2.a. Principal Leadership. The principal exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management.

3.2.2.b. School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning and problem-solving.

3.2.2.c. Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.

3.2.2.d. Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school and community.

3.2.3. Standards-Focused Curriculum, Instruction and Assessments. In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

3.2.3.a. Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry and self-direction.

3.2.3.b. Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the 21<sup>st</sup> Century Content Standards and Objectives for West Virginia Schools and the 21<sup>st</sup> Century Learning Skills and Technology Tools.

3.2.3.c. Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Content Standards and Objectives based on the needs, interests and performance levels of their students.

3.2.3.d. Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools and processes aligned with instructional targets.

3.2.4. Student Support Services and Family/Community Connections. In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

3.2.4.a. Positive Relationships. Positive relationships exist between the school staff and the students, families and the larger community.

3.2.4.b. Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education and English second language.

3.2.4.c. Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.

3.2.5. Educator Growth and Development. In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

3.2.5.a. Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.

3.2.5.b. Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis and the implementation of strategies that improve instructional practice.

3.2.5.c. Evaluation, Feedback and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

## 126CSR12

3.2.6. Efficient and Effective Management. In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

3.2.6.a. Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.

3.2.6.b. Fiscal Resources. Policies and processes are established and applied to obtain, allocate and efficiently manage school fiscal resources.

3.2.6.c. Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.

3.2.6.d. Data, Information Systems, Technology Tools and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery and student learning.

3.2.7. Continuous Improvement. In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

3.2.7.a. Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.

3.2.7.b. Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.

3.2.7.c. Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.

### **§126-12-4. 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.

**FISCAL NOTE FOR PROPOSED RULES**

Rule Title: Title 126, Series12: Policy 2322, Standards for High Quality Schools

Type of Rule:     Legislative     Interpretive     Procedural

Agency:        West Virginia Department of Education

Address:        1900 Kanawha Blvd., East  
                    Building 6, Room 351  
                    Charleston, WV 25305-0330

Phone Number: 304-558-3199    Email: [cheinlei@access.k12.wv.us](mailto:cheinlei@access.k12.wv.us)

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**Fiscal Note Summary**

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

This policy will not require expenditure of funds for implementation. It will incur no revenue.
---

**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.

<b>FISCAL YEAR</b>			
Effect of Proposal	Current Increase/Decrease (use "-" )	Next Increase/Decrease (use "-" )	Fiscal Year (Upon Full Implementation)
<b>1. Estimated Total Cost</b>	"0"	"0"	"0"
Personal Services	"0"	"0"	"0"
Current Expenses	"0"	"0"	"0"
Repairs & Alterations	"0"	"0"	"0"
Assets	"0"	"0"	"0"
Other	"0"	"0"	"0"
<b>2. Estimated Total Revenues</b>	"0"	"0"	"0"

Rule Title: Title 126, Series12: Policy 2322, Standards for High Quality Schools

3. **Explanation of above estimates (including long-range effect);**  
Please include any increase or decrease in fees in your estimated total revenues.

Neither expenditure of funds nor any revenue will be generated from this rule.


### MEMORANDUM

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.

Title 126, Series12: Policy 2322, Standards for High Quality Schools, is developed as a foundational document to inform and direct schools and school systems of the important components that are necessary to develop high quality schools and school systems. This policy is intended to be the guiding document for future policy and program development in the areas of school and school system accountability. This policy is also intended to be a framework for school improvement that leaders can use as a guide for decision making and strategic planning in efforts to improve schools and school systems.

Signature of Agency Head or Authorized Representative

Date



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4-25-11

126CSR12

**POLICY 2322, Standards for High Quality Schools**

**COMMENT PERIOD ENDS: June 13, 2011**

**COMMENT RESPONSE FORM**

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The following form is provided to assist those who choose to comment on Policy 2322, Standards for High Quality Schools. Additional sheets may be attached, if necessary.

Name : \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Please check the box below that best describes your role.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family     |
| <input type="checkbox"/> Principal                    | <input type="checkbox"/> Teacher             | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff   | <input type="checkbox"/> Service Personnel   | <input type="checkbox"/> Community Member  |

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**COMMENTS/SUGGESTIONS**

**§126-12-1. General.**

**§126-12-2. Purpose.**

**126CSR12**

**§126-12-3. Standards for High Quality Schools.**

**§126-12-4. Severability.**

Please direct all comments to:

Chuck Heinlein  
Office of School Improvement  
West Virginia Department of Education  
Capitol Building 6, Room 617  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: [cheinlei@access.k12.wv.us](mailto:cheinlei@access.k12.wv.us).  
Fax No.: (304) 558-1834.