

EXECUTIVE SUMMARY

POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

Background:

Policy 2510 provides direction and structure for the organization, delivery and accountability of education in West Virginia. Policy 2510 was originally adopted by the West Virginia Board of Education in 1984 and was revised in 1996 in response to changes mandated in Senate Bill 300, the Jobs Through Education Act.

Purpose:

The purpose of this Board item is to seek the approval of the State Board of Education to place the revised Policy 2510 out on public comment.

Proposed Revisions:

The following sections are being revised to address issues of time, Unified County and School Improvement Plans, testing out, substituting rigorous courses for career major courses and recommended electives, and electronic portfolio.

- 5.18. The definition of a course includes a statement about reteaching.
- 5.46. The purpose of Unified County Improvement Plan is to improve student achievement.
- 5.47. Unified School Improvement Plan does not replace multiple plans.
- 5.48. The definition of a unit of credit includes a minimum of 8100 minutes for high school level courses and a statement about students mastering objectives at one level being able to progress to the next level of objectives.
- 6.4.2. A minimum of 8100 minutes per high school credit and a level of mastery set by the county board of education are required for courses needed for graduation.
- 6.4.3. Time requirements are included for additional programs of study.
- Chart IV Time requirements and level of mastery set by the county board of education are included in the discussion of credits.
- Chart VI The paragraph on career clusters and majors includes a reference to section 8.2.10.b.B., that discusses substituting higher level courses for career major courses and recommended electives.

- 7.2.4. Reteaching is to be considered in organizing school calendars and schedules.
- 7.2.6. Effective date for developing Unified County Improvement Plan is removed.
- 7.2.9.k. Reference to electronic portfolio is deleted (per House Bill 2855).
- 7.2.9.v. Effective date for developing Unified School Improvement Plan is removed.
- 7.2.10. Time allocations will include at least 8100 minutes per credit.
- 8.2.3.a-h. Rules for developing policies concerning tested mastery of instructional goals and objectives are outlined.
- 8.2.6. The Certificate of Proficiency includes the student's program of study career major.
- 8.2.10.b.B. Rules for allowing students to take a higher level course, advanced placement course, college course or more rigorous substitute in place of a required career major course or recommended elective course are outlined.
- 8.2.11. Reference to electronic portfolio is deleted (per House Bill 2855).
- 8.3.1. Effective date for developing Unified County Improvement Plan is removed.
- 8.3.1.c. Information about enrollment does not need to be included in the Unified County Improvement Plan.
- 8.4.1. Effective date for developing Unified School Improvement Plan is removed.

Impact:

Proposed revisions will

- align policy with 1999 state legislation (electronic portfolio);
- guarantee uniformity of time requirements for high school credit courses;
- ensure that schools are addressing reteaching at all grade levels;
- provide consistency in “testing out” procedures developed on the county level;
- formalize guidelines for substitution of more rigorous courses for career major and recommended elective courses;
- allow counties more time to develop four sequential levels of dance in grades 9-12;
- refine the process for development of the Unified County and School Improvement Plans.

The two revisions that will have the most impact are the minimum number of minutes for a unit of credit in 9-12 and “testing out” guidelines. A time requirement for high school credit courses was in Policy 2444.01, Graduation Requirements, but that requirement lapsed beginning with school year 1999-2000.

126CSR42

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

SERIES 42

Assuring the Quality of Education: Regulations for Education Programs (2510)

§126-42-1. General.

1.1. Scope - This legislative rule establishes the regulations for all education programs that are to improve the quality of teaching and learning in the public schools and ensure that equal education opportunities exist for all students, including, but not limited to: comparably high quality programs of study, effective instructional strategies, work-based experiences, support programs, personnel, instructional materials, supplies, equipment, technology integration, and facilities.

1.2. Authority - W.Va. Constitution, Article XII, §2; W. Va. Code §§18-1-1 and 4; 18-2-5 and 6; 18-2E-4, 5, 7, and 8; 18-5A-4; 18A-1-1; 18A-3-26; and 18A-3a-a.

1.3. Filing Date - ~~December 16, 1996~~

1.4. Effective Date - ~~July 1, 1997~~

1.4.1. Unless specified otherwise within the policy.

~~1.5. Amendments - This policy substantially revises the original policy adopted May 1984 and last amended June 1, 1987, and repeals Policies 2100 (126CSR11), 2444.2 (126CSR68), 2521 (126CSR62) and 2522 (126CSR61).~~

§126-42-2. Purpose.

2.1. The West Virginia Board of Education is committed to establishing high academic standards and providing high quality programs for every student in West Virginia's public schools. The Board will collaborate with parents, educators, communities, business and industry, and higher education to fulfill this commitment. It is important that local boards of education, the school, community, students and families of students cooperate to establish high expectations for student performance and become actively involved in the education process, thereby enabling students to succeed in the classroom and the workplace, lead rewarding and productive lives, and participate responsibly in society.

2.2. Each county education program shall provide the necessary resources, including technology, to ensure that students attain high standards of performance. At

early levels students will achieve basic skills in reading, writing, mathematics, and computer applications. Achievement in these skills will provide the foundation for later intellectual challenges in all programs of study. Students will explore their interests and abilities and engage in relevant activities to help them understand the world of work. Technology will be a tool to help achieve these standards in all schools. The West Virginia Board of Education anticipates the provision of sufficient resources and support, including an adequate system of professional development, appropriate instructional materials, and reliable assessment measures, to realize the West Virginia Education Goals listed in Section 3.1.

2.3. Schools, in cooperation with county boards of education, will determine their individual approaches, pursuant to this policy, to assist students in mastering the adopted instructional goals and objectives. Appropriate accountability measures will ensure that students and educators achieve high levels of performance.

§126-42-3. Scope.

3.1. The major purposes of these regulations are to improve the quality of learning and teaching in the public schools and to ensure that equal education opportunities are provided to all public school students. Equal education opportunities to achieve one's potential include, but are not limited to, comparably high quality programs of study, including work-based experiences, student support programs, personnel, facilities, instructional materials, supplies, equipment, technology integration, and effective instructional practices.

3.1.1. Education Goals. (W. Va. Code §18-1-4)

a. Through the combined efforts of the government, the school system and the people, the following West Virginia Education Goals will be achieved:

- A. all children entering first grade will be ready for the first grade;
- B. all students will have equal education opportunity;
- C. student performance on national measures of student performance will equal or exceed national averages and the performance of students falling in the lowest quartile will improve by fifty percent;
- D. ninety percent of ninth graders will graduate from high school;
- E. high school graduates will be fully prepared for college, other post secondary education, or gainful employment. The number of high school graduates entering post secondary education will increase by fifty percent; and
- F. all working age adults will be functionally literate.

b. These accomplishments will be pursued through strategies that focus on: early childhood development; involvement of parents; improving the quality of teaching; using technology in learning; helping at-risk students; preparing students for higher education and career opportunities; and restructuring and accountability in the education system.

3.2. Thorough and Efficient System - Ensuring a quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students. Providing such an education system must be the goal of the West Virginia Legislature; West Virginia Board of Education; West Virginia Department of Education; county boards of education, and the people of West Virginia. This policy provides the basic structure for all education programs and student support services necessary for a thorough and efficient system of education to be available to all students. The elements of a thorough and efficient system of education are:

3.2.1. high quality education programs, student support services, and work-based experiences;

3.2.2. high quality administrative and instructional practices, personnel, facilities, instructional materials, technology integration, supplies, and equipment;

3.2.3. a safe and caring environment that fosters supportive relationships and involves parents;

3.2.4. a demanding curriculum for all students, with emphasis on the core academic programs of study, coupled with high expectations communicated to students, parents, and communities, and

3.2.5. accountability measures to ensure the public that a thorough and efficient system of education is being provided to students enrolled in the public schools of West Virginia.

3.3. System Requirements - The system of education shall provide opportunity for every child to develop: literacy skills; the ability to perform mathematical functions; the ability to make informed choices among persons and issues that affect his or her governance; the ability to assess self and the total environment to know options and choose life work; the ability to perform in the world of work and post secondary education; the ability to live a healthy lifestyle; the ability to participate in recreational activities; an understanding of the creative arts; and a sense of responsibility to facilitate compatibility with others in society.

§126-42-4. General Responsibilities.

4.1. The responsibility for developing and implementing high quality education programs is shared as follows:

4.1.1. Responsibility of the West Virginia Board of Education - The West Virginia Board of Education has primary responsibility for defining and assuring the delivery of a thorough and efficient system of education through the state superintendent of schools and the West Virginia Department of Education. Given this responsibility, the West Virginia Board of Education shall:

- a. adopt high quality education standards pertaining to all education programs, education personnel development, and related services;
- b. adopt policies providing equal education opportunities for all students that equip them with the skills and knowledge to succeed, to learn throughout their lifetimes, and to attain economic self-sufficiency;
- c. serve as an advocate for a thorough and efficient system of public education;
- d. establish partnerships with higher education, business and industry, labor, and community agencies to assure preparation of graduates for college, other post secondary education, and gainful employment and to achieve the goals of this policy;
- e. assist county boards of education and other participating agencies in implementing and operating high quality education programs and related services;
- f. receive, disburse, and administer state and federal funds designated for the implementation and operation of education programs and related services;
- g. monitor the implementation and operation of education programs and related student support services to ensure compliance with state and federal laws and policies;
- h. provide an effective mechanism for citizens to register concerns if they believe that elements of a thorough and efficient education program are not being provided pursuant to constitutional provisions, statutes, and/or West Virginia Board of Education policy;
- i. provide exceptions and consideration for extenuating circumstances, when suitable alternatives are proposed that ensure the attainment of the same or higher standards through the waiver process outlined in W. Va. Code §18-5A-3, and
- j. report progress toward attainment of state education goals to the public and the Legislature.

4.2. Responsibility of the West Virginia Department of Education - The West Virginia Department of Education has a primary leadership role in 1) defining and developing the framework for education programs and services, 2) assisting county boards of education to ensure delivery of these programs and student support services, and 3) assuring the Legislature, the West Virginia Board of Education, and the public that a

thorough and efficient system of education is being provided. It is the further responsibility of the Department to:

4.2.1. work for and provide staff support to the state superintendent of schools and the West Virginia Board of Education;

4.2.2. provide technical assistance to county boards of education, institutions of higher education, and related agencies;

4.2.3. encourage the use of best practices based on research;

4.2.4. disseminate information concerning the content and implications of standards, policies, and state and federal laws to county boards of education, institutions of higher education, the business community, parents, professional organizations, educational agencies, and other individuals and groups;

4.2.5. develop procedures, guidelines, and technical assistance documents necessary to implement the West Virginia Board of Education policies and state laws;

4.2.6. develop, provide, and participate in programs for professional development;

4.2.7. monitor the implementation of education programs;

4.2.8. administer funds provided and/or authorized by the Legislature and other sources;

4.2.9. maintain appropriate records and reports on the status of education programs and approved education personnel development programs;

4.2.10. be accountable to the public and the Legislature through the "West Virginia Report Cards"; and

4.2.11. provide recommendations to the West Virginia Board of Education to update a plan for a thorough and efficient system of public education.

4.3. Responsibility of Regional Education Service Agencies (RESA) - In order to consolidate and effectively administer education programs and service delivery, Regional Education Service Agencies (RESA):

4.3.1. facilitate equality in the education offerings among counties;

4.3.2. seek to deliver high quality education programs at lower per student cost;

4.3.3. reduce administrative and/or operational costs;

4.3.4. implement a uniform, integrated regional computer information system West Virginia Education Information System (WVEIS);

4.3.5. develop and implement staff development programs, and

4.3.6. provide other education or support services as deemed appropriate by the West Virginia Board of Education, the RESA Board of Directors, or required by legislation or policy.

4.4. Responsibility of County Boards of Education - It is the responsibility of each county board of education to plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations must be made available to all students. In carrying out this responsibility, a county board of education may: 1) cooperate with one or more counties in establishing and maintaining joint programs, 2) use regional services or contract for services with public or private agencies having appropriate programs, and 3) coordinate and share programs, related services, and resources with other organizations, agencies, and local businesses. Regardless of the method chosen, each county board of education will: 1) collaborate with local business and community groups through establishment of partnerships and a county steering committee; 2) be responsible for conducting a technology needs assessment and establishing a county technology team that will develop a county technology plan for the use of technology to improve instruction (See Policy 2470); 3) be responsible for developing a Unified County Improvement Plan and distributing the county board's resources as determined by the plan; and 4) be accountable to the public through the annual "West Virginia Report Card."

§126-42-5. Glossary.

5.1. Administrative Practices - The strategies, procedures, methods, techniques, and behaviors used by administrators to implement, lead, manage, and evaluate the education program in accordance with statutes, policies, rules, and regulations.

5.2. Adolescent Education - The education program that addresses the intellectual, physical, social/emotional, and career preparation needs of students across all programs and areas of study in grades 9-12.

5.3. Adult Education - The education program that addresses the intellectual, physical, social/emotional, and career development needs of persons 16 years of age and older who are not enrolled in school.

5.4. Area of Study - A logical subdivision of the subject matter contained within a program of study. For example, geometry and algebra are areas of study within the mathematics program of study.

5.5. The Arts - The programs of study for dance, music, theatre and visual arts.

5.6. Banked Time - Time added beyond the required instructional day which may be accumulated and used in larger blocks of time during the school year for instructional or non-instructional activities.

5.7. Career Awareness - The opportunity for students to learn about and develop an appreciation of the broad concepts related to work, careers, and educational preparation.

5.8. Career Development - The process through which a student comes to understand the world of work. Kindergarten through fourth grade focuses on career awareness; fifth grade through eighth grade focuses on career exploration; ninth and tenth grade focuses on career exploration and decision-making and eleventh grade through adult focuses on career preparation.

5.9. Career Clusters - Broad grouping of related occupations representative of the type of occupations available in the world of work.

5.10. Career Exploration - The opportunity within the education program for students to conduct self-assessment, access career information, examine multiple career options, and initiate education planning based on a tentative career focus.

5.11. Career Majors - A grouping of occupations with significant commonalities within a career cluster.

5.12. Class Period - A block of time provided for instruction in a course within a program of study.

5.13. Classroom Management System - The organization of the activities and environment of a classroom that are essential to teaching and learning.

5.14. Co-curricular Activities - Activities that are closely related to identifiable academic programs and/or areas of study that serve to complement academic curricula.

5.15. Core Curriculum - The programs of study that, when delivered effectively, enable students to master the knowledge and skills needed to succeed in other programs of study, the workplace, college, and other post secondary education.

5.16. Core Academic Programs of Study - The English language arts, mathematics, science, and social studies programs of study.

5.17. County Steering Committee - A committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils (one member from each programmatic level, K-4, 5-8, 9-12), faculty senates (one teacher from each programmatic level, K-4, 5-8, 9-12), students (one from each programmatic level 5-8 and 9-12) and other organizational entities in the community.

5.18. ~~Course - The organized delivery of predetermined~~ An area of study defined by approved instructional goals and objectives. that is designed to enable the student to master and to demonstrate the knowledge and/or skills required to meet those instructional objectives. The time required for mastery may vary. Schools shall provide reteaching through a variety of strategies which may include, but are not limited to, restructuring the school day, providing extra tutorial sessions, utilizing appropriate technology, extending the school day, and/or extending the school year.

5.19. Developmental Guidance - Planned activities and experiences designed to meet instructional goals and objectives derived from student needs assessments in the area of self-understanding, self-concept, interpersonal relationships, decision-making, career awareness, career exploration, and educational/career choices. (See Policy 2315)

5.20. Diploma - Formal documentation and recognition that a student has satisfactorily completed the graduation requirements of the state and county school district. A Modified Diploma is awarded when a student, who has severe disabilities, satisfactorily completes modified graduation requirements. Students with severe disabilities are defined as those students with cognitive impairments so severe that instructional objectives for required and elective courses are not appropriate, even when delivered in altered form or through different strategies, i.e. changes in delivery, specially designed instructional objectives, teaching strategies, media/resources, and evaluation techniques. The Individualized Education Program (IEP) Committee determines if the student is unable to meet the graduation requirements for a regular diploma. The modified graduation requirements are recorded on the student's IEP and Individualized Student Transition Plan.

5.21. Early Childhood Education - The education program that addresses the intellectual, physical, social/emotional, and career awareness needs of learners across all programs and areas of study in grades Pre K-4.

5.22. Education Program - A structure for defining, delivering, and being accountable for a thorough and efficient system of education. This structure is applicable at the state, county, and school levels.

5.23. Elective Courses - Courses students may choose to study based on need and interest:

5.23.1. Required elective courses must be available to the student sometime during the appropriate programmatic level unless otherwise specified in an Individualized Education Program.

5.23.2 Optional elective courses may be made available by the county board of education, school or other entity based on student need and interest, but they are not required to be made available.

5.24. Extracurricular Time - Time that is not part of the required instructional day or curricular offerings but is under the supervision of the school. It may be used for

athletics, non-instructional assemblies, social programs, entertainment and other similar activities. Extracurricular activities may not be scheduled during the instructional day.

5.25. Grade/Instructional Level - The class structure that is used to organize and deliver education within West Virginia public schools. The public school education experience is divided into 13 levels, K-12.

5.26. Graduation Requirements - Graduation requirements are the number of required and elective units of credit that must be earned by a student in order to be graduated from high school. A diploma is the document that is awarded to a student to verify completion of these graduation requirements.

5.27. Individualized Education Program (IEP) - A written plan, developed by educators, parents, related service personnel and the student describing the specially designed instruction needed for an eligible exceptional student to master the instructional goals and objectives and/or be prepared for the workplace. (See Policy 2419)

5.28. Instructional Day - Time allocated within the school day for the teaching and mastery of instructional goals and objectives. The minimum instructional day for K-4 is 315 minutes, 5-8 is 330 minutes, and 9-12 is 345 minutes.

5.29. Instructional Goal - A broad statement of the general direction of instruction in the programs of study.

5.30. Instructional Objective - The specific knowledge that students should know (content) and/or what students should be able to do (skills).

5.31. Instructional Term - The period of time from the opening of school to the closing of school. The specific dates for each county's instructional term are set by the county board of education and must include a minimum 180 days of instruction. (W. Va. Code §18-5-15)

5.32. Instructional Practices - The strategies, procedures, methods, techniques, and behaviors used by teachers to help students attain the instructional goals and objectives of a program of study.

5.33. Interdisciplinary Area of Study/Instruction - A delivery system integrating instructional goals and objectives from different programs and/or areas of study.

5.34. Local School Improvement Council - A local advisory group composed of three teachers, three parents, two service employees, the principal, and two at-large members appointed by the principal, and one student in schools with grade seven and higher. The Council: focuses on improving the education program and operation of the school; has authorization to request waivers of local or state rules, policies, and state superintendent interpretations; assists in the development of the Unified School Improvement Plan, and can apply for grants and awards.

5.35. Middle Childhood Education - The education program that addresses the intellectual, physical, social/emotional, and career exploration needs of students across all programs and areas of study in grades 5-8.

5.36. Partners in Education - Businesses or other community organizations formally linked with an individual school sharing human resources, expertise, and time in a collaborative manner to provide students with enhanced learning opportunities.

5.37. Pre-Kindergarten - The period of time from ages 3 to 5 that is allocated for planned education experiences to address the child's physical, social, emotional, perceptual, and intellectual growth and development. Emphasis is placed on early identification and remediation of physical and intellectual delays in order to enable children to make the most of education opportunities afforded them when they enter kindergarten.

5.38. Program of Study - A curriculum within levels K-adult that constitutes the subject matter to be offered. For example, English/language arts, mathematics, social studies, and business education are programs of study.

5.39. Required Basics - The knowledge and skills that are the fundamental to learning in all programs of study. Reading, writing, mathematics, and computer skills are the required basics.

5.40. Required Courses - Those courses that all students must complete.

5.41. Reteaching - Strategies teachers use to ensure mastery of concepts and instructional goals and objectives by all students. The individual school retains the option of selecting and implementing the strategies for the daily reteaching of the students.

5.42. School Day - The time, inclusive of homeroom, class changes, breaks/recess, lunch, and other non-instructional activities from the first designated assembling of the student body in groups (homeroom or first period) to the dismissal of the student body.

5.43. Semester - A block of instructional time that is equivalent to at least one-half of the school year. For example, 90 instructional days is equal to a semester in a traditional school term of 180 instructional days.

5.44. Subject - A synonym for an area of study. For example, subject may refer to algebra, economics, or literature.

5.45. Technology Integration - The use of programs of study to help students understand and use technology, and the use of technology to help students master the programs of study.

5.46. Unified County Improvement Plan - A plan developed through a strategic planning process that incorporates data from the individual Unified School Improvement Plans, or equivalent strategic school improvement plans, to provide for identified county-

wide needs while unifying county level resources to ~~deliver a strong education program~~ improve student achievement.

5.47. Unified School Improvement Plan - A plan developed through a strategic planning process that utilizes and unifies all fiscal and other resources to deliver the education program based on identified student learning needs. ~~This plan is intended to replace the multiple plans currently required for various programs.~~

5.48. Unit of Credit - Recognition given to a student for the successful demonstration of mastery of the instructional objectives at a level established for an approved required or elective high school level course for which a minimum of 8100 minutes of instructional time have been allotted. Partial credit may also be awarded, e.g., ½ unit for attainment of instructional objectives for a required or elective area of study for which a minimum of 4050 minutes of instructional time have been allotted. The level of mastery ~~as~~ shall be determined by the county board of education. Individual students who demonstrate mastery of instructional objectives of a particular course must be provided opportunities to progress to the next level of objectives. Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine or for successful completion of college credit.

5.49. Warranty - The formal recognition by the county board of education that the graduate has mastered the basic skills of reading, mathematics, and language at a level appropriate for an entry level position in the workplace (50th percentile) or for an advanced level position in the workplace and for post secondary education (70th percentile). This determination is made based on grade 11 test scores. If the student does not function successfully, the graduating school system will provide additional instruction in the basic skills at no cost to the student, employer, or post secondary institution.

5.50. West Virginia Report Card - Information provided to parents and the general public on the quality of education in the public schools that is uniform and comparable among schools within and among the various school districts as defined in W. Va. Code §18-2E-4.

5.51. Work Based Learning - Education activities that assist students to: gain an awareness of the workplace; develop an appreciation of the relevance of academic subject matter to workplace performance; and gain valuable work experience and skills while exploring career interests and abilities.

5.52. Work Day - Time allocated for the instructional day and other activities such as homeroom, class changes, lunch, planning periods, and staff development that may not exceed eight clock hours.

5.53. Process/Workplace Skills - Skills required for success in a career and the workplace including the ability to: organize, plan, reason, and use information to solve problems; communicate orally and in writing; work effectively with others; understand and use technology; develop personal skills and attributes; and plan and prepare for a career. (See the Process/Workplace Goals in Policy 2520)

§126-42-6. Program Definition.

6.1. The education program offered in West Virginia's schools is defined in broad terms as all of the education activities that take place during the school day and the school year. The education program provides education opportunities for students to master the basic skills, and to develop the broader knowledge and skills necessary to function effectively in responsible adult roles. The education program is based upon the best information available regarding effective practices and information that is provided through responsible research so that the program of education is efficient and effective. The education program is structured and based on four programmatic levels: early childhood education, middle childhood education, adolescent education, and adult education. Within those programmatic levels, the education program includes the programs of study that make up the curriculum, instructional practices, and student support services.

6.2 Each county board of education shall establish policies and implement written procedures to define its education program in accordance with the definitions and requirements that follow. In meeting this responsibility the county board shall:

6.3. Programmatic Levels - Base the definition and delivery of its education program on the following four stages of student development and maturity.

6.3.1. Early Childhood Education (Grades Pre K-4) - Early childhood education is the beginning of formal education in West Virginia public schools. Pre-kindergarten and kindergarten provide developmental activities designed to stimulate the intellectual, physical/motor and social/emotional development of the child and begin the process mastery of the required basics. The education program in grades 1 and 2 gives priority to the mastery of the required basics of reading, writing, mathematics, and computer skills and reinforces the developmental activities with emphasis on integration of career awareness and the use of other technology skills.

6.3.2. Middle Childhood Education (Grades 5-8) - Middle childhood education builds upon the results of early childhood education and provides education opportunities to help students extend competence in basic skills; develop self-understanding, self-knowledge, independence and interdependence; and engage in exploratory experiences in academic areas and careers. The middle childhood education program builds on and emphasizes extension of the basic skills, including technological skills, broadening of academic skills to assist students in making the transition from childhood to adolescence and experiencing career exploration to develop individual student transition plans for grades nine and ten.

6.3.3. Adolescent Education (Grades 9-12) - Adolescent education provides students the intellectual, social/emotional, physical, and technological capacities for successful entry into adulthood. The adolescent education program provides challenging and rigorous courses in the programs of study that will enable students to achieve high levels of competence so they can complete graduation requirements, receive

a warranty and be prepared to successfully enter and compete in the workplace and in post secondary education. Students in the adolescent education program will have the opportunity to examine a system of career clusters and to select and complete a career major.

6.3.4. Adult Education - Adult education is designed to meet the education, employment and training, economic, civic, cultural, social, and recreational needs of adults in the community served by public schools. These programs are offered by county boards of education or regional education service agencies and are described in Chart VII.

6.4. Programs of Study - Ensure that the programs of study establish the content and skills (what students should know and be able to do) around which the instructional program is organized and delivered. Programs of study are introduced, emphasized and delivered in different ways at the four programmatic levels. Some programs of study are required to be taken by all students and others are required to be offered to students. The following factors must be addressed as each county board of education defines its programs of study:

6.4.1. The programs of study identified in Charts I-IV must be available to and taken by all students as noted in the charts.

a. Transfer Students - Students who transfer into a West Virginia school that has additional requirements may not be able to complete these requirements. In such cases, the student's credits shall be evaluated to determine if one or more county and/or state requirements will be waived by the county or state superintendent.

b. Continuous Enrollment - If a student has been enrolled continuously in grades 9-12, the student shall be expected to meet the graduation requirements that were in effect when he/she entered ninth grade.

c. Re-enrollment - If a student has enrolled after dropping out of school, the requirements that a student must meet depend upon the length of time he or she has been out of school. If the student has been out of school less than one year, he or she would be expected to complete the graduation requirements that were in effect when he or she entered grade nine. If the student has been out of school one year or more, he or she would be expected to complete the current graduation requirements.

6.4.2. The courses needed for graduation (Chart IV) require mastery of the West Virginia Board of Education and county board of education approved Instructional Goals and Objectives. The county board of education shall determine the level of mastery which constitutes successful completion of a course. In addition, county boards of education must ensure that at least 8100 minutes for each unit of credit (or at least 4050 minutes for each ½ unit of credit.) Current graduation requirements, Policy 2444.01, will remain in effect for students entering grade nine through the 1998-99 school year.

6.4.3. Additional programs of study not identified in Charts V and VI are offered to afford students the opportunity to attain mastery of the instructional goals and objectives, to broaden and enrich their education, and to support academic and career development. Time requirements for granting of credit as specified in sections 5.48 and 6.4.2 apply.

6.4.4. Any elective offering must be based on West Virginia Board of Education approved instructional goals and objectives or on written goals and objectives that are approved by the county board of education.

6.4.5. Chart VII identifies programs of study that provide lifelong learning opportunities for adults so that they may maintain, acquire, or enhance functional and/or technical literacy.

6.4.6. Technology must play a major role in the delivery of all programs of study. Technology will be used as part of the delivery process for instruction and providing information for students. The use of technology, particularly computers, will also be a part of the curriculum so that students develop skills and know how to use technology as an effective tool for learning, processing information, and communicating information to others.

6.4.7. County boards of education must make a variety of career cluster options available to students in order to ensure that students understand the breadth and scope of careers in the world of work. Required career major courses and required electives within the majors will be determined by county boards of education.

6.4.8. Linkages must be established that enable school personnel and businesses to provide work-based experiences to support and enhance the programs of study and career development of each student.

6.4.9. Authority for County Boards of Education to Increase Graduation Requirements - The state graduation requirements include 24 total units of credit. County boards of education have the authority to increase these requirements for schools in their counties. The county superintendent shall notify the West Virginia Department of Education of any changes in requirements beyond the state requirements.

6.4.10. Accepting Credits Earned Before Grade 9 - Any student who successfully completes a high school level course prior to grade nine shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the courses. The grade for any course taken prior to grade nine becomes part of the student's permanent record and is calculated in the student's GPA (grade point average).

6.4.11. County boards of education shall adopt policies that allow students to earn credits for completion of college work. These units of credit may be used to meet graduation requirements, based on the stipulations in Policy 2520.

Chart I

Early Childhood K-2

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Reteaching is to occur daily for those students needing more help.

English Language Arts

Mathematics

These required programs of study may be taught as separate or integrated programs but need not be taught daily.

Science

Social Studies

Art

Music

Physical Education

Health

Components of career awareness and the application of technology shall be included during instruction in all subjects.

Students demonstrating mastery of instructional grade level objectives in the programs of study are to be provided the opportunity to advance to the next grade level objectives.

Chart II

Early Childhood 3-4

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Science and Social Studies may be taught as separate or integrated programs. Reteaching is to occur daily for those students needing more help.

English Language Arts
Mathematics
Science
Social Studies

These required programs of study may be taught as separate or integrated programs but need not be taught daily.

Art
Music
Physical Education
Health

Components of career awareness and the application of technology shall be included during instruction in all subjects.

Students demonstrating mastery of instructional grade level objectives in the programs of study are to be provided the opportunity to advance to the next grade level objectives.

Chart III

Middle Childhood 5-8

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Schools implementing alternative schedules will provide equivalent instructional time for these programs of study.

English Language Arts
Mathematics
Science
Social Studies

These required programs of study shall be taught at each grade level each year as separate subjects.

Art
Music*
Physical Education
Health

These required programs of study shall be taught annually.

Career Exploration**
Developmental Guidance***
Foreign Language****

Career awareness and the application of technology shall be taught in all programs of study. Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives.

* Choral and instrumental music must be offered no later than grade six.

** These experiences based on instructional goals and objectives must be provided to students during grades seven or eight beginning the fall of 1998, and may be integrated or taught as a separate course. Where feasible, consideration should be given to using modular technology education labs to enhance career exploration.

*** This may be integrated or taught as a separate course.

**** Beginning the fall term of 1998, all counties are encouraged to offer two years of foreign language for students in grades seven and eight. Beginning the fall of 2002, all counties will be required to offer two years of foreign language for students in grades seven and eight.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart IV

Adolescent 9 - 12

These graduation requirements for grades 9 - 12 become effective for students entering grade 9 in the 1999 - 2000 school year.

Requirements for Graduation

English Language Arts

4 courses

English 9, 10, 11, 12

Mathematics*

3 courses

Two of the three credits will be Algebra I and above.

Science

3 courses

Coordinated and Thematic Science 9, Coordinated and Thematic Science 10, and one course above Coordinated Thematic Science 10 level.

Social Studies

3 courses

United States to 1900, World Studies to 1900, and Twentieth Century

Physical Education/Wellness

1 course

Health

1 course

The Arts

1 course

Career Majors**

4 courses (Career majors are to be determined at the local school or county level.)

Electives

4 courses (chosen from the school's offerings of electives)

Work-based Learning***

(Work-based Learning will be determined at the local level.)

Credits for ~~these~~ each courses ~~are~~ is to be awarded based upon demonstrated mastery of the instructional objectives and successful completion of a course for which at least 8100 minutes of instructional time for one credit or 4050 minutes for ½ credit have been allotted. The county board of education shall determine the level of mastery which constitutes successful completion of a course.

Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives.

* Successful completion of the objectives for Applied Math I and II is equivalent to an Algebra I credit. Applied Geometry may be substituted for a formal course of geometry.

** Prior to students selecting career majors, opportunities for career decision making orientation must be provided.

*** The decision regarding credit for the experiences at grades 9 - 12 will also be made at the local level.

All students are strongly encouraged to complete two courses in a foreign language.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart V

Core Electives

Adolescent 9-12

ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE AND SOCIAL STUDIES

English Language Arts

Drama
Theater
Journalism
Mass Media
Television
Film
Speech
Creative Writing
Technical Writing
Desk Top Publishing
AP English
English College Courses

Mathematics*

Applied Mathematics I*
Applied Mathematics II*
Geometry/Applied Geometry*
Algebra II*
Trigonometry
Probability and Statistics
Pre-Calculus
Discrete Mathematics
Algebra/Geometry Preparation
Algebra Support
AP Mathematics
Mathematics College Courses

Science**

Biology Eleven/Twelve
Chemistry Eleven/Twelve
Chemistry - Technical/Conceptual
Environmental Earth Science
Eleven/Twelve
Human Anatomy & Physiology
Physics Eleven/Twelve
Physics - Technical/Conceptual
AP Science
Science College Courses

Social Studies

Civics/Government***
Economics***
Geography
AP Social Studies
Social Studies College Courses

- * Indicates math courses required to be offered. Schools must offer four courses in mathematics at a level above Algebra I.
- ** A minimum of one advanced course for each of the four fields of science (Biological Sciences, Chemistry, Environmental Earth Sciences, and Physics) must be offered.
- *** Required to be offered.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart VI

Non-Core Electives 9-12

The instructional objectives for these electives will be submitted to the State Board for approval within the next six months.

The Arts

Electives must be offered to accommodate four sequential levels of student achievement in music (both instrumental and choral) and visual art (general art and/or studio art). Electives must be offered in at least one level of student achievement in dance and theatre beginning with the 1998-99 school year. Electives must be offered to accommodate four sequential levels of student achievement in dance and theatre beginning with the 2001-02 school year. Additional elective offerings may be made available based upon student need and interest.

Career Clusters and Majors

Career cluster options must be made available to students to ensure that students understand the breadth and scope of careers in the world of work. Required career major courses and required electives within the majors will be determined by county boards of education. See Section 8.2.10.b.B. for rules allowing students to take a higher level course, advanced placement course, college course or more rigorous substitute in place of a required career major course or a recommended elective course. Career majors must reflect, where appropriate, professional, skilled, and entry level components.

Driver Education

A minimum of one course must be offered.

Family and Consumer Science

Two elective offerings which include instructional goals and objectives that teach parenting skills to meet the stipulations of West Virginia Code §61-8-9A must be offered.

Foreign Language

A minimum of two levels of one foreign language will be required to be offered. Languages to be offered will be determined by county boards of education.

Health

Elective offerings may be made available based upon student need and interest.

Physical Education

Elective offerings may be made available based upon student need and interest.

Note: Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county boards of education.

CHART VII Adult Education Programs*

Adult Basic Education (ABE)	Vocational and Technical Education Full- and Part-Time Classes	Job Specific Services to Business and Industry
<ul style="list-style-type: none"> ● Basic Literacy ● Basic Skills Assessment ● General Educational Development (GED Preparation) ● Workplace Readiness Skills ● Televised ABE ● External Diploma Program (EDP) ● English as a Second Language (ESL) ● Correctional Literacy Programs ● Family Literacy Programs ● Adult Education for the Homeless Programs ● Test Preparation for employment, college, military ● Career Exploration 	<p>Technical training is provided to assist adults seeking employment or enhancing their current employment.</p> <ul style="list-style-type: none"> ● Industrial and Technical ● Computer Science ● Business Education ● Wood Products Technology ● Aquiculture ● Hospitality ● Health Care 	<ul style="list-style-type: none"> ● Workplace Education Programs ● Job/Task Analysis ● Training Material Identification/Procurement ● Training Material Development ● Training Video Production ● Technical Skill Training ● Supervisory Training ● Train-the-Trainer Program ● Customized Skills Development Classes ● Employee Assessment/ Selection Service ● Use of Vocational Facilities/ Equipment ● Referral to Other Agencies
Workforce Development Training for Special Populations	Public Service Training	Community Education and Service Learning
<p>Academic skills and technical training are provided for unemployed and/or economically disadvantaged adults.</p> <ul style="list-style-type: none"> ● Job Training Partnership Act ● Job Opportunities and Basic Skills Training ● Trade Readjustment Act ● Clean Air Act ● North American Free Trade Agreement 	<ul style="list-style-type: none"> ● Emergency Medical Training ● Wastewater and Water Training ● Firefighting Training ● Hazardous Material Training 	<p>The activities provide personal and professional benefits to the participants and strive to create a partnership between the school and the community.</p> <ul style="list-style-type: none"> ● Community Service Learning <ul style="list-style-type: none"> -- Tutoring -- Mentoring -- Coaching ● Community Schools Councils ● School Improvement Councils ● Recreational Activities ● After School Child Care ● Personal Development Courses

*To be delivered consistent with Policy 2420.

6.5. Instructional Goals and Objectives - Identify and sequence within each program of study, the specific instructional goals and objectives that are to be taught in the schools of the county in order to assist teachers in organizing and delivering instruction.

6.5.1. Ensure that curricula at the county and school levels are based upon the approved instructional goals and objectives.

6.5.2. Instruction at the county and school levels is modified when necessary to accommodate the educational needs of eligible exceptional students and other students with special needs.

6.5.3. A functional curriculum, focusing on the life skills necessary to make a successful transition to adult life, is provided as needed to individual students with disabilities.

6.6. Student Support Services - These services include, but are not limited to: guidance and counseling, health services, library/media services, school psychological services, social services and attendance, transportation services, and nutrition services. County boards of education must provide student support services to ensure that students are able to participate in and benefit from a high quality education program.

6.6.1. Guidance and Counseling - School counselors work with individual students and groups of students through developmental, preventive and remedial approaches at least 75 percent of their time to meet academic, social, emotional, and career development needs as required in W. Va. Code §18-5-18b. This includes identifying and addressing the problems of potential school dropouts. Developmental guidance programs focus on career development and preparing students to function more effectively in school, at work, at home, and in the community.

6.6.2. School Health Services - School health services provide early identification of health problems and follow-up activities to facilitate and assure appropriate health/medial care as required in W. Va. Code §18-5-22. Emphasis is placed on preventive services and health education to reduce absenteeism and academic failure and promote lifelong health-enhancing behaviors.

6.6.3. Library/Media Services - Today's technological society requires access to media and use of such skills as retrieving, receiving, and using information. Each county board of education will determine the library media services to be made available within its budget.

6.6.4. School Psychological Services - School psychological services facilitate the interpersonal and academic development of all students and foster the social and emotional health of students. School psychologists assist teachers and other school personnel to use assessment information for instruction.

6.6.5. Social Services and Attendance - W. Va. Code §18-8-3 requires compulsory school attendance to begin with the school year in which the sixth birthday is reached prior to September one of such year or upon enrolling in a publicly supported kindergarten program and to continue to the sixteenth birthday or for as long as the student continues to be enrolled in a school system after the sixteenth birthday. County boards of education must employ a full-time attendance director if the county has a net enrollment of more than four thousand pupils and at least a half-time director if net enrollment is less than four thousand.

6.6.6. Transportation Services - Each student who requires county board provided transportation shall have safe, efficient transportation to the extent necessary to assure the opportunity to participate in the county education program. (W. Va. Code §18-5-13)

6.6.7. Nutritional Services - W. Va. Code §18-5-37 requires county boards of education to provide a breakfast program. In addition to the breakfast program, school nutrition services provide balanced meals for all students who choose to participate in the program and help students develop sound nutritional habits. All schools must serve meals that are nutritionally adequate.

6.7. Co-curricular and Extracurricular Activities.

6.7.1. Implement, in an equitable manner, co-curricular and extracurricular programs, at the appropriate instructional levels, that contribute to the success of students.

6.7.2. Co-curricular activities may take place during the instructional day.

6.7.3. Extracurricular activities shall occur outside of the instructional day.

6.8. Student Assistance Teams - (In some instances, formerly called (SBAT) Student Based Assistance Teams) Establish in each public school a student assistance team that shall:

6.8.1. Consist of at least three (3) persons, including a school administrator, who shall serve as the chairperson, a current teacher(s), and other appropriate professional staff.

6.8.2. Review individual student problem area(s) when a student demonstrates poor academic performance and/or engages in disruptive behavior and recommend appropriate instructional and/or behavioral intervention strategies within the regular education program or refer immediately for multi-disciplinary evaluation.

6.8.3. Invite parents to review recommendations made by the team in regard to their child's program and provide feedback to the team about those recommendations.

6.8.4. Review, no later than one grading period after implementation (or as otherwise specified), the effectiveness of the instructional and/or behavioral intervention strategies to determine the need for continuation, modification, and/or termination of educational interventions or the need to refer for multi-disciplinary evaluation.

6.8.5. Be trained in appropriate instructional and behavioral intervention strategies, and referral procedures.

6.8.6. Collect and maintain data on the activities of the team, including the dates of meetings, the members in attendance, the recommendations of the team, the dates of review meetings, and the results of the interventions.

§126-42-7. Program Delivery.

7.1. The county board of education shall establish policies and implement written procedures to provide high quality delivery of its education program. In meeting this responsibility the county board shall address the components of a high quality program listed below:

7.2. Administrative Practices

7.2.1. Ensure that all students ages 6-16 are attending public schools or are exempted from compulsory school attendance under provisions of W. Va. Code §18-8-1a.

7.2.2. Provide a rigorous and relevant curriculum based on the West Virginia Board of Education approved Instructional Goals and Objectives in the required basics to ensure that all students have an opportunity to:

- a. Perform at grade level at the completion of the fourth grade; and
- b. Attain the basic academic skills as measured by the West Virginia Board of Education adopted, eleventh grade achievement test by no later than the end of the eleventh grade.

7.2.3. Ensure that all schools are safe and that the environment is conducive to learning.

7.2.4. Organize school calendars and schedules to maximize academic learning time and, ~~where funds and resources are available, provide extended day and extended year learning opportunities for students~~ provide reteaching through a variety of strategies which may include, but are not limited to, restructuring the school day, providing extra tutorial sessions, utilizing appropriate technology, extending the school day, and/or extending the school year, where funds and resources are available, provide extended day and extended year learning opportunities for students.

7.2.5. Put procedures in place at the county and school level to ensure that test data are used to identify student learning needs and that those learning needs are appropriately addressed through reteaching and improving instruction.

7.2.6. Develop a Unified County Improvement Plan or an equivalent strategic plan based on information from the Unified School Improvement Plans. (~~Effective December 31, 1997~~)

7.2.7. Appoint and maintain a county steering committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils (one member from each programmatic level, K-4, 5-8, 9-12), faculty senates (one teacher from each programmatic level, K-4, 5-8, 9-12), students (one from each programmatic level 5-8 and 9-12) and other organizational entities in the community.

a. The county steering committee will act as a partner with the county board in developing and implementing high quality preparation of youth for college, other post secondary education, and gainful employment;

b. This committee shall also provide advice and assistance to the State Jobs Through Education Employer Panel;

c. The membership or designated representatives may serve, to the extent appropriate on the community technical college district consortia committee as established in W. Va. Code §18B-3-3a;

d. The committee may also advise the county board of education in developing the Unified County Improvement Plan; and

e. The committee may also act as the Council on Productive and Safe Schools if it meets the stipulations for membership outlined in W. Va. Code §18-5-42.

7.2.8. Provide work-based learning experiences for each student at some time in grade 9, 10, 11 or 12 (Effective with students entering grade nine in the 1999-2000 school year). In order to qualify as a work-based learning experience within the meaning of this section, the experience must have the demonstrated ability to help students attain the process/workplace objectives as defined in Policy 2520. Counties with few employers must identify and utilize alternative strategies, such as simulated workplace situations, community service, and school-based enterprises to provide such opportunities. Each county board of education shall:

a. establish a procedure for coordinating work-based learning experiences;

b. establish criteria for selecting quality work-based learning experience and sites;

c. establish criteria and standards that students must meet to be eligible for work-based learning experience;

d. establish goals and objectives for the different types of work-based learning experiences;

e. establish process and criteria for work-based experiences that merit the awarding of credit; and

f. provide staff development for coordinators, mentors, and supervisors of work-based learning experiences.

7.2.9. Ensure that each school has established and is implementing:

a. a process to maintain a safe climate conducive to learning that enhances the physical, social and emotional well being of students;

b. a process to ensure that parents are involved in the school and their child's education;

c. a process for flexible staff scheduling to ensure that maximum opportunity for re-teaching and remediation is available for students.

d. a process and procedures for providing professional development to ensure implementation of methodologies and best practices for strengthening the rigor, content, and relevance of the learning process;

e. instructional practices that are based on the best information from research and successful practices;

f. a "Code of Conduct" policy that addresses absences, tardiness, and misbehavior at the school and classroom levels and enhances student learning of responsible behavior;

g. a rigorous curriculum that is coordinated and sequenced so all teachers are aware of the instruction students receive prior to entering the grade level they teach and what the expectations are for students to be able to succeed at the next grade level;

h. a policy for student homework;

i. a policy for grading;

j. a system for monitoring and assessing pupil performance related to instructional goals and objectives of the school education program;

k. an adequate continuing record of student progress for student, parent, and teacher information; ~~utilizing electronic portfolio, when available, at the~~

~~appropriate levels for recording of student skills, competencies and readiness for employment;~~

l. a system to monitor dropout rates and, when appropriate, plans to reduce the student dropout rate.

m. accurate record keeping practices pertaining to withdrawals from education programs;

n. technology practices that facilitate student development in areas such as, but not limited to, computer skills, critical thinking and decision-making, application of academic knowledge in workplace programs, and making informed career decisions;

o. a School Technology Team to develop a comprehensive technology plan that includes instructional and academic goals and objectives as a component of the Unified School Improvement Plan. (September 30, 1997) (See Policy 2470);

p. a technology infrastructure that has multiple applications in enabling students to achieve at higher academic levels;

q. a local school improvement council that facilitates improvement of educational quality by encouraging the involvement of the school community in the operation of the school and by utilizing the waiver process when appropriate;

r. a faculty senate that facilitates school improvement through practices outlined in W. Va. Code §18-5A-5;

s. a school curriculum team that establishes the programs and methods for implementing a curriculum based on state approved instructional goals and objectives and based on the needs of the individual school with a focus on reading, writing, mathematics, and technology;

t. a continuous system of program assessment, accreditation, and program improvement;

u. a system to decrease the number of students performing in the lowest quartile by fifty percent within four years; and

v. a Unified School Improvement Plan (or equivalent strategic plan) that is based on the identified needs of the students and is developed collaboratively by the local school improvement council, the principal, faculty senate and school curriculum team. ~~(Effective September 30, 1997)~~

7.2.10. Require, prior to the beginning of each school year, that the principal and teachers at every school determine time allocations within the regular and alternative school calendars for specific instructional programs based on the needs of

students. For high school level courses, at least 8100 minutes of instructional time shall be allotted for each unit of credit (or at least 4050 minutes for each ½ unit of credit.) A county board of education may specify time allocations for those schools that do not perform in accordance with the state/county board's expectations.

7.2.11. Provide, at a minimum, an instructional day of: 315 minutes for kindergarten and grades 1 through 4, 330 minutes for grades 5 through 8, and 345 minutes for grades 9 through 12.

7.3. Instructional Practices.

7.3.1. Ensure that each teacher and each school implements a system for delivering classroom instruction and work-based learning experiences that increase student achievement. The system must align instructional practices, instructional materials, assessment and staff development. In implementing an effective aligned system of instruction, the teachers:

- a. set, maintain and communicate high expectations for all students;
- b. base the instructional program on county or state approved Instructional Goals and Objectives;
- c. assess student performance and appropriately plan instruction for students;
- d. develop and utilize written lesson plans;
- e. provide reteach and expanded learning opportunities based on student performance data;
- f. use effective instructional materials correlated with instructional goals and objectives; and,
- g. continually monitor student progress and adjust instruction.

7.3.2. Ensure that teachers use multiple strategies and methods to provide students the opportunity to master the instructional goals and objectives. Strategies that are effective and have been identified through research and/or practice include:

- a. encouraging parents/guardians to stimulate their children's intellectual development and academic achievement;
- b. grading, commenting upon and discussing homework assignments in a timely fashion;

- c. using direct teaching that includes systematic sequencing of lessons, a presentation of content and skills in small steps, feedback, guided practice with close teacher monitoring, reteaching as necessary, independent practice and homework, weekly and monthly reviews;
- d. guiding students to see relationships of past and present learning;
- e. tutoring of students by teachers, peers and qualified volunteers;
- f. increasing student participation through cooperative learning;
- g. employing a variety of instructional techniques and technology utilization to adapt lessons for the needs and interests of individual students and small groups;
- h. providing practice in effective work habits as part of instruction to assist students in realizing that it is their job to learn;
- i. reviewing and reinforcing previously learned skills and, if necessary, reteaching skills before introducing new ones;
- j. providing individual feedback to students on their work and progress;
- k. providing reteaching and enrichment opportunities, including honors and advanced placement, for all students;
- l. using instructional strategies, methods, and techniques that require the student to be actively engaged in the learning process;
- m. linking classroom instruction to the student's future work and academic success;
- n. using strategies that require students to apply academic knowledge in practical situations and problem solving;
- o. using computers and other technologies to provide learning opportunities in all subjects for students individually and in groups;
- p. providing structured opportunities for each student to participate in work-based activities. These activities are integrated with and an extension of the school-based programs of study, at some time in grade 9, 10, 11, or 12 (Effective with students entering grade nine in the 1999-2000 school year);
- q. integrating and interrelating academic and technical content throughout the curriculum;

r. providing a variety of opportunities for cross-disciplinary learning to emphasize the importance of writing in all programs of study; and

s. planning and working together and exercising their professional judgement in the classrooms.

7.3.3. Implement a classroom management system that fosters an environment conducive to student success:

- a. teachers create an atmosphere that is safe, secure, caring, and orderly;
- b. teachers and administrators set high positive expectations for all students;
- c. teachers establish and communicate class rules and school rules;
- d. teachers engage students successfully in meaningful instructional activities;
- e. teachers are prepared and initiate instruction as soon as students arrive in the room;
- f. school administrators and teachers protect instructional time by allowing minimal interruptions of instruction and limiting out-of-class activities;
- g. teachers exhibit professional behavior, as defined in the Teacher Code of Conduct, show consideration and respect for individual differences, and guard confidentiality of student information; and,
- h. teachers teach, expect and acknowledge responsible behavior including students being prepared for class and having appropriate materials (books, paper and pencils) with them.

7.4. Personnel.

7.4.1. Provide necessary supervisory/administrative staff that meet the following criteria:

- a. Certification
 - A. Employ professionally certified administrators.
 - B. Ensure that professional staff are working in the areas of endorsement specified on their certificates.

C. Ensure that principals have met the requirements of training through the principals' academy as identified in W. Va. Code §18A-3-2c.

b. Accountability

A. Ensure that the principal's primary responsibility is instructional management and support within the school. Such responsibilities shall include:

(a) developing flexible staff schedules to maximize opportunities to deliver instruction to groups of students or to individual students who may need additional assistance to master basic skills;

(b) scheduling time to work with staff, faculty senate, curriculum team and local school improvement council to plan, organize, implement, and evaluate the education programs;

(c) observing teacher and student performance in the classroom and providing feedback and recommendations for improvement;

(d) analyzing and using performance data to improve student achievement;

(e) monitoring activities during the instructional day and extracurricular and co-curricular time;

(f) assisting teachers in developing individual plans for instructional improvement;

(g) reviewing instructional plans on a regular basis with teachers;

(h) coordinating professional development activities identified in cooperation with the building staff, faculty senate, curriculum team, technology team and local school improvement council;

(i) involving the community, including local school improvement council, business partner, parents, teachers and other appropriate entities, in planning and reviewing the education program and providing leadership for the local school improvement council to develop and implement a Unified School Improvement Plan;

(j) distributing time and resources on the basis of the Unified School Improvement Plan; (Effective July 1, 1998)

(k) engaging educational and community leaders in a dialogue about the hopes, aspirations, vision, and future directions of local education;

(l) keeping parents informed about the education program through newsletters, parent-citizen groups, and reports on student achievement;

(m) encouraging meaningful parental involvement in student education;

(n) establishing school technology team and developing a technology plan; and

(o) coordinating jobs through education activities and other professional development activities as identified in cooperation with the county board of education, the county steering committee and the building staff.

c. Provide professional development opportunities through a variety of means such as the principals' academy, institutes, workshops, conferences, teacher and business exchange programs, and school site visitations.

7.4.2. Instructional Staffing

a. Certification

A. Employ professionally certified teachers to implement each program of study.

B. In Alternative Education Programs, as outlined in Policy 2418, provide for the participation of staff certified in the core subject areas in the development of the academic curriculum and the assessment measures to determine mastery of instructional goals and objectives.

C. Ensure that professional staff are working in the areas of endorsement specified on their certificates.

D. Ensure that professional staff are provided continuous professional development to increase their ability to deliver a high quality education program.

b. Accountability

A. Ensure that teachers and library/media professionals are provided a duty free planning period that is the length of the usual class period and is not less than thirty minutes.

B. Ensure that teachers implement their responsibilities within programs of study.

C. Ensure that teachers have a general knowledge of the instructional goals and objectives for all levels of their program of studies (K-12) to promote program articulation.

D. Ensure that teachers are able to help students attain the process/workplace objectives related to their program of study.

E. Ensure flexibility in the scheduling of teachers, when appropriate, to maximize learning opportunities.

F. Ensure that professional development opportunities are provided through a variety of means such as institutes, workshops, conferences, teacher and business exchange programs, and school site visitations.

G. Ensure that teachers understand how to integrate technology into the learning process.

7.4.3. Support Staffing

a. Employ aides to enhance the instructional environment and provide time to ensure educational quality in the classroom.

A. Aides assist teachers with non-instructional duties and in instructional related activities in appropriate programs. Duties may include, but are not limited to: a) clerical and technical assistance; b) in-class assistance; c) tutorial services; d) distribution of instructional materials e) supervision of students in the instructional environment and during specific assigned duties (W. Va. Code §18A-5-8); e) assistance with technology utilization; and, f) in some cases, performance of basic or specialized health care procedures.

B. Kindergarten teachers have one aide if the class enrollment exceeds 10 students.

C. Aides are available for students with disabilities as needed to implement the individualized education program and as set forth in the Regulations for the Education of Exceptional Students (Policy 2419).

D. Aides assigned to a school are scheduled by the principal.

b. Use community resources, when appropriate, in innovative ways on a volunteer, part-time, or contractual basis in order to complement, support, or extend the instructional program including the provision of work-based learning opportunities.

7.4.4. Personnel Development

a. Staff Evaluation - Implement an evaluation system based on Policies 5300, 5310, and 5314.

b. Staff Development - Implement a comprehensive system of staff development that includes the implementation of Policy 5500 and the Jobs Through Education Act (S.B. 300 1996 RS) as an integral part.

7.5. Facilities.

7.5.1 Ensure that facilities meet the standards set forth in Policy 6200.

7.6. Instructional Materials, Supplies, and Equipment.

7.6.1. Ensure that the instructional materials used as the primary resource for instruction in required programs of study are on the most recent list of state adopted instructional materials or have been exempted by the West Virginia Board of Education through an approved waiver.

7.6.2. Establish procedures to select instructional materials and supplemental resources that correlate with the instructional goals and objectives for each program of study.

7.6.3. Ensure that appropriate instructional materials and equipment are available for the full instructional term, in good operating condition, and are sufficient for the size of the group to be served.

7.6.4. Ensure that a copy of the appropriate instructional goals and objectives is provided each teacher and ensure that the public has been provided information about and access to materials for review upon request. (Effective Spring 1997)

7.6.5. To the extent practicable, and as funds and other resources are available, provide access to instructional technologies outside the normal school day for use by students (including those in adult education), teachers, parents and citizens.

§126-42-8. Program Accountability.

8.1 The county board of education shall establish policies and implement written procedures for assuring the public, the West Virginia Board of Education, and the legislature that a thorough and efficient system of education is being delivered to all students. Those policies and procedures shall address the assessment of students and the use of data to provide assistance to students and the use of student assessment data to develop plans that will improve the education program for individual students, individual schools, specific programs of study, and the county education program. In meeting the requirements of this regulation, the county board shall address the following components:

8.2. Student Assessment and Assistance.

8.2.1. The county board of education shall ensure that a school assessment program is in place that produces data that are used to improve instruction of students. The assessment program shall consist of both standardized and non-standardized forms of assessment. All students in the school, except those whose IEPs specify otherwise, will participate in the state assessment program as defined in Policy 2340. For those special education students who do not participate in the statewide assessment program, an alternative form of assessment must be conducted. Assessments given in grades K-2 will not be used as a basis for accreditation or other high stakes purposes. Selected schools will participate in the National Assessment of Education Progress testing program (NAEP). The school assessment program includes non-standard assessment processes and procedures such as portfolios, observation data, performance and achievement checklists, teacher-made tests, and other assessments that are at the direction of and for use by the classroom teacher.

8.2.2. Each county, school, and teacher has a system for analyzing, interpreting, and using student performance data prior to the beginning of the school year. The data are to be used to identify and assist students in school year 1997-98 and thereafter who are not at grade level in their achievement of state approved instructional goals and objectives and local goals and objectives.

8.2.3. Students ~~may~~ shall receive credit for courses based on tested or demonstrated mastery of the instructional goals and objectives associated with successful completion of a course. Each county board of education shall adopt and implement a policy governing tested mastery which addresses at least the following issues:

a. The option to demonstrate mastery through a test is available only for high school credit.

b. The intent of the "testing out" option is to give students time to pursue higher level studies if they have already mastered prerequisite knowledge and skills.

c. A testing "window" shall be established as part of the test management system.

d. Criteria shall be established to determine if a student qualifies to take a particular test. Criteria shall include the student's past performance in courses in that discipline.

e. Each test is developed by teachers who are appropriately credentialed.

f. The test reflects the totality of the state and local instructional goals and objectives for the course credit to be awarded.

g. The test provides students an appropriate opportunity to demonstrate mastery of the entire course through a variety of types of questions, a range of levels of questions, and performance-based methods appropriate to the discipline.

h. Procedures for handling, scoring and storing of tests shall be conducted in a manner consistent with procedures outlined in the Testing Code of Ethics/Security Agreement that has been distributed to all county test coordinators and superintendents.

8.2.4. Students who demonstrate mastery of instructional goals must be provided opportunities to progress to the next level of instruction. (Effective Fall 1998)

8.2.5. A diploma is provided to every student who has completed the standard graduation requirements. A student with disabilities who has been determined by an Individualized Education Program (IEP) Committee to be unable to meet state and county standard graduation requirements may receive a modified diploma. (See Section 5.20 and Policy 2419)

8.2.6. A Certificate of Proficiency containing specific information regarding the graduate's skills, competence, and readiness for employment and further education, is provided to every high school graduate. The following information is to be recorded on the certificate of proficiency given to every graduate:

- a. Standardized test results in the basic skills areas of reading, math, and language, including both total scores and subtest scores;
- b. Courses taken in grades 9-12 with grades and credits received;
- c. Computer instruction received;
- d. GPA (grade point average) for grades 9-12;
- e. Class rank out of total graduating class;
- f. Attendance per year for grades 9-12;
- g. Co-curricular and extracurricular activities;
- h. Grade scale including letter/numerical equivalent, use of weighted grades;
- i. Special competencies; ~~and~~
- j. Technical training; and
- k. Program of study career major.

8.2.7. A county warranty seal, stamp, or other appropriate symbol is awarded to every student who has achieved a proficiency levels of the 50th percentile at grade eleven on the West Virginia Board of Education approved standardized achievement tests in the areas of reading, mathematics, and language. This warranty indicates basic skills competencies for an entry level position in the workplace. If an employer determines a high school graduate who has received the warranty does not perform at the stated level of proficiency, that graduate may return to the graduating school system to receive additional schooling in the area(s) lacking proficiency. The warranty is in effect for five years after a student's graduation. The student may graduate without the warranty. (Effective Spring 1997)

8.2.8. Any student performing below the 50th percentile in the areas of reading, mathematics, and/or language at grade eight or above is placed in a skill improvement program. In addition, parents are advised that their child will be placed into

a skills improvement program that addresses the deficiency(ies) and the parent must be invited to be involved in the placement conference. If the program is delivered as a class, the class is not to be substituted for a student's required course for graduation but may be used for elective credit. After involvement in the skills improvement program, students who perform at the appropriate level will qualify to receive the warranty. (Effective Spring 1997)

8.2.9. Every student who scores at or above the 70th percentile at grade eleven in reading, mathematics, and language on the West Virginia Board of Education approved standardized achievement test is awarded a warranty for post secondary education. This warranty indicates basic skill competencies for advanced workplace positions and entry into post secondary education. If an employer or institution of post secondary education determines that a high school graduate who has received this warranty does not perform at the stated level of proficiency, that graduate may return to the graduating school system to receive additional schooling in the area(s) lacking proficiency. The warranty is in effect for five years after a student's graduation. (Effective Spring 1997)

8.2.10. An Individualized Student Transition Plan covering grades nine through twelve and the first year beyond graduation from high school is developed for every student in consultation with her/his parents and school advisor.

a. Plan Development and Initial Implementation (Effective for entering eighth graders in the 1998-99 school year)

A. During the eighth grade year, each student's plan is developed for grades nine and ten. The plan is based upon previous career awareness, exploration activities, and a review of the student's ACT Explore results.

B. Each student, in consultation with her or his parents and school advisor, selects a broad career cluster for exploration in grades nine and ten and develops the plan based upon the choice of a career cluster. The student may amend his/her plan at the end of any semester.

C. The parent(s) and student each sign and receive a copy of the plan.

D. The plan for an eligible gifted student is developed during the eighth grade year by an IEP Committee and includes the honors and advanced placement classes that must be provided for the student in grades nine through twelve.

b. Selection and Implementation of Career Majors (for entering tenth graders beginning in the 2000-2001 school year)

A. During the tenth grade year, each student shall develop, in consultation with her or his parent(s) and school advisor, the second phase of the plan, and shall select a career major for the final years of high school and the first year after high school that will prepare the student for college, other post secondary education, and

gainful employment. The plan may be amended and/or the career major changed at the end of any semester.

B. The following rules allow students, whether they are preparing for college, other postsecondary education or work to take a higher level course, advanced placement course, college course or more rigorous substitute in place of a required career major course or recommended elective course as set forth in the applicable high school program of studies, as evidenced by parental and school signatures on a uniform parental consent form maintained in the student's permanent record.

These rules do not apply to 16 of the required academic units for English Language Arts, Mathematics, Science, Social Studies, Physical Education, Health and the Arts specified in Policy 2510 as the minimum state requirements for graduation.

(a) A student, in consultation with his or her parents, may request to take a higher level course, advanced placement course, college course or more rigorous substitute course in lieu of a required career major or recommended elective course as specified in the high school program of studies. Such requests should be reviewed by the school curriculum team or other appropriate entity on an individual merit basis. The decision as to whether the substitute course will count as credit for the specified major or recommended elective requirement must be based on its applicability to the student's 5-year transition plan and post high school goals.

(b) The student and his or her parents must be advised of the decision of the curriculum team and the impact of the substitute course on the student's preparation for college, other postsecondary education or employment in the student's major field of study. Furthermore, the student's Certificate of Proficiency must not indicate that the student completed a program of study major unless the curriculum team judges the course to be related and relevant to the major field of study.

(c) The student's parents and the authorized school official must sign the parental and school certification form, developed by the Department of Education, indicating that this process was followed and that the parents clearly understand the impact of the course substitution. This form must be maintained in the student's permanent record.

(d) Definitions of terms used in this section are as follows:

(A) Higher Level Course - A course in the same content area, but at a higher sequential level (i.e., Algebra II in lieu of Algebra I).

(B) Advanced Placement - An academic learning experience characterized by content and performance expectations beyond those normally available for the age/grade level of the student (i.e., College Board Advanced Placement, advanced satellite or Internet courses).

(C) College Course - Any course for which college credit is awarded (i.e., dual credit, advanced standing, regular college course).

(D) More Rigorous Substitute - A course within the same or closely related content area in which the rigor and expectations are higher than the course for which the substitution is being made (i.e., Honors English 9 in lieu of English 9).

C.B: The parent(s) and student each sign and receive a copy of the plan.

c. Other Plan Components May Include

A. Co-curricular Activities

B. Extracurricular activities

d. Assessment of Plan - Each graduate will be provided an assessment form, and will be requested to complete and return the form at the end of the first year following graduation to the high school from which she/he graduated. (Effective 2003-2004)

~~8.2.11. An electronic portfolio, documenting the student's preparation and accomplishments, is provided each high school graduate. It includes all the data specified on the certificate of proficiency (See Section 8.2.6.) It may also include, but is not limited to, the graduate's skills, competence, and readiness for college, other post secondary education and gainful employment. (Effective when available)~~

8.3. Program Improvement.

8.3.1. Each county shall establish a Unified County Improvement Plan that must contain at least the following: ~~(Effective December 31, 1997)~~

a. (1) performance assessment and an agreed upon vision/mission/goals statement(s), 2) designated improvement objectives and activities, 3) available funds, 4) resources available to the county board, 5) a system for monitoring the implementation and effectiveness of activities, 6) an evaluation process, and 7) a budget.

b. Procedures for gathering and processing specific performance data regarding student achievement, attendance and dropout.

c. Procedures for reviewing the programs of study on a regular basis to determine the need for program improvement. That review must include information about student achievement within the program(s) of study, ~~enrollment information,~~ and information about the performance of students who have graduated.

d. Procedures for evaluating the methods, techniques, technology and materials used to deliver the programs of study.

e. A mechanism to ensure that staff development and informational services are available for teachers and others who are responsible for developing and delivering the programs of study.

8.3.2. Each county shall establish and involve a county steering committee as defined in Section 7.2.7. to assist in the evaluation and improvement of county education programs and support services.

8.4. School Improvement.

8.4.1. Every school must have a Unified School Improvement Plan designed to improve the academic achievement of the students in the school that adheres to the following criteria: ~~(Effective September 30, 1997)~~

a. Prepared by the local school improvement council (LSIC) under the leadership of the school principal and in cooperation with the faculty senate, school technology team and school curriculum team.

b. Based upon: 1) performance assessment and an agreed upon vision/mission/goals statement(s), 2) designated improvement objectives and activities, 3) available funds, 4) all resources available to the school, 5) a system for monitoring the implementation and effectiveness of activities, 6) an evaluation process, and 7) a budget.

c. Be predicated on the establishment of high expectations for performance of all students in the school.

d. Be presented to the county board of education as part of the annual meeting between the LSIC and the county board of education.

8.5. Education Information System.

8.5.1. Every county and school shall participate in the West Virginia Education Information System (WVEIS).

§126-42-9. Alternative Delivery Systems.

9.1. The county board of education shall establish policies and implement written procedures when providing for alternative delivery of education and service programs for students and community members. In addition, these policies and procedures should address community linkages and partnerships to foster student achievement.

9.2. Administrative Practices.

9.2.1. Ensure that a thorough and efficient education is available to all students in either a regular or alternative program.

9.2.2. Provide a rigorous and relevant curriculum based on academic requirements.

9.3. Program Delivery.

9.3.1. Extended Student Learning - Extended student learning may be offered based on student needs and as funds and other resources become available.

a. Extended student learning may include but is not limited to: extended day or year; mini-courses; summer school or an alternative calendar that allows for year-round schooling; and work-based learning that may take place outside of the regular school calendar. (See, e.g. Policy 3234 that provides for year-round schooling).

b. Extended student learning may be provided by the school system, community agencies, institutions of higher education, businesses or other entities under agreements authorized by the county board or West Virginia Board of Education. These agreements may include payment specifications for those parties using the facilities.

c. Students may elect to participate in extended learning opportunities and may receive elective credit when approved by a committee appointed by the county board or West Virginia Board of Education.

9.3.2 Summer School - All summer school programs shall be submitted to the West Virginia Board of Education, Office of Accreditation, for approval. Schools may award credits earned from approved summer schools provided the instructional program is equivalent to that required in the regular school term.

9.3.3. Community Education.

a. County Boards of Education should maximize opportunities to provide adult basic education or adult enrichment opportunities; and

b. Opportunities to provide continuing education and staff development for local businesses should be maximized. This includes training on appropriate placement and supervision of students receiving work-based learning experiences.

9.3.4. Home/Hospital Instruction.

a. Students who, due to injury or for any other reason as certified by a licensed physician, are homebound for a period of two weeks or more shall receive home/hospital instruction.

A. Eligibility Criteria - Documentation that a student meets one of the following criteria:

(a) Has an injury, communicable illness, or health condition that prevents her or him from attending school for a time that will interfere with the student's ability to master necessary skills and that is diagnosed and confirmed by a licensed physician; or

(b) Has an injury or health problem/condition that requires her or him to be homebound or hospitalized for a period that has lasted or will last more than two weeks as diagnosed and confirmed by a licensed physician.

b. Special Considerations for Eligibility

A. A licensed physician must provide a written statement to the county school district that the student must remain at home or in the hospital for a period of two weeks or more. The written statement must include:

(a) The specific reasons why the student must remain at home or in the hospital; and

(b) The criteria or conditions under which the student can return to school, and the expected date of such return.

B. Students placed on extended home instruction shall submit a physician's statement of need for continued home instruction when the term of home instruction reaches six months in length.

C. The county board may require that the parents obtain a second physician's opinion at the expense of the county board.

c. Instruction

A. Home/hospital instruction, provided for those regular education students who are unable to attend school for a period of time, is an extension of the regular school programs of study.

B. Home/hospital instruction, provided for an exceptional student who is unable to attend school temporarily because of an injury, illness, or health condition, is an extension of the Individualized Education Program (IEP) and the regular school programs of study in which that student participated.

C. Home/hospital teachers are responsible for providing instruction on instructional goals determined by the student's classroom teacher(s) and therefore, must be in regular contact with the classroom teacher(s).

d. Schedule

A. Home/hospital instruction may be provided at any time.

Instruction is to start as soon as possible following determination of the students eligibility for instruction.

B. The instructional schedule per week must be based upon the student's physical ability to attend/participate as specified by the physician who confirmed/diagnosed the injury or health problem/condition.

C. The time that instruction will be provided in the home is established by the teacher, the parent(s), and when appropriate, county school district administrator.

D. Home instruction is provided at a time when a responsible adult is in the home.

E. The student's school shall provide the home instruction teacher the opportunity to meet with the student's teacher(s) and shall provide the county adopted instructional materials, teacher's editions, materials, equipment and supplies the student requires to complete the student's programs of study.

F. The student's teacher(s) shall provide the home instruction teacher with copies of daily lesson plans, including homework assignments, when requested.

9.3.5. Alternative Settings for Disruptive Students.

a. Students whose disruptive behavior places them at risk of not succeeding in the traditional school structure may be eligible for placement in an alternative education program as authorized by Policy 2418.

9.3.6. Schools as Service Centers.

a. School facilities should be made available for service delivery to community members. These services may include, but are not limited to, school-based health centers, and day care centers.

b. Service centers may be operated by the school system or the services may be provided by external agencies such as a primary care center or the Department of Health and Human Services.

9.3.7. Teacher Assignments.

a. In order to effectively provide for optional delivery systems, consideration should be given to flexible scheduling of educational personnel within the daily and/or yearly schedule.

9.4. Accountability.

9.4.1. All programs for elementary and secondary schools must meet the standards and safeguards set forth in West Virginia Board of Education policies related to curriculum, instruction, and student support services.

9.4.2. Letters of agreement and/or contracts shall be used with external agencies, businesses, and individuals to clarify responsibilities in areas such as: student supervision, public access to school facilities, finance and program accountability.

poi 2510.db
November 4, 1999

FISCAL NOTE WORKSHEET (Submit 4 Copies)

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

SUBJECT Policy 2510: Assuring the Quality of Education: Regulations for Education Programs 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.

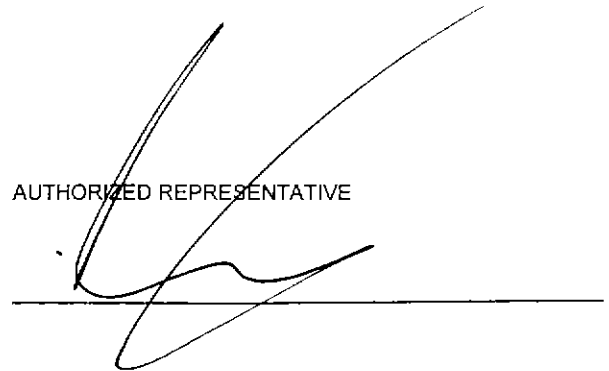
DATE

October 20, 1999

AGENCY

West Virginia Department of Education

AUTHORIZED REPRESENTATIVE



**Policy 2510: Assuring the Quality of Education:
Regulations for Education Programs**

Comment Response Form

Please use this form when commenting on proposed Policy 2510. You may attach additional sheets if necessary.

Individual/Organization: _____

Title: _____

Street Address: _____ **City/State/Zip:** _____

Comments/Suggestions

Section 5.18. Definition of a course
Section 5.46. Unified County Improvement Plan
Section 5.47. Unified School Improvement Plan
Section 5.48. Definition of a unit of credit
Section 6.4.2. Courses needed for graduation
Section 6.4.3. Additional programs of study