



## West Virginia Board of Education Notification of Public Hearings

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

**Public Comment Period Ends:** November 15, 1996

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

**Beckley (Sophia):** Independence Junior High School

**Huntington:** Cabell Midland High School

**Charleston:** Museum of Culture and History Theater

**Lewisburg:** Eastern Greenbrier Junior High School

**Parkersburg:** Parkersburg South High School

**Wheeling:** Wheeling Park High School

**Fairmont:** East Fairmont High School

**Martinsburg:** James Rumsey Technical Institute

### **Additional Information About the Hearings:**

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

# WEST VIRGINIA DEPARTMENT OF EDUCATION

Dr. Henry R. Marockie, State Superintendent of Schools  
Building 6/1900 Kanawha Blvd. E., Charleston, West Virginia 25307-0330

Phone: 304-758-2681  
Fax: 304-758-0048

## West Virginia Board of Education

Cleo P. Mathews, President  
Sheila M. Hamilton, Vice President  
James J. MacCullum, Secretary  
Michael D. Greer  
Audrey S. Horne  
Jim L. McKnight  
Paul J. Morris  
Charles H. Wagoner  
Gary G. White

September 1996



Dear Colleagues:

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

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

### The policies enclosed are:

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

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

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

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

Henry Marockie  
State Superintendent of Schools

HM:dav  
1118dav/11a

## EXECUTIVE SUMMARY

### POLICY 2510

#### Assuring the Quality of Education: Regulations for Education Programs

##### Background:

Policy 2510 is currently entitled "Assuring the Quality of Education: Regulations for General, Vocational, and Special Education Programs," and has provided direction and structure for the organization, delivery, and accreditation of education in West Virginia. The document was originally adopted by the State Board of Education in 1984 and represents the synthesis of the Master Plan that was approved by the Supreme Court in the Pauley v. Bailey case.

Senate Bill 300, Jobs Through Education Act, mandated changes in the operation of the education program and in turn requires revisions in Policy 2510. A committee of educators and parents was brought together to recommend changes for Policy 2510. The committee decided to change Policy 2510 not only based on Senate Bill 300 requirements but also the recommendations of the "Prisoners of Time," the practices required under School-to-Work, the Education First Plan, and Best Practices.

Information gathered from five subcommittees was synthesized by the full committee and the results of that synthesis were shared with the Jobs Through Education Advisory Council. A second draft of the revised Policy 2510 was analyzed and reviewed in relationship to changes that were made in the instructional goals and objectives, the accreditation process, staff development needs, and technology requirements. The final proposed document, which is submitted to the Board at this time, has undergone extensive internal review and cross validation with other policies and programs.

##### 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.

##### Content:

The basic organization of Policy 2510 was retained, however, major changes were made in the content of the policy. The three basic components of the policy remain similar: definition, delivery, and accountability.

The following represent the major changes that have been proposed for Policy 2510:

- The curriculum and instruction at the K-4 level have been refocused to ensure that students are proficient in basic reading, mathematics, writing, and computer skills.
- Instructional time has been increased and the protection of instructional time is mandated.
- The instructional goals and objectives are emphasized as the basis of the curriculum.
- Best practices in all areas are emphasized.
- Alignment of the instructional goals and objectives, instructional practices, instructional materials, and assessment is required.
- Process/workplace skills are emphasized and are integrated into the education program.
- Career development is required across all levels of the education program.
- Graduation requirements have been increased to add units of credit for mathematics, science, art, and career majors, and foreign language for college bound students and for some specific career majors.
- The four year education plan is replaced by the Individualized Student Transition Plan which helps students select broad career clusters during their ninth and tenth grade years and to pursue a career major in grade eleven and twelve.
- Assessment is required for academic areas as well as career interests and work readiness skills.
- Data from the assessment and other measures provide the major source of information for developing the Unified School Improvement Plans and County Unified Improvement Plans that address problems that affect student achievement.

In short, the revised policy calls upon educators to use the best information available about making education more productive and students more successful.

**Impact:**

Implementation of this policy will result in an improved education program that is internally aligned so that instruction can be focused on rigorous goals and objectives, supported by high quality instructional materials, and assessed by test instruments that provide valuable data for teachers, parents, and the community. This alignment will help teachers maintain the focus of their instruction. The reteaching components of the program will also support and result in students having strong basic skills in reading, mathematics, writing, and computer skills. The achievement of basic skills will enable students to be successful in their early education, apply these skills in challenging programs at the middle and adolescent level, learn to use these skills to solve problems, and work as an effective team member. Students will be assisted with development of individual plans that makes their learning relevant to the present and the future, both educationally and occupationally. Ultimately, the most important result will be that the student's have the knowledge, skills, and confidence to make a successful transition into responsible adult roles as family members, community members, and valued employees.

September 4, 1996

**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

1.3. Filing Date -

1.4. Effective Date -

1.5. Repeal of former rule. -- This legislative rule repeals and replaces WV 126CSR42 (Policy 2510), and repeals WV 126CSR11 (Policy 2100), WV 126CSR30 (Policy 2444.01), WV 126CSR68 (Policy 2444.2), WV 126CSR62 (Policy 2521) and WV 126CSR61 (Policy 2522).

**§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. 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.

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;

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

3.3.4. 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

3.3.5. 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/or post secondary education; 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, or 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; and 3) 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 in music, visual and performing arts, and dance.

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

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

5.8. 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.

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

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

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

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

5.13. 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, or other post-secondary education.

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

5.15. County Steering Committee - A group of representatives that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils, faculty senates, other organizations, and entities in the community formed to collaboratively work toward high quality preparation of youth for college, other post-secondary education, or gainful employment.

5.16. Course - The organized delivery of predetermined instructional 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.

5.17. Developmental Guidance/Career Development - 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)

5.18. Diploma - Formal documentation and recognition that a student has satisfactorily completed the counties standard or modified graduation requirements.

5.18.1. The Standard Diploma is awarded when a student demonstrates mastery of the content and skills expected in the courses required by the state and county.

5.18.2. The Modified Diploma is awarded when a student, who has severe disabilities, satisfactorily completes modified graduation requirements. The Individualized Educational Program (IEP) Committee determines if the student is unable to meet the standard graduation requirements. The modified graduation requirements are recorded on the student's IEP and Individualized Student Transition Plan.

5.19. 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.

5.20. 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.

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

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

5.21.2. 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.

5.22. Extracurricular and Co-curricular Time - Time allocated for student extracurricular and co-curricular activities that may not be scheduled during the instructional day.

5.23. 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 grades, K-12.

5.24. 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.

5.25. Individualized Education Program (IEP) - A written plan defining appropriate education for an eligible exceptional student that is developed by educators, parents, related service personnel and the student. (See Policy 2419)

5.26. 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 330 minutes, 5-8 is 345 minutes, and 9-12 is 360 minutes.

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

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

5.29. 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. (See Section §18-5-15)

5.30. 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.

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

5.32. Local School Improvement Councils - 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.

5.33. 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.

5.34. 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.

5.35. 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.

5.36. Program of Study - A Curriculum within levels K-adult that constitutes the subject matter to be offered. For example, reading, mathematics, social studies, and business education are programs of study.

5.37. 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.

5.38. Required Courses - Those areas of study that all students must complete.

5.39. 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.

5.40. 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.

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

5.42. 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.

5.43. Unified County Improvement Plan - A strategic planning process that incorporates data from the individual Unified School Improvement Plans to provide for identified county-wide needs while unifying county level resources to deliver a strong education program.

5.44. Unified School Improvement Plan - A process for developing a school-wide strategic plan utilizing and unifying 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.

5.45. 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 course as determined by the county board of education. 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.

5.46. **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 to succeed in the workplace (50th percentile) or in post-secondary education (70th percentile). If the student does not function successfully, the school system will provide additional instruction in the basic skills at no cost to the student, employer, or post-secondary institution.

5.47. **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.

5.48. **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.

5.49. **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 Instructional Goals and Objectives.)

#### **§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. Science, health, social studies, art, music, and physical education are woven into the schedule as students demonstrate mastery of the required basics.

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, developing individual student transition plans for grades nine and ten, and experiencing career exploration.

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 receive a warranty and be prepared to successfully enter and compete in the workplace and/or 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 V.

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 from Other States - Students who transfer into West Virginia from schools approved by other state systems may not always have completed the required units of credit needed for graduation in West Virginia. In most instances, there will be credit for an area of study which is quite similar to one of the required units, and credit can be awarded for the work completed. If the student who transfers in can be scheduled into any additional subjects needed to complete the West Virginia requirements, this should be done. In

the cases of seniors and some juniors, such scheduling may not be feasible or possible. In such cases the school may appeal to the State Superintendent of Schools for permission to use a substitute course for the requirements or to waive the requirement.

b. Transfer Students from Other West Virginia Counties - Students who transfer into another West Virginia county 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 requirements will be waived by the county board of education.

c. 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.

d. Reenrollment - 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 approved Instructional Goals and Objectives. Substitutions of less rigorous courses will not be accepted for credit toward meeting graduation requirements but may be accepted as electives.

6.4.3. Additional programs of study not identified in Charts I-IVA may be 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.

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 V 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 school systems 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.

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 Requirements - The state graduation requirements include 24-28 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 meeting total unit and, if applicable, required unit graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the area of study. 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 may adopt policies that allow students to earn credits for completion of college work. These units of credit may be used to meet graduation requirements.

**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. Teachers may not be able to schedule students on some days for instruction in the following programs of study if they require reteaching or extended instructional time in English language arts or mathematics.

**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 core 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. Reteaching is to occur daily for those students needing more help.

**English Language Arts**  
**Mathematics**  
**Social Studies**  
**Science**

---

These required programs of study may be taught as separate or integrated programs but need not be taught daily. Teachers may not be able to schedule students on some days for instruction in the following programs of study if they require reteaching or extended instructional time in English language arts or mathematics.

**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 core 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 assuring mastery of the instructional objectives.

**English Language Arts  
Mathematics  
Social Studies  
Science**

---

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 core programs of study. Students demonstrating mastery of instructional grade level objectives in the core 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.

\*\* This course must be taken during grade seven or eight.

\*\*\* This may be an integrated or separated 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.

## CHART IV Adolescent 9-12

### 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, and one course from the approved elective list\*

**Science**

3 courses

Coordinated and Thematic Science 9, Coordinated and Thematic Science 10, and one course from the approved elective list

**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

**Foreign Languages\*\***

2 courses

**Career Majors\*\*\***

4 courses

**Work-based Experience\*\*\*\***

**Electives** (chosen from the school's offerings of electives)

4 - 8 courses

Credits for these courses are to be awarded based upon demonstrated mastery of the instructional objectives.

Students demonstrating mastery of instructional grade level objectives in the core 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.

\*\*Two credits in one foreign language shall be required of all college bound students and students in designated majors beginning with ninth grade students entering in the fall of 1997.

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

\*\*\*\*Work-based Experiences will be determined at the local level. The decision regarding credit for the experiences at grades 11 - 12 will also be made at the local level.

**CHART IV-A**  
**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 - Conceptual/Technical  
Environmental Earth Science\*  
Eleven/Twelve  
Human Anatomy & Physiology  
Physics Eleven/Twelve\*  
Physics - Conceptual/Technical  
AP Science  
Science College Courses

**Social Studies**

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

Crédit for AP classes will be awarded only if the student takes the AP exam.

\*Required to be offered.

**CHART V**  
**Adult Education Programs**

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

\*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 instructional goals and objectives approved by the West Virginia Board of Education that define each program of study. (Effective Fall 1997)

6.5.2. Curricula at the county and school levels are modified when necessary to accommodate the educational needs of eligible exceptional students.

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/medical 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 daily access to media and daily use of such skills as retrieving, receiving, and using information.

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 and individually administer tests to aid in determining eligibility for special education as required in P.L. 101-476.

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 continues to the sixteenth birthday or for as long as the student shall continue 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 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. These 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 the 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 has 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 (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 in the required basics to ensure that all students have an opportunity to: (Effective Fall 1997)

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 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 County Unified Improvement Plan based on information from the Unified School Improvement Plans.

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, faculty senates, students 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, or 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 county's Unified 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 fall 1998) 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. opportunities for extended learning time before, after or during non-instructional time or on Saturday.
- e. 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;
- f. instructional practices that are based on the best information from research and successful practices;
- g. a "Code of Conduct" policy that addresses absences, tardiness, and misbehavior at the school and classroom levels and enhances student learning of responsible behavior;
- h. a policy for the development and implementation of a rigorous curriculum of basic academic requirements;
- i. 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;
- j. a policy for student homework;
- k. a policy for grading;
- l. a system for monitoring and assessing pupil performance related to instructional goals and objectives of the school education program;
- m. 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;

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

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

p. 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;

q. 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 to facilitate student development (fall of 1997);

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

s. 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.

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

u. 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;

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

w. a Unified School Improvement 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.

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. 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: 330 minutes for kindergarten and grades 1 through 4, 345 minutes for grades 5 through 8, and 360 minutes for grades 9 through 12. (Effective Fall 1997)

### 7.3. Instructional Practices.

7.3.1. Each teacher and each school must implement 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. have a written scope and sequence of the content that is based on instructional goals and objectives approved by the West Virginia Board of Education;
- 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. 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/or 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 credit and noncredit activities outside of school that are integrated with and an extension of the school-based programs of study; (at some time in grade 9, 10, 11, or 12 - Effective Fall 1998)

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, and

s. teachers 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 Fall 1997)

(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, and

(n) developing school technology team and a technology plan.

(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 certificate.

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 have a general knowledge of the work process skills 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. If deemed appropriate by the principal, up to fifty percent of the aide's time may be allocated for instructional assistance in grades 1 and 2. (Effective Fall 1997)

C. Aides are available for exceptional children as required by 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. When appropriate, community resources are used 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

A. Implement an evaluation system based on Policies 5300, 5310, and 5314.

#### b. Staff Development

A. 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, provide access to instructional technologies outside the normal school day for use by students (including 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. 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 receive credit for courses based on tested or demonstrated mastery of the instructional goals and objectives associated with successful completion of a course.

8.2.4 Implement a system to ensure that students who demonstrate mastery of instructional goals have opportunities to progress to the next level of instruction. (Effective fall 1997)

8.2.5 A diploma is provided to every student who has completed the standard graduation requirements. Modified graduation requirements are provided for students with severe disabilities who have been determined by an Individualized Education Program (IEP) Committee to be unable to meet state and county standard graduation requirements. The modified graduation requirements are recorded on the student's IEP and on the Individualized Student Transition Plan. (See Policy 2419)

8.2.6 A Certificate of Proficiency containing specific information regarding the graduate's skills, competence, and readiness for employment or further education, along with the diploma, 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;
- g. Extracurricular activities;
- h. Grade scale including letter/numerical equivalent, use of weighted grades;
- i. Level of proficiency in each basic skill area;
- j. Special competencies;
- k. Technical training.

8.2.7. A county warranty seal, stamp, or other appropriate symbol is awarded to every student who has achieved a proficiency level of the 50th percentile at grade eleven on the West Virginia Board of Education approved standardized achievement test in the areas of reading, mathematics, and language. 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 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 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. If an 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 or his parents and school advisor.

a. Plan Development and Initial Implementation (For entering eighth graders starting 1997-98)

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. (Effective 1997-98 school year)

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.

C. The parent 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

A. During the tenth grade year (effective 1999-2000 school 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, or gainful employment.

B. Each student shall fulfill the secondary education component of the career major in grades eleven and twelve by the successful completion of the curriculum and participation in work-based learning experiences.

c. Other Plan Components May Include

A. Extracurricular activities

B. Assessment scores (if available) (including ACT and/or SAT).

C. Tentative dates scheduled to take ACT and/or SAT

d. Assessment of Plan

A. A student completes the plan in the first year following graduation from high school by attending college or other post-secondary education or securing gainful employment.

B. Each student in the first year following graduation will be provided an assessment form, and will be requested to complete and return the form to the high school from which he or she graduated. (Effective 1998-99)

8.2.11. An electronic portfolio, documenting the student's preparation and accomplishments, is provided each high school graduate. It includes, but is not limited to, the graduate's skills, competence, readiness for college, other post-secondary education or gainful employment. (Effective when available)

### 8.3. Program Improvement.

8.3.1. Each county shall establish a county unified improvement plan that must contain at least the following: (Effective fall 1997)

a. A written description of the county education program and the programs of study that comprise the education program. Each program of study shall identify the instructional goals and objectives not already required by the state that are to be delivered at the instructional levels K-12. (Effective fall 1997)

b. Procedures for gathering and processing a specific performance data regarding student achievement, attendance and dropout are to be incorporated into a county needs assessment statement.

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 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 8.1.C 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 that adheres to the following criteria: (Effective summer 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. The plan is designed to improve the academic achievement of the students in the school.

b. Be 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. (Effective fall 1997)

#### 8.5. Education Information System.

8.5.1. Participate in the West Virginia Education Information System (WVEIS).

8.5.2. Implement a system to use data from WVEIS to (a) modify instructional time and resource allocations; (b) review and revise educational programs to meet the identified needs of learners in early childhood, middle childhood, adolescent education, and adult education; (c) develop improvement priorities for funding consideration; and (d) modify policies, regulations, and rules.

#### §126-42-9. Optional Delivery Systems.

9.1. The county board of education shall establish policies and implement written procedures to provide 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 that may 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.

a. Opportunities for extended student learning may include but are 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.

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.

a. 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 of 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;

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 receive home/hospital instruction are 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.

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 school district may require that the parents obtain a second physician's opinion at the expense of the county school district.

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).

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.

COMMENT LOG

Policy 2510

Assuring the Quality of Education: Regulations for Education Programs

**Directions:** Please use this form in commenting on the proposed policy and regulations on Assuring the Quality of Education: Regulations for Education Programs.

Name of Individual/Organization: \_\_\_\_\_

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

Proposed Policy	Comment(s)
Purpose	
Scope	
General Responsibilities	
Glossary	

Program Definition	
Program Delivery	
Program Accountability	
Optional Delivery Systems	
<b>Additional Comments:</b> _____ _____ _____ _____ _____	

Please submit comments by **November 15, 1996** to:

Lenore Zedosky  
 WV Department of Education  
 Office of Healthy Schools  
 Building 6, Room 309  
 1900 Kanawha Boulevard, East  
 Charleston, WV 25305-0330  
 or  
 FAX to - (304) 558-3787

## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO Policy 2510 DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT 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) \_\_\_\_\_

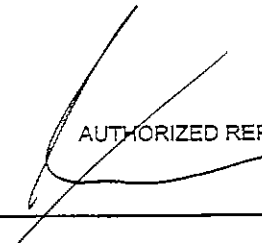
**SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT**

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	\$	\$	\$ 0*	\$ 0*	\$ 0*

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

\*No specific additional costs can be projected at this time. Most of the changes required by the policy will cause changes in personnel relevant to certification but not necessarily numbers of teachers. Teacher pupil ratios remain the same.

DATE September 4, 1996 AGENCY West Virginia Department of Education

  
 AUTHORIZED REPRESENTATIVE