

**WEST VIRGINIA  
SECRETARY OF STATE**

NATALIE E. TENNANT

**ADMINISTRATIVE LAW DIVISION**

Form #5

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2011 JUN 13 PM 3:09

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE  
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §§18-1-1 and 4, 18-2-5 and 6, 18-2-7a, 18-2E-4, 5, 7 and 8, 18-5A-4, and 18A-1-1 and Public Law 107-110, No Child Left Behind Act of 2001

RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO \_\_\_\_\_

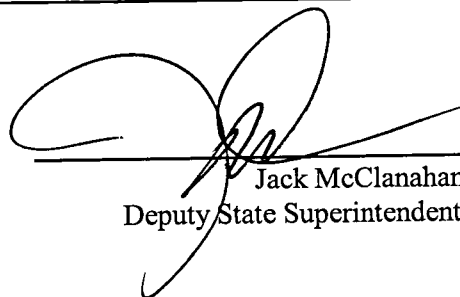
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 42

TITLE OF RULE BEING AMENDED: Assuring the Quality of Education: Regulations for Education Programs (2510)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS July 14, 2011.



Jack McClanahan  
Deputy State Superintendent of Schools

## EXECUTIVE SUMMARY

### WEST VIRGINIA DEPARTMENT OF EDUCATION

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**Policy Number and Title:** Policy 2510: Assuring Quality of Education: Regulations for Education Programs

**Background:** As West Virginia moves forward with the implementation of the Global21 initiative and the adoption of the Next Generation Content Standards (Common Core State Standards), there exists a need to refine the constructs of instructional delivery by removing barriers and expanding options for schools and school systems in order to advance student achievement. This is the first in a multi-phase series of revisions to Policy 2510 to be introduced over the next few years in preparation of high school redesign initiatives and the implementation of the Next Generation Content Standards and Objectives.

**Proposals:** Revisions to Policy 2510 are being recommended to allow greater flexibility for schools and school systems to design the instructional program for students in order to advance student achievement. In addition, clarification is provided regarding high school graduation requirements and to supply appropriate language regarding the delivery of Advance Placement Courses.

Section 5: Removal of instructional time constraints for elementary and middle schools; removal of expired graduation requirements; consolidation of graduation requirements into a single set; clarification of various course sequences and pathway options; stipulation of who can teach Advanced Placement courses and; various changes in language for the purpose of clarity.

Section 6.2.7: Include a definition for West Virginia Option Pathway.

Section 7: Provide stipulation of who can teach Advance Placement courses.

Section 9: Change of language to reflect the move from WESTEST to WESTEST 2.

Sections 12-13: Various simple language changes to comply with current practice.

**Impact:** The proposed revisions will allow greater flexibility for schools and school systems to design the instructional program for students in order to advance student achievement, particularly at the elementary and middle school levels. High school graduation requirements are clarified and reduced to a single set of requirements for all students. In addition, stipulations are set forth regarding the delivery of Advanced Placement courses.

**Response to Comments:** Eighty-one (81) comments were received during the comment period resulting in minor language changes to the policy for the purpose of clarity with no substantive change in content.

## **Stakeholders**

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

Dr. Jorea Marple, State Superintendent of Schools  
Dr. Jack McClanahan, Deputy Superintendent  
Mr. Robert Hull, Assistant Superintendent  
Ms. Betty Jo Jordan, Executive Assistant to the State Superintendent  
Dr. Kathy D'Antoni, Assistant Superintendent  
Dr. Amelia Courts, Assistant Superintendent  
Ms. Carla Williamson, Executive Director, WV Dept. of Education  
Ms. Pat Homberg, Executive Director, WV Dept. of Education  
Dr. Stan Hopkins, Retired Assistant Superintendent  
Ms. Liza Cordeiro, Executive Director, WV Dept. of Education  
Ms. Lydia McCue, Retired Executive Assistant  
Dr. Kenna Seal, Executive Director, WV Board of Education  
Mr. Juan D'Brot, Executive Director, WV Dept. of Education  
Dr. Dee Cockrille, Executive Director, RESA II  
Dr. Lisa Beck, Assistant Superintendent, Boone County Schools  
Dr. Gerry Sawrey, Assistant Superintendent, Cabell County Schools  
Dr. Jim Phares, Superintendent Randolph County Schools  
Mr. Tom Deadrick, Superintendent Marion County Schools  
Mr. Blaine Hess, Superintendent Jackson County Schools  
Ms. Mariann Kajfez, Director of Programs, RESA 6  
Mr. Frank Devono, Superintendent Monongalia County Schools  
Mr. Dale Lee, WV Education Association  
Ms. Judy Hale, WV American Federation of Teachers Association  
Ms. Rosemary Jenkins, WV American Federation of Teachers Association

Various other individuals during large group convenings during which input was sought

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TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION  
SERIES 42

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OFFICE OF THE SECRETARY OF STATE

**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 designed to prepare students for the 21<sup>st</sup> century by improving the quality of teaching and learning in the public schools and ensuring that equal education opportunities exist for all students, including, but not limited to: rigorous high quality 21st century curriculum, engaging instructional strategies, experiential learning programs, 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; 18-2-7a: 18-2E-4, 5, 7, and 8; 18-5A-4; 18A-1-1; and Public Law 107-110, *No Child Left Behind Act of 2001* (hereinafter *NCLB*).

1.3. **Filing Date.** - June 13, 2011

1.4. **Effective Date.** - July 14, 2011

1.4.1. Unless specified otherwise within the policy.

1.5. **Repeal of Former Rule.** - This legislative rule amends W. Va. 126CSR42, West Virginia Board of Education Policy 2510: Assuring the Quality of Education: Regulations for Education Programs, filed June 6, 2008 and effective July 7, 2008.

**§126-42-2. Purpose.**

2.1. The West Virginia Board of Education (hereinafter WVBE) is committed to establishing rigorous academic standards and providing high quality programs for every student in West Virginia's public schools. The WVBE 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 global digital workplace, lead healthy, 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 proficiency in the basic skills of reading, writing, mathematics, 21<sup>st</sup> century learning skills and technology tools. Achievement of these skills will provide the foundation for

later intellectual challenges in all programs of study. Students will explore their interests and abilities and engage in relevant activities to help them understand the world of work. Technology will be a tool to help achieve these standards in all schools. The WVBE 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 (as set forth in W. Va. Code §18-1-4) listed in Section 3.

2.3. Schools, in cooperation with county boards of education, will determine their individual approaches, pursuant to this policy, to assist students in achieving high levels of performance in the adopted 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. 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 experiential learning opportunities; student support programs; personnel; facilities; instructional materials; supplies; equipment; technology integration; and effective instructional practices. Given the demands of the global marketplace, it is essential that all students become lifelong learners prepared for successful entry into post-secondary education or the 21<sup>st</sup> century workplace.

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

a. Through the combined efforts of the government, the school system and the people, the West Virginia Education Goals set forth in W. Va. Code §18-1-4 will be achieved.

**3.1.2. WVBE Goals.**

a. The WVBE will achieve the following goals:

A. All students shall master or exceed grade level educational standards that reflect 21<sup>st</sup> century skills.

B. All students shall receive a seamless pre-kindergarten (hereinafter pre-k) through twenty curriculum designed and delivered with broad stakeholder involvement to promote lifelong learning in a global society.

C. All students and school personnel shall develop and promote responsibility, citizenship, strong character and healthful living.

D. All students shall be educated in school systems that operate and deliver services efficiently and effectively.

E. All students shall be educated by highly qualified personnel.

3.2. 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 WVBE, West Virginia Legislature (hereinafter Legislature), West Virginia Department of Education (hereinafter WVDE), Regional Education Service Agencies (hereinafter RESAs), county board 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 services and experiential learning opportunities;

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

3.2.3. a safe and caring environment that fosters supportive relationships, is free from harassment, intimidation, bullying, discrimination and other inappropriate forms of conduct, and that involves parents;

3.2.4. a demanding curriculum for all students, with emphasis on the core academic programs of study that are aligned with rigorous standards for 21<sup>st</sup> century content, learning skills and technology tools and are communicated to students, parents and communities; and

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

3.3. System Requirements - The system of education shall provide opportunity for every child to develop literacy skills; proficiency in 21st century learning skills and technology tools; the ability to perform mathematical functions; the ability to make informed choices among persons and issues that affect his or her governance; the ability to assess self and the total environment to know options and choose life work; the ability to perform in the world of work and post-secondary education; the ability to live a healthy lifestyle; the ability to participate in recreational activities; an understanding of the creative arts; and a sense of responsibility to facilitate compatibility with others in society and with other cultures.

#### **§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 WVBE** - The WVBE has primary responsibility for defining and assuring the delivery of a thorough and efficient system of education through the

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state superintendent of schools and the WVDE. Given this responsibility, the WVBE shall:

- a. adopt high quality education standards pertaining to all education programs, education personnel development, and related services;
- b. adopt policies providing equal education opportunities for all students that equip them with the skills and knowledge to succeed, to learn throughout their lifetimes, and to attain economic self-sufficiency;
- c. serve as an advocate for a thorough and efficient system of public education;
- d. establish partnerships with higher education, business and industry, labor and community agencies to assure preparation of graduates for college, other post-secondary education, and gainful employment and to achieve the goals of this policy;
- e. assist county boards of education and other participating agencies in implementing and operating high quality education programs and related services;
- f. receive, disburse and administer state and federal funds designated for the implementation and operation of education programs and related services;
- g. monitor the implementation and operation of education programs and related student support services to ensure compliance with state and federal laws and policies;
- h. provide an effective mechanism for citizens to register concerns if they believe that elements of a thorough and efficient education program are not being provided pursuant to constitutional provisions, statutes, and/or policy as outlined in W. Va. 126CSR188, WVBE Policy 7211, Appeals Procedure for Citizens;
- 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.

**4.1.2. Responsibility of the WVDE** - The WVDE 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 WVBE, the Legislature and the public that a thorough and efficient system of education is being provided. It is the further responsibility of the WVDE to:

- a. work for and provide staff support to the state superintendent of schools and the WVBE;

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- b. provide technical assistance to county boards of education, institutions of higher education and related agencies;
- c. encourage the use of best practices based on quality, scientifically based research at each programmatic level;
- d. 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;
- e. develop procedures, guidelines, and technical assistance documents necessary to implement the WVBE policies and state laws;
- f. develop, provide and participate in programs for professional development based on scientific research;
- g. monitor the implementation of education programs;
- h. administer funds provided and/or authorized by the Legislature and other sources;
- i. maintain appropriate records and reports on the status of education programs and approved education personnel development programs;
- j. be accountable to the public and the Legislature through the West Virginia Report Card; and
- k. provide recommendations to the WVBE to update a plan for a thorough and efficient system of public education.

4.1.3. **Responsibility of RESAs** – Educational services provided by RESAs include areas of service in which the agencies can best assist the WVBE in implementing the standards-based accountability model pursuant to subsection (a) of W. Va. Code §18-2-26 in providing high quality education programs. These areas of service, with the first two areas constituting the most important responsibilities, include:

- a. Providing technical assistance to low-performing schools and school systems;
- b. Providing high quality, targeted staff development designed to enhance the performance and progress of students;
- c. Facilitating coordination and cooperation among the county boards within their respective regions in such areas as cooperative purchasing; sharing of specialized personnel, communications and technology; curriculum development; and operation of

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specialized programs for exceptional children;

d. Installing, maintaining and/or repairing education related technology equipment and software with special attention to the state-level instructional and administrative technology initiatives and programs;

e. Receiving and administering grants under the provisions of federal and/or state law; and

f. Developing and/or implementing any other programs or services as directed by law or by the State Board.

**4.1.4. 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 shall: 1) collaborate with local business and community groups through establishment of partnerships and a county steering committee; 2) be responsible for developing and implementing a five-year strategic plan that results in systemic change in the areas of organizational culture, curriculum, instruction, school effectiveness, and student support through a continuous improvement process, based on the Framework for High Performing 21<sup>st</sup> Century School Systems (See W. Va. 126CSR43, WVBE Policy 2470, Use of Technology by Students and Educators (hereinafter Policy 2470); and W. Va. 126CSR48, WVBE Policy 2450, Distance Learning and the West Virginia Virtual School; distributing the county board's resources as determined by the plan; and 4) be accountable to the public through the annual West Virginia Report Card.

### **§126-42-5. Program Definition.**

5.1. The education program offered in West Virginia 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 achieve high levels of learning in core subjects, 21<sup>st</sup> century content and 21<sup>st</sup> century learning skills and technology tools that prepare students to be lifelong learners and successful citizens in a competitive global digital society. The education program is based upon the best information available regarding effective practices and information that is provided through scientifically based 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 level education, adolescent education, and adult education. 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.

5.2. **Early Childhood Education (Grades Pre-k-4)** - Programs for children in early childhood shall address the holistic needs of the child and be based on the child's developmental level. Cognitive, social/emotional and physical development need to be addressed as inter-related areas of development. The focus for cognitive development is the acquisition of reading, English language arts and math skills. Skill building, technology utilization and learning for young children require teachers to be knowledgeable about child development and skilled in providing classrooms and instruction that meet children's needs. For grades pre-k-3, informal assessments, as well as formal assessments, will be used to guide daily instruction. Appropriate assessments improve the quality of classroom instruction by being responsive to individual student's needs.

5.2.1. **Pre-kindergarten (Pre-K)** - West Virginia's pre-k is a readiness program designed to build the skills children need to be successful in kindergarten and as a foundation for lifelong learning. Research supports the need for a balance of teacher-directed and child-initiated instruction. The pre-k classroom should have the time, space, and materials necessary to create effective environments for learning and implementation of their chosen approved curricular framework. Teachers in pre-k must be purposeful in planning and providing classrooms where learning occurs in the context of active exploration and hands-on discovery. In West Virginia's pre-k program, the emphasis is on cognitive, social/emotional, and motor development. These areas are inter-related and interdependent and cannot be addressed in isolation. Knowing the developmental sequence of skill acquisition is fundamental for providing high quality pre-k classrooms. Learning activities shall be simultaneously provided for children at different stages of development. Experiencing the world is a young child's work, thus the classroom environment is a key factor in the provision of high quality learning experiences for young children. Classrooms should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development.

5.2.2 **Pre-kindergarten (Pre-K) Programs of Study**

<b>Chart I: Pre-kindergarten (Pre-k)</b>	
Children in Pre-k will have daily opportunities for problem solving, critical thinking and active engagement in the given content areas.	<b>Language and Literacy</b>
	<b>Mathematics</b>
	<b>Science</b>
	<b>Physical Health</b>
	<b>The Arts</b>
	<b>Social Studies</b>
	<b>Social/Emotional Development</b>

5.2.3. The acquisition of oral language and literacy skills shall be a primary focus. Pre-k classrooms must provide print rich and language rich environments. Learning centers that support the chosen approved curricular framework are required for all pre-k classrooms including preschool special needs. These learning centers are to be intentionally designed to support learning and the development of critical thinking skills. Daily instruction in pre-k shall be individualized, based on informal and formal assessments, and address the West

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Virginia pre-k content standards and objectives (W. Va. 126CSR440, WVBE Policy 2520.15, West Virginia Early Learning Standards Framework, Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k). Teachers shall utilize a variety of teaching strategies, including the integration of technology.

**5.3. Primary Elementary (K-2)** - The focus for K-2 is building strong reading, English language arts, and math skills. Learning environments shall be print rich, language rich, and provide manipulatives for hands-on learning in reading and mathematics. Children in kindergarten through 2<sup>nd</sup> grade span a broad spectrum of development. The developmental level of each child is significant in the offering of daily instruction. Teachers shall utilize a variety of teaching strategies, including the integration of technology, to assure that all children are mastering the 21<sup>st</sup> century content knowledge and skills.

**5.3.1. Primary Elementary (K-2) Programs of Study**

<b>Chart II: Primary Elementary (K-2)</b>	
In K-2 classrooms, the given content areas are taught daily in a manner in which students are actively engaged in learning through whole group, small group and learning center activities. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21 <sup>st</sup> century content standards and objectives for each subject.	<b>Reading and English Language Arts</b> <b>Mathematics</b>
In K-2 classrooms, not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week shall be provided. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	<b>Physical Education</b>
All content areas may be integrated but must be taught in an inquiry-based, hands-on, experiential manner. Specific instruction in the given content areas may or may not be offered daily. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21 <sup>st</sup> century content standards and objectives for each subject.	<b>Science</b> <b>Social Studies</b> <b>Visual Art</b> <b>Music</b> <b>Health</b> <b>Learning Skills and</b> <b>Technology Tools</b>

5.3.2. Instruction in K-2 classrooms will be individualized and driven by informal and formal assessments to help children attain the performance level of mastery or above as delineated in the approved West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

5.3.3. Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in k-2 classrooms shall be provided the opportunity to master the standards set forth in W. Va. 126CSR44N Policy 2520.14, 21<sup>st</sup> Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools (hereinafter Policy 2520.14).

5.4. **Intermediate Elementary - (3-4)** Children in intermediate elementary may be developmentally ready for instruction that is content area focused. This does not preclude the use of integrated instruction. Intermediate elementary students are beginning the transition into middle childhood. An emphasis on the developmental level of these intermediate elementary students must be a continued consideration.

**5.4.1. Intermediate Elementary (3-4) Programs of Study**

<b>Chart III: Intermediate Elementary (3-4)</b>	
Intermediate elementary students will be taught the given content areas through whole group, small group and learning center activities as a block or throughout the school day. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21 <sup>st</sup> century content standards and objectives for each subject.	<p><b>Reading and English Language</b>  <b>Arts</b>  <b>Mathematics</b>  <b>Science</b>  <b>Social Studies</b></p>
Intermediate elementary students shall be provided not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	<p><b>Physical Education</b></p>
These given content areas will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards and objectives for those areas and meet the needs of children.	<p><b>Visual Art</b>  <b>Music</b>  <b>Health</b>  <b>Learning Skills and</b>  <b>Technology Tools</b></p>

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5.4.2 For intermediate elementary students, daily classroom instruction will be based on a variety of assessments that provide for the individualization of instruction. Schedules for intermediate elementary students shall allow the flexibility necessary to provide additional time and instruction for students who are below mastery in reading, English language arts, and mathematics. Teachers in intermediate elementary classrooms shall utilize a variety of instructional strategies, including the integration of technology, to assure that all students reach the performance level of mastery or above on the West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

5.4.3. Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in intermediate elementary classrooms shall be provided the opportunity to master the standards set forth in Policy 2520.14.

**5.5. Middle Level Education (Grades 5-8)** - Middle level education builds upon the results of early childhood education and transitions students into the adolescent education program. Middle level education provides unique, age-appropriate educational opportunities that challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support, learning skills, technology tools, and time they need to achieve rigorous academic standards. Students are provided opportunities for both independent inquiry and learning in cooperation with others. Middle level programming is challenging and engaging, tapping the young adolescents' boundless energy, interests and curiosity through rich exploratory experiences. Students learn to understand important concepts, develop essential skills and apply what they learn to real-world problems. The creation of small learning communities of adults and students produce stable and mutually respectful relationships that support all students' intellectual, ethical and social growth.

## 5.5.1. Middle Level Education (Grades 5-8) Programs of Study

<b>Chart IV: Middle Level Education (Grades 5-8)</b>	
These required core courses shall be taught daily by a team of qualified teachers. An intervention component will ensure mastery of the rigorous content standards and objectives at each grade level. The principal and a team of teachers will determine time allocations that provide adequate time to achieve mastery of the West Virginia content standards and objectives for each of the required courses and effectively address the academic needs of students who are below mastery in the basic skills of reading, writing and mathematics. It is recommended that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade.	<p style="text-align: center;"><b>Reading and English Language Arts</b>  <b>Mathematics/Algebra I</b>  <b>Science</b>  <b>Social Studies</b></p>
Students in middle grades shall be provided not less than one full period of physical education, including physical exercise and age appropriate physical activities, each school day of one semester of the school year. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	<p style="text-align: center;"><b>Physical Education</b></p>
These required courses shall be taught as a separate subjects. Students shall be enrolled in each course for a minimum of 18 weeks cumulative across grades 6-8.	<p style="text-align: center;"><b>Visual Art</b>  <b>Music<sup>1</sup></b>  <b>Health<sup>2</sup></b></p>
Foreign language shall be offered annually.	<p style="text-align: center;"><b>Foreign Language<sup>3</sup></b></p>
These requirements shall be integrated into the middle level education as determined by the principal and the team of teachers.	<p style="text-align: center;"><b>Advisory/Comprehensive School Guidance and Counseling</b>  <b>Career Exploration<sup>4</sup></b>  <b>Technology<sup>5</sup></b></p>

<sup>1</sup>. Choral and instrumental music must be offered no later than grade 6. Chorus or instrumental music may substitute for the required music course at each grade level.

<sup>2</sup>. Middle grades schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness programs that extend beyond the course requirements for physical education and health. This may be accomplished through strong intramural programs that focus on skill development, sportsmanship and teamwork, while keeping the middle grades students physically active throughout the school year. Wellness programming should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence. In accordance with W. Va. Code §18-2-9, instruction in CPR and First Aid shall be included in the health education curriculum in any of the grades six through eight as considered appropriate by the county board of education.

<sup>3</sup>. The teaching of foreign language in grades 5 and 6 is encouraged. A foreign language course,

in the same foreign language, must be offered for students in grade 7 and grade 8. Implementation of the foreign language program should model best practice and promote positive proficiency outcomes.

4. Students in grades 5-8 should be provided with an adult advocate, advisor, or mentor who takes an interest in the student's successful learning, goal setting, career planning and personal growth. It is strongly recommended that schools implement an organized advisory program. Implementation of an advisory program allows schools to remove the randomness of interpersonal associations for students by personalizing their learning environment. The test scores and guidance information gathered by the American College Test (hereinafter ACT) EXPLORE, as well as other assessment data, will be used to assist 8<sup>th</sup> grade students in developing an individualized student transition plan. With guidance during well-planned activities, second semester 8<sup>th</sup> grade students, in consultation with their parents/guardian, advisor and counselor, will examine their EXPLORE results and determine the coursework and other requirements needed to achieve their postsecondary education and career goals. This is best accomplished by integrating these activities into an organized advisory program.

5. Students in grades 5-8 shall be provided the opportunities within the core courses to master the standards set forth in Policy 2520.14, Technology Content Standards and Objectives for West Virginia Schools. Students must be provided sufficient instruction and experience in technology applications to enable them by the end of 8<sup>th</sup> grade to demonstrate technology literacy and skills to meet the standards in grades k-8 set forth in Policy 2520.14.

5.5.2. An Individualized Student Transition Plan (hereinafter ISTP) covering grades 9-12 and the first year beyond graduation from high school is developed for every student in consultation with her/his parents/guardian and school counselor or advisor.

a. During the 8<sup>th</sup> grade year, each student's ISTP plan is developed for grades 9 and 10. The ISTP is based upon previous career awareness, exploration activities, and a review of the student's ACT EXPLORE results. The 8<sup>th</sup> grade guidance/advisement program will focus on teaching students and their parents to read the ACT EXPLORE student reports so that they may understand how to use the information provided within the Educational Planning and Assessment System (hereinafter EPAS) reports to transition to the level of performance required to meet the student's educational goals.

b. Each student, in consultation with his or her parents/guardian and school counselor or advisor, selects a broad career cluster of interest for exploration in grades nine and ten and develops the ISTP based upon their choice of a tentative high school educational pathway. The student shall designate an educational pathway (professional or skilled) at this time. The student may amend his/her ISTP at the end of any semester.

c. For an eligible gifted student, a four-year education plan is developed during the 8<sup>th</sup> grade year by an IEP Team. The four-year education plan replaces the ISTP and includes the honors College Board Advanced Placement® (hereinafter AP®) and/or International Baccalaureate (hereinafter IB) classes that must be provided for the student in grades 9-12.

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d. For eligible students with disabilities the ISTP is developed during the 8<sup>th</sup> grade by an IEP Team.

e. The parent(s)/guardian and student each sign and receive a copy of the ISTP.

f. Students in the skilled pathway will designate a career concentration by the end of their 10<sup>th</sup> grade year. This process is described in Section 5.6.4.

g. The ISTP must be reviewed annually with the student and his/her parent or guardian.

**5.6. Adolescent Education (Grades 9-12)** - Adolescent education provides students the 21<sup>st</sup> century intellectual, social/emotional, physical, and technological capacities needed for successful entry into adulthood. The adolescent education program provides challenging and rigorous courses in the programs of study that will enable students to achieve high levels of competence so they can complete graduation requirements and be prepared to successfully enter and compete in the workplace and in post-secondary education. Students in the adolescent education program will have the opportunity to examine a system of career clusters and to annually review their educational pathway and chosen career concentration.

Chart V outlines the West Virginia high school graduation requirements effective for all students enrolled in high school in the 2011-12 school year, unless otherwise specified.

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**Chart V Adolescent (9-12) Graduation Requirements (Effective 2011-12)**

These graduation requirements are effective for all students enrolled in school year 2011-12 and thereafter. Courses needed for graduation require mastery of approved 21st century content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

<b>Core Requirements (18 credits)</b>	
<b>Reading and English Language Arts</b>	<b>4 credits</b> English 9 English 10 or an AP® English course English 11 or an AP® English course English 12 or an AP® English course
<b>Mathematics<sup>1</sup></b>	<b>4 credits</b> From the approved mathematics course sequences <sup>1</sup>
<b>Science<sup>2</sup></b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology or AP® Biology One additional rigorous lab science course <sup>2</sup>
<b>Social Studies<sup>3</sup></b>	<b>4 credits</b> World Studies to 1900 or AP® World History or AP® Human Geography United States Studies to 1900 or AP® US History Twentieth and Twenty-First Centuries Studies Grades 9-11 may substitute the following AP® courses: AP® World History, AP® US History, AP® European Studies, or AP® Human Geography Civics for the 21 <sup>st</sup> Century or AP® Government and Politics
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts<sup>5</sup></b>	<b>1 credit</b>
<b>Electives</b>	<b>2 credits</b> The remaining graduation requirements are to be electives.

<b>Professional Pathway (4 Credits)</b>	<b>Skilled Pathway (4 Credits)<sup>4</sup></b>
<p>Science - 4<sup>th</sup> credit from the list of approved science courses<sup>2</sup></p> <p>Foreign Language - 2 credits in one language</p> <p>1 additional credit required. It is recommended that all professional pathway students complete at least one AP® course with corresponding examination.</p>	<p>4 additional credits required for completion of the students' selected concentration (ISTP)</p>
<b>Career Development</b>	<p>All students in grades 9-12 shall be provided structured, on-going experiences for career exploration, decision making and career preparation.</p>
<b>Experiential Learning</b>	<p>All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5)</p>
<b>Technology</b>	<p>Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12. Students must be provided opportunities for advanced technology applications.</p>
<b>Senior Year</b>	<p>All West Virginia High School students shall be fully enrolled in a full day of high school and/or college credit bearing courses. It is recommended that students complete a senior project to add rigor and relevance to the senior year.</p>

1. It is the intent that all students in the professional pathways will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP<sup>®</sup> courses, IB courses, or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The recommended course sequence in the skilled pathway is Algebra I, Geometry, Conceptual Mathematics, and Transition Mathematics for Seniors or Algebra II. Transition Mathematics for Seniors must be offered annually and will be counted as a mathematics credit. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the state assessment college and career Readiness Benchmark (CCRB) for mathematics, may be required to take the Transition Mathematics for Seniors course their twelfth grade year. Consideration will be given to mathematics performance on previous assessments and completion of mathematics courses to allow students who not meet the CCRB to have other mathematics course options. Students who take the Transition Mathematics for Seniors course will take an end-of-course assessment to provide timely feedback on their readiness for college and career. The end-of-course examination will align with the WVHEPC's Series 21 Freshmen Readiness Assessment and Placement Standards.

Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students who need additional time to master Algebra I CSOs may be identified at the local level using a data-based decision making process. Students who need additional time for Algebra I CSO mastery should complete the recommended math course sequence at a pace that is consistent with their ability levels. While research indicates the best option for scheduling additional time is to do so within the same year, scheduling options such as "double blocking" Algebra I, Algebra Support and Algebra I, or other similar options may be determined at the local level, as long as the priority of the selected option is to provide students the best possible opportunity to succeed in mastery of the Algebra I CSOs. Counties selecting a scheduling option that places students who need extra time into two separate math courses may grant students up to two math credits toward graduation upon successful course completion. Therefore, the mathematics course sequence for these students will be Algebra Support, Algebra, Geometry and Conceptual Mathematics. It is further recommended that students who are in the most need of continuous math instruction be enrolled in at least one math course each year in high school.

2. Physical Science and Biology or Conceptual Biology shall be taken in consecutive order. However, conceptual credits may not be accepted by four-year higher education institutions for admission. Any lab-based science course above Biology and listed in Policy 2520.35 including science courses will meet the requirements for the third and fourth science credits.

3. Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of the content and State Assessment. World Studies to 1900, United States Studies to 1900, Twenty-First Century Studies and Civics for the 21<sup>st</sup> Century shall be taken in consecutive order. When substituting AP<sup>®</sup> courses students should take AP<sup>®</sup> World History and AP<sup>®</sup> US History courses in place of two of their required courses. Students may substitute AP<sup>®</sup> European History or AP<sup>®</sup> Human Geography as a third required course in grades 9-11. The senior course, Civics for the 21<sup>st</sup> Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college; therefore, the only acceptable substitute for this course is

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AP® Government and Politics.

4. The four credits taken by career/technical concentrators must be consistent with those identified for WVDE approved career/technical programs of study. Each career/technical concentration in a school shall obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program. For the Skilled Pathway other than career/technical education areas, schools must identify and have local board approval for each of their locally designed concentrations. The concentrations must have four sequenced courses aligned with a postsecondary career option.
5. Students in Skilled Pathway concentrations that complete state approved career/technical courses that reflect creative and innovative arts content may substitute these courses for The Arts credit required for graduation. Students who elect to substitute one of the listed CTE courses for the required art credit must enroll in an additional CTE course applicable to their selected CTE concentration.

The following courses are approved for substitution:

- 1851 - Fundamentals of Illustration
- 1857 - Fundamentals of Graphic Design
- 1861 - Advanced Illustration
- 1859 - Advanced Graphic Design
- 1982 – Ornamental Metalwork
- 1431 - Digital Imagining I
- 1727 - Drafting Techniques
- 0213 – Floriculture

<b>Chart VI Adolescent (9-12) Electives (Effective 2011-2012)</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
Note: Any college or dual credit course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation. <sup>4</sup>	These courses must be offered at least in alternating years. (Effective 2004-2005)	These courses (or others) may be offered depending on need or student demand.
<b>COLLEGE BOARD AP® COURSES IB PROGRAM<sup>1</sup></b>	A minimum of four College Board AP® Courses (at least one from each core content areas of English/Language Arts, mathematics, science, and social studies) or the IB Program must be offered annually.	
<b>READING AND ENGLISH LANGUAGE ARTS</b>	Journalism/Newspaper/Yearbook Speech	Desk Top Publishing English college courses AP® English courses Creative Writing Library/Media Technical Writing Broadcast Journalism
<b>MATHEMATICS</b>	Algebra II Algebra III Geometry or Applied Geometry Pre-Calculus Trigonometry Conceptual Mathematics Transition Mathematics for Seniors <sup>2</sup>	Calculus Probability and Statistics Mathematics college courses AP Mathematics courses Algebra Support
<b>SCIENCE</b>	Physics Earth Science Human Anatomy and Physiology Chemistry	Conceptual Physics Science college courses Biology II Chemistry II Physics II AP Science courses Environmental Science Conceptual Chemistry
<b>SOCIAL STUDIES</b>	Economics Geography	Social Studies college courses AP Social Studies courses
<b>FOREIGN LANGUAGE</b>	Three levels of one foreign language	Other foreign languages based on student need and interest AP Foreign Language Foreign Language college courses
<b>HEALTH</b>	Any courses required to satisfy a concentration	Other health courses based on student need and interest Health college courses
<b>PHYSICAL EDUCATION<sup>3</sup></b>	Any courses required to satisfy a concentration and one lifetime physical education course <sup>3</sup>	Other physical education courses based on student need and interest Physical education college courses

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<p><b>THE ARTS</b></p>	<p>Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre</p>	<p>Other courses in the arts based on student need and interest AP Arts Courses Arts college courses</p>
<p><b>CONCENTRATIONS</b></p>	<p>Four specified courses within each skilled pathway</p>	<p>Other courses based on student need and interest</p>
<p><b>DRIVER EDUCATION</b></p>	<p>One course</p>	<p>Other driver education courses based on student need and interest</p>
<p><b>TECHNOLOGY</b></p>		<p>Information Technology Information Management Web Development Other courses based on student need and interest</p>
<p><b>CAREER/TECHNICAL EDUCATION</b> Note: Schools must provide students access to concentrations in a minimum of four of the following career clusters:</p> <ul style="list-style-type: none"> <li>◦ Arts and Humanities</li> <li>◦ Business/Marketing</li> <li>◦ Engineering/Technical</li> <li>◦ Health Sciences</li> <li>◦ Human Services</li> <li>◦ Science/Natural Resources</li> </ul>	<p>80% of students in grades 9-10 must have access to at least one career-technical foundation course. One foundation course must be offered that teaches parenting skills</p> <p>30% of students in grades 11-12 must have access to four units in a career/technical concentration and two career/technical electives</p> <p>An additional 30% of students in grades 11-12 must have access to two units in a career/technical concentration</p>	<p>Other career/technical education courses based on student need and interest</p>

1. Any approved AP® or IB course may substitute for a content related graduation requirement. Of the four required AP® courses to be offered annually, one must be in each of the four core areas of mathematics, Reading/English Language Arts, science, and social studies. Students taking AP® courses are strongly encouraged to take the corresponding AP® examinations. All AP® courses must have a syllabus approved by the College Board.
2. Transition Mathematics for Seniors must be offered annually based on results of the State's college readiness benchmark assessment.
3. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.

**5.6.2. Grade 9-12 Attendance.** The following rules shall govern student attendance in grades 9-12.

- a. Attendance for the full school day for all four years during grades 9-12 is important so that students obtain the full benefit from the educational programs offered in the schools of West Virginia. Therefore, all students shall be scheduled in the defined high school curriculum, college courses, career/technical programs or virtual school courses for the full instructional day for all four years.
- b. County boards of education shall develop and implement a policy which shall be approved by the WVBE that defines the compelling circumstances under which students may attend school for fewer than four full years and/or may be scheduled for courses for less than the full instructional day.

**5.6.3. Programs of Study.** The programs of study identified in Charts I-VI must be available to and be taken by all students as noted in the charts.

- a. A student who transfers into a West Virginia school that has higher graduation requirements may not be able to complete these requirements. In such cases, the student's credits shall be evaluated to determine if one or more county and/or state requirements will be waived by the county or state superintendent.
- b. 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 9th grade (with the exception of the science requirement altered with the revision on May 2011)
- c. 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/she would be expected to complete the graduation requirements that were in effect when he/she entered grade 9 for the first time. If the

student has been out of school one year or more, he/she would be expected to complete the graduation requirements in effect upon re-enrollment.

**5.6.4. Individualized Student Transition Plan.** Prior to the end of their 10<sup>th</sup> grade year, each student shall develop, after review of the student's ACT PLAN results, and in consultation with her/his parent/guardian(s) and school counselor or advisor, the second phase of the ISTP. Each student in the skilled pathway shall select a high school concentration that will prepare the student for post-secondary education, and/or gainful employment. The ISTP may be amended and/or the concentration changed at the end of any semester.

a. Students may take one of the following in place of a course as listed in the applicable high school program of study: 1) a higher level course, 2) a more rigorous course, 3) a College Board AP® course, 4) an IB course, or 5) a college course. Parent/guardian approval must be evidenced by signature on the student's ISTP.

A. A student, in consultation with his/her parent/guardian(s), may request to take a higher level or more rigorous course, The College Board's AP® course, IB courses or college course in lieu of a required career concentration or recommended elective course as specified in the high school programs of studies document. Such requests should be approved by the county superintendent (or designee) and principal. The decision as to whether the substitute course will count as credit for the specified concentration or recommended elective requirement must be based on its applicability to the student's 5-year transition plan and post high school goals. Schools shall provide information regarding the availability of advanced courses to students and parents and strongly encourage students to take such courses based upon the results of the ACT PLAN, student interest and post-secondary goals.

B. The student and his/her parent/guardian(s) must be advised of the decision of the superintendent (or designee) and the impact of the substitute course on the student's preparation for college, other postsecondary education or employment in the student's concentration.

C. A notation must be made on the student's ISTP indicating that this process was followed and that the parent/guardian(s) and student clearly understand the impact of the course substitution.

b. The parent/guardian(s) and student each sign and receive a copy of the ISTP.

c. Other ISTP components may include the following:

A. Co-curricular activities

B. Extracurricular activities

d. Each graduate will be provided a form that assesses the effectiveness of his/her ISTP, and will be requested to complete and return the form at the end of the first year following graduation to the high school from which he/she graduated.

**5.6.5. Experiential Learning.** The county and school shall require experiential learning experiences for each student at some time in grade 9, 10, 11 or 12. Each county board of education shall:

- a. establish a procedure for coordinating experiential learning;
- b. establish criteria for selecting quality experiential learning and sites;
- c. establish criteria and standards that students must meet to be eligible for experiential learning;
- d. establish standards and objectives for the different types of experiential learning;
- e. establish process and criteria for experiential that merits the awarding of credit;
- f. provide staff development for coordinators, mentors and supervisors of experiential learning; and
- g. establish linkages to enable school personnel and businesses to provide experiential learning opportunities to support and enhance programs of study and career development.

**5.6.6. Graduation Requirements.** The state graduation requirements total 24 credits. See Charts V (A) through V (D) for specific credits required for graduation.

a. The courses needed for graduation, indicated in Charts V (A) through V (D) require mastery of the WVBE and county board of education approved content standards and objectives. The level of mastery shall be determined in compliance with Policy 2515 and with W. Va. 126CSR44A through 126CSR44O, WVBE Policies 2520.1 through 2520.17, 21<sup>st</sup> Century Content Standards and Objectives for West Virginia Schools (hereinafter CSOs).

b. A county board of education that proposes to schedule class periods in a manner that results in fewer than 8100 minutes of instructional time allotted for a high school course credit must obtain a waiver from the WVBE prior to implementing such a schedule. Courses approved through the West Virginia Virtual School approval process may be exempt from this requirement. County and multi-county vocational centers may, in order to accommodate transportation times for students, schedule courses for credit with fewer than 8100 minutes of instructional time provided the center documents student mastery of the content standards for those courses.

c. County boards of education have the authority to increase these requirements for schools in their counties. The county superintendent shall notify the WVDE of any changes in requirements beyond the state requirements.

d. County boards of education must ensure that students have access to at least four College Board AP® courses annually. All AP® courses must have a syllabus approved through the College Board. Effective 2012-13, all AP® course shall be taught by a teacher who has completed the required professional development (Section 7.5.3 h.). Access to AP® courses may also be met via West Virginia Virtual School AP® courses. WVBE Policy 2515 requires that grades earned in an AP® course be weighted.

5.6.7. Additional courses not identified in Chart VI may be offered to afford students the opportunity to attain mastery of the content standards and objectives, to broaden and enrich their education, and to support academic and career development. Any elective offering must be based on WVBE approved content standards and objectives if available or based on written content standards and objectives that are approved by the county board of education.

5.6.8. **Alternative Means to Earn High School Credit.** County boards of education shall provide alternative means for students to earn high school credit as explained below;

a. Any student who successfully completes a high school level course (one meeting the high school approved content standards and objectives and taught by a content certified teacher) prior to grade 9 shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the courses. The grade for any course taken prior to grade 9 becomes part of the student's permanent record and is calculated in the student's grade point average (hereinafter GPA).

b. County boards of education shall adopt policies that allow students to earn credit for completion of college work. If these credits are to be used to meet graduation requirements, they must meet the requirements for a dual credit course. (See Section 13.29)

c. A county may develop tests for the purpose of moving students more quickly through the curriculum by "testing out." See Section 13.2 for other methods of acceleration.

d. County boards of education shall adopt policies and programs that allow students to recover credit for failed high schools courses. Researched-based successful credit recovery programs require students to successfully demonstrate mastery of content rather than repeat an entire course.

e. All students will receive appropriate grades and/or credit for all work completed while attending school, regardless of the duration of their enrollment period.

5.6.9. **High School Diploma.** County boards of education shall award a high school diploma to every student who has completed the standard graduation requirements.

a. An eligible student with disabilities who has been determined by an IEP Team to be unable even with extended learning opportunities and significant instructional

modifications to meet state and county standard graduation requirements may receive a modified diploma.

b. An institutional education program operated by the WVDE will transfer graduation credits to a county school district for the awarding of the high school diploma.

5.6.10. Beginning with school year 2008-2009, an eligible student with disabilities who meets the criteria for instruction based on modified standards may pursue either a standard or modified diploma. These decisions are specified on the student's IEP.

5.6.11. **High School Credential.** Beginning with the graduating class of school year 2008-2009, the school system shall offer the following high school credentials for qualifying graduating students.

a. College Readiness Credential - Any student who scores at or above the college readiness benchmarks as defined by the West Virginia Higher Education Policy Commission, shall receive a college readiness credential.

b. Work Readiness Credential – Any student who completes an approved career/technical concentration and obtains a passing score on ACT Workkeys assessments shall receive a work readiness credential.

5.7. **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, community-based organizations or RESAs and are described in Chart VII. Chart VII identifies programs of study that provide lifelong learning opportunities for adults so that they may maintain, acquire, or enhance functional and/or technical literacy.

<b>CHART VII: Adult Education Programs*</b>		
<b>Adult Basic Education (ABE)</b>	<b>Career 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>• Distance Learning</li> <li>• External Diploma Program (EDP)</li> <li>• English as a Second Language (ESL)</li> <li>• Institutional Education</li> <li>• Family Literacy Programs</li> <li>• Test Preparation for employment, college, military entrance exams</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>• Aqua Culture</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 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 and Selection Service</li> <li>• Use of Career/Technical Facilities/Equipment</li> <li>• Referral to Other Agencies</li> </ul>
<b>Workforce Development Training for Special Populations</b>	<b>Public Service Training</b>	
<p>Academic skills and technical training are provided for economically and community development.</p> <ul style="list-style-type: none"> <li>• Referral to Other Agencies</li> <li>• Workplace Readiness</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>	

\*To be delivered consistent with W. Va. 126CSR57, WVBE Policy 2420, Guidelines for Compliance with Adult Education Programs and Computation for Adults Enrolled Under the School Aid Formula, Adults in Net Enrollment .

**§126-42-6. Alternative Delivery of Education Programs.**

6.1. The county board of education shall establish policies and implement written procedures when providing for alternative delivery of education and service programs for students and community members. A thorough and efficient education must be available to all students, whether they are placed in regular or alternative programs.

**6.2. Alternative Delivery Programs.**

6.2.1. Extended student learning may be offered based on student needs and as funds and other resources become available.

a. Extended student learning may include, but is not limited to: extended day or year; mini-courses; summer school or an alternative calendar that allows for year-round schooling; and experiential learning that may take place outside of the regular school calendar. (See, e.g., W. Va. 126CSR73, WVBE Policy 3234, Year-Round Education Programs)

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 WVBE. These agreements may include payment specifications for those parties using the facilities.

c. Students may elect to participate in extended learning opportunities and may receive elective credit when approved by the county board or WVBE.

6.2.2. All summer school programs shall be submitted to the WVBE for approval. Schools may award credits earned from approved summer schools provided the instructional program is equivalent to that required in the regular school term.

**6.2.3. Community Education.**

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

b. Opportunities to provide continuing education and staff development for local businesses should be maximized. This includes training on appropriate placement and supervision of students participating in experiential learning.

**6.2.4. Homebound/Hospital Services.**

a. Students who, due to injury or for any other reason as certified in writing by a licensed physician or other licensed health care provider, are temporarily confined to home or hospital for a period that has lasted or will last more than three consecutive weeks shall receive home/hospital services. The written statement must include

A. the specific reasons 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. A written statement by a licensed physician or other licensed health care provider must be resubmitted every six months if a student's temporary home/hospital instruction is prolonged.

c. The county board of education may require that the parent/guardian obtain an opinion from a second health care provider at the expense of the county board.

d. Home/hospital services must be designed to provide the student adequate opportunity to continue learning toward mastery of grade level content standards and objectives. The schedule for home/hospital services must include adequate instructional time and be provided at a location when a responsible adult in addition to the teacher is present.

e. Home/hospital teachers are responsible for facilitating instruction on the core courses' content standards and objectives as guided by the student's classroom teacher(s); consequently, the home/hospital teacher must be in regular contact with the classroom teacher(s) to

A. secure and understand units/lessons, instructional plans and instructional materials, and

B. establish procedures for the collection and return of student work to the classroom teacher(s) for assessment.

f. Home/hospital services, provided for an exceptional student who is unable to attend school temporarily because of an injury, illness or health condition requires a change in the student's placement to Out-of-School Environment (hereinafter OSE) as defined by W. Va. 125CSR16, WVBE Policy 2419, Regulations for the Education of Exceptional Students (hereinafter Policy 2419), Section 5.1.5.g.E. The change of placement to OSE must be addressed by the student's IEP team and implemented in accordance with the requirements of Policy 2419.

g. Home/hospital services may also be provided temporarily at the direction of the county superintendent for students who have not met the immunization requirements of W. Va. Code §16-3-4.

#### **6.2.5. 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 W. Va. 126CSR20, WVBE Policy 2418, Regulations for Alternative Education Programs for Disruptive Students (hereinafter Policy 2418).

**6.2.6. West Virginia Virtual School Options.**

a. With the appropriate approval, the West Virginia Virtual School may provide additional course options to be taken through distance learning that will support the alternative delivery settings described in Section 6.2.

**6.2.7. West Virginia Option Pathway.**

a. The Option Pathway is a blend of the Career Technical Education (CTE) Pathway and the General Educational Development (GED<sup>®</sup>) Tests. This pathway provides an opportunity for the high school students behind their ninth grade cohorts a second opportunity to graduate on time rather than dropping out of school.

**6.3. Accountability for Alternative Programs.**

6.3.1. All alternative delivery of programs for elementary and secondary schools must meet the standards and safeguards set forth in WVBE policies related to curriculum, instruction, and student support services.

6.3.2. 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.

**§126-42-7. County Board of Education Responsibilities.**

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. The county board of education shall implement the following administrative practices.

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

7.2.2. Implement the following rules governing student attendance in grades pre-k-12:

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

b. The student attendance rate for elementary and middle schools is at or above ninety percent (90%) or the percentage of students meeting the attendance rate shows improvement from the preceding year. The student attendance rate will be adjusted for the

following allowable deductions as defined in W. Va. 126CSR81, WVBE Policy 4110, Attendance: absences that result from school-approved curricular/co-curricular activities; failure of the bus to run/hazardous conditions; excused student absences; students not in attendance due to disciplinary measures; and absent students for whom the attendance director has pursued judicial remedies to compel attendance (filed a criminal complaint or juvenile petition) due to provisions in W. Va. Code §18-8-4. For the adequate yearly progress (hereinafter AYP) determination, the attendance rate calculation will be used for accountability at the public school, school district and state levels, but will not be calculated for each subgroup. However, for schools/school districts that use the safe harbor provision to meet AYP for the achievement indicators, the attendance rate standard must be met by the subgroup(s) not meeting AYP.

7.2.3. Provide assurances that the county comprehensive developmental guidance and counseling policy reflects provisions in W. Va. Code §18-5-18b.

7.2.4. Ensure that prior to the beginning of each school year, the principal and teachers at every school determine time allocations that, based on the needs of the students, maximize engaged instructional time and limit disruptions during the school day within the regular and alternative school calendars for specific instructional programs.

a. School calendars and schedules shall be organized to maximize academic learning time through a variety of strategies which may include, but are not limited to, restructuring the school day, providing tutorial sessions, utilizing appropriate technology, extending the school day and/or extending the school year.

b. The school calendar shall meet the requirement of W. Va. Code §18-5-45.

c. The school calendar shall provide, at a minimum, 12 hours per week for pre-k, and an instructional day of 315 minutes for kindergarten and grades 1-4, 330 minutes for grades 5-8, and 345 minutes for grades 9-12.

d. Accrued instructional time may not be used to avoid 180 separate days of instruction. For example, accrued instructional time may not be used to convert a complete day of instruction into a day to be used for some other purpose.

e. Co-curricular activities may, by their nature, be scheduled without regard to the use of accrued instructional time.

f. Accrued instructional time may be used by schools and counties to provide additional time for professional development that may include collaborative meeting time, time for training, and/or continuing education as may be needed to improve student performance and meet the requirements of the federal mandates affecting elementary and secondary education. The amount of accrued instructional time used for this purpose may not exceed three instructional days and shall be aligned with the school and county strategic plans.

7.2.5. Develop a Five-Year School System Strategic Plan. (See Sections 12.1.1 and 13.44)

7.2.6. Establish procedures at the county and school levels to ensure that informal and formal assessment data are used to identify student learning needs and to adjust instruction to meet those needs.

7.2.7. Provide a comprehensive system of career clusters and concentrations in order to ensure that students understand the breadth and scope of careers in the global digital workplace.

7.2.8. Develop a system for ensuring that instruction is based upon approved 21<sup>st</sup> century standards for content, learning skills and technology tools.

7.2.9. Appoint and maintain a county school system or multi-county technical center advisory council that meets on a regular basis to provide advice on current and future employment needs and on the relevancy of courses being offered. Each technical concentration must have a program area advisory council that meets on a regular basis to advise on course content, including which skills should be taught, instructional materials and equipment needed, and standards which should be met to assure student employability or preparedness for further education.

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

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

b. 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;

c. The committee may also advise the county board of education in developing the County Five-Year Strategic Plan; and

d. 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.

7.3. The county board of education shall ensure that each school has established and is implementing:

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

7.3.2. A process for flexible scheduling of students and staff to ensure that every student has the opportunity to achieve or exceed mastery of each content standard;

7.3.3. A process and procedures for providing quality, content-specific, scientifically based professional development to ensure implementation of methodologies and best practices for strengthening the rigor, content and relevance of the learning process;

7.3.4. Approved West Virginia standards for 21<sup>st</sup> century learning 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 subsequent grade levels;

7.3.5. A process for ensuring that instructional practices are based on scientific research.

7.3.6. A system for monitoring and assessing pupil performance related to the 21<sup>st</sup> century content standards and objectives of the school education program;

7.3.7. A policy for student homework;

7.3.8. A policy for grading that is consistent with Policy 2515 and that addresses, at least, the issues of retention, promotion and the replacement of a grade if a course is retaken;

7.3.9. A procedure for monitoring continuing record of student progress for student, parent and teacher information;

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

7.3.11. A student code of conduct policy that requires public schools to respond immediately and consistently to incidents of harassment, intimidation, bullying, substance abuse and/or violence or other student code of conduct violations in a manner that effectively deters future incidents and affirms respect for individuals as outlined in W. Va. 126CSR99, WVBE Policy 4373, Student Code of Conduct;

7.3.12. A system to monitor dropout rates and, when appropriate, plans to reduce the student dropout rate;

7.3.13. A process for timely, accurate and complete entering of data into the West Virginia Education Information Systems (hereinafter WVEIS);

7.3.14. Library/media services that provide access to electronic means for retrieving, receiving and using information as well as traditional print resources.

7.3.15. 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, making informed career decisions and meeting the 21st requirements of Policy 2520.14;

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

7.3.17. A school technology team that functions with the school strategic planning committee to develop a comprehensive technology plan that includes the West Virginia standards for 21<sup>st</sup> century learning as a component of the Five-Year School Strategic Plan. (See Policy 2470);

7.3.18. A Local School Improvement Council (hereinafter LSIC) as outlined in W. Va. Code §18-5A-2 that facilitates improvement of educational quality by encouraging the involvement of the school community in the operation of the school and by utilizing the waiver process when appropriate; (Note: The LSIC must conduct an annual meeting to engage parents, students, school employees and other interested parties in a positive and interactive dialogue regarding effective discipline policies; develop and deliver a report to the countywide council on productive and safe schools and examine their school's discipline and report to the county superintendent on the following; disciplinary measures at the school; fairness and consistency of disciplinary actions at the school. If the LSIC believes that discipline is not enforced fairly or consistently, it shall report that to the Superintendent in writing with supporting documentation. The County Superintendent has ten days from receipt of this written report to respond to the LSIC.

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

a. Each county board of education shall, as provided in W. Va. Code §18-5A-5(b)(12), provide to each faculty senate either a two-hour-block of time for a faculty senate meeting on a day scheduled for the opening of school prior to the beginning of the instructional term, and a two-hour block of time on each instructional support and enhancement day scheduled by the board. (See W. Va. Code §18-5-45(d) for further information on instructional support and enhancement days.)

b. Accrued instructional time may not be used to lengthen the time provided in law for faculty senates.

7.3.20. A school curriculum team that establishes instructional programs and methods, based on the needs of the school, that implement the state approved content standards, objectives and performance descriptors;

7.3.21. One instructional day in each of the months of October, December, February, April and June which is an instructional support and enhancement day scheduled by the county board of education to include both instructional activities for students and

professional activities for teachers to improve student instruction as referenced in W. Va. Code §18-5-45(d);

7.3.22. A continuous system of program assessment, accreditation and program improvement; and

7.3.23. A Five-Year School Strategic Plan that is based on the identified needs of the students and is developed collaboratively by the LSIC, the principal, faculty senate, school technology team, school curriculum team and other appropriate stakeholders. (See Sections 12.2.1 and 13.43)

7.4. County boards of education must provide student services to ensure that students are able to participate in and benefit from a high quality education program. These services include, but are not limited to: guidance and counseling, health services, school psychological services, special education and related services, social services and attendance, transportation services, and nutrition services.

7.4.1. **English as a Second Language** services, or specially designed instruction, at no cost to parents, to meet the unique educational needs of an eligible limited English proficient student, including sheltered instruction conducted in the classroom and in other settings, shall be provided as specified in the student's Limited English Proficient (hereinafter LEP) program of study and in accordance with W. Va. 126CSR15, WVBE Policy 2417, Programs of Study for Limited English Proficient Students.

7.4.2. **Guidance and Counseling.** School counselors work with individual students and groups of students through developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional, and physical needs; including programs to identify and address the problems of potential school dropouts. The school counselor also may provide consultant services for parents, teachers and administrators and may use outside referral services, when appropriate, if no additional cost is incurred by the county board of education. The role of the school counselor is defined based on the "National Standards of School Counseling Programs" of the American School Counselor Association as required in W. Va. 126CSR67, WVBE Policy 2315, Comprehensive Developmental Guidance and Counseling. School counselors shall be full-time professional personnel, shall spend at least 75% of work time in direct counseling relationship with pupils, and shall devote no more than 25% of the work day to administrative activities: provided that such activities are related to guidance and counseling. (W. Va. Code §18-5-18b)

7.4.3. **Breakfast and Lunch Programs.** W. Va. Code §18-5-37 requires county boards of education to establish and operate a breakfast program under which a nutritious breakfast shall be made available to all students enrolled in the school in accordance with standards of the WVDE. In addition to the School Breakfast Program, the National School Lunch Program provides nutritious meals for all students who choose to participate in the program. All schools must serve meals that meet the dietary guidelines set forth by the United States Department of Agriculture.

**7.4.4. 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.

**7.4.5. 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 with assessment information, behavior intervention plans, safe schools information, test taking skills, and reduction of test anxiety.

**7.4.6. Compulsory School Attendance.** W. Va. Code §18-8-1a requires compulsory school attendance to begin with the school year in which the 6<sup>th</sup> birthday is reached prior to September one of such year or upon enrolling in a publicly supported kindergarten program and to continue to the 16<sup>th</sup> day or for as long as the student continues to be enrolled in a school system after the 16<sup>th</sup> birthday. County boards of education must employ a full-time attendance director if the county has a net enrollment of more than four thousand pupils and at least a half-time director if net enrollment is less than 4,000. (W. Va. Code §18-8-3 and Section 5.6.2)

**7.4.7. Special Education Services.** Special education services, or specially designed instruction, at no cost to parents, to meet the unique educational needs of an eligible exceptional student, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings shall be provided as specified in the student's IEP and in accordance with Policy 2419. Related services include transportation and such developmental, corrective and other supportive services as are required to assist an eligible exceptional student to benefit from special education and shall be provided as specified on the student's IEP. Specific related services are defined and described in Policy 2419 and W. Va. 126CSR25A, WVBE Policy 2422.7, Standards for Basic and Specialized Health Care Procedures.

**7.4.8. Transportation.** 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)

## **7.5. Personnel.**

**7.5.1.** County boards shall employ supervisory/administrative staff who are professionally certified administrators who have met the requirements of training through the principals' academy as identified in W. Va. Code §18A-3-2c.

**7.5.2.** Principals shall be provided continuous, high-quality, sustained professional development opportunities through a variety of means that increases the principal's ability to be an instructional leader so that students can achieve high levels of performance in the West Virginia standards for 21st century learning.

7.5.3. County boards shall:

- a. Employ highly qualified teachers to implement each program of study;
- b. Ensure that professional staff members are working in the areas of endorsement specified on their certificates;
- c. Ensure that teachers have a general knowledge of the West Virginia Standards for 21<sup>st</sup> Century Learning and the Frameworks for High Performing 21<sup>st</sup> Century Classrooms for all programmatic levels (pre-k-12) to promote program articulation;
- d. Ensure that professional staff are provided continuous high-quality, sustained, and classroom-focused professional development that increases the knowledge and skills required to create conditions that result in students achieving high levels of performance in the West Virginia Standards for 21<sup>st</sup> Century Learning;
- e. Ensure alternative education programs, as outlined in Policy 2418, provide for the participation of staff certified in the core content areas in the development of the academic curriculum and the assessment measures to determine mastery of content standards and objectives;
- f. Ensure that mentors are provided for first year teachers and administrators, and teachers moving into assignments in a different endorsement area and/or programmatic level;
- g. Ensure that all 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 30 minutes (W.Va. Code §18A-4-14);
- h. Ensure that all secondary teachers who teach College Board AP<sup>®</sup> courses have completed the required professional development. This professional development consists of: Advanced Placement<sup>®</sup> Summer Institute (APSI) delivered through the West Virginia Center for Professional Development (WVCPD) or other College Board endorsed APSI. Teachers of AP<sup>®</sup> courses must also (1) attend an APSI once every three years after completing the initial APSI and (2) attend an AP<sup>®</sup> fall workshop every two years (effective 2012-2013);
- i. Ensure that all high school principals attend a WVCPD College Board endorsed AP<sup>®</sup> related workshop once every two years (effective 2012-2013);
- j. Ensure that all AP coordinators attend an AP Coordinator's workshop annually (effective 2012-2013).

7.5.4. County boards shall:

- 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); f) assistance with technology utilization; and g) in some cases, performance of basic or specialized health care procedures.

B. One aide is assigned to a pre-k or kindergarten class if the class enrollment exceeds 10 students.

C. Aides are available for eligible students with disabilities as needed to implement the IEP and as set forth in the Policy 2419.

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

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

**7.5.5. County boards shall:**

a. Implement an employee evaluation system based on W. Va. 126CSR142, WVBE Policy 5310, Performance Evaluation of School Personnel.

b. Implement a comprehensive system of staff development that includes the implementation of 126CSR149, WVBE Policy 5500, County Professional Staff Development Councils as an integral part.

**7.6. Facilities.**

7.6.1. County boards shall ensure that facilities meet the standards set forth in W. Va. 126CSR172, WVBE Policy 6200, Handbook on Planning School Facilities.

**7.7. Instructional Materials, Supplies, and Equipment. County boards shall:**

7.7.1. 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 WVBE through an approved waiver or through the West Virginia Virtual School course approval process.

7.7.2. Establish procedures to select instructional materials and supplemental resources that correlate with approved content standards, objectives and performance descriptors for each content area.

7.7.3. 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.

7.7.4. Ensure that a copy of the appropriate content standards, objectives and performance descriptors is provided to each teacher and ensure that the public has been provided information about and access to materials for review upon request.

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

#### **7.8. Education Information System.**

7.8.1. Every county and school shall participate in the WVEIS.

#### **§126-42-8. School Based Responsibilities.**

8.1. Strong leadership by principals is necessary for good schools and higher levels of student achievement. The principal's primary responsibility is instructional leadership and support within the school that creates a 21<sup>st</sup> century learning environment. The following qualities, proficiencies, and leadership skills are required of principals:

8.1.1. Demonstrate instructional leadership to enhance school effectiveness by improving instruction and improving student performance.

a. Develop flexible 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. Observe teacher and student performance in the classroom and provide feedback and recommendations for improvement.

c. Limit interruptions to instruction.

d. Analyze and use performance data to improve student achievement.

e. Assist teachers in developing individual plans for instructional improvement.

8.1.2. Establish a school environment that is safe, drug-free and conducive to learning.

8.1.3. Provide purpose and direction for schools.

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8.1.4. Demonstrate cognitive skills to gather, analyze, and synthesize information to reach goals.

8.1.5. Manage group behaviors to achieve consensus.

a. Schedule time to work with staff, school ~~support~~ leadership team, faculty senate, curriculum team and local school improvement council to plan, organize, implement and evaluate the education programs.

b. Coordinate high quality, scientifically research-based professional development activities identified in cooperation with the building staff, faculty senate, internal school improvement team, curriculum team, technology team, local school improvement council and the County Professional Staff Development Council.

8.1.6. Enhance the quality of the school organization.

8.1.7. Organize and delegate to accomplish goals.

8.1.8. Communicate effectively.

8.1.9. Provide leadership in the implementation of Policy 2520.14.

8.2. School staff must implement classroom management that fosters an environment conducive to student success including:

8.2.1. Creating an atmosphere that is safe, secure, caring and orderly;

8.2.2. Setting high positive expectations for themselves and for all students;

8.2.3. Establishing and communicating class rules and school rules;

8.2.4. Engaging students successfully in meaningful age-appropriate instructional activities;

8.2.5. Being prepared and initiating instruction as soon as students arrive in the classroom;

8.2.6. Protecting instructional time by allowing minimal interruptions of instruction and limiting out-of-class activities;

8.2.7. Exhibiting professional behavior, as defined in the W. Va. 126CSR162, WVBE Policy 5902, Employee Code of Conduct, showing consideration and respect for individual differences, and guarding confidentiality of student information;

8.2.8. Teaching, expecting, and acknowledging responsible behavior including students being prepared for class and having appropriate materials (books, paper, and pencils) with them;

8.2.9. Employing character education strategies that are incorporated and integrated into the total school environment and curriculum; and

8.2.10. Modeling commitment to equity, fairness and diversity through their practices to all students.

8.3. Each teacher and each school must implement a system for delivering classroom instruction that is designed to increase student achievement and to prepare each student for success in post-secondary education and the global workplace. The system must align curriculum, instruction and assessment. Instructional delivery must incorporate validated practices and strategies that are based on scientific research. In implementing an aligned system of instruction, teachers:

8.3.1. Set, maintain and communicate high expectations which are consistently and repeatedly communicated to all students through challenging and rigorous instruction;

8.3.2. Provide students and parents/guardians with strong and relevant rationales for learning new information to increase student ownership and motivation in the learning process;

8.3.3. Seek, where appropriate, student input in creating assignments, choosing content and setting goals for learning;

8.3.4. Involve students in developing guidelines and contingencies for conduct and performance;

8.3.5. Teach all state (or county) content standards and objectives and learning skills and technology tools standards and objectives in each grade level and for each subject;

8.3.6. Are aware of content standards, objectives and performance descriptors of the curriculum that precedes and follows the grade(s) they are teaching;

8.3.7. Integrate technology in the delivery of instruction in all content areas;

8.3.8. Develop and utilize written lesson plans that focus on the mastery of concepts identified in the content standards and objectives for each course;

8.3.9. Use instructional materials and technology resources correlated with content standards, objectives and performance descriptors;

8.3.10. Assist students in linking prior knowledge with new information and in connecting information across content areas;

8.3.11. Provide instruction that is organized, appropriately sequenced, links new information with prior knowledge, and emphasizes the most important information to be learned;

8.3.12. Provide students with opportunities to maximize learning by incorporating the use of tools (e.g., graphic organizers, manipulatives);

8.3.13. Provide opportunities to process new information through individual and/or collaborative activities (e.g., peer editing, creating projects and or products, generating ideas, presenting/performing aspects of newly acquired information) and to practice information in a variety of contexts and settings to promote fluency, generalization and maintenance;

8.3.14. Provide opportunities for students to look at, reflect on, speak and write about the content;

8.3.15. Provide adequate opportunities for guided practice until students acquire fluency in performing the skill(s);

8.3.16. Enable students to solve problems and think critically by guiding them through the process to become independent learners;

8.3.17. Instruct students on how to learn task-specific strategies and how to model key behaviors required for learning a set of information or a specific skill;

8.3.18. Provide opportunities for students who have mastered the CSOs to move to the next level of instruction;

8.3.19. Differentiate instruction to meet individual student needs;

8.3.20. Assess student learning frequently through multiple formats and in various modalities (e.g., oral and written venues) and adjust instruction accordingly;

8.3.21. In grades k-3, use the content standards, objectives and performance descriptors in reading and mathematics and the accompanying state informal assessments to guide and measure student progress in these content areas;

8.3.22. Give positive, corrective and elaborated feedback to individual students in a timely manner and allow students opportunities to practice corrections;

8.3.23. Provide intervention and expanded learning opportunities based on a variety of student performance data;

8.3.24. Recognize student effort and celebrate progress in attaining learning goals;

8.3.25. Communicate with parents on a regular basis regarding their child's

educational performance;

8.3.26. Link classroom instruction to the student's future work and academic success by integrating and reinforcing the skills required in a career and the workplace.

8.4. Students who demonstrate mastery of the 21<sup>st</sup> century content standards and objectives must be provided opportunities to progress to the next level of instruction.

8.5. Students who do not demonstrate mastery of the 21<sup>st</sup> century content standards and objectives shall be provided intervention through extra help, multiple instructional strategies and extra time in the classroom and in other school settings, as other settings are appropriate.

8.6. Instruction and practice in writing is required to be taught to all students. Teachers are required to establish expectations for written work in each subject area and to require that writing is a routine part of all classes. Schools provide teachers with resources, technical assistance and professional development in understanding the writing process and in grading students' written work.

8.7. Multicultural education is required to be taught to all students at all programmatic levels, pre-k-4, 5-8, and 9-12. Schools/school systems are required to develop and implement a program for multicultural education. (See Section 13.64 and W. Va. 126CSR18, WVBE Policy 2421, Racial, Sexual, Religious/Ethnic Harassment and Violence Policy)

8.8. 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 the skills and knowledge to use technology as an effective tool for learning, processing information and communicating information to others.

8.9. **Student Assistance Team.** Each public school shall establish a student assistance team that:

8.9.1. Consists of at least three persons, including a school administrator or designee, who shall serve as the chairperson, a current teacher(s) and other appropriate professional staff.

8.9.2. Reviews individual student needs that have persisted despite being addressed by instruction and intervention teams, or acts in lieu of an instruction and intervention team, and considers referrals for multi-disciplinary evaluation.

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

8.9.4. Is trained in referral procedures for multidisciplinary evaluations, Alternative Education placements, disciplinary procedures, and other school processes as appropriate for ensuring student progress and maintenance of a safe school environment.

8.9.5. Collects and maintains 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 its recommendations.

8.10. Schools must implement, in an equitable manner, co-curricular and extracurricular programs, at the appropriate instructional levels, that contribute to the success of students.

8.10.1. Co-curricular activities may take place during the instructional day. (See Section 13.18)

8.10.2. Extracurricular activities shall occur outside of the instructional day. (See Section 13.41 and W. Va. 126CSR26, WVBE Policy 2436.10, Participation in Extra Curricular Activities (hereinafter Policy 2436.10))

#### **§126-42-9. Statewide Assessment Program.**

9.1. All public school students shall participate in the West Virginia Measures of Academic Progress (hereinafter WV-MAP).

9.1.1. All public school students enrolled in grades 3-11 shall be assessed at the grade level in which they are enrolled by the WESTEST 2 (grades 3-11) or the APTA (grades 3-8 and 11) in the spring of each year in the content areas of mathematics, reading/language arts and social studies. For the content area of science, all public school students enrolled in grades 3-10 shall be assessed at the grade level in which they are enrolled by the WESTEST 2 (grades 3-10) or the APTA (grades 3-8 and 10) in the spring of each year. Students in grade 11 who are not enrolled in chemistry will not be assessed by the WESTEST 2 grade 11 science assessment. See W. Va. 126CSR14, WVBE Policy 2340, West Virginia Measures of Academic Progress (hereinafter Policy 2340), Section 4.2.

9.1.2. As stated in Policy 2340, section 3.53.1, the WESTEST 2 Online Writing is a session of the WESTEST 2 Reading/Language Arts (RLA) test. Thus, students enrolled in grades 3-11 shall be assessed at the grade level in which they are enrolled by the WESTEST 2 (grades 3-11). Student performance on the online writing session is combined with student performance on the multiple choice sessions of WESTEST 2 RLA to obtain an overall scale score and performance level for reading/language arts.

9.1.3. All public school students enrolled in the 8<sup>th</sup> grade, except those participating in the West Virginia Alternate Performance Task Assessment to WESTEST 2, shall participate in the ACT EXPLORE assessment with accommodations and/or with modifications as determined by their respective IEP Teams, Section 504 Committees, or LEP Committees in the fall of each year. (Policy 2340, Sections 3.1 and 4.6)

9.1.4. All public school students enrolled in 10<sup>th</sup> grade, except those participating in the West Virginia Alternate Performance Task Assessment to WESTEST 2, shall participate in the ACT PLAN assessment with accommodations and/or with modifications as determined by

their respective IEP Teams, Section 504 Committees, or LEP Committees in the fall of each year. (Policy 2340, Sections 3.1 and 4.7)

9.1.5. All public school students enrolled in grades 4 and 8 who are part of National Assessment of Educational Progress (hereinafter NAEP) state sample shall participate in the NAEP, a component of the WV-MAP. The participant(s) of this test will be determined by a random sample at the national level. All students, except those participating in the West Virginia Alternate Performance Task Assessment component of WESTEST 2, will be placed on the school roster from which the random sample will be taken to determine NAEP participation. (Policy 2340, Section 4.8)

9.1.6. WV-MAP shall be managed by a county test coordinator who has been provided training in administering the test instruments in this program. (Policy 2340, Section 5.4)

a. Counties shall ensure that all school test coordinators and site administrators and/or designees, as well as all other appropriate central office and school building level professional staff, are adequately trained in test administration, interpretation and use.

b. Counties shall ensure that school test coordinators and site administrators and/or designees will provide adequate training and staff development for all educators that administer and/or proctor state assessments.

c. The county test coordinator in each county shall develop an outline or overview regarding the administration and use of the WV-MAP test results.

d. Practice tests, test improvement programs, juried lesson plans and technology may be used to improve student achievement.

9.1.7. All teachers shall be provided assessment data for the students in their schools and or classroom for the areas of instruction for which they are responsible in order to provide instructional intervention for students. Other professional staff in the school may access the test results by individuals, grade levels and/or groups of students for the purpose of instructional planning. (Policy 2340, Section 6.2)

9.1.8. Any student performing below mastery on classroom assessments in reading/language arts or mathematics shall be provided intervention through extra help, multiple instructional strategies, and extra time in the classroom and in other school settings, as other settings are appropriate.

a. Each county, school and teacher has a system for analyzing, interpreting and using student performance school or county data prior to the beginning of the school year. Data are to be used to identify and assist students who are not at or above mastery on the state approved content standards, objectives and performance descriptors.

**§126-42-10. School, County, RESA and Other Assessments.**

10.1. The school, county, or RESA may develop assessments aligned with the CSOs and performance descriptors to drive instructional improvement for all students.

10.1.1. Assessments may include standard, non-standard, performance assessments or portfolios, observation performance data, achievement checklists, teacher made tests and other assessments that are at the direction of and use by the classroom teacher.

10.1.2. A system of diagnostic assessments to determine the performance levels is to be used in grades k-3, such as the WVDE informal reading and mathematics assessments or comparable assessments approved by the WVDE aligned to the content standards.

10.2. All public school students may be assessed with the appropriate end-of-course (hereinafter EOC) tests at the grade level in which they are enrolled and taking the course. All public school eligible students with disabilities under Policy 2419 or Section 504 will be assessed if necessary with the appropriate accommodations and/or with modifications as determined by their respective IEP Teams or Section 504 Committees or LEP Committees. (Policy 2340, Sections 3.1 and 4.4)

**§126-42-11. Program Accountability.**

11.1. The WVBE has adopted the following goals from NCLB to guide accountability for schools, county school districts and the state.

11.1.1. By 2013-2014, all students will reach high standards, at a minimum attaining mastery or better in reading and mathematics.

11.1.2. All LEP students will become proficient in English and reach high academic standards, at a minimum attaining mastery or better in reading/language arts and mathematics.

11.1.3. By 2005-06, all students will be taught by highly qualified teachers.

11.1.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.

11.1.5. All students will graduate from high school.

11.2. A single system of accountability will be applied to all public schools and county school districts in West Virginia. See W. Va. 126CSR13, WVBE Policy 2320, A Process for Improving Education: Performance Based Accreditation System (hereinafter Policy 2320) for guidelines for the accountability system.

**§126-42-12. Program Improvement.**

**12.1. County Improvement.**

**12.1.1. Five-Year School System Strategic Plan.** Each county shall develop and implement a Five-Year School System Strategic Plan based on the Standards for High Quality Schools that contains at least the following:

a. Procedures and activities to strengthen the county education program in order to increase student achievement and positively impact other student outcomes.

b. 1) Core beliefs and mission, 2) data analysis, 3) improvement goals, 4) improvement objectives and benchmarks, 5) a work plan that includes action steps and professional development, 6) a system for monitoring and supporting the implementation and effectiveness of the work plan, 7) an evaluation process, 8) a budget and 9) annual planning updates for federal and state programs that meet the specific requirements of each program and support the goals and objectives of the plan.

**12.1.2. County School Leadership Team.** Each county school system shall have a County School Leadership Team which is responsible for supporting all county schools identified for improvement. The County School Leadership Team members are appointed by the county superintendent and may include distinguished teachers, distinguished principals, special education professionals, Title I professionals, WVDE professionals, RESA professionals, curriculum and instruction professionals, technology integration specialists and/or data analysis professionals. The County School Leadership Team may be the same membership as the School System Leadership Team, at the discretion of the county superintendent.

**12.1.3.** The County School Leadership team shall have the following responsibilities:

a. review all facets of the schools' operations, including the design and operation of the instructional program, and make recommendations for improving student performance.

b. collaborate with the School Leadership Team, county staff, and the WVDE in the review of school improvement goals, development of the plan, and plan implementation.

c. continuously monitor the implementation of the school improvement plan.

d. make additional recommendations to the county and the WVDE concerning assistance that is needed by the school or the School Leadership Team.

## 12.2. School Improvement.

12.2.1. **Five-Year School Strategic Plan.** Every school must develop and implement a Five-Year School Strategic Plan designed to bring all students to mastery and beyond and to close the achievement gap, and adhere to the following criteria:

a. Prepared by the LSIC and other stakeholders as appropriate under the leadership of the school principal and in cooperation with the faculty senate, school technology team and school curriculum team.

b. Based upon: 1) Core beliefs and mission, 2) data analysis, 3) improvement goals, 4) improvement objectives and benchmarks, 5) a work plan that includes action steps and professional development, 6) a system for monitoring and supporting the implementation and effectiveness of activities, 7) an evaluation process, 8) annual planning updates for federal and state programs that meet the specific requirements of each program and support the goals and objectives of the Plan, and 9) a budget.

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

d. Aligned with the Five-Year School System Strategic Plan of the school system.

e. Presented to the county board of education as part of the annual meeting between the LSIC and the county board of education.

12.2.2. **School Leadership Team.** Each school identified for improvement shall have a School Leadership Team. The members of the School Leadership Team may include the same membership as the team preparing the strategic plan as appointed by the principal, and may include representatives from the Curriculum Team, Faculty Senate, Technology Team, and/or the LSIC.

12.2.3. The School Leadership Team shall have the following responsibilities:

a. analyze all facets of the school's operation, including the design and operation of the instructional program, which may include: all measures of students achievement, discipline, school climate, graduation rate, school survey results, Office of Education Performance Audits review data, Title I monitoring results, special education monitoring results, technology integration issues, and master schedules.

b. make recommendations for improving student performance in the school.

c. collaborate with parents, school staff, county, and the County School Leadership Team in the identification of school improvement goals, school improvement plan development, plan implementation, and continuous plan monitoring.

d. make additional recommendations to the County Leadership Team concerning additional assistance that is needed by the school or the School Leadership Team as the school implements the plan.

e. collaborate with state system of support team to build capacity for improvement planning to address student learning needs.

12.2.4. Schools will be selected to receive technical assistance based upon their status with regard to the performance measures and high quality standards set forth in Policy 2320. The WVDE will operate a school improvement program the purpose of which is to build the capacity of county school systems to adequately support schools identified for improvement.

### §126-42-13 Glossary.

**13.1. Acceleration of Course or Grade Level** – The process through which students can obtain mastery of content at a faster or earlier rate. Acceleration is available for all students who demonstrate academic readiness for various delivery options. Acceleration includes, but is not limited to, compacted classes/schedules, testing out, early school entrance, double promotion, early graduation, two or four year college or university enrollment, dual credit courses, “West Virginia Earn a Degree - Graduate Early” (hereinafter WV EDGE) courses, the College Board’s Advanced Placement® courses, and International Baccalaureate programs.

**13.2. Accelerated Learning** – Accelerated learning is the school-wide practice of using formative assessment data to identify struggling students early and once identified, provide these students with immediate assistance or extra help. Schools engaged in accelerated learning are schools with policy documents focused on academics, practices geared toward preparing students for college and the workplace, and teachers and administrators who consistently stress achievement and embrace rigorous standards. Teachers give more than one example and suggest more than one strategy to accomplish the learning goals. Through differentiation, these schools invite individual students to acquire process and demonstrate knowledge in ways different from the majority of the class if that is what is required for the student to become proficient and gain self-confidence.

**13.3. Accrued Instruction Time** – Instructional time accrued during the instructional term from time added to the instructional day beyond the time set forth in Section 13.54. Accrued instructional time may be accumulated and used in larger blocks of time during the school year for instructional or non-instructional activities. (See Section 7.2.4)

**13.4. Adolescent Education** - The education program that addresses the intellectual, physical, social/emotional needs of students and prepares them for post-secondary education and the 21<sup>st</sup> century global workplace across all programs and areas of study in grades 9-12.

**13.5. 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 public school.

**13.6. Advanced Placement®** - Advance Placement® courses are college-level courses offered in high school that provide students the opportunity to earn credit or advance standing at most of the nation's colleges and universities.

**13.7. Advisory Council** - Groups of local employers and other designated stakeholders who provide advice to school districts, multi-county centers and technical program areas on issues relating to career and technical education, including current and future employment needs, standards, curriculum and equipment.

**13.8. 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.

**13.9. The Arts** - The programs of study for dance, music, theatre and visual art.

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

**13.11. Career Cluster** - A broad grouping of related occupations representative of the types of occupations available in the world of work.

**13.12. Career Development** - The process through which a student comes to understand the world of work. Kindergarten through 4<sup>th</sup> grade focuses on career awareness; 5<sup>th</sup> grade through 8<sup>th</sup> grade focuses on career exploration; 9<sup>th</sup> and 10<sup>th</sup> grade focuses on career exploration and decision-making; and 11<sup>th</sup> grade through adult focuses on career preparation.

**13.13. 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.

**13.14. Certificate of Proficiency** - A certificate awarded in addition to the high school diploma, containing specific information regarding the graduate's skills, competence, and readiness for further education and employment.

**13.15. Character Education** - An integrated and comprehensive approach to promote an understanding and inspire development of general character traits such as respect, responsibility, caring, citizenship, justice and fairness, and trustworthiness. Character education utilizes existing curricula, along with new and existing projects, programs and activities.

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

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

13.18. **Co-curricular Activities** - Activities that are closely related to identifiable academic programs and/or areas of study that serve to complement academic and technical curricula. (See Section 8.10.1)

13.19. **College Course** - Any course for which college credit is awarded (e.g., dual credit, WV EDGE credit, regular college course).

13.20. **Comprehensive School Guidance and Counseling Curriculum** - A curriculum component consisting of structured developmental lessons designed to assist students in achieving the competencies outlined in Policy 2315 which address academic, career and personal/social development systematically through classroom and group activities in grades pre-k-12.

13.21. **Concentration** – A series of courses directly related to a student’s chosen career cluster and postsecondary goal. The technical concentrations offered by the school must be aligned with local, state and national job market opportunities.

13.22. **Content Standard** - A broad description of knowledge and skills that students are expected to acquire in a content area.

13.23. **Core Requirements** - Reading and English language arts, mathematics, science, social studies, the arts, health, physical education, foreign languages, and concentrations.

13.24. **County School Leadership Team B** - A group of county school district representatives who are responsible for reviewing all facets of schools’ operations and making recommendations for improving student performance (especially in those schools that are identified in need of improvement). The county school leadership team members are appointed by the county superintendent and may include distinguished teachers, distinguished principals, special education professionals, Title I professionals, WVDE and RESA professionals, curriculum and instruction professionals, and/or data analysis professionals. These members may be part of the stakeholder group that develops and implements the Five-Year School System Strategic Plan.

13.25. **County Steering Committee** - A committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils (one member from each programmatic level, pre-k-4, 5-8, 9-12), faculty senates (one teacher from each programmatic level, pre-k-4, 5-8, 9-12), students (one from each programmatic level 5-8 and 9-12) and other organizational entities in the community. These members may be part of the stakeholder group that develops and implements the Five-Year School System Strategic Plan. (See Section 12.1.1)

13.26. **Course** - An area of study defined by approved content standards and objectives. Schools shall provide intervention through a variety of strategies that may include, but are not

limited to, restructuring the school day, providing extra tutorial sessions, utilizing appropriate technology, enrolling in distance learning, extending the school day, and/or extending the school year. (See Section 5.6.6.b for minute requirements for high school courses)

13.27. **Curriculum** - The content standards, objectives and performance descriptors for all required and elective content areas and 21<sup>st</sup> century learning skills and technology tools at each programmatic level.

13.28. **Diploma** - Formal documentation and recognition that a student has satisfactorily completed the graduation requirements of the state and county school district. A Standard Diploma is awarded to all students who have satisfactorily completed the graduation requirements of the state and county school district. A Modified Diploma may be awarded to eligible students with disabilities as specified in Sections 5.6.9 and 5.6.10.

13.29. **Dual Credit Course** - A course that provides students both high school and college credit. Such a course must meet both the specified course content standards and objectives for secondary offerings and the college course requirements.

13.30. **Early Childhood Education** - The education program that addresses the growth and development of young children using an integrated, developmentally appropriate approach as applicable to build the foundation knowledge in all curricular areas with an emphasis on the acquisition of skills in reading and mathematics. Early Childhood is divided into three subgroups: pre-k, primary elementary (k-2) and intermediate elementary (3-4). As children progress from pre-k to 4<sup>th</sup> grade, daily instruction should be designed to meet their changing educational and developmental needs.

13.31. **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.

13.32. **Elective Courses** - Courses students may choose to study based on need and interest.

13.32.1. Required elective courses must be available to the student sometime during the appropriate programmatic level.

13.32.2. 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.

13.33. **Eligible Exceptional Students** - Those individuals who, in accordance with the requirements of Policy 2419 have been determined to be: a) gifted (grades 1-8) or exceptional gifted (grades 9-12) and b) in need of specially designed instruction, and/or who meet the definition of Eligible Students with Disabilities. (See Section 13.35)

13.34. **Eligible Limited English Proficient Students** - Those individuals who, in accordance with the requirements of Policy 2417, have been determined to be LEP and in need of specially designed instruction.

13.35. **Eligible Students with Disabilities** - Those individuals who have one or more of the disabilities defined in the Individuals with Disabilities Education Improvement Act and Policy 2419 and who, by reason thereof, need special education and related services.

13.36. **Eligible Students with Exceptionalities** - Those individuals who are gifted or exceptional gifted as defined in Policy 2419: The Regulations for the Education of Exceptional and/or who meet the definition of eligible students with disabilities in this policy and Policy 2419 and who, by reason thereof, need special education and related services.

13.37. **Encore Courses (or Encore Curriculum)** - Courses such as health, physical education, technical education and career awareness grouped as a block in middle school. These courses are also referred to as related arts.

13.38. **End of Course Tests** – Assessments that measure student achievement in core career/technical courses. End of course tests are based on the 21<sup>st</sup> century CSOs for each course.

13.39. **Enrichment** - Instruction that allows the student to study a subject more broadly or in greater depth.

13.40. **Experiential Learning** – Structured quality work-based, services-based, community-based, and/or research-based learning experiences. These experiences require students to integrate knowledge and skills from academics, career/technical education, and/or the arts and demonstrate the personal qualities, skills, knowledge, and understandings they need to be leaders in the 21<sup>st</sup> century. Quality senior projects are one example of structured experiential learning.

13.41. **Extracurricular Time** - Time that is not part of the required instructional day or curricular offerings but is under the supervision of the school. It may be used for athletics, non-instructional assemblies, social programs, entertainment and other similar activities. All rules and policies that apply to the instructional day also apply to extracurricular activities. (See Section 8.10.2. and Policy 2436.10)

13.42. **E-Portal** – A web site or service that provides a broad array of resources and services. The WVDE E-Portal may contain a test item bank, juried and other lesson plans, research and best practice information, links to other instructional sites and other instructional assistance.

13.43. **Five-Year School Strategic Plan** - A plan that specifies how the school intends to increase student achievement and positively impact other student outcomes. The plan must be developed and implemented using a continuous improvement process, be based on all available data regarding student achievement and align with the goals of the district Five-Year School Strategic Plan. (See Sections 7.3.23 and 12.2.1)

13.44. **Five-Year School System Strategic Plan** - A plan that specifies how the county school system intends to strengthen the county education program in order to increase student achievement and positively impact other student outcomes. The plan must be developed and implementing through a continuous improvement process and designed to create graduates prepared for success in a digital global marketplace. (See Sections 7.2.5 and 12.1.1)

13.45. **Foundation Course** - An elective course that enhances students' skills or provides an introduction to further in-depth studies in a technical concentration. These courses are generally offered at the 9<sup>th</sup> or 10<sup>th</sup> grade levels. Examples include technology education, family and consumer science, and business courses taken outside of a business-related major.

13.46. **Grade 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 levels, pre -k through grade 12.

13.47. **Graduation Requirements** - 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. (See Sections 5.6.9 and 5.6.10)

13.48. **High School Credential** – Credentials which may be earned by graduating students. (See Section 5.6.11)

13.48.1. **College Readiness Credential** – Any student who scores at or above the college readiness benchmarks as defined by the West Virginia Higher Education Policy Commission, shall receive a college readiness credential.

13.48.2. **Work Readiness Credential** – Any student who completes an approved career/technical concentration and obtains a passing score on ACT Workkeys® assessments shall receive a work readiness credential.

13.49. **Higher Level Course** - A course in the same content area, but at a higher sequential level (e.g., Trigonometry in lieu of Geometry).

13.50. **Honors Courses or Programs** - Courses or programs that expand the approved academic content standards and objectives in a given program of study and may include, but are not limited to, research and in-depth studies, mentorships, internships, content-focused seminars and extended instruction in a content area.

13.51. **Information and Communication Technology (ICT) Literacy** - The ability to use technology to develop 21<sup>st</sup> century content, knowledge, and learning skills, in the support of 21<sup>st</sup> century teaching and learning.

13.52. **Individualized Education Program (IEP)** – A written statement for each eligible student with a disability or who is gifted (grades 1-8) and exceptional gifted (grades 9-

12) that is developed, reviewed, and revised in accordance with Policy 2419.

**13.53. Industry Credential** – A credential earned by students who complete an industry defined career/technical program of study and industry defined certification process.

**13.54. Instructional Day** - Time allocated within the school day for the teaching and mastery of CSOs. The minimum instructional day for grades k-4 is 315 minutes, grades 5-8 is 330 minutes, and grades 9-12 is 345 minutes.

**13.55. Instructional Practices** - The strategies, procedures, methods, techniques and behaviors used by teachers to help students attain mastery of the content standards and objectives of a content area.

**13.56. Instructional Term** - The period of time from the opening of school to the closing of school. The specific dates for each county's instructional term are set by the county board of education and must include a minimum 180 days of instruction. (W. Va. Code §18-5-45.)

**13.57. Integrated Mathematics** - Mathematics courses that feature strands of algebra and function, geometry and trigonometry, statistics and probability, and discrete mathematics. These four strands are connected within units by fundamental ideas such as symmetry, recursion, function, data analysis and curve fitting. The strands are also connected by mathematical habits of mind (e.g., searching for and describing patterns, making and checking conjectures).

**13.58. International Baccalaureate Diploma Program** (hereinafter IB) - A comprehensive two-year international curriculum designed for highly motivated secondary school students aged 16-19. IB is a rigorous pre-university course of study that leads to examinations. IB students generally receive college credit for successful completion of IB courses. The International Baccalaureate Organization has also designed programs for primary and middle school students.

**13.59. Intervention** - Additional instruction and time, utilizing multiple strategies and assessments, to ensure student mastery of the content standards. The practice of removing students from any required course for intervention is discouraged.

**13.60. Juried Lesson Plans** - Instructional units, normally web-based, covering any number of class periods, that have been aligned to content standards, reviewed by teachers, and shown to be effective based on actual use in the classroom.

**13.61. Learning Skills** – The skills of Information and Communication, Critical Thinking and Problem Solving, Personal and Workplace Productivity Skills and proficiency in the use of Technology Tools. Learning skills enable students to acquire new content, knowledge, and skills, connect new information to existing knowledge, learn new software programs, and learn new ways of doing things using technology tools.

13.62. **Local School Improvement Council (LSIC)** - A local advisory group composed of three teachers, three parents, two service employees, the principal, two at-large members appointed by the principal, and one student from a school enrolling students in grade 7 or higher. The LSIC 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 Five-Year School Strategic Plan and can apply for grants and awards.

13.63. **Middle Level Education** - The education program that transitions students from the early childhood program and into the adolescent education program by creating small learning communities of adults and students in which stable and mutually respectful relationships support all students' intellectual, ethical, and social growth. Middle level education encompasses all curricular, co-curricular and extracurricular programs in grades 5-8.

13.64. **Modified Diploma** - Formal documentation and recognition that an eligible student with disabilities, who is unable to meet the graduation requirements for a standard diploma, has met the modified diploma requirements specified on the student's Individualized Education Program (hereinafter IEP). All students who meet the criteria for the Alternate Performance Task Assessment (hereinafter APTA) are presumed to be pursuing a modified diploma.

13.65. **More Rigorous Course** - A course within the same content area in which the rigor and expectations are higher than the course for which the substitution is being made (e.g., Chemistry in lieu of Conceptual Chemistry).

13.66. **Multicultural Education** - A program that fosters an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds. (See Section 8.7 and Policy 2421)

13.67. **Objective** - A step or component that describes grade level or course expectations for a content standard.

13.68. **Pathway** - Designation of a student's intended postsecondary goal within the individualized student transition plan and the level and sequence of courses needed to achieve that goal. The two pathways are Professional (Baccalaureate Degree or above); and Skilled (Associate Degree, Postsecondary Certificate or 21<sup>st</sup> Century Industry Credential).

13.69. **Performance Descriptors** - Narrative descriptions of how well students achieve success on the content standards and objectives. West Virginia has designated five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance descriptors depict student achievement at each of those five levels for each content standard at each grade level or course for which performance descriptors have been developed.

13.70. **Performance Levels** - Levels of student mastery of the content standards and objectives. The levels are "Novice," "Partial Mastery," "Mastery," "Above Mastery" and "Distinguished." Performance descriptors for each of these five levels are available for at least

the core academic subjects.

**13.71. Performance Standards** - A system of describing and categorizing student achievement which has four basic components: levels of performance; performance descriptors; cut scores from statewide assessments that set parameters for the designation of levels of performance; and exemplars of student work for each performance level. West Virginia has designated five performance levels: distinguished, above mastery, mastery, partial mastery and novice.

**13.72. Pre-kindergarten (pre-k)** - The education program for all four-year-old children and three-year-old children with identified special needs that addresses the growth and development of children in the areas of social/emotional growth, the arts, physical health, language and literacy, mathematics, social studies and science. West Virginia's pre-k is a readiness system designed to promote the success of children in kindergarten and lifelong learning. (See W. Va. 126CSR28, WVBE Policy 2525, West Virginia's Universal Access to Early Education System.)

**13.73. Proficient** - Student performance at mastery level or above. The term is used in the accountability system to designate students who are at an acceptable level of performance on the statewide assessment.

**13.74. Program of Study** - The selection of courses, that when delivered effectively, enables students to master the knowledge and skills needed to succeed in their chosen clusters and concentrations and leads to success in the global workplace and post-secondary education.

**13.75. Programmatic Level** - A component of the pre-k-adult educational spectrum that addresses the developmental needs of one age group of students. Programmatic levels described in this document include Early Childhood Education (grades pre-k-4), Middle Level Education (grades 5-8), Adolescent Education (grades 9-12) and Adult Education.

**13.76. Reinventing Education Web Site** - A web site or service that provides a broad array of educational resources including juried and other lesson plans aligned with content standards, research and best practice information, web pages for teachers, professional development, instructional assistance and links to other educational sites.

**13.77. Required Courses** - Those courses that all students must complete.

**13.78. School Day** - The time, inclusive of the instructional day, 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.

**13.79. School Improvement** - A continuous process to increase student achievement and positively affect other student outcomes. School improvement builds the capacity of all entities, both state and local, to improve student success.

13.80. **School Leadership Team B** - A group of school representatives who are responsible for analyzing all facets of a school's operation and making recommendations for improving student performance in the school. The school leadership team members are appointed by the principal and may include representatives from the Curriculum Team, Faculty Senate, Technology Team, and/or LSIC.

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

13.82. **Senior Project** - An integrated culminating project related to the student's program of study which requires knowledge, skills, and concepts from the student's total school experience. A quality senior project should be comprised of a research paper, a product, a portfolio and a presentation.

13.83. **Student Assistance Team** - A trained school-based team which provides a formalized process for the review of student needs and complements the work of instruction and intervention teams.

13.84. **Technology Integration** - The use of technology throughout content areas to help students master the 21st Century CSOs and Policy 2520.14 developing skills for lifelong learning.

13.85. **Technology Plan** - The county boards of education must ensure that the schools and counties develop and update school and county technology plans as an integral component of the Five-Year School and School System Strategic Plan. The strategic planning process should ensure that technology is utilized throughout all programs of study and that the implementation meets other state and federal technology requirements.

13.86. **Technology Tools** - Important 21<sup>st</sup> century technology tools include information and communication technologies such as computers, networking and other technologies (e.g., probes/sensors and accelerometers, MP3 players, interactive white boards); audio, video, multimedia and other digital tools; access to online learning communities and resources; and aligned digital content software and adequate hardware for all students. Technology tools, when integrated in with classroom instruction, enable students to access, manage, integrate and evaluate information across content areas, construct new knowledge and communicate efficiently with others.

13.87. **Unit of Credit** - Recognition given to a student for the successful demonstration of mastery of the 21<sup>st</sup> century content standards and objectives at a level established for an approved required or elective high school level course consistent with this policy and W. Va. 126CSR44A-126CSR44O, WVBE Policies 2520.1-2520.15, the series that contains 21<sup>st</sup> century CSOs for West Virginia schools. Partial credit (2 units) may also be awarded. The level of mastery shall be in compliance with 126CSR37, WVBE Policy 2515, Uniform Grading (hereinafter Policy 2515). Individual students who demonstrate mastery of the 21<sup>st</sup> century CSOs of a particular course must be provided opportunities to progress to the next level. Credit

shall also be granted for documented mastery of high school course requirements by a student prior to grade 9 and for successful completion of a dual credit course.

13.88. **Virtual School** - An alternative delivery system for course content. The West Virginia Virtual School was created within the WVDE by the Legislature to provide a variety of high quality, technologically delivered courses for pre-k-12 public school students. The Virtual School initiative helps bridge the barriers of time, distance and inequities for all West Virginia students by providing access to resources. The Virtual School offers required courses, Advanced Placement courses and a variety of elective, enrichment, remediation and Information Technology courses.

13.89. **West Virginia Measures of Academic Progress** - The comprehensive assessment system for West Virginia that measures student performance. These measures include the WESTEST, EOC exams, Alternate Performance Task Assessment, Writing Assessment, ACT, EXPLORE, ACT PLAN, ACT Workkeys®, and NAEP.

13.90. **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.

13.91. **West Virginia Standards for 21<sup>st</sup> Century Learning** – The approved 21<sup>st</sup> century CSOs and Policy 2520.14.

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

13.93. **Writing Across the Curriculum** - Writing instruction and practice that is applied throughout all content areas. (See Section 8.6)

13.94. **West Virginia Earn a Degree - Graduate Early (WV EDGE)** BA program that allows students to take high school courses for community and technical college credit. WV EDGE courses are based on an alignment between the content standards and objectives of WVDE approved courses and the syllabi of community and technical college courses. Students enrolled in high school courses approved for WV EDGE earn credit by passing a qualifying exam. The ultimate goal of the WV EDGE program is to allow a student to earn an associate degree concurrently with earning a high school diploma.

**APPENDIX A**

**Assuring the Quality of Education: Regulations for Education Programs  
(State Board Policy 2510)  
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**FISCAL NOTE FOR PROPOSED RULES**

Rule Title: Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

Type of Rule:     Legislative     Interpretive     Procedural

Agency:        West Virginia Department of Education

Address:        1900 Kanawha Blvd. East, Building 6, Room 603  
Charleston, WV 25305

Phone Number: 304-558-8098                      Email: rhull@access.k12.wv.us

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**Fiscal Note Summary**

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

There will be no fiscal impact on costs and revenues of state government.

**Fiscal Note Detail**

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

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

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

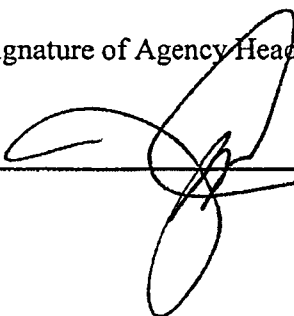
3. **Explanation of above estimates (including long-range effect);**  
Please include any increase or decrease in fees in your estimated total revenues.

**MEMORANDUM**

Please identify any areas of vagueness, technical defects, reasons the proposed rule would not have a fiscal impact, and/or any special issues not captured elsewhere on this form.

Signature of Agency Head or Authorized Representative

Date

 \_\_\_\_\_

4-5-11

POLICY 2510: Assuring Quality of Education: Regulations for Education Programs

COMMENT LOG

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
<b>§126-42-12 Program Improvement</b>				
04-20	<p>Damon Hanshaw Assistant Superintendent dhanshaw@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>What if a student fails the end of year exam in transitional math? Why does skilled need transitional math if it is for college students? Why isn't geometry a required math class since all students take it? Why is a foreign language required for middle school? There are no foreign language teachers available and you know as well as I do that virtual language classes are a joke.</p>	NA-	<p>1. A failure on the end of year exam informs both teacher and student. If the student has acquired all other graduation requirements, this exam will not keep him from graduating.</p> <p>Students in the skilled pathway that are not planning to attend college are not required to take the transition math course.</p> <p>Geometry and Applied Geometry address the same content standards and objectives.</p>
04-25	<p>Lola Brown Federal Programs Curriculum Coordinator ljbrown@access.k12.wv.us Harrison County Schools 408 E. B. Saunders Way Clarksburg WV 26301</p>	<p>12.2.2 Would you want to include Title I representation if applicable because part of the responsibilities outlined include analyzing Title I monitoring results and making recommendations for improving student performance in the school, collaborating with parents and the community, etc.? This is all a vital part of the Title I portion of the 5-yr. strategic plan and the Title I School Planning Committee. In reality, all could be the same committee.</p>		2.
04-29	<p>David Mohr Senior Policy Analyst mohrda@mail.wvnet.edu House Education Committee Rm. 432, State Capitol Charleston WV 25305</p>	<p>Just as a technical correction, section 12.2.3 (d) the term "County Support Team" should be "County Leadership Team" to comport with prior amendments.</p> <p>On a more substantive note, if we are trying to encourage more teacher collaboration to improve student learning, perhaps consolidating some school teams and their functions, and trying to develop within the school's staff more of an "ownership stake" in the improvement process and the results, it seems to me sections 12.2.1, 2 and 3, could use more work.</p> <p>For instance:</p> <p>(1) The sections reference current school committee/team structures and make no reference to teacher collaborative teams;</p> <p>(2) The process of developing a school's strategic plan and the resulting document seem to present a potential avenue for all schools or departments within schools to bring</p>		3.

		<p>staff together to do some of the analysis and decision making on needed improvements and plans to accomplish them as are contemplated in 12.2.3(a) for School Leadership Teams. However, the Strategic Plan is to be developed by the LSIC and maybe some other in cooperation with the staff. While it may be appropriate for the LSIC to approve the plan and present it to the county board, I wonder if the current approach for formulation of the plan makes it a meaningful document for the instructional staff and their role in accomplishing the school improvement goals of the plan;</p> <p>(3) The strategic plan section does not specifically provide for schools to make requests or recommendations to the county board on things that would help increase the capacity of the school to meet the improvement goals in the plan;</p> <p>(4) The School Leadership Team section makes no reference to the strategic plan, although revision of the plan is one of the accreditation process requirements for school identified as needing improvement.</p> <p>Generally speaking, all schools have areas in which they could improve and it seems to me that the strategic planning process and the plan could be a way to bring consensus and maintain focus on improving. I'm not sure it is now and maybe some clarification and strengthening these policy provisions would help.</p>	
05-02	<p>Maria Estenaur Title I Instructor meshenau@access.k12.wv.us Point Pleasant Primary School (Mason County) 40 Tanglewood Drive Point Pleasant WV 25550</p>	None	4.
05-06	<p>Beverly Kingery Superintendent bkingery@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>There seems to be confusion with math course offerings and required courses. It seems that we should require what is assessed or we have not been fair and honest with our students.</p> <p>I would love to have foreign language in middle school, but the reality is that it is not possible due to certified personnel and finances. Virtual courses are difficult. If a district can't afford a foreign language teacher then they generally don't have extra personnel who can supervise virtual courses so offering virtual courses becomes a mute point.</p>	5. Given the flexibility with student choice and accelerated offerings, unless we go with end of course exams, the determined sequence in place now reaches the most number of students currently enrolled in the course being assessed
05-07	<p>Victoria Knight Clay Counselor vclay@access.k12.wv.us HC 65, Box 275 Clear Fork WV 24822</p>	No Comment	6.
05-12	<p>Patricia Coulter Teacher (Math and Science) coultergeisi3@yahoo.com Clay County High School</p>	No suggestions or complaints.	7.

<p>1 Panther Drive Clay WV 25043</p>			
<p>05-13 Kenneth Harvey kharvey@cebridge.net Parent Rt. 1 Box 306 Buckhannon WV 26201</p>	<p>Policy section 13.78 should remain in its original state and not be removed. This has helped several students complete their High School career by taking classes that would serve them best in the future</p>		<p>8.</p>
<p>05-16 Mary Hull Finance Secretary mhull@access.k12.wv.us Buckhannon-Upsstur High School 50 B-U Drive Buckhannon WV 26201</p>	<p>Same as above.</p>		<p>9.</p>
<p>05-16 Tristen Teacher tigray@access.k12.wv.us Gray 11 Lower Drive Buckhannon WV 26201</p>	<p>In dealing with AP Social Studies, or any class, one should focus on the needs of the student. The proposed thought illustrates a desire by the state government to track students into a particular path. While attempting to challenge students with higher level educational opportunities is in theory a good idea, it can also be an idea that creates conflict. The proposed programming demands that if a student takes an AP class they will automatically be penciled in to the next AP class. This will work with some students, but overall I feel that it will cause conflict within the scheduling possibilities for some students. Some students struggle now with selecting the appropriate classes and this is without conflicts due to mandatory AP classes. Students should also be given the freedom to take the classes that they are comfortable taking. Not every student wants to take every AP class, so why should they be forced take classes that they do not want to take? Also, I see that there is an option for Freshmen to take two possible AP Social Studies classes. I had the opportunity to teach AP Human Geography two years with Freshmen making up part of the class. I can attest to the fact that those students were in no way properly prepared for the rigors of an AP class. The 9th grade should be used to help transition students, not to scare them away from AP in the future. I believe that by offering AP classes to students that are not properly prepared (most Freshmen will not be) will hurt the AP scores of the school and most importantly hurt the confidence of many possible future AP students.</p>	<p>A/-</p>	<p>10. Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of the content and State Assessment. World Studies to 1900, United States Studies to 1900, Twenty-First Century Studies and Civics for the 21<sup>st</sup> Century shall be taken in consecutive order. When substituting AP<sup>®</sup> courses students should take AP<sup>®</sup> World History and AP<sup>®</sup> US History courses in place of two of their required courses. Students may substitute AP<sup>®</sup> European History or AP<sup>®</sup> Human Geography as a third required course in grades 9-11. The senior course, Civics for the 21<sup>st</sup> Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college; therefore, the only acceptable substitute for this course is AP<sup>®</sup> Government and Politics.</p>

11. §126-42-13 Glossary

<p>04-20 Damon Hanshaw Assistant Superintendent dhanshaw@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>Thanks for being s sounding board for me.</p>		<p>12.</p>
<p>05-02 Maria Eshenaur Title I Instructor meshenau@access.k12.wv.us Point Pleasant Primary School (Mason County) 40 Tanglewood Drive Point Pleasant WV 25550</p>	<p>None</p>		<p>13.</p>
<p>05-06 Beverly Kingery Superintendent bkingery@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>I applaud the department for attempting to abbreviate all the requirements currently in Policy 2510. With some of the suggestions above, I feel it can become even clearer, better, and reasonable for districts and schools to implement. Thank you for listening.</p>		<p>14.</p>
<p>05-07 Victoria Knight Clay Counselor vclay@access.k12.wv.us HC 65, Box 275 Clear Fork WV 24822</p>	<p>Page 55, 13.14 - Do we still have to provide a certificate of proficiency to graduating seniors? If so, what should be included on said certificate? Page 56, 13.19 - Isn't EDGE credit being phased out of this high school curriculum but being left within the vocational curriculum? Page 56, 13.23 - Should it not read ", and career concentrations?" Page 63, 13.80 - The word "leadership" is misspelled. Page 65, 13.94 - It is my understanding that EDGE credit will be offered, in future years, only to Vocational classes.</p>		<p>15.</p>
<p>05-12 Patricia Coulter Teacher (Math and Science) coultergis3@yahoo.com Clay County High School 1 Panther Drive Clay WV 25043</p>	<p>Very useful.</p>		<p>16.</p>
<p>05-16 Mary Hull Finance Secretary mhull@access.k12.wv.us Buckhannon-Upshur High School</p>	<p>Same as above</p>		<p>17.</p>

50 B-U Drive Buckhannon WV 26201			
18. §126-42-1 General			
04-19 Anita Ballard teacher akballar@access.k12.wv.us State teacher Cheshnut/Lyndon St. Lumberport wv 26386	My comments deal with time constraints. I have taught school for over thirty years. With the requirements that are placed on teachers today, there is no room for teaching the arts, science and social studies. Too much time is spent on the underachieving students and not enough time and emphasis is placed on our producers of tomorrow. I know that all children have the right to an education. I certainly am not disputing that, but we need to use our time for ALL students not just those who are not achieving at the level that they should. We are doing our average and better students a terrible injustice. No wonder our country does not measure up in science and geography. There is no time left to teach those subjects. Taking away the time constraints will greatly help. Thank you, thank you, thank you!!!		19.
04-19 Stephanie Morris Program Coordinator/Professor stephanie.morris@mail.wvu.edu WVU	The changes to Policy 2510 are refreshing. It is encouraging to see the reduction of required hours devoted to specific subjects. By giving teacher more autonomy in their design and teaching, we are in turn opening students up to the possibility of more diverse experiences by allowing them to explore concepts perhaps not privileged in the classroom previously. This relates also to the graduation requirement issue. If we truly are to encourage creativity and innovative practices for our students to allow for authentic engagement, we need to be open to their interests. By freeing up some elective time we may be allowing students to truly discover who they are or what they like, instead of what they HAVE to have.		20.
04-19 Mary Conlon mconlon@atlanticbb.net Hampshire County Public Schools, Visual Art Teacher itinerant k-5 209 Wallace St Cumberland md 21502	At the elementary level scheduling has become increasingly challenging, and is often so restrictive that it inhibits full utilization of professional staff. My real time contact with students has been reduced to 30 minutes once a week, which is somewhat impractical for the "hands-on" aspects of our content standards. Though my county has been able to expand our K-5 visual arts to a full year program, I spend less time daily in direct instruction with students, than when I began in this position ten years ago. The time exists in our school day to accommodate many enriching experiences, but the extremely rigid mandates of recent years have limited them drastically. Students deserve realistic exposure to the creative arts, and professionals should be entrusted with enough flexibility to implement a rich, inspiring, multi faceted school schedule. In the seven schools where I have served I cannot point to one where reading facility has improved noticeably as the result of the rigid block schedule. In fact, when I have students who are able to transfer skills readily from the academic setting to the resource class they are usually in smaller schools where teachers all work closely together, and have greater control of student scheduling. I support the proposed changes to this policy.		21.
04-20 Damon Hanshaw Assistant Superintendent dhanshaw@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651	I have general questions. What has happened to Tiered Instruction and RTI? Is anyone going to look at the 8100 minutes? We are in the 21st century where mastery should take presence. What is so magical about 180 days? Why doesn't the recommended course sequence for students in the professional pathway include transitional math as an option?	NA/-	22. It is our goal that no student will need to enroll in the transition math course if they master the objectives taught in the recommended course sequence. Their WESTEST 2 scores should validate their learning in those courses.

				Tiered Instruction and RTI are now referred to a multi-tiered system of support. There is a guidance document forthcoming to provide support for the implementation of this.
04-21	<p>Corey Murphy Principal cmurphy@access.k12.wv.us</p> <p>John Marshall High School 1300 Wheeling Avenue Glen Dale WV 26038</p>	I do believe removing the chemistry requirement will help schools be flexible in meeting the needs of their students. High Schools are struggling more and more in helping students be successful to meet the graduation requirements. However, do to the flexibility and the help of the WV board to reduce these requirements it does give schools the ability to help their students. I do have grave concerns on the new graduation requirements placed on high schools. Setting the bar is high for a 90% graduation rate is a good thing!!! However, using last yr's data for this yr's AYP/rate is unfair to the schools. Also, it is an uphill battle that students on a modified diploma will count against the rate. This needs revamped soon. A growth model for graduation rate is a more fair way to grade our high schools. We have developed several programs at JMHS to help our students earn their diploma, but I am afraid this new rate will not be attainable due to all the constraints. We are working diligently to achieve the 90% rate, but feel this needs immediate attention! I applaud your efforts in changing the chemistry requirement, but we need some changes to the new graduation rate.		23.
04-21	<p>Amy Vega math teacher avega@access.k12.wv.us</p> <p>Summers County High School 1 Bobcat Drive Hinton WV 25951</p>	The attendance policy is weak. Missing too many days of school should have consequences, such as failure.		24.
04-22	<p>Catherine Grim Teacher cggrim@access.k12.wv.us</p> <p>Hurricane High School 3350 Teays Valley Road Hurricane WV 25526</p>	I am glad you are thinking about doing away with the "majors" for students. They were limited in what classes they could take and they could not take a class just because it might be fun....it had to be in their "major." Counselors just changed the student's major if they were in danger of not graduating, so how important could it have been to begin with???		25.
04-25	<p>Mary Frye special education teacher mfrye@access.k12.wv.us</p> <p>Glinner County (7-8) Mary Frye 300 Pine Street Glennville WV 26351</p>	I disagree with the elimination of the dedicated time for elementary reading, language arts, and math. I think it is imperative to teach the basics to the extent they learn well. Allowing enough time to for these subjects helps them learn well.	NA-	26. Teachers should dedicate time for reading, language arts and mathematics. By removing the time restrictions teachers will be empowered to meet the needs of their students across all content areas  The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.

<p>04-25 Karen Gilligan Educator kkg@access.k12.wv.us Tucker County Schools PO Box 490 Davis WV 26260</p>	<p>I think removing the minimum time requirements will result in less instruction in some subjects. We are already losing ground in math and science because of less instruction time. Reading and language arts instruction currently have adequate emphasis and teachers/parents are more confident teaching/assisting these subjects in the elementary and middle grades. Math concepts require direct instruction and time to problem solve and explore. At the school where I teach, the schedule only allows for 41-43 minutes of math for 5th grade students which is woefully inadequate. Perhaps a range of required minutes would insure that math receive time equal to the reading/language instruction time. Also, I feel that WV should test/each only the metric system if we are truly going to emphasize global learning and 21st century skills. Continuing to teach both measurement systems is counterproductive and confusing to young students.</p>	<p>NA-</p>	<p>See #26</p> <p>27. Until we are uniform in the United States with metric measurement and customary measurement, our students must be able to measure in both systems. Our environment requires knowledge of both</p>
<p>04-26 Jim Mahan Director of Secondary Education jwmahan@access.k12.wv.us Jackson County Schools P O Box 770 Ripley WV 25271</p>	<p>My comments are centered around the college and career readiness benchmarks and the transition math class for seniors. If the state is to use the college and career readiness benchmarks for math, why not use the ACT for all juniors as the assessment tool? Secondly, I noticed that the word shall was replaced by may in the Transition Mathematics for Seniors class. This is a huge difference and can have major implications in scheduling and staffing. My understanding was that this class will be taught to seniors and it was not an option. Now I am reading that this class may be required. Please set the standards so districts will have a clear direction to guide their students.</p>	<p>NA-</p>	<p>28. ACT is an optional test with huge costs associated. Some students will take higher level courses in lieu of the transition course. Official memorandums have been sent to county officials describing student options.</p>
<p>04-26 Mary Humphreys Academic Coach mhumphre@access.k12.wv.us Greebrier Co. Greenbrier Co. BOE Chestnut St. Lewisburg WV 24901</p>	<p>My understanding of the chart concerning AP replacement courses for social studies is that AP US history would now become a 10th grade substitute for the US history credit. If I am correct in my understanding this is not appropriate. AP US History should be a substitute for the 11th grade US History course. Allowing World History to substitute for the current 11th grade history class would be a poor replacement. It is my recommendation an appropriate AP course for 9th grade World History be AP Euro or Human Geography and AP US History be a substitute for 11th grade US History.</p>	<p>NA-</p>	<p>29. 4 credits World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Grades 9-11 may substitute the following AP® courses: AP® World History, AP® US History, AP® European Studies, or AP® Human Geography Government and Politics Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of the content and State Assessment. World</p>

			<p>Studies to 1900, United States Studies to 1900, Twenty-First Century Studies and Civics for the 21<sup>st</sup> Century shall be taken in consecutive order. When substituting AP<sup>®</sup> courses students should take AP<sup>®</sup> World History and AP<sup>®</sup> US History courses in place of two of their required courses. Students may substitute AP<sup>®</sup> European History or AP<sup>®</sup> Human Geography as a third required course in grades 9-11. The senior course, Civics for the 21<sup>st</sup> Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college; therefore, the only acceptable substitute for this course is AP<sup>®</sup> Government and Politics.</p>
04-26	<p>Rebecca Wood beckywoods@frontier.com 2018 Marquette Avenue Point Pleasant WV 25550</p>	None	30.
04-27	<p>Mary Humphreys Academic Coach mhumphre@access.k12.wv.us Greenbrier Co BOE Greenbrier Co BOE Chestnut St Lewisburg WV 24901</p>	<p>In footnote 3 it says: "When substituting AP courses, students must take both AP World History and AP US History." I am not clear on this statement. Does this mean that a student is required to take both courses? If this is true what if the school doesn't offer AP World? Wording isn't clear.</p>	<p>31. See #29</p>
04-27	<p>Chad Spencer Teacher cspencer@access.k12.wv.us Musselman High School 126 Excellence Way Inwood WV 25428</p>	<p>WE NEED AN ATTENDANCE POLICY THAT PROMOTES ATTENDANCE. THERE ARE TOO MANY LOOPHOLES THAT ALLOW STUDENTS TO SKIP SCHOOL WITH LITTLE OR NO CONSEQUENCES. I CURRENTLY HAVE MORE THAN 15 STUDENTS WHO HAVE MISSED 20 OR MORE DAYS WITH NO CONSEQUENCES. BECAUSE OF NO CHILD LEFT BEHIND, OUR ADMINISTRATION EXPECTS US TO PASS STUDENTS SIMPLY SO WE CAN SAY WE ARE GRADUATING A SPECIFIC PERCENTAGE TO MEET AYP. IF A STUDENT IS FAILING, THEIR SCHEDULE IS CHANGED TO ANOTHER TEACHER AND THE STUDENT MIRACULOUSLY PASSES.</p>	32.

		<p>SUGGESTIONS:</p> <p>1) IF A STUDENT IS ABSENT FOR MORE THAN 25% OF A CLASS (REGARDLESS OF ABSENCE TYPE), HE OR SHE AUTOMATICALLY REPEATS THE COURSE.  2) HAVE A LEGAL REPRESENTATIVE AT THE HIGH SCHOOL LEVEL WHO CAN IMMEDIATELY ADDRESS ABSENTEEISM - GIVING FINES IMMEDIATELY AND NOT WAITING WEEKS BEFORE A CASE CAN BE SEEN BY A COUNTY JUDGE.</p>		
04-29	Marianne Annie Principal mannie@kcs.kana.k12.wv.us Chesapeake Elementary School 13620 MacCorkle Ave. Chesapeake WV 25315	I would like to suggest that the word "daily" be removed from section 5.51. When science and social studies have to be taught daily in the 5th grade more time is spent getting out materials and putting them away than in actual instruction. Suggestions include: one or the other must be taught daily so that the CSOs are met. For example - an hour a day of either science or social studies while rotating weeks or grading periods. This gives more time for experiments, projects and in depth study of both subjects.	33.	
04-29	Cathy Davis Teacher cctavis@access.k12.wv.us Marion County Schools East Fairmont Junior High School 1 Orion Lane Fairmont WV 26554	I approve of removing minute requirements from subject areas. This will permit greater flexibility to provide electives to all grade levels.	34.	
04-29	Kathy Kruk 2nd grade teacher kkruk@kcs.kana.k12.wv.us Kanawha County Schools Bonham Elementary School Chas. WV 25312	Students can only excel in the areas of Math and Reading and keep up with today's rigorous standards if they are involved in intense and systematic instruction. Reading First practices have been proven to work in Title I schools that include 1 1/2 to 2 hours of instruction and student participation. Therefore, if the total number of hours required minutes of instruction in Reading and Math are drastically cut, the program objectives will not be met with rigorous teaching practices.	35.	The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content
05-02	Maria Eshenaur Title I Instructor meshenaur@access.k12.wv.us Point Pleasant Primary School (Mason County) 40 Tanglewood Drive Point Pleasant WV 25550	None	36.	
05-02	Tracey Linn AP teacher / Department Chair tlinn@access.k12.wv.us East Fairmont High School RR6 Box 250B Fairmont WV 26554	I am referring to the section dealing with the Advanced Placement classes. If I read that correctly, you are suggesting in order for AP U.S. History to count as students 20th Century class, they must first take AP European History. If this is true, that is just about impossible considering the amount of cutbacks and teacher RIFs, we don't have the staff or room in the schedule for that. We can barely get teachers to teach the AP classes that we have now. My program is a thriving one and your proposal would ruin it. I have 2 AP U.S. History classes with a total of 40 students and I teach AP Government and Politics with 45 students. I would hate to see that come to a halt if what you are proposing is true. You want us to teach AP, but there must be an incentive for students other than the possible college credit. To substitute for their Junior year	37.	See #29

		<p>history is a good idea. Plus the rigor of an AP class far outweighs the regular classes. My students benchmarks are much higher than the regular classes. Please leave it the way it is now.</p>	
05-04	<p>Eric Tennant Adapted Physical Educator Certified, Athletic Trail eennant@access.k12.wv.us Wood Co. Schools 1301 Hillcrest Street Parkersburg WV 26101</p>	<p>It's time to do what is best for students! Everyone needs daily moderate to vigorous movement daily. Movement is the foundation of learning. The education system in WV/US has, over the last 5 decades, has been eliminating Physical Education from required participation to none or very little. This has resulted in poor performance! We, as an education system, have been developing low performers because we have not been letting them move/learn to move, so that they can be the best performer they can be. Research has shown that the more fit one is, the better one performs! It has even shown that moderate to vigorous movement can grow the areas of the brain that helps one learn, making them better performers! A better use of tax money, mine included, would be to require daily Physical Education Pre-K thru 12 grade, with fitness requirements and content ( a novel idea and included on WESTEST ). We, as an education system, can produce better performers, but we have to make that commitment. More is not necessarily better. Too much of anything is not good for anyone. ( i. e. oxygen, the nutrient we need the most- too much = hyperventilation , water- the second most needed nutrient, too much = hyponatremia ). Too much inactivity leads to poor performance! Daily Physical Education- movement and content- will give students in WV the edge to compete and perform globally.</p>	38.
05-04	<p>Jennifer Hay Paraprofessional jhay@access.k12.wv.us Mineral County Schools Rt 1 box 250 Ridgeley WV 26753</p>	<p>21 st Century Education Learning is lacking in our school due to the technology support. The county has been generous with providing the equipment needed, however problems with training support and online capabilities cause the equipment to sit idle. We have white boards to use but no training or software is provided. Acuity, WV Writes and Compass Learning programs offer students excellent learning opportunities that cannot be accessed due to the lack of bandwidth. Our teachers remain creative and patient to provide the best 21st Century Learning experience possible. Our students could also benefit from career education beginning in the 6th grade. Today's jobs are directly involved with computers. Applying at many positions and job searching is completed online. Many of our students do not have computer access at home and could benefit from training programs at school. Hands on, real world experience is essential to our students success yet we expect the teachers to purchase and provide the supplies needed to simulate life. Paint, paint brushes, art paper, clay, tools, and other everyday items would be beneficial in the classrooms. Our teachers will continue to teach and provide a terrific education, they simply need the freedom and supplies to accomplish their job.</p>	39.
05-06	<p>Beverly Kingery Superintendent bkingery@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>It appears two important aspects of student achievement and classroom instruction were forgotten in the revisions. It is difficult to locate mention of Tiered Instruction and/or RTI? Lessening the importance of those would be a set back for differentiation and individualized student instruction. It was anticipated some specific language relevant to eliminating 8100 instructional minutes for course credit would be in the proposed policy revision. I could not specifically find that in the document.</p>	<p>40. The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content. Tiered Instruction and RTI are now referred to a multi-tiered system of support.</p>

				40.	There is a guidance document forthcoming to provide support for the implementation of this.
05-06	Susan Jessup Art Teacher sejessup@access.k12.wv.us Shady Spring High School P. O. Box 2001 Shady Spring WV 25918	I believe taking the restraints of minutes in english/math would make it more flexible for elementary schools. The schools would be able to incorporate more of the other subjects and projects enabling our children to have more of a well rounded education. I know from my own children's experiences the excited they had when they were able to have science experiment or an art project. Under the current restraints teachers have little freedom to fit other subjects into their days.	N+	41.	This comment supports the change in Policy 2510.
05-07	Victoria Knight Clay Counselor vclay@access.k12.wv.us HC 65, Box 275 Clear Fork WV 24822	No Comment		42.	
05-10	Ernie Adkins Principal eradkins@access.k12.wv.us Oakvale School 2503 Goodwins Chapel Road Princeton WV 24740	I believe the time requirements for reading and math are important. Teaching children to read needs to be the primary focus of K-4 education. If anything, the required time for reading should increase. I am worried that if time requirements are taken away, many antiquated teachers and administrators will give equal time to all four core subjects. I think this would be devastating to our public schools. Social Studies can be integrated into reading and science can be integrated into math. Teaching children to read in their formative years will prepare them to learn science and social studies when they are older. I was a middle school science teacher. I understand and value the subject. However, my experience as an elementary principal has taught me that teaching children to read first is the key to success in all other areas! Thank you	NA-	43.	Reading and Science can be integrated into mathematics; however there is content that requires specific focused attention from the different disciplines.  The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content
05-11	Susan Johnson Teacher scjohnson75@gmail.com Richwood High School P. O. Box 631 4 Park Place Richwood WV 26261	Only four other states in the U.S. require 24 credits for graduation—Texas, Alabama, Florida and South Carolina. According to the ACT News, the reporting arm of the American College Testing service, all four of those states' composite scores on the ACT were below the national average in 2009. Further, their graduation rates are also below the national average.  On the other hand, consider the number of credits required for graduation of the top performing states in the nation—Connecticut (20), New Hampshire (19.75), Vermont (20), Delaware (22), Maine (16), New Jersey (22), New York (22), Washington (19), Wisconsin (21.5), Maryland (21) and Minnesota (21.5). The national average is 21.8. (Information about credits required for graduation can be found at the National Center for Education Statistics released by the U.S. Department of Education.)  As West Virginia educators continue the emotional debate over whether the 4X4 block is better than the 8-period traditional schedule, we are overlooking the real issue: a student is not being better educated because he or she takes more classes. By requiring 24 credits for graduation (and even 26 as my county, Nicholas, requires), West Virginia is forcing high school students to spend more time in elective classes and less time on the core subjects on which children are tested.		44.	
05-12	Patricia Coulter	Satisfactory		45.	

	Teacher (Math and Science) coullergeis3@yahoo.com Clay County High School 1 Panther Drive Clay WV 25043			
05-13	Brian McPherson Math Teacher bgmopher@access.k12.wv.us Richwood High School One Valley Avenue Richwood WV 26261	WV requires too many credits for Graduation. States that require fewer have much better test scores. Requiring fewer credits allows students and teachers to focus on what is most important.	46.	
05-15	Sally Ann Hintler Assistant Principal shintere@access.k12.wv.us Ritchie County Middle School 105 School Rd Ellenboro WV 26346	This is an excellent policy that is decisive with clear, easy-to-read language.	47.	
05-16	Mary Hull Finance Secretary mhull@access.k12.wv.us Buchannon-Upsur High School 50 B-U Drive Buchannon WV 26201	This was sent in a email this morning -- to complete. How can I complete it if I haven't ever received it to read?  As a parent of two teenagers at this high school, I haven't ever received anything to read either. oh well....	48.	
49.	<b>§126-42.5 Program Definition</b>			
04-16	Kathy Jaquez teacher kiaquez@access.k12.wv.us PO Box 4 611 Ice St Barrackville WV 26559	Removal of the required number of minutes of teaching will allow the teachers of West Virginia to educate our students in a pleasant way once again. For the past few years the regulations have made elementary students nothing more than rats in a maze on the way to WESTEST mastery. Students of any age should enjoy the learning process! Requiring hands-on inquiry based lessons will make this happen. Students can learn to read and to do mathematics in other ways than just doing worksheets. Please do a way with the requirement for chemistry for all. We have implemented this early in my county and it has not worked as planned. First of all NO money was allocated for this class and chemistry is very expensive to teach. The chemicals and glassware are used up or broken and must be replaced. Secondly the special education students that we are teaching have found the concepts of chemistry beyond their comprehension. These students should not be placed in a course that they cannot do. They do not have a need for this course in their futures. It has felt like we were persecuting these children for the past two years. I have taught chemistry for thirty years, but this is the first time that students frequently are reduced to tears in my class.	NA/+	50. This comment supports the revision to Policy 2510.
04-19	Jane Roberts Assistant Superintendent jroberts@kcs.kana.k12.wv.us Kanawha County Schools 200 Elizabeth Street	Sections 5.3.1 and 5.4.1 still require 30 minutes of physical education three times per week. It seems if we are providing flexibility at the elementary level for subjects such as reading and math, we would provide that same flexibility for physical education. Remove the time requirements for this subject as well. Section 5.5.1: This still requires science and social studies to be taught daily. This	51.	

Charleston WV 25311	<p>inhibits integration. Some projects/investigations tend to be either mostly social studies based or mostly science based. True investigation of a topic may require extended time and study with social studies content for a few weeks, then extended time and study with science content for a few weeks. By requiring both to be taught daily, teachers are forced to teach quick, 20-30 minute lessons straight from the textbook.  Recommendation: take out "daily."  This section also states "by a team of teachers." Many counties have 5th grade in elementary schools, and these classrooms are self-contained. If you say by a "teacher /or team of teachers certified..." it will better represent the variation that naturally occurs between grades 5 and 8.</p>	
<p>04-19  Shella Lucento  County Test Coordinator  slucento@access.k12.wv.us  Raleigh County Schools  105 Adair Street  Beckley WV</p>	<p>5.4.1 Middle Level Education Chart IV - "It is recommended that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade." I would like to see the language changed to "Students planning to enter the professional pathway in high school may enroll in Algebra I." The word "recommended" has led to too many 8th grade students being enrolled in Algebra I who are not fully prepared and are not able to successfully continue on to geometry, Algebra II, etc.  5.6.6.d. "County boards must ensure that students have access to at least four College Board AP courses annually." If students have access to 4 AP classes annually, does this mean four appropriate for 9th grade, four appropriate for 10th grade, etc., for a total of 16 different offerings by the time they are seniors? I'm not sure the required numbers of teachers have obtained or are willing to obtain the necessary professional development at each high school. In addition, most of the basic classes needed by freshmen don't appear to be offered as AP classes, as I've noticed when looking over the AP Course Descriptions. I think this will place a hardship on schools to implement, as well as counties, which will have to fund this additional training. And as more AP classes are in the schedule, particularly at lower grades, fewer classes directed toward the average student are available for those students. If the intent was for schools to offer a total of 4 AP classes, which students may take at any time over 4 years, this needs to be clarified.</p>	<p>52. This needs revision and it will be addressed with the implementation of the Next Generation Content Standards and Objectives.   The language in Policy only requires schools to offer 4 AP courses annually</p>
<p>04-19  Jack Reger  Director, Title I  jreger@access.k12.wv.us  Barbour County Schools  105 South Railroad St  Phillippi WV 26416</p>	<p>The changes in this section are very good. However, in sections 5.3.1, 5.4.1, and 5.5.1, a "recommended" amount of time for math would be helpful for guidance. This would benefit new principals, teachers, etc... Additionally, teachers who are weak in a content area may not provide the instructional time necessary to master the CSOs.</p>	<p>53. The purpose for eliminating the minutes required was to allow for more flexibility in scheduling. By supplying recommended number of minutes, the flexibility factor would be eliminated, thus causing further confusion.</p>
<p>04-20  Damon Hanshaw  Assistant Superintendent  dhanshaw@access.k12.wv.us  Nicholas County Schools  400 Old Main Drive  Summersville WV 26651</p>	<p>Intermediate grades should be 3-5. Most 5th grade students are at the elementary school while 6-8 are at the middle school. The way it is now, 5th grade students are classified with middle school and that should not be. Very few if any of the middle schools have 5th grade students. On the chart, we have 3 science credits but when you look at the explanation below, it says 4.</p>	<p>54.</p>
<p>04-20  Tamber Hodges  tchodges@access.k12.wv.us  RCS</p>	<p>I DO NOT agree that the removal of instructional time constraints for elementary and middle schools will offer more flexibility in order to advance student achievement. The removal of the time requirements sounds as if we are not at all concerned if the subject</p>	<p>55. See #26.   The purpose for eliminating the minutes</p>

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matter is actually being taught. If we want to advance student achievement the state would require all elementary and middle schools have a TIS or computer teacher. Thus, certified teachers can focus on their subject area, which in my case is 40+ CSOs.

required was to allow for more flexibility in scheduling.

Teaching seventh grade math at the current time includes 40+ CSOs that must be completed by the second week of May each year. There is no way I could effectively teach those 40+CSOs with less than 90 minutes for each class. I know in that amount of time, my students are mastering the content. What will happen when a student transfers into my class from another county who has only had 35 minutes of math each day? Does someone actually believe that student will be able to compete or even survive beside my students who have a much deeper understanding of mathematics?

In my opinion the following two suggestions would do much more to advance student achievement than the illogical suggestion of removing the time requirements from the classroom.

1. Is there a law that states that WESTEST must be given so early in May? WESTEST 2 should not be given until the last two weeks of school (according to each county's calendar). Those extra two to three weeks could be used teaching those 40+ CSOs that are required.

2. Each middle school and elementary school should have their own TIS /Computer Teacher in order for items such as Techsteps to be completed appropriately. Students are unable to complete Techstep activities successfully due to the fact that they have not had the opportunity to spend the last seven years "building up" to the skills they are asked to demonstrate. To be quite honest, the content included in most of the Techstep activities does not match our given CSOs and the directions are incorrect and must be rewritten by the teachers. This is another example of what needs to change in order for student achievement to advance in West Virginia schools.

As a current math teacher in this state, I take my job and my content very serious. The nation is very much aware that our students are no longer the "best" in math and science. In order for the state of West Virginia to become more aggressive in the teaching of such subjects more time must be added to the instruction of these subjects - not taken away.

In my opinion, removing the time requirements from elementary and middle schools WILL NOT provide an advance in student achievement. If the state of West Virginia is serious about advancing student achievement it should be obvious there are far better ideas to achieve this goal than removing time requirements.

Does someone really think that reading or math can actually be taught effectively and thoroughly in less time?

On page 22, reference #3, I need a clarification on the AP US History and AP World History courses. Does a student have to take both AP World History and AP US History to receive 1 credit of "required" history requirements? In other words, if they only take 1

04-21  
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math teacher  
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A/o

56. See #29

	Summers County High School 1 Bobcat Drive Hinton WV 25951	of those course, does that fill a history requirement for graduation?  I did not understand section 9.12. and 11.1.3 seems unnecessary.		
04-23	Toni Lynne DeVore Assistant Professor toni.devore@ovu.edu Ohio Valley University 1 Campus View Drive Vienna WV 26101	In the section describing the science courses *environmental earth science is listed. When this class was offered before in this fashion it required two books. There are not high school appropriate books for environmental science and earth science in one text. Also there is so much content in Earth Science and in Environmental science to offer two different classes.  I think the removal of a required chemistry class is good. Even in large counties the cost to outfit and teach chemistry to all students would be astronomical. While working in Wood County I did a projected cost.	A/+	57. Page 25. Environmental Earth Science should be removed. Course should read Environmental Science.
04-25	Dixie Billheimer CEO Dixie.M.Billheimer@wv.gov WV Center for Professional Development 208 Hale Street Charleston WV 25301	5.6 Listing of the four required AP courses in mathematics, reading/language arts, science, and social studies----very important to increasing AP options for students.  schools providing information regarding availability of advanced courses to students and parents--very important for increasing access--nice addition to policy  5.6.6 d nice addition to strengthen required professional development for teachers of AP- very important to increasing access and success of students in AP		58.
04-25	Greg Dodd Chemistry Instructor gbdodd@gmail.com George Washington High School 1522 Tennis Club Drive Charleston West 25314	I have taught Chemistry for 39 years, AP Chemistry for 22 years, and regularly attend and present at Chemistry Conferences around the United States. I have taught at GWHS for the past 12 years. With my experience, I feel that I have a good idea of what chemistry education should be. I am extremely disappointed that chemistry is once again being made an "option". The pattern across the country is to emphasize chemistry education for ALL. Chemistry Honors for those attending college and Nonhonors Chemistry for those not attending college should be a requirement. At the same time that rigor is being added to the Westest, the curriculum is being diluted. Students will hardly do well on chemistry questions when they have not taken chemistry. Chemistry should be a required course in 9th grade for those on the AP track and a sophomore course for others. Chemistry should be taught PRIOR to biology as it is done around the US.	NA/-	59. No changes in the sequencing of required courses will occur until the adoption of Next Generation Science Standards based on Common State Standards for Science currently under development. Rigorous skills and processes are addressed in Standard 1 of all high school science courses. The change in policy 2510 allows students choices while attaining 21 <sup>st</sup> century skills. Foundational chemistry is embedded in the required ninth grade Physical Science course
04-25	Lola Brown Federal Programs Curriculum Coordinator ljbrown@access.k12.wv.us Harrison County Schools 408 E. B. Saunders Way Clarksburg WV 26301	5.2.3 focuses on the development of oral language and literacy skills as the primary focus. The primary focus should be expanded to include the developing of number sense through math print and mathematical language rich environments. These include access to math tools such as calendars, thermometers, clocks, manipulatives, etc. and math word walls, charts, graphs, evidence of student thinking. Number sense or being math literate is also critical to the development of children in a 21st century environment.  5.3. To emphasize becoming math literate, it should read "Learning environments shall print rich, language rich, and provide manipulatives for hands-on learning in reading AND math. (Refer to the comments above as well).	A/- NA/-	60. Development of number sense is critical. We should consider accepting the additional language of including mathematical language rich environments.  See #26.  The purpose for eliminating the minutes required was to allow for more flexibility in scheduling.

	<p>5.3.1 I love the idea of changing the language from reading centers to learning centers. Additionally, I understand the theory of eliminating the time constraints for reading/lang. arts and math for the more integrated approach and flexibility. However, research shows <b>that you need uninterrupted blocks of instructional time for reading and for math.</b> Without time requirements, the subjects will get short-changed. Richard Allington in his research has found that students should be reading for 90 minutes plus 30-45 minutes for writing. Also math needs uninterrupted time as well. It takes time to incorporate mathematical discourse and concept discovery with manipulatives.</p> <p>5.4.1 Same comments apply as in 5.3.1.</p> <p>Should the focus shift from alleviating time constraints to restructuring the school day so that so much time is not consumed by non-instructional items or lengthening the day to facilitate it all.</p> <p>5.3.1, 5.3.2, 5.4.1, 5.4.2 Should each section refer to the new language of the common core standards or the WV language rather than the WV content standards and objectives? The more the language of the common core standards and the programs of study are interwoven, the greater the connections will be made by those implementing both. If this language is used, it would then need to be explained in the glossary.</p>		
<p>04-25 Elizabeth Jane Parmmer 7-12 Curriculum/CTE Director eparmmer@access.k12.wv.us Lewis County Schools 239 Court Avenue Burnsville WV 26335</p>	<p>What are the Science requirements for current 9th, 10th and 11th graders? There is only one Chart V and it starts with 2011-12 class.</p>	<p>NAL-</p>	<p>61. The answer to this question is in the footnotes.</p>
<p>04-26 Lizabeth Bucy Coordinator Federal Programs lbucy@access.k12.wv.us Harrison County Schools PO Box 1370 408 EB Saunders Way Clarksburg WV 26301</p>	<p>While I think that eliminating time constraints is positive for greater fluency in the classroom some form a focus must accompany the removal of such time constraints. Due to the variety of teachers skills and abilities it might be difficult to ensure that all students are receiving what they need in each competency area. Math may be the skill area that receives less and not more. Also, integration of the content areas such as science, social studies, music or visual arts could falter if not given some "place" in the school day or week. How are we ensuring "rigor" at all levels? Foundations must be in place - are we assuring this in such a way that students will be prepared when they reach the higher levels of public and private education?</p>	<p>NAL-</p>	<p>62. See # 26.  The purpose for eliminating the minutes required was to allow for more flexibility in scheduling.</p>
<p>04-26 Rhonda Jelich Director of Elementary Education &amp; Staff Developme rjelich@access.k12.wv.us Jackson County School PO Box 770 Ripley WV 26164</p>	<p>My comment concerns the following statement in the middle school section:  These required core courses shall be taught daily by a team of qualified teachers.  The word daily limits creative and innovative scheduling options, such as an A/B day. If we believe that the focus is meeting standards and expectations, then I propose the elimination of the word "daily".  This would also decrease or possibly eliminate the number of schools that would have to ask for a waiver.</p>		<p>63.</p>

<p>04-26 Steve Malnick Principal cmalnick@access.k12.wv.us Marion County BOE 550 Camden Ave Monongah Wv 26554</p>	<p>For Grades 5-8 Regarding-Health, Music, Art Education--It would be very beneficial if the cumulative 18 weeks of Health, Art, Music would start at 5th grade through 8. As of now these areas are offered through elementary grades then skips 5th grade and picks up 6 through 8th grade. This would allow more flexible scheduling in the Middle Grades 5-8. Also foreign language: would be nice if recommended for grades 5-8 instead of required or at least recommended for grades 5-7 with 8th grade required. With the upcoming RTI and scheduling issues that come along with middle grade requirements and the importance with interventions of RLA and Math this would allow students to focus on the core subjects and master those CSOs to give a solid foundation for Math and RLA in High School</p>	<p>NA/-</p>	<p>64. The language allowing 18-weeks cumulative in visual art and music should not be construed to mean that students "skip" these subjects in grade 5. Grade 5 students should have instruction in these core content areas as a separate subject. The 18-week cumulative option in grades 6-8 is to allow for greater depth in study during middle school, not to require less time in the arts.</p>
<p>04-26 Rebecca Wood beckywood5@frontier.com 2018 Marquette Avenue Point Pleasant WV 25550</p>	<p>Changing or deleting the recommended times is a step in the wrong direction. Reading(not language arts) and math should be taught for a minimum of 60 minutes a day. The policy says reading should include small group, whole group, and centers. These cannot all be done justice in less time than 60 minutes. Writing Across the Curriculum enhances reading comprehension and should be emphasized more. (Research has shown this to be true.) Conscientious teachers would do this regardless of whether time lines are required but others would not. Sixth grade should be placed with 7 and 8 rather than 5. Middle level education in order to fit the configuration of many of our schools should be 3-5, the next step 6-8, and high school 9-12. The number of other requirements such as Tech Steps, Acuity, etc. need to be lightened slightly - not removed by set as reasonable goals for classes.</p>	<p>NA/-</p>	<p>65. See #26 The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.</p>
<p>04-27 Trisbe Cooper, NBCT Art Teacher thcooper@access.k12.wv.us West Virginia Art Education Association P.O. Box 504 Davis WV 26260</p>	<p>I am definitely in favor of removing the instructional time constraints for elementary and middle school. Having more flexible time can mean being able to teach the whole child-- instead of cutting the arts, science, and social studies. I also agree with taking out the language indicating that the arts "are considered part of the encore curriculum" and adding the language that "sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject." My concern is that a minimum of 18 weeks cumulative across grades 6-8 is not enough time to ensure that students master the visual arts content knowledge and skills as they are written at this time.</p>	<p>NA/+</p>	<p>66. This comment supports the revision to Policy 2510.</p>
<p>04-27 Roy Wager Federal Programs Dir. rwager@yahoo.com Upshur County Board of Education 102 Smithfield St.</p>	<p>How does lifting the time requirements for reading/language arts deal with the issues in 2419, RTI requirements for time?</p>	<p>NA/0</p>	<p>67. The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content. Additionally,</p>

Buckhannon WV 26201			a guidance document for the implementation of RTI as a tiered level of support is forthcoming.
<p>04-28</p> <p>Dianna L. Wood Title I Reading Specialist dwood@kcs.kana.k12.wv.us Kanawha County Schools 200 Elizabeth St. Roxalana Annex, Title I Office Charleston WV 25311</p>	<p>Reading and math along with writing are the basic skills that students MUST acquire to learn other content areas subjects easily. Do NOT strike out ANYTHING in the current 5.3.1 Chart II: Primary Elementary (K-2) Programs of Study and Chart III: Intermediate Elementary (3-4) Programs of Study. Scientifically based reading research (SBRR) teaching should remain as REQUIRED along with the daily-uninterrupted 90 minute reading/English language arts block. A minimum of 60 minutes of daily mathematics instruction is ESSENTIAL and should remain a requirement. These two areas (daily 90 minutes of SBRR reading and 60 minutes of math have been working within our schools to make students successful. Don't change what is WORKING!</p>	NA/-	68. The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.
<p>04-28</p> <p>Jeanne Beard Title I Math Specialist jbeard@kcs.kana.k12.wv.us Kanawha County Schools 1004 Lower Midway Drive Dunbar WV 25064</p>	<p>5.3.1 and 5.4.1 Who is going to determine how much time is sufficient emphasis to master content knowledge and skills for math and reading? Will math or reading be left out to do other subject areas because of needed time to finish a project? Researched math programs need time daily to develop students' knowledge and skills. Removing time that these critical subjects need to be taught may damage the integrity of researched programs.</p>	NA/-	69. See #26  The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.
<p>04-28</p> <p>Deborah Rice science teacher drice@access.k12.wv.us Tygarts Valley High School Rt. 1 Box 290 Mill Creek WV 26280</p>	<p>I am very pleased with the removal of chemistry as a junior requirement. For those students that are going to college, chemistry would be a good choice. For those on a skills pathway, it would be very difficult. Chemistry should be an option not a requirement. Safety issues are also a big concern with students who are apathetic, taking a challenging course that's a requirement, not a choice!</p>	A/+	70.
<p>04-29</p> <p>Ryan Kittle Principal rkittle@kcs.kana.k12.wv.us Belle Elementary 401 East 6th St. Belle WV 25015</p>	<p>Chart II: Primary Elementary (K-2): Thank you for removing time requirements for Reading, English and Math. Phrasing it to be taught daily and sufficiently is appropriate. However, 5.3.1 still requires 30 minutes of PE 3x per week. Please consider providing more flexibility regarding the PE requirements.</p> <p>Chart III: Intermediate Elementary (3-4):</p> <p>Thank you for removing time requirements for Reading, English, Math, Science and Social Studies. Phrasing it to be taught sufficiently is appropriate. However, 5.4.1 still requires 30 minutes of PE 3x per week. Please consider providing more flexibility regarding the PE requirements. Please phrase PE as: "Will be offered with frequency sufficient to achieve master of the WV approved CSOs..."</p> <p>Chart IV: Middle Level Education (Grade 5-8): Thank you for removing time requirements for Reading, English, and Math, however many schools/counties keep 5th grade at the elementary level. Therefore, please consider removing the term "daily" for Science and Social Studies. In the 5th grade at the elementary level, teachers are only spending 20 minutes a day on both subjects</p>	NA/+	71. Chart II comment supports the revision to Policy 2510 that removes the number of minutes required for some content areas  PE requirement is in Code.

		<p>therefore not covering either sufficiently. By removing the time requirement of daily, teachers will be able to incorporate more problem based learning into both subjects and cover the CSOs in more depth.</p> <p>Also, 5.4.1 requires that PE be one full period every day for a semester. For schools with 5th grade at the elementary level this is not practical, please phrase as, "Will be offered with frequency sufficient to achieve mastery of the WV approved CSOs..."</p> <p>Could charts state: If the 5th grade is located at the elementary level, follow Chart III. However if the 5th grade is located at the middle school level, follow Chart IV? It is difficult to implement middle school criteria within an elementary school.</p>		
04-29		<p>I highly support the change in the science graduation requirements. This change can help students layor their education to what is most benifical to the student's future.</p> <p>After reviewing the proposed changes to this policy, I would like to bring attention to the high school program definition for AP Social Studies classes. It states that students would be required to take both AP World (or AP European) and AP US History, meaning the first is prerequisite to the second. This is going to alter AP programs and school staffing for the worse! First, this will hinder the education of the students. Open yearly enrollment for AP Social Studies courses is important to all students particularly late bloomers and minorities. Even a struggling AP student benefits from demands of an AP course. The increased writing abilities, critical thinking skills, and life long learning of a AP class should be open to all. I encourage any interested students to sign up.</p> <p>Requiring that decision as early as their sophomore year would be putting another block in their path to higher learning. Also an even more pressing issue is that at my school, other high schools in my county and many around the state, we do not currently offer AP World or AP European. It will be a nearly impossible challenge to staff these additional AP World or AP European courses with qualified teachers. Social Studies departments are already stretched thin. Class sizes will be affected, putting a heavy burden on non-AP faculty members. If current AP US History or AP US Government teachers were to add another AP course to their prep load, then their workload will adversely effect their courses. I am all for adding additional elective AP courses, but requiring this AP World prerequisite is going to be detrimental to the AP programs in this state. Please reconsider.</p>	A+	72.
04-30	<p>Eric Moffa AP US History Teacher emoffa@access.k12.wv.us Fairmont Senior HS Loop Park Fairmont WV 26554</p>	<p>After reviewing the proposed changes to this policy, I would like to bring attention to the high school program definition for AP Social Studies classes. It states that students would be required to take both AP World (or AP European) and AP US History, meaning the first is prerequisite to the second. This is going to alter AP programs and school staffing for the worse! First, this will hinder the education of the students. Open yearly enrollment for AP Social Studies courses is important to all students particularly late bloomers and minorities. Even a struggling AP student benefits from demands of an AP course. The increased writing abilities, critical thinking skills, and life long learning of a AP class should be open to all. I encourage any interested students to sign up.</p> <p>Requiring that decision as early as their sophomore year would be putting another block in their path to higher learning. Also an even more pressing issue is that at my school, other high schools in my county and many around the state, we do not currently offer AP World or AP European. It will be a nearly impossible challenge to staff these additional AP World or AP European courses with qualified teachers. Social Studies departments are already stretched thin. Class sizes will be affected, putting a heavy burden on non-AP faculty members. If current AP US History or AP US Government teachers were to add another AP course to their prep load, then their workload will adversely effect their courses. I am all for adding additional elective AP courses, but requiring this AP World prerequisite is going to be detrimental to the AP programs in this state. Please reconsider.</p>	A-	73. See #29
05-01	<p>Rebecca Ryder Title I Reading Teacher ryder@kcs.kana.k12.wv.us Kanawha County Schools 5456 Sandhurst Lane Cross Lanes WV 25313</p>	<p>Reading and math along with writing are the basic skills that students must acquire in order to learn content from other subject areas. If these skills are not focused upon during these very important years these students will struggle in many areas throughout their years in school. Please do not make any changes in the present 5.3.1 Chart II: Primary Elementary (K-2) Programs of Study and Chart III: Intermediate Elementary (304) Programs of Study. The current policy has been working in the school system and there is no need to make changes. We want our students to be successful.</p>	NA/	74. See #26 The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.

05-02	<p>Maria Eshenaur Title I Instructor meshenau@access.k12.wv.us Point Pleasant Primary School (Mason County) 40 Tanglewood Drive Point Pleasant WV 25550</p>	<p>I have a real problem with removing the minimum reading and mathematics uninterrupted blocks for K-2. Reading blocks (duration) were previously set based on scientifically based research...where is the scientific research basis for removal of the minimum block times? As education leaders, should not our decisions be data driven and solidly based on scientific educational and learning research? In a perfect world, where everyone does their job due to intrinsic motivation and true caring for the students, I can understand how the theory of removing the times would be beneficial. HOWEVER, currently there is nothing restricting additional time, above and beyond policy, being spent on additional instruction which essentially allows for extended time and curriculum integration NOW. What WILL occur is actually less time spent on Tier 1 instruction...for multiple reasons: lack of oversight from building level administrators, lack of oversight from district offices, teachers reverting to running their classrooms based on "gut instincts" rather than scientifically research based instruction, unions (who are already acting in a manner detrimental to the true service of the students) empowering teachers to use less time for direct, explicit instruction, etc... I am in the trenches, so to speak, and I already feel negative things coming for our students with a policy change such as this, based on what I am hearing from education employees at all levels. It is truly alarming to me. The language needs to remain as is stating a minimum acceptable uninterrupted block time for both reading and mathematics. I would like to see the K-2 reading block extended to a full two hours which would include a mandatory daily intervention block of 30 minutes. I would like to see the mathematics block extended to a full 90 minutes which would include a mandatory daily intervention block of 30 minutes. Instead of removing accountability from teachers it needs to be strengthened. If we remove minimum Tier 1 time limits and therefore instructional consistency (school-wide, district-wide, and state-wide), which will inevitably be the result, how do we justify what deeper Tiered intervention (2 &amp; 3) looks like and when it is appropriate? The data on student learning which drives tiered instruction must be derived from a common basis. It all builds upon each other. Right now we already have such a variance of instructional quality in reading and mathematics (again, school-wide, district-wide, and state-wide) it is alarming. Students should have equal access to learning and curriculum regardless of which room, which school, or which district in which they happen to be enrolled. Removing the K-2 reading and mathematics block minimums is not providing the best for our students.</p>	N/A-	75. See #26  The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.
05-02	<p>Elizabeth Ramsey Chemistry Teacher eramsey@access.k12.wv.us Berkeley Springs High School 149 Concord Ave. Berkeley Springs WV 25411</p>	<p>5.3.1. Teaching science in an inquiry-based, hands-on, experiential manner leads to a better understanding, appreciation, and love of science. These need to be instilled in children at the earliest age possible--awesome</p> <p>5.4.1--This science should also be taught in an inquiry-based, hands-on, experiential manner.</p> <p>5.5.1--This science should also be taught in an inquiry-based, hands-on, experiential manner.</p> <p>5.6 The removal of the specific requirement for all students to take Chemistry is desirable. It is desirable for all professional pathway students to take at least one AP course and</p>	N/A+	76.

		is exam.		
05-02	<p>Carol Muniz physical science teacher cmuniz@access.k12.wv.us Morgantown High School 109 Wilson Ave Morgantown WV 26501</p>	<p>I am all for Physical Science counting as a lab science. This will help entry/skill level students to graduate and college prep students would still be required to take a 4th science so it will not hurt them to have Physical Science count as a lab science for graduation. I have never understood why Physical Science did not count as a laboratory when its course description mirrors the 50% hands on laboratory experiences described for Biology. If the course is being delivered correctly it is a lab science.</p> <p>I also would like to add that Earth Science needs to be an option as a 4th lab science in place of Chemistry. I would agree that college bound students pursuing a career in an area of math or science should take chemistry, however, not all students will be traveling this road. Student who are going the entry/skilled pathway will be hard pressed to meet this requirement to graduate from high school. They would benefit from taking another science elective such as Earth or Environmental Science which might teach them to be better stewards of their planet.</p>	N/+	77. Earth Science and Environmental are both options for the 4th science credit.
05-03	<p>Sherry Craigo scraig@access.k12.wv.us Putnam County Schools 9 Courthouse Drive Winfield WV 26213</p>	<p>By eliminating the requirement for scientifically based reading research, you are allowing any type of instruction for any length of time. That is a concern because history has shown that without the parameters of time and lack of interruption, reading instruction is not sequential, consistent, or effectively delivered. The same can be said of math instruction. By removing these guidelines, teachers will be teaching to their strengths rather than to their students needs. A teacher who is strong in math will spend more time teaching math than reading and vice versa with reading. We have seen this consistently in the past. The uninterrupted reading block has done more for the improvement of reading instruction than any other development in the past 25 years. Please don't remove it now.</p> <p>"Content areas must be taught in an inquiry-based, hands-on, experiential manner" - this is an excellent goal but are our teachers prepared to do this? Have they received the training as undergraduates and in continuing to teach in this manner? The statement "that supports acquisition of strong reading, language arts and mathematics skills" should not be eliminated. The goal of instruction should be to support the basic skills.</p>	N/A-	78. See #26  The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.
05-03	<p>Brenda Boyd Pre K - 12 Curriculum Coordinator beboyd@access.k12.wv.us McDowell county BOE McDowell County Board of Ed 30 Central Ave Welch WV 24801</p>	<p>I am concerned that the removal of the time restrictions and requirements will open the door for teachers to concentrate on areas of the curriculum they are most comfortable teaching. This could lead to an unbalanced education for many of our students.</p> <p>I feel there is a discrepancy between the graduation requirement of having 4 Mathematics credits and the description that states, in part, "must take at least three mathematics classes in grades 9-12".</p>	N/A-	79. The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.  This wording allows for those students taking a high school math credit at the middle school level.
05-03	<p>Elizabeth Parmer 7-12 Curriculum/CTE Director eparmer@access.k12.wv.us Lewis County Schools</p>	<p>I wish that you would reconsider the 2 Foreign Language credits for professional pathway requirement. No colleges in WV require Foreign Language for admittance and this is an area that is causing students a great deal of concern. Students resent having to do the skilled pathway just because they cannot pass foreign language or they do not</p>		80.

<p>239 Court Avenue Weston WV 26452</p>	<p>want to take it.</p>		
<p>05-06 Beverly Kingery Superintendent kingery@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>Due to the fact that counties (primarily due to financial constraints) are all over the board with middle school configuration from grade 4 through grade 9, it would seem more logical to have grade 5 in the intermediate (grade 3-4) program of study. It is extremely difficult if not impossible to meet grade 5 requirements in an elementary setting which is the location of most fifth grade classrooms. Middle school theoretically is grades 5-8 but practically is generally not grades 5-8. It most likely in the future will not be due to availability of funds for school improvements and construction.</p>		<p>81.</p>
<p>05-07 Victoria Knight Clay Counselor vcclay@access.k12.wv.us HC 65, Box 275 Clear Fork WV 24822</p>	<p>Page 11, first paragraph, last sentence, column 1 - Does this make students' math sequence: Geometry, Algebra 2, and Trigonometry? Why aren't they given the opportunity to earn an Algebra Support credit in the 8th grade? It appears as if, based on prior experience with students who take Algebra 1 in the middle school, that you may be setting the stage for students to begin high school at a math disadvantage.</p> <p>Page 12, footnote 3 - Will any of this foreign language be transcribed as high school credit? If so, will it substitute for required, professional pathway, foreign language requirement(s)?</p> <p>Page 12, footnote 4 - The second paragraph, second sentence should read "required" instead of "strongly recommended" that schools implement an organized advisory program. With the large ratio of students to school counselor and the fact that not every school has a full-time counselor in the building on a daily basis, a "working" advisory program should be mandated, grades should be assigned for said program, and said grades should be transcribed with the students' permanent record card.</p> <p>Page 12, footnote 5 - This should be met not by arbitrarily assigning an untrained elementary teacher to teach these concepts, but by requiring the county Board of Educations hire a certified, illiterate business education instructor at each middle school.</p> <p>Page 12, 5.5.2.a - The 8th grade school counselor "in collaboration with their advisor," will focus on teaching students and their parents how to read the ACT EXPLORE. . . .</p> <p>Page 12, 5.5.2.b - Each student, in consultation with his or her parents/guardians and school counselor AND (replace the word or) advisor, selects a broad. . . .</p> <p>Page 13, first paragraph - The student and (add - parent or guardian) may amend his/her ISTP at the end of any (delete semester and add. . . ) school year. Master schedules should be student-driven. Allowing change at the end of a semester is unrealistic once the teacher assignments have been made and the master schedule set.</p> <p>Page 13, 5.5.2.c - It is not feasible to set 8th grade students four years in high school due to budget cuts, changes in school enrollment, curricular offerings, impending changes in Policy 2510, etc. The gifted plan should coincide with the ISTP plan which includes planning for grades 9 and 10 only. At the end of grade 10, the committee</p>	<p>N/A-</p>	<p>82..</p> <p>If a student is not ready for Algebra at the 8<sup>th</sup> grade level, then they should take the rigorous 8<sup>th</sup> grade mathematics course. The 8<sup>th</sup> grade course is designed to prepare students to be successful in Algebra I.</p>

<p>should reconvene and set the plan for grades 11 and 12.</p> <p>Page 13, 5.5.2.f - Do students in the professional pathway not designate a career concentration?</p> <p>Page 13, 5.6, last sentence - Add "as they meet with their counselor and/or advisor to plan their next year's schedule."</p> <p>Page 18, Reading and English Language Arts - The AP English courses substituted at each grade level must coincide with the knowledge required on the WESTEST 2 at each grade level.</p> <p>Page 19, area where concentration is marked through - Will this one additional concentration credit be required within the students' career cluster (one of the four core classes listed on the skilled list)?</p> <p>Page 19, Career Development and Experiential Learning - Attending a Vocational Center shall substitute for a separate job shadowing experience.</p> <p>Page 19, Technology - In order for this to be provided, a certified business teacher must be hired for every secondary school. Moving the business and, thus, the technology program to a separate building such as a Vocational Center is not sufficient when one of the main goals of Policy 2510 is to provide personnel with effective instructional practices to develop proficiency in 21st century learning skills and technology tools. In reality, not "just any teacher" can effectively teach to this rigor of the aforementioned goal.</p> <p>Page 19, Senior Year - Good concept. After the words high school, add "taking a full day of credit-bearing classes." Policy should mandate that there will be no office assistants, library assistants, teacher assistants, etc.</p> <p>Page 21, third line - After the AP notation, I have a question. Should this not be a required sequence to align with WESTEST 2 standards instead of using the word "recommended"? Skilled, non-college-bound pathway students (as well as professional pathway students), need "life skills" math in lieu of Algebra 2, Trigonometry, etc. Students are missing out on the basics needed to function in the "real world of work" - checkbook skills, vocational math skills, wise consumer skills, etc. As a result, either a business teacher with a business math certification or a math teacher should teach business mathematics as a requirement. A math teacher should teach vocational math to the appropriate students. This would help with the high drop-out rate that the rigor of Policy 2510 is contributing to in regard to the skilled non-college-bound population of students. Students who fall into the aforementioned category would not feel the sense of helplessness in regard to passing math classes they feel are not relevant to their chosen field(s) within the Vocational School programs and/or the world of work. In regard to College Transition Math - Will you deny a senior, who is already behind (behind in required classes and in their four concentration classes) graduation if they cannot work</p>		
		<p>Flexibility with course sequence allows for student choice with career options.</p> <p>The designed mathematics coursework prepares students for both college and career readiness.</p>

	<p>this additional Transitional Math class into their schedule? Will this student be required to attend a fifth year of high school to fit everything into their schedule?</p> <p>Page 22 - Hopefully, the same individuals who removed Chemistry as the third science requirement will see the relevance in my math suggestions.</p> <p>Page 22, footnote 3 - Will substituting AP history classes align with WESTEST 2 student knowledge needs?</p> <p>Page 22, footnote 4 - After the last sentence add: "and these four sequenced courses MUST be taught in order." Do not require eight classes within a Vocational Program and not teach the first four CORE classes first. This is currently the practice; hence, some students may not receive their fourth core Vocational class until term two of their senior year. This further contributes to drop-outs. Students get behind and cannot work in everything within their four years under this current Vocational structure and practice.</p> <p>Page 25, Mathematics - Isn't Applied Geometry phased out? Can Applied Geometry be taken in lieu of Geometry?</p> <p>Page 26, Technology - This seems to conflict with previously stated goals. I think the following sentence should remain in column 2: Students must be provided opportunities for advanced technology applications (adding the following: within their building i.e. business education programs).</p> <p>Page 26, Career/Technical Education - Add that schools must provide students access to at least one of the six career clusters within their building; doing otherwise is contributing to a higher drop-out rate.</p> <p>Page 26, footnote 1 - Does this mean that an AP course cannot substitute for a professional pathway student's core concentration class?</p> <p>Page 27, 5.6.2.a - I think the following sentence should be added: There shall be no students scheduled in non-credit classes such as office assistant, library assistant, teachers' aides, etc.</p> <p>Page 28, lower case d - Please expand upon the form that you are referring to in this sentence.</p> <p>Page 28, 5.6.5 - Would a student who attends a Vocational Center be able to count taking this class toward their experiential learning experience?</p> <p>Page 29, 5.6.6.d - By requiring professional development, who is going to pay the teachers for: lodging, mileage, working beyond their contract to attend summer training sessions?</p> <p>Page 30, 5.6.8.b - Within the final sentence of this paragraph, the word "cumulative"</p>	<p>See #1</p>
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	<p>needed to be inserted between the words "student's" and "grade point average."</p> <p>Page 30, 5.6.8.c - This seems to conflict with page 27, 5.6.2, paragraph 2.</p>		
<p>05-10 Nasia P. Butcher Principal apbutche@access..... Gilmer County HS 300 Pine Street Glenville WV 26351</p>	<p>5.5.1--Middle Level Education: "These required courses (math, English, science, social studies) will be taught daily by a team of qualified teachers." Please strike the word "daily". By eliminating "daily", this would give schools the freedom to block schedule (science/ social studies in our case) to provide an expanse of time that would be used in conducting high-order science experiments and PBLs in social studies.</p> <p>5.6.9--County Boards of Education shall award a diploma to every student who has completed the standard requirements for graduation (add the following): providing the student has met all outstanding obligations of the high school; otherwise, the high school has the authority retain the diploma/transcripts until all obligations are cleared.</p> <p>CHART V - College Dual Credit Classes options should be added to Reading/EILA, Mathematics, Science, and Social Studies</p> <p>CHART V, Footnote 2: It's not necessary to have Physical Science and Biology or Conceptual Biology taken in consecutive order. It's unnecessarily restrictive.</p> <p>CHART V, Footnote 2: In the third sentence, after "... including science courses," insert "from the courses listed in Chart VI as Optional Electives, or other laboratory science courses adopted by the County Board of Education."</p> <p>CHART V, Footnote 3: In the second sentence, after "When substituting AP courses," insert "it is recommended"</p> <p>CHART V, Footnote 4: correct typo - "concentration"</p> <p>CHART VI: The note in the top left column lists a Footnote 4 at the end of the sentence; I can't find footnote 4?</p> <p>CHART VI: The heading in the middle column states "These courses must be offered at least in alternating years." However, the next row concerning AP courses states "... must be offered annually." And the CHART header says "Effective 2011-2012." Words should be inserted to at least allow the annual requirement to begin school year 2012-2013, or to allow the 2011-2012 year to count as the Alternating Year, since the schedules have been set for next year.</p> <p>CHART VI, Second Row - "or College Dual Credit Courses" should be added here and in Footnote 1, page 26, and also in 5.6.6(d), page 29. For example Mineral County Schools has taught Dual Credit Calculus taught by a full professor at Potomac State College who has a Doctorate in Mathematics for years. This should count equally with an AP Calculus course.</p>	<p>N/A</p>	<p>83. The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.</p> <p>84. No changes in the sequencing of required courses will occur until the adoption of Next Generation Science Standards. Rigorous skills and processes are addressed in Standard one of all high school science courses.</p>
<p>05-11 Robert P. Mason Asst. Supt. (retired) rpmason1@msn.com Mineral County Schools (retired) Rt. 4, Box 203 Keyser WV 26726</p>			

		CHART VI: Add "Microbiology" to the Optional Electives for Science. This is a very critical and important course for students wishing to enter the medical field.		
05-12	Jessica Haynes Title I Teacher: Adamston jihaynes@access.k12.wv.us Harrison Co. BOE 1636 W. Pike St. Clarksburg WV 26301	I think that removing the time constraints for the reading and math block in the elementary schools is opening up a whole new realm of problems. This time is extremely important for the kids and many teachers aren't going to understand and use their time wisely.	NA-	85. See #26  The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.
05-12	Patricia Couller Teacher (Math and Science) coullergeis3@yahoo.com Clay County High School 1 Panther Drive Clay WV 25043	Satisfactory		86.
05-13	Jo Ella Willis Title Math Coach K-5 jwillis@access.k12.wv.us Upshur County Schools 33 E. Victoria St. Buckhannon WV	I have been teaching for 33 years in WV and have seen what doing away with required minutes for Science and Social Studies in K-2 has done to the children's knowledge base of these two content areas. Third grade students do not have the prior knowledge needed for third grade CSOs. I hope this have been thoroughly researched before making this HUGE decision to do away with the time limits. I do like the addition of learning centers rather than just reading centers.	NA-	87. See #26  The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.
05-15	Rob Woy Assistant Superintendent rwoy@access.k12.wv.us Mineral County Schools One Baker Place Keyser West 26726	Chart V, Footnote 2- pg. 21 - Requiring Physical Science and Biology/Conceptual Biology/AP Biology to be taken in consecutive order are restrictive. A consecutive order is not necessary.  Chart V, Footnote 2- pg. 21-22 - In addition to those courses listed in Policy 2520.25 as those meeting the requirements for the 3rd and 4th credits, Project Lead the Way courses should be allowable as well as other lab science courses which are adopted by the County Board of Education.  Chart V, Footnote 3 pg. 22 - Requiring both AP World History and AP US History when substituting AP courses is restrictive and should not be required but recommended. Smaller schools are not able to offer and teach both courses.  Chart V, Footnote 4 pg.22 - The spelling of the word concentration in the last sentence should be corrected.  Chart V - College Dual Credit Courses should be included in allowable substitutions for Reading and English Language Arts; Mathematics, Science, and Social Studies.	AI-	88. See #29  No changes in the sequencing of required courses will occur until the adoption of Next Generation Science Standards. Rigorous skills and processes are addressed in Standard one of all high school science courses.

	<p>Chart VI, pg. 25 Top Left Note: Any college or dual credit course offered in lieu of a graduating requirement must first receive a WVDE approved waiver before counting towards graduation refers to Footnote 4. Footnote 4 is not found at the end of the chart. Only Footnote 1 is explained.</p> <p>Chart VI, pg.25, middle column - The top two boxes are contradictory, the top box refers to taking courses in alternating years while the second box refers to taking courses annually.</p> <p>Charts V &amp; VI, pgs.18&amp;25. Both Chart Headers read "effective 2011-12". An exception should allow the annual requirements to begin in school year 2012-2013, or allow the 2011-2012 year count as the Alternating Year, as course offerings have already been published, staffing decisions have already been made, and master schedules have already been established for the 2011-2012 school year.</p> <p>Chart VI, pg.25, middle column, box 2- In addition to AP Courses or IB Program, "or College Dual Credit Courses" should be added here and in Footnote 1, pg. 26, and also on pg.29, 5.6.6 -d. Mineral County has taught and continues to teach Dual Credit Calculus by a full professor at Potomac State College of West Virginia University who has a Doctorate in Mathematics. This course and similar dual credit courses should count equally with other AP Courses.</p> <p>Chart VI, pg.25 (Optional Science Electives) - Micro Biology should be added.</p>	
<p>05-15 Frank Ferguson Science Dept. Chairman ffergus0@access.k12.wv.us Brooke High School Rt. 3, Box 610 Weilsburg WV 26070</p>	<p>As a Chemistry teacher, I have said for the past 6-8 years that Chemistry should not be taught to all students. However, I feel that this new policy now swings too far back to what we currently have. I feel all students in the 4-year college professional tract should be required to take Chemistry. The original goal of Policy 2510, as I perceived it to be, was to make the 4-year college professional tract students take a 3rd year of rigorous lab science, and the policy still states that they must take a 3rd and 4th rigorous lab science. The problem is that many of our students will take classes like Earth Science, Biology II, or Environmental Earth Science. These classes have all level students in them and they tend to get watered down and are not the rigorous lab sciences like Chemistry, Physics, Human Anatomy and Physiology. I hope the WV Board of Education keeps the Chemistry requirement for students in the 4-year college professional tract.</p>	<p>89. See #26 Rigorous skills and processes are addressed in Standard 1 of all high school science courses.</p>
<p>05-15 Sally Ann Hintler Assistant Principal shintlere@access.k12.wv.us Ritchie County Middle School 105 School Rd Ellenboro WV 26346</p>	<p>Ritchie County Middle School has developed a course called "Global 21 Readiness through Technology". It is being reviewed by Dr. Marple and others who have personally visited our school as an excellent way to remediate technology skills, focus on personal career goals, and assure keyboarding speed/accuracy. To support such a class, the language in the last box on the middle level program of study on page 11, needs to remove the words 'shall be integrated'. A suggestion might be to say 'shall be included</p>	<p>90.</p>

		in the curricula.		
05-16	Mary Hull Finance Secretary mhull@access.k12.wv.us Buckhannon-Upshur High School 50 B-U Drive Buckhannon WV 26201	Same as above.		91.
05-16	Roberta Basin Science Teacher rbasin@access.k12.wv.us Harrison County Alternative Learning Center Rt. 2 Box 204 Mt. Clare WV 26408	I agree with your changes to the high school Science requirements. Chemistry is a challenging course and mastering the basics would be difficult for many students. While I believe this change is because of a chemistry teacher shortage statewide, it is the best decision to make for students who will not need chemistry concepts beyond what is offered in Physical Science.  I am more curious about the reasoning behind having only three required Science courses while each of the other three Core subjects – Math Language Arts, and Social Studies – have four courses required for graduation. Most recently Civics was added as a requirement for Social Studies. Given the necessity for our students to be more environmentally responsible and knowledgeable, why not add the new Environmental Science course as a required Science course. This would even the Core subject requirements across the board.		92. Students in the professional pathway do have 4 required credits in science. Students should be allowed choice on the 3 <sup>rd</sup> and 4 <sup>th</sup> credits based on career choices. Rigorous skills and processes are addressed in Standard one of all high school science courses.
05-16	Lori Kenney Guidance Counselor lkenney@access.k12.wv.us Mineral County Technical Center 600 Harley Staggers Drive Keyser WV 26726	I have been teaching the new Environmental Science course this year. With so much of our economy in West Virginia relying on fossil fuels and energy development, I have been able to develop lessons that illustrate the importance of our resources to the rest of the world. This course also underscores the necessity for environmental stewardship. One of our lessons dealt with harvesting seeds from vegetables and preparing for planting in gardens. Since many of our students are familiar with home gardening, this was a practical application to the textbook material. The Environmental Science course enables us to make full use of the Newspaper in Education program since so much of recent Current Events deal with environmental issues. Environmental Science is a practical course and it teaches life skills that many students will not receive elsewhere.  Sincerely, Roberta Basin	Chart V, Footnote 2- pg. 21 - Requiring Physical Science and Biology/Conceptual Biology/AP Biology to be taken in consecutive order are restrictive. A consecutive order is not necessary.  Chart V, Footnote 2-pg. 21-22 - In addition to those courses listed in Policy 2520.25 as those meeting the requirements for the 3 <sup>rd</sup> and 4 <sup>th</sup> credits, Project Lead the Way courses should be allowable as well as other lab science courses which are adopted by the County Board of Education.  Chart V, Footnote 3 pg. 22 - Requiring both AP World History and AP US	93. See #29  No changes in the sequencing of required courses will occur until the adoption of Next Generation Science Standards. Rigorous skills and processes are addressed in Standard one of all high school science courses.  Microbiology is not a course with

	<p>History when substituting AP courses is restrictive and should not be required but recommended. Smaller schools are not able to offer and teach both courses.</p> <p>Chart V, Footnote 4 pg.22 - The spelling of the word concentration in the last sentence should be corrected.</p> <p>Chart V - College Dual Credit Courses should be included in allowable substitutions for Reading and English Language Arts; Mathematics, Science, and Social Studies.</p> <p>Chart VI, pg. 25 Top Left Note: Any college or dual credit course offered in lieu of a graduating requirement must first receive a WVDE approved waiver before counting towards graduation refers to Footnote 4. Footnote 4 is not found at the end of the chart. Only Footnote 1 is explained.</p> <p>Chart VI, pg.25, middle column - The top two boxes are contradictory, the top box refers to taking courses in alternating years while the second box refers to taking courses annually.</p> <p>Charts V &amp; VI, pgs. 18&amp;25. Both Chart Headers read "effective 2011-12". An exception should allow the annual requirements to begin in school year 2012-2013, or allow the 2011-2012 year count as the Alternating Year, as course offerings have already been published, staffing decisions have already been made, and master schedules have already been established for the 2011-2012 school year.</p> <p>Chart VI, pg.25, middle column, box 2.- In addition to AP Courses or IB Program, "or College Dual Credit Courses" should be added here and in Footnote 1, pg. 26, and also on pg.29, 5,6,6-d. Mineral County has taught and continues to teach Dual Credit Calculus by a full professor at Potomac State College of West Virginia University who has a Doctorate in Mathematics. This course and similar dual credit courses should count equally with other AP Courses.</p> <p>Chart VI, pg.25 (Optional Science Electives) - Micro Biology should be added.</p>		<p>WVCSO's.</p> <p>I am not sure what to put here as to why we are not weighting the dual credit courses the same. maybe we could say the AP end of course exam ensures mastery of the content?</p>
<p>05-16 Cindy Daniel Assistant Superintendent cdaniel@access.k12.wv.us Putnam County Schools 9 Courthouse Drive Winfield WV 25213</p>	<p>The following comments are respectfully submitted by the Central Office Staff of Putnam County Schools:</p> <p>Page 8 - While we are in favor of providing more flexibility and choice to counties, it seems that providing minimal time requirements helps to create an assurance of learning opportunity for all students. Since the implementation of the 90 minute</p>	<p>A/o</p>	<p>94. See #28 See #29</p> <p>The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the</p>

	<p>uninterrupted reading block; student achievement has increased, teachers have become more intentional in their instruction, and parents have become more cognizant of the importance of instructional time. This is working for the students in Putnam County Schools. Please don't "throw the baby out with the bath water."</p> <p>There seems to be a conflict with the emphasis on flexibility and choice and the wording on page 8 that states "All content areas may be integrated but MUST be taught in an inquiry-based, hands-on, experiential manner." If there are no longer requirements for HOW LONG one must teach, why should there be requirements on HOW they must teach? We recommend removal of the word MUST.</p> <p>Page 18 - Thank you for consolidating into one graduation plan and for removing the Chemistry requirement.</p> <p>Page 13 – 5.6 - ... will have the opportunity to examine a system of career clusters and to annually review their educational pathway and chosen career concentration... Yet, on page 19, the term Career Concentration Courses has been eliminated altogether. It appears there is much less emphasis on a selected career cluster. Needs clarification.</p> <p>p.21 – Footnote 1 – There is a conflict between the wording in policy and the guidelines that were distributed to counties from the WVDE regarding Transition Math for Seniors. The recommended policy change will replace the word "shall" with "may" which will greatly help counties with scheduling and staffing. However, the guidelines state that many students would be required to take the Transition Math course. Please allow counties to make the appropriate placement for students regarding math without requiring another course. There are significant staffing implications for this course. We need clarification on this issue as soon as possible!</p> <p>p.22-Footnote 3 – There is conflict between the wording in the footnote and the chart on page 18. Wording in the footnote indicates that students who substitute AP courses must take both AP World and AP US History. The Social Studies section of the chart on page 18 does not reflect this requirement for both. Again, please allow counties the flexibility to schedule courses that are in the best interest of students.</p>	<p>administrator and educators to ensure enough instructional time is allowed for students to master the content.</p>
<p>05-16 Susan Barrett School Improvement Coordinator sbarrett@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>Removing time requirements for subjects allows for more flexibility in scheduling, but perhaps recommendations or suggestions could still be included - at least for RLA and Math. Finding out at the end of the year that "sufficient emphasis" was not placed on core content to ensure mastery is scary. It is ironic that we have specific time requirements for PE but not for the core subjects for which we are all held accountable.</p> <p>The word intervention is barely mentioned and I did not see "tiered instruction" at all. While RTI is connected to identification of students with special needs, this required initiative impacts all students, teachers, and schedules. If it is only in Policy 2419, it will be seen as only a Sp. Ed. concern. There is still a lot of confusion in the schools about what is required, how often, and the documentation required.</p> <p>In the middle grades chart IV, it states, "It is recommended that all students planning to</p>	<p>95.</p>
	<p>See #26 and #52</p> <p>The minutes were removed from Policy 2510 to provide for more flexibility in scheduling. It is the responsibility of the administrator and educators to ensure enough instructional time is allowed for students to master the content.</p> <p>Tiered instruction and RTI are now referred to a multi-tiered system of support. There is a guidance document forthcoming to provide support for the implementation</p>	

		<p>enter the high school professional pathway will be enrolled in Algebra 1 in eighth grade." I strongly suggest adding something about "demonstrating readiness" to that sentence. Most students are in the professional pathway, but many of them are not academically ready or emotionally mature enough to skip eighth grade math and take a high school course. The WVDE has developed an Algebra Readiness checklist; this is the perfect time to refer to that.</p> <p>The four-year plan for gifted students lists classes including honors, AP, and/or IB courses for gifted students in high school that must be provided. Listing these classes does not mean they are or will be available; small high schools are struggling to offer all the courses that are required for the general population. How can that be required?</p> <p>In the footnote that talks about high school math courses, there is a paragraph that starts with, "Because of the extreme importance of mastery of the Algebra 1 CSOs..." that addresses Algebra Support. Algebra Support is not just for students in the skilled pathway; in fact, it may be the means for a student to get on track for success in math in the rest of high school and college. Yet the recommended course sequence includes Conceptual Math, a course not accepted by colleges, and does not mention Transition Math for Seniors, a better option.</p>		of this.
96.	<b>\$126-42-6 2 7 West Virginia Option Pathway</b>			
04-20	<p>Damon Hanshaw Assistant Superintendent dhanshaw@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>If I did not know what the Option Pathway was, I would not have understood that passage.</p>	97.	
04-21	<p>Amy Vega math teacher avega@access.k12.wv.us Summers County High School 1 Bobcat Drive Hinton WV 25951</p>	<p>On page 22, reference #3, I need a clarification on the AP US History and AP World History courses. Does a student have to take both AP World History and AP US History to receive 1 credit of "required" history requirements? In other words, if they only take 1 of those courses, does that fill a history requirement for graduation?</p>	98.	
04-26	<p>Lizabeth Bucy Coordinator Federal Programs lbucy@access.k12.wv.us Harrison County Schools PO Box 1370 408 EB Saunders Way Clarksburg WV 26301</p>	<p>I am pleased to see additional opportunities for students who provide the infrastructure for life in skilled job areas. We need an educated society so we can be more informed. Therefore, none can be left behind.</p>	99.	
04-26	<p>Rebecca Wood beckywood5@frontier.com 2018 Marquette Avenue Point Pleasant WV 25560</p>	<p>The option pathways look good but the number of credits is becoming too high and keeping struggling students in school, and thus they become behavior problems and need alternate programs(which require more educators).</p>	100.	
04-28	<p>Pat Park</p>	<p>Finally, a step in the right direction with regard to at risk students.</p>	101.	

	Coordinator ppark@access.k12.wv.us Mason County Schools 1200 Main Street Point Pleasant WV 25550			
05-02	Marla Eshenaur Title I Instructor meshenaur@access.k12.wv.us Point Pleasant Primary School (Mason County) 40 Tanglewood Drive Point Pleasant WV 25550	None		102.
05-02	Elizabeth Ramsey Chemistry Teacher eramsey@access.k12.wv.us Berkeley Springs High School 149 Concord Ave. Berkeley Springs WV 25411	Does this option become available to the student in the ninth grade?		103.
05-04	Marlena Maynard, MA, LPC teacher mismaynar@access.k12.wv.us Woodrow Wilson High School 400 Staranford Road Beekley WV 25801	Please include creative writing, newspaper, and yearbook in the fine arts credit. These courses greatly enhance school climate. Students in these courses must have creative minds. They use computer skills almost daily and are constantly involved in project-based learning. These courses offer many opportunities for future careers. In recent years, writing has been included in the Governor's Schools. Also, photography which is a major part of yearbook and newspaper was included this year in the "Arts Alive" program. My students love what they do and are some of the most creative students I have ever had the opportunity to work with and they would love to receive credit for writing so that they could continue in the course for multiple years.	NA-	104. This comment is not in response to Policy 2510. West Virginia's arts courses are aligned with the NAEP framework for the arts that defines the four arts content areas as dance, theatre, visual art and music. Students may enroll in a photography course for arts credit, since it is a visual art discipline.
05-06	Beverly Kingery Superintendent bkingery@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651	The definition of Option Pathway needs to be clearer as it is a new concept that many would not automatically understand the way it is presented in the policy.		105.
05-07	Victoria Knight Clay Counselor vclay@access.k12.wv.us HC 65, Box 275 Clear Fork WV 24822	No Comment		106.
05-12	Patricia Couller Teacher (Math and Science) coullergeist3@yahoo.com Clay County High School 1 Panther Drive	I wanted to write to thank you for the changes in math and science and for the consistency in the course requirements for subsequent graduating classes. Thank you for making things more manageable! Thank you for giving our kids an option of what to take in their junior and senior years in science. Thank you!!!!!!!	NA/+	107. This comment supports the proposed change to Policy 2510.

	Clay WV 25043	Also, I appreciate the dropping of the stringent numbers of minutes required of the elementary teachers. Those were making scheduling of resources and support staff extremely difficult in many of the schools.		
	Mary Hull Finance Secretary mhull@access.k12.wv.us Buckhannon-Upshur High School 50 B-U Drive Buckhannon WV 26201	Same as above.		108.
109.	<b>\$126-42-7 5 3 h i and j County Board of Education Responsibilities</b>			
04-20	Damon Hanshaw Assistant Superintendent dhanshaw@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651	It says that "transitional math" must be offered yearly but Chart 6 says it is offered alternate years. The schedule in Chart 5 says 18 core classes plus 2 electives. That sounds like 20 credits for graduation although I know it is not. I am concerned that a student may take conceptual math and decide his senior year that he wants to attend college. Is the last sentence in chart 5 when speaking of technology talking about TechSteps? If it is spell it out.	NA-	110. Transition Math must be offered annually.
04-25	Dixie Billheimer CEO Dixie.M.Billheimer@wv.gov WV Center for Professional Development 208 Hale Street Charleston WV 25301	h.i.j. ---- This addition of required professional development is very important to providing access of advanced placement to students and supporting the success of WV students. This required professional development supports the WV AP Strategic Plan developed with the assistance of the College Board. This strategic plan was based on best practice and proven strategies for student access and success. This requirement is essential for the WV AP program.		111.
04-25	Lorrie Smith COO lorrie.a.smith@wv.gov WVCPD 208 Hale Street Charleston WV 25301	The West Virginia Center for Professional Development Board of Directors met on March 11, 2011. At the time of this meeting, members of the Board knew that Policy 2510 would be out for comment based on changes recommended from the WV State Board of Education tied to the WV Advanced Placement Strategic Plan. At this meeting, the WVCPD Board of Directors voted unanimously to send a resolution of support for the required professional development for Advanced Placement included in WVBOE Policy 2510. This resolution is supported by the following: Dr. Paul Chapman Dr. Teresa Eagle Secretary Kay Goodwin Dr. Lowell Johnson Ms. Gayle Manchin Rev. D.D. Meighen Ms. Jamie Merendino Dr. Lori Stillely Mr. Nick Zervos		112.
04-25	Lola Brown Federal Programs Curriculum Coordinator ljbrown@access.k12.wv.us Harrison County Schools	8.3.18, 8.3.21, 8.4, 8.5 Should it reflect the new common core standards or the language that WV has adopted instead of CSOs?		113.

	408 E. B. Saunders Way Clarksburg WV 26301			
04-26	Rebecca Wood beckywood5@frontier.com 2018 Marquette Avenue Point Pleasant WV 25550	Principals need to become academic leaders of the schools with emphases on curriculum. Therefore, someone is going to have to be responsible for monitoring the principal's effectiveness as an educational leader.		114.
04-27	Chad Spencer Teacher cspencer@access.k12.wv.us Musseلمان High School 126 Excellence Way Inwood WV 25428	NEPOTISM NEEDS TO BE ADDRESSED. OUR SCHOOL CURRENTLY HAS THREE ADMINISTRATORS WHO ARE MARRIED TO TEACHERS IN THE SAME BUILDING. FAVORITISM IS RAMPANT. ONE TEACHER GETS PADS, COMPUTERS, AND SMALLER CLASS LOADS. BURDENING THE REST OF THE DEPARTMENT WITH MORE STUDENTS. ON TOP OF THAT, SHE ALSO HAS A TEACHER DUTY (IE AN EXTRA PERIOD OFF). IT SHOULD BE ILLEGAL FOR SPOUSES TO WORK IN THE SAME BUILDING!	N-	115. This comment is not applicable to Policy 2510.
05-02	Maria Eshenaur Title I Instructor meshenaur@access.k12.wv.us Point Pleasant Primary School (Mason County) 40 Tanglewood Drive Point Pleasant WV 25550	None		116.
05-06	Beverly Kingery Superintendent bkingery@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651	It is stated in one section that the new chart for program of study grades 9-12 will apply to all students; however, in later sections it is stated otherwise. This needs clearer explanation or clarification.		117.
05-07	Victoria Knight Clay Counselor vcclay@access.k12.wv.us HC 65, Box 275 Clear Fork WV 24822	<p>Page 35, 7.2.2.a - When is the drop-out age raised to 17?</p> <p>Page 37, 7.2.8 - After the word "tools," add: by ensuring that a certified business education teacher is hired within every building (grades 9-12) full time and in grades 7-8 part time.</p> <p>Page 38, 7.3.12 - Making math classes more relevant to the non-college-bound skilled student would be a first step in achieving 7.3.12.</p> <p>Page 40, 7.4.2 - After the 75% notation, I have a comment. This will never happen unless it is placed in policy that school counselors are NOT to serve as the school's testing coordinator for any tests administered within the building. Each school shall name a teacher or administrator as their testing coordinator. Furthermore, until a full-or part-time secretary is hired in each secondary school to take care of mundane (but necessary) clerical duties within the counseling department (copying transcripts, entering data in WVEIS, etc.), this 75/25 will not happen.</p> <p>Page 41, 7.4.6 - Did the age not change to 17?</p>	NAL-	118. College and career readiness in mathematics must be relevant for all students.

	<p>Page 41, 7.4.7 - The percentage of allowed students in self-contained special education classrooms must be eliminated for the good of the special education student and to reduce the high dropout rate among the special education population. Students are placed in special education classes due to their performance on certain tests, such as the Woodcock Johnson, and it is unfair to state that a school and/or district may only have a set percentage of students within self-contained classrooms.</p> <p>Page 42, 7.5.3.f - After the word "teachers," add the word "counselors" in both instances.</p> <p>Page 45, 8.2.5 - Bell-to-Bell instruction is necessary!</p>	
<p>05-09          Jessie Ramsey          AP US History Teacher          jramsey@access.k12.wv.us          Jefferson High School          59 Woodlawn Drive          Harpers Ferry WV 25425</p>	<p>I have taught US AP History for about 8 years now. If you look up my test scores, you will see I have beat the national average every year. I am a bit puzzled at a policy that would pull me out of the class I am trying to teach every other fall to teach me how to teach it. That is concern #1 with the new AP teacher requirements. In addition, how could the course change so much that a teacher would need to renew the summer course every 3 years? That is more of a requirement than you have for teacher recertification? Here is the big question: Who is going to pay me for the summer course every 3 years? Without financial incentives, I, as a highly successful AP Teacher, will simply let someone else take over the extra burden of teaching such a stress filled and demanding class. Once again, instead of targeting weak or inadequate teachers, this policy just tries to tackle everyone at once. Well, how come my scores are so good without these guidelines? How about rewarding me instead of asking me to do something else? Now, this may be coming across as anger, but I assure you it is not intended that way. I am just giving you a heads up. Some teachers will simply let the school board convince other teachers to take over the AP program. If an AP teacher is a good AP teacher, this policy is an overkill. Even if some new requirements are to be put in place, this may be a little much. In addition, successful teachers should be able to opt out if they have proven themselves through test scores. I will close by, once again, suggesting the idea that financial incentives be given to those who take on this extra burden. I really don't see how you can make a teacher take extra classes during the summer for a class that offers them no extra pay? I have seen the West Virginia AP test scores. I understand the intent of this policy. However, I will tell you that you must respect those of us who have already paid our dues. I am pretty sure I would give up teaching AP if someone tried to require me to give fulfill the new obligations as currently stated. That would be a shame since I obviously already know how to teach the course effectively. I hope these comments are taken into consideration before this policy is approved as it is currently written. Again, I encourage you to take the time to look up my scores and compare them to the rest of the state. I am sure I am not the only successful AP teacher who will feel this way. Help those who need help. Don't take up more time from those who have no more time to give because they are already doing their job. Voluntarily, I agree with additional training in addition to the basic first time class. It is the mandatory aspect of the policy that seems a bit over the top here.          Sincerely, Jessie Ramsey</p>	<p>119.</p>

<p>05-10</p> <p>Susan Sowers Coordinator of High Schools ssowers@access.k12.wv.us Jefferson County Schools 110 Mordington Avenue Charles Town WV 25414</p>	<p>n. My concern is that our AP teachers will not be willing to attend mandatory summer training every three years. If an AP teacher has students scoring at or above the national average on the AP examinations, he/she should not be required to attend summer training unless there are changes in the College Board curriculum. Furthermore, with WV's vastness, geographically speaking, teachers from Jefferson County are better served attending College Board East day long review trainings in Maryland (DC area) or PA for the reviews of essays, DBQs, etc. than in giving up three days of classroom instruction for a trip to Charleston. College Board East presents their trainings in one day and does so very efficiently. Perhaps the CPD if this is the avenue they plan to pursue could hold these required trainings regionally every third year so our teachers only miss one day of instruction with their students. My other concern in this portion of the policy is for our principals and coordinators. If the coordinators are experienced and not experiencing test irregularities in administration of the exams, then their attendance should be every three years or as needed for programmatic changes. Principals should be required to attend one time to learn about the program, etc. and then only if there are major program changes in the curriculum. Finally, I question the sequencing of the social studies courses. I believe that AP World, then AP European (colonization of the US as part of that), then as the junior course AP US History, and finally the AP government course. I do not see the logical sequence jumping back and forth from world to US to European.</p>		120.
<p>05-11</p> <p>Robert P. Mason Asst. Supt. (retired) rpmason1@msn.com Mineral County Schools (retired) Rt. 4, Box 203 Keyser WV 26726</p>	<p>j - typo "and" instead of "an"</p>		121.
<p>05-12</p> <p>Patricia Coulier Teacher (Math and Science) couliergeist3@yahoo.com Clay County High School 1 Panther Drive Clay WV 25043</p>	<p>I think the wording and expectations are much more clear and manageable.</p>		122.
<p>05-13</p> <p>Carol Obermann Mathematics Teacher coberman@access.k12.wv.us Wheeling Park High School Wheeling Park High School 1976 Park View Road Wheeling WV 26003</p>	<p>I am glad that AP training will be required of all AP teachers, AP coordinators, and high school principals. I would make one amendment to the required teacher training. If a teacher is a reader (grader) of AP exams in May, that experience could be substituted for the following requirement: "Teachers of AP@ courses must also (1) attend an APSI once every three years after completing the initial APSI and (2) attend an AP@ fall workshop every two years (effective 2012-2013)." Although the grading sessions in May are not technically AP summer institutes, the readers are provided with extensive AP professional development by the College Board and the Educational Testing Service.</p>		123.
<p>05-16</p> <p>Mary Hull Finance Secretary mhull@access.k12.wv.us Buckhannon-Upshur High School</p>	<p>Same as above.</p>		124.

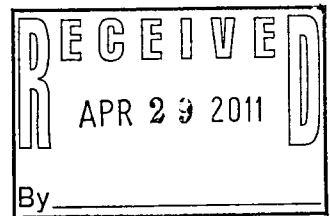
	50 B-U Drive Buckhannon WV 26201			
125.	<b>\$126-42-9 Statewide Assessment Program</b>			
04-19	Dianne Boggess CTC dboggess@access.k12.wv.us Wood County Schools 1210 13th Street Parkersburg WV 26101	9.1.2 - state no longer has Writing Assessment - wording needs to change to WESTEST 2 Online Writing. Also, there are no "modifications" everything now is "accommodations."		126.
04-20	Damon Hanshaw Assistant Superintendent dhanshaw@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651	Why students "must take AP World History and AP US History. Can't they take one or the other. Why are only these student required to take WESTEST2 (3,4,5,6,7,8,11)? What happened to 9th and 10th grade students?	A/o	127. See #29
04-21	Sue McGuier Coordinator of Assessment smcguier@access.k12.wv.us Ohio County Schools 2203 National Road Wheeling WV 26003	9.1.1 and 9.1.2 should both read as follows: ...all public school students enrolled in grades 3-11 shall be assessed at the grade level in which they are enrolled...		128.
04-21	Amy Minch Asst. Principal aminch@access.k12.wv.us Wheeling Park High School 1976 Park View Road Wheeling WV 26003	This change makes the language consistent with Policy 2340. As the language is presented here, it looks as if assessment at grades 9 and 10 might be optional, so the wording should be identical to Policy 2340.		129.
04-21	Dianna M. Vargo Deputy Superintendent dvargo@access.k12.wv.us Ohio County Schools 2203 National Road Wheeling WV 26003	9.1.1 and 9.1.2 should both read as follows: ...all public school students enrolled in grades 3-11 shall be assessed at the grade level in which they are enrolled...		130.
04-26	Jim Mahan Director of Secondary Education jmmahan@access.k12.wv.us Jackson County Schools P O Box 770 Ripley WV 25271	This change makes the language consistent with Policy 2340. As the language is presented here, it looks as if assessment at grades 9 and 10 might be optional, so the wording should be identical to Policy 2340.		131. See #28
04-26	Rebecca Wood	Since I am assuming the state is using the WESTEST 2 results to place seniors in a transition math class, my concern is that the results will not arrive until after students are dismissed for the summer. This will cause major scheduling and staffing problems for some schools.	NA/-	
		Why are grades 9 and 10 omitted from the WESTEST? And could these be given at a		132.

	beckywood5@frontier.com 2018 Marquette Avenue Point Pleasant WV 25550	different time of the year so that teachers will have feedback on their specific classes. It would assist them in the development of Smart Goals and best instructional practices. The data is needed before the next school year to benefit the students.		
04-27	Chad Spencer Teacher cspencer@access.k12.wv.us Mussselman High School 126 Excellence Way Inwood WV 25428	IF THESE ASSESSMENTS ARE SO IMPORTANT AND YOU BELIEVE WE ARE DOING OUR JOBS, WHY DONT THEY ACTUALLY COUNT FOR SOMETHING? MAKE PASSING THE TEST PART OF GRADUATION REQUIREMENTS.	133.	
04-27	Roy Wager Federal Programs Dir. rhwager@yahoo.com Upshur County Board of Education 102 Smitfield St. Buckhannon WV 26201	Am I to assume that since you left off grades 9 and 10 from the WESTEST2 that we will not be testing them. Is it mentioned somewhere else?	134.	
04-28	Pat Park Coordinator ppark@access.k12.wv.us Mason County Schools 1200 Main Street Point Pleasant WV 25550	Accountability for grades one and two remain as an issue. 126-42-10 states "may develop assessments" may needs changes to must for grades one and two. Many school systems use DIBELS for reading, math remains an issue for grade 1 and 2 teachers. Developing common formative assessments remain a challenge for many teachers.	135.	Language should remain 'may' as 'must' would require school systems to develop an assessment rather than use an existing assessment.
05-02	Maria Estenaur Title I Instructor meshenau@access.k12.wv.us Point Pleasant Primary School (Mason County) 40 Tanglewod Drive Point Pleasant WV 25550	None	136.	
05-03	Elizabeth Parmer 7-12 Curriculum/CTE Director eparmer@access.k12.wv.us Lewis County Schools 239 Court Avenue Weston WV 26452	Do 9th and 10th graders take the WESTEST? 9.1.1 does not list these grades.	137.	
05-06	Beverly Kingery Superintendent bkingery@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651	There is no mention of state assessment for grades 9, 10????????? Students need to be assessed at grade 9 and 10. Requiring students to take both AP World History and AP US History would cripple some smaller school districts and schools. Could it possibly be either or both dependent on the school's availability of the required number of AP courses?	138.	
05-07	Victoria Knight Clay Counselor	Page 48, 8.6 - Replace the word "all" with the word "most" . . . require that writing is a routine part in "most" classes. It may not always be feasible to require writing in a math	139.	Writing in mathematics class is a critical component of mathematical literacy

<p>vclay@access.k12.wv.us HC 65, Box 275 Clear Fork WV 24822</p>	<p>class. Making students complete mundane writing lessons within a math class takes away from teaching the required content standards in said math class.</p> <p>Page 49, 9.1.1 - This is grossly unfair to test special education students at the grade level in which they are enrolled. If they are not being taught the concepts and CSOs at that particular grade level. For example, a 10th grade student being taught reading at the 6th grade level should not be expected to sit through a 10th grade reading test.</p> <p>Page 49, 9.1.2 - Twelfth grade students should participate in WESTEST 2 testing.</p> <p>Page 50, 9.1.4 - This test needs to be eliminated in an effort to provide additional instructional time. With Acuity benchmark testing, writing assessment, and all other reviews required, this test and its results are insignificant in nature.</p> <p>Page 51, 11.1.1 - How do you reach high standards and achieve this goal if you are including special education students and they are being tested at their assigned grade level? This is impossible to achieve. In essence, it is saying that all students will miraculously be at mastery--this is humanly impossible!</p>	<p>30. Writing is a key component of literacy that should be used in all courses.</p> <p>Students should be taught the appropriate grade level content standards and objectives. The assessment is designed to match grade level curriculum (CSOs) for grades 3-11. A student in grade 10 should be taught the 10<sup>th</sup> grade Content Standards and Objectives, not 6<sup>th</sup> grade CSOs.</p>
<p>05-12 Patricia Coulter Teacher (Math and Science) coultergeis3@yahoo.com Clay County High School 1 Panther Drive Clay WV 25043</p>	<p>It is looking better.</p>	<p>140.</p>
<p>05-15 Frank Ferguson Science Dept. Chairman fferguson@access.k12.wv.us Brooke High School Rt. 3, Box 610 Wellsburg WV 26070</p>	<p>Since 9th and 10th grades are not listed, does that mean that they do not have to take the WESTEST 2? Also will the 11th grade science be a general test over all areas of science?</p>	<p>141.</p>
<p>05-15 Sally Ann Hintzer Assistant Principal shintzer@access.k12.wv.us Ritchie County Middle School 105 School Rd Ellenboro WV 26346</p>	<p>"Grade Level" assessments are unfair to students who are beginning the year, 'not on grade level'. Our teachers use validated benchmark assessments to monitor growth; this helps the child build self-esteem and confidence. When end of the year grade-level assessments are given, the students become discouraged and our teachers are viewed as failures. Please reconsider how we monitor academic growth.</p>	<p>142.</p>
<p>05-16 Mary Hull Finance Secretary mhull@access.k12.wv.us Buckhannon-Upsstur High School 50 B-U Drive Buckhannon WV 26201</p>	<p>Same as above.</p>	<p>143.</p>
<p>05-16 Susan Barrett School Improvement Coordinator</p>	<p>The policy states that students will be tested in grades 3 - 8 and grade 11. What happened to 9th and 10th grades? These grades are currently tested. How can we</p>	<p>144.</p>

sbarrett@access.k12.wv.us  
Nicholas County Schools  
400 Old Main Drive  
Summersville WV 26651

measure student growth if students are not tested in these grades? This is a big part of school improvement at the high school level.



Earl Ray Tomblin  
Governor

208 Hale Street  
Charleston, WV 25301

April 25, 2011

Robert E. Hull, Assistant Superintendent  
Division of Curriculum & Instructional Services  
West Virginia Department of Education  
Capitol Building 6, Room 603  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330

Dear Mr. Hull:

The West Virginia Center for Professional Development Board of Directors met on March 11, 2011. At the time of this meeting, members of the Board knew that Policy 2510 would be out for comment based on changes recommended from the WV State Board of Education tied to the WV Advanced Placement Strategic Plan. At this meeting, the WVCPD Board of Directors voted unanimously to send a resolution of support for the required professional development for Advanced Placement included in WVBOE Policy 2510. This resolution is supported by the following:

Dr. Paul Chapman  
Dr. Teresa Eagle  
Secretary Kay Goodwin  
Dr. Lowell Johnson  
Ms. Gayle Manchin  
Rev. D.D. Meighen  
Ms. Janie Merendino  
Dr. Lori Stilley  
Mr. Nick Zervos

This support resolution was also posted to the online comments section of WVBOE Policy 2510. Please contact me with any questions.

Very truly yours,

Dr. Dixie Billheimer, CEO

**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 16, 2011 3:52 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-16 15:51:59)

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Comment Received for Policy 2510

#####

Name: Susan Barrett  
Organization: Nicholas County Schools  
Email: [sbarrett@access.k12.wv.us](mailto:sbarrett@access.k12.wv.us)  
Title: School Improvement Coordinator  
Address1: 400 Old Main Drive  
Address2:  
City/State/Zip: Summersville, WV 26651  
Role: Teacher  
Posted: 2011-05-16 15:51:59  
Posted from IP: 168.216.116.243

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Removing time requirements for subjects allows for more flexibility in scheduling, but perhaps recommendations or suggestions could still be included - at least for RLA and Math. Finding out at the end of the year that "sufficient emphasis" was not placed on core content to ensure mastery is scary. It is ironic that we have specific time requirements for PE but not for the core subjects for which we are all held accountable.

The word intervention is barely mentioned and I did not see "tiered instruction" at all. While RTI is connected to identification of students with special needs, this required initiative impacts all students, teachers, and schedules. If it is only in Policy 2419, it will be seen as only a Sp. Ed. concern. There is still a lot of confusion in the schools about what is required, how often, and the documentation required.

In the middle grades chart IV, it states, "It is recommended that all students planning to enter the high school professional pathway will be enrolled in Algebra 1 in eighth grade." I strongly suggest adding something about "demonstrating readiness" to that sentence. Most students are in the professional pathway, but many of them are not academically ready or emotionally mature enough to skip eighth grade math and take a high school course. The WVDE has developed an Algebra Readiness checklist; this is the perfect time to refer to that.

The four-year plan for gifted students lists classes including honors, AP, and/or IB courses for gifted students in high school that must be provided. Listing these classes does not mean they are or will be available; small high schools are struggling to offer all the courses that are required for the general population. How can that be required?

In the footnote that talks about high school math courses, there is a paragraph that starts with, "Because of the extreme importance of mastery of the Algebra 1 CSOs..." that addresses Algebra Support. Algebra Support is not just for students in the skilled pathway; in fact, it may be the means for a student to get on track for success in math in the rest of high school and college. Yet the recommended course sequence includes Conceptual Math, a course not accepted by colleges, and does not mention Transition Math for Seniors, a better option.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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The policy states that students will be tested in grades 3 - 8 and grade 11. What happened to 9th and 10th grades? These grades are currently tested. How can we measure student growth if students are not tested in these grades? This is a big part of school improvement at the high school level.

Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 16, 2011 1:14 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-16 13:14:25)

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Comment Received for Policy 2510

#####  
Name: Tristen  
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Title: Teacher  
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Address2:  
City/State/Zip: Buckhannon, WV 26201  
Role: Teacher  
Posted: 2011-05-16 13:14:25  
Posted from IP: 168.216.99.64

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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In dealing with AP Social Studies, or any class, one should focus on the needs of the student.

The proposed thought illustrates a desire by the state government to track students into a particular path. While attempting to challenge students with higher level educational opportunities is in theory a good idea, it can also be an idea that creates conflict. The proposed programming demands that if a student takes an AP class they will automatically be penciled in to the next AP class. This will work with some students, but overall I feel

that it will cause conflict within the scheduling possibilities for some students. Some students struggle now with selecting the appropriate classes and this is without conflicts due to mandatory AP classes.

Students should also be given the freedom to take the classes that they are comfortable taking. Not every student wants to take every AP class, so why should they be forced take classes that they do not want to take?

Also, I see that there is an option for Freshmen to take two possible AP Social Studies classes. I had the opportunity to teach AP Human Geography two years with Freshmen making up part of the class. I can attest to the fact that those students were in no way properly prepared for the rigors of an AP class. The 9th grade should be used to help transition students, not to scare them away from AP in the future. I believe that by offering AP classes to students that are not properly prepared (most Freshmen will not be) will hurt the AP scores of the school and most importantly hurt the confidence of many possible future AP students.

Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 16, 2011 12:29 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-16 12:28:58)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Cindy Daniel  
Organization: Putnam County Schools  
Email: [cldaniel@access.k12.wv.us](mailto:cldaniel@access.k12.wv.us)  
Title: Assistant Superintendent  
Address1: 9 Courthouse Drive  
Address2:  
City/State/Zip: Winfield, WV 25213  
Role: School System Staff  
Posted: 2011-05-16 12:28:58  
Posted from IP: 168.216.38.224

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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The following comments are respectfully submitted by the Central Office Staff of Putnam County Schools:

Page 8 - While we are in favor of providing more flexibility and choice to counties, it seems that providing minimal time requirements helps to create an assurance of learning opportunity for all students. Since the implementation of the 90 minute uninterrupted reading block, student achievement has increased, teachers have become more intentional in their instruction, and parents have become more cognizant of the importance of instructional time. This is working for the students in Putnam County Schools. Please don't "throw the baby out with the bath water."

There seems to be a conflict with the emphasis on flexibility and choice and the wording on page 8 that states "All content areas may be integrated but MUST be taught in an inquiry-based, hands-on, experiential manner." If there are no longer requirements for HOW LONG one must teach, why should there be requirements on HOW they must teach? We recommend removal of the word MUST.

Page 18 - Thank you for consolidating into one graduation plan and for removing the Chemistry requirement.

Page 13 - 5.6 - ...will have the opportunity to examine a system of career clusters and to annually review their educational pathway and chosen career concentration... Yet, on page 19,

the term Career Concentration Courses has been eliminated altogether. It appears there is much less emphasis on a selected career cluster. Needs clarification.

p.21 - Footnote 1 - There is a conflict between the wording in policy and the guidelines that were distributed to counties from the WVDE regarding Transition Math for Seniors. The recommended policy change will replace the word "shall" with "may" which will greatly help counties with scheduling and staffing. However, the guidelines state that many students would be required to take the Transition Math course. Please allow counties to make the appropriate placement for students regarding math without requiring another course. There are significant staffing implications for this course. We need clarification on this issue as soon as possible!

p.22- Footnote 3 - There is conflict between the wording in the footnote and the chart on page 18. Wording in the footnote indicates that students who substitute AP courses must take both AP World and AP US History. The Social Studies section of the chart on page 18 does not reflect this requirement for both. Again, please allow counties the flexibility to schedule courses that are in the best interest of students.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 16, 2011 10:27 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-16 10:26:42)

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Comment Received for Policy 2510

#####

Name: Lori Kenney  
Organization: Mineral County Technical Center  
Email: [lkenney@access.k12.wv.us](mailto:lkenney@access.k12.wv.us)  
Title: Guidance Counselor  
Address1: 600 Harley Staggers Drive  
Address2:  
City/State/Zip: Keyser, WV 26726  
Role: School System Staff  
Posted: 2011-05-16 10:26:42  
Posted from IP: 168.216.197.191

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Chart V, Footnote 2- pg. 21 - Requiring Physical Science and Biology/Conceptual Biology/AP Biology to be taken in consecutive order are restrictive. A consecutive order is not necessary.

Chart V, Footnote 2-pg. 21-22 - In addition to those courses listed in Policy 2520.25 as those meeting the requirements for the 3rd and 4th credits, Project Lead the Way courses should be allowable as well as other lab science courses which are adopted by the County Board of Education.

Chart V, Footnote 3 pg. 22 - Requiring both AP World History and AP US History when substituting AP courses is restrictive and should not be required but recommended. Smaller schools are not able to offer and teach both courses.

Chart V, Footnote 4 pg.22 - The spelling of the word concentration in the last sentence should be corrected.

Chart V - College Dual Credit Courses should be included in allowable substitutions for Reading and English Language Arts; Mathematics, Science, and Social Studies.

Chart VI, pg. 25 Top Left Note: Any college or dual credit course offered in lieu of a graduating requirement must first receive a WVDE approved waiver before counting towards graduation refers to Footnote 4. Footnote 4 is not found at the end of the chart. Only Footnote 1 is explained.

Chart VI,pg.25, middle column - The top two boxes are contradictory. the top box refers to taking courses in alternating years while the second box refers to taking courses annually.

Charts V & VI, pgs.18&25. Both Chart Headers read "effective 2011-12". An exception should allow the annual requirements to begin in school year 2012-2013, or allow the 2011-2012 year count as the Alternating Year, as course offerings have already been published,staffing decisions have already been made, and master schedules have already been established for the 2011-2012 school year.

Chart VI, pg.25, middle column, box 2.- In addition to AP Courses or IB Program, "or College Dual Credit Courses" should be added here and in Footnote 1, pg. 26, and also on pg.29, 5.6.6 -d. Mineral County has taught and continues to teach Dual Credit Calculus by a full professor at Potomac State College of West Virginia University who has a Doctorate in Mathematics. This course and similar dual credit courses should count equally with other AP Courses.

Chart VI, pg.25 (Optional Science Electives) - Micro Biology should be added.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----

Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
-----

Comments for section 126-42-13 Glossary  
-----

## Robert Hull

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 16, 2011 9:06 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-16 09:05:35)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Roberta Bastin  
Organization: Harrison County Alternative Learning Center  
Email: [rbastin@access.k12.wv.us](mailto:rbastin@access.k12.wv.us)  
Title: Science Teacher  
Address1: Rt. 2 Box 204  
Address2:  
City/State/Zip: Mt. Clare, WV 26408  
Role: Teacher  
Posted: 2011-05-16 09:05:35  
Posted from IP: 168.216.160.90

Comments for section 126-42-1 General  
-----

Comments for section 126-42-5 Program Definition  
-----

I agree with your changes to the high school Science requirements. Chemistry is a challenging course and mastering the basics would be difficult for many students. While I believe this change is because of a chemistry teacher shortage statewide, it is the best decision to make for students who will not need chemistry concepts beyond what is offered in Physical Science.

I am more curious about the reasoning behind having only three required Science courses while each of the other three Core subjects - Math Language Arts, and Social Studies - have four courses required for graduation. Most recently Civics was added as a requirement for Social Studies. Given the necessity for our students to be more environmentally responsible and knowledgeable, why not add the new Environmental Science course as a required Science course. This would even the Core subject requirements across the board.

I have been teaching the new Environmental Science course this year. With so much of our economy in West Virginia relying on fossil fuels and energy development, I have been able to develop lessons that illustrate the importance of our resources to the rest of the world. This course also underscores the necessity for environmental stewardship. One of our lessons dealt with harvesting seeds from vegetables and preparing for planting in gardens. Since many of our students are familiar with home gardening, this was a practical application to the textbook material. The Environmental Science course enables us to make full use of the Newspaper in Education program since so much of recent Current Events deal with environmental issues. Environmental Science is a practical course and it teaches life skills that many students will not receive elsewhere.

Sincerely,

Roberta Bastin

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----

Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
-----

Comments for section 126-42-13 Glossary  
-----

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 16, 2011 8:12 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-16 08:11:57)

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Comment Received for Policy 2510

#####

Name: Mary Hull  
Organization: Buckhannon-Upshur High School  
Email: [mhull@access.k12.wv.us](mailto:mhull@access.k12.wv.us)  
Title: Finance Secretary  
Address1: 50 B-U Drive  
Address2:  
City/State/Zip: Buckhannon, WV 26201  
Role: Service Personnel  
Posted: 2011-05-16 08:11:57  
Posted from IP: 168.216.99.64

Comments for section 126-42-1 General

-----  
This was sent in a email this morning -- to complete. How can I complete it if I haven't ever received it to read?

As a parent of two teenagers at this high school, I haven't ever received anything to read either. oh well....

Comments for section 126-42-5 Program Definition

-----  
Same as above.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

-----  
Same as above.

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

-----  
Same as above.

Comments for section 126-42-9 Statewide Assessment Program

-----  
Same as above.

Comments for section 126-42-12 Program Improvement

-----  
Same as above.

Comments for section 126-42-13 Glossary

-----  
Same as above

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, May 15, 2011 11:19 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-15 23:19:16)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510  
#####  
Name: Sally Ann Hinterer  
Organization: Ritchie County Middle School  
Email: [shintere@access.k12.wv.us](mailto:shintere@access.k12.wv.us)  
Title: Assistant Principal  
Address1: 105 School Rd  
Address2:  
City/State/Zip: Ellenboro, WV 26346  
Role:  
Posted: 2011-05-15 23:19:16  
Posted from IP: 67.142.130.22

Comments for section 126-42-1 General  
-----

This is an excellent policy that is decisive with clear, easy-to-read language.

Comments for section 126-42-5 Program Definition  
-----

Ritchie County Middle School has developed a course called "Global 21 Readiness through Technology". It is being reviewed by Dr. Marple and others who have personally visited our school as an excellent way to remediate technology skills, focus on personal career goals, and assure keyboarding speed/accuracy. To support such a class, the language in the last box on the middle level program of study on page 11, needs to remove the words 'shall be integrated'. A suggestion might be to say 'shall be included in the curricula'.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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"Grade Level" assessments are unfair to students who are beginning the year, 'not on grade level'. Our teachers use validated benchmark assessments to monitor growth; this helps the child build self-esteem and confidence. When end of the year grade-level assessments are given, the students become discouraged and our teachers are viewed as failures. Please reconsider how we monitor academic growth.

Comments for section 126-42-12 Program Improvement

-----  
Comments for section 126-42-13 Glossary  
-----

**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, May 15, 2011 9:37 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-15 21:37:21)

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Comment Received for Policy 2510

#####

Name: Frank Ferguson  
Organization: Brooke High School  
Email: [fferguso@access.k12.wv.us](mailto:fferguso@access.k12.wv.us)  
Title: Science Dept. Chairman  
Address1: Rt. 3, Box 610  
Address2:  
City/State/Zip: Wellsburg, WV 26070  
Role: Teacher  
Posted: 2011-05-15 21:37:21  
Posted from IP: 24.131.205.44

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

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As a Chemistry teacher, I have said for the past 6-8 years that Chemistry should not be taught to all students. However, I feel that this new policy now swings too far back to what we currently have. I feel all students in the 4-year college professional tract should be required to take Chemistry. The original goal of Policy 2510, as I perceived it to be, was to make the 4-year college professional tract students take a 3rd year of rigorous lab science, and the policy still states that they must take a 3rd and 4th rigorous lab science. The problem is that many of our students will take classes like Earth Science, Biology II, or Environmental Earth Science. These classes have all level students in them and they tend to get watered down and are not the rigorous lab sciences like Chemistry, Physics, Human Anatomy and Physiology. I hope the WV Board of Education keeps the Chemistry requirement for students in the 4-year college professional tract.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Since 9th and 10th grades are not listed, does that mean that they do not have to take the WESTEST 2? Also will the 11th grade science be a general test over all areas of science?

Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, May 15, 2011 10:42 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-15 10:41:39)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Rob Woy  
Organization: Mineral County Schools  
Email: [rwoy@access.k12.wv.us](mailto:rwoy@access.k12.wv.us)  
Title: Assistant Superintendent  
Address1: One Baker Place  
Address2:  
City/State/Zip: Keyser, West Virginia 26726  
Role: School System Staff  
Posted: 2011-05-15 10:41:39  
Posted from IP: 168.216.206.93

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Chart V, Footnote 2- pg. 21 - Requiring Physical Science and Biology/Conceptual Biology/AP Biology to be taken in consecutive order are restrictive. A consecutive order is not necessary.

Chart V, Footnote 2-pg. 21-22 - In addition to those courses listed in Policy 2520.25 as those meeting the requirements for the 3rd and 4th credits, Project Lead the Way courses should be allowable as well as other lab science courses which are adopted by the County Board of Education.

Chart V, Footnote 3 pg. 22 - Requiring both AP World History and AP US History when substituting AP courses is restrictive and should not be required but recommended. Smaller schools are not able to offer and teach both courses.

Chart V, Footnote 4 pg.22 - The spelling of the word concentration in the last sentence should be corrected.

Chart V - College Dual Credit Courses should be included in allowable substitutions for Reading and English Language Arts; Mathematics, Science, and Social Studies.

Chart VI, pg. 25 Top Left Note: Any college or dual credit course offered in lieu of a graduating requirement must first receive a WVDE approved waiver before counting towards graduation refers to Footnote 4. Footnote 4 is not found at the end of the chart. Only Footnote 1 is explained.

Chart VI,pg.25, middle column - The top two boxes are contradictory. the top box refers to taking courses in alternating years while the second box refers to taking courses annually.

Charts V & VI, pgs.18&25. Both Chart Headers read "effective 2011-12". An exception should allow the annual requirements to begin in school year 2012-2013, or allow the 2011-2012 year count as the Alternating Year, as course offerings have already been published,staffing decisions have already been made, and master schedules have already been established for the 2011-2012 school year.

Chart VI, pg.25, middle column, box 2.- In addition to AP Courses or IB Program, "or College Dual Credit Courses" should be added here and in Footnote 1, pg. 26, and also on pg.29, 5.6.6 -d. Mineral County has taught and continues to teach Dual Credit Calculus by a full professor at Potomac State College of West Virginia University who has a Doctorate in Mathematics. This course and similiar dual credit courses should count equally with other AP Courses.

Chart VI, pg.25 (Optional Science Electives) - Micro Biology should be added.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----

Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
-----

Comments for section 126-42-13 Glossary  
-----

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, May 13, 2011 11:37 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-13 11:36:45)

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Comment Received for Policy 2510

#####

Name: Kenneth Harvey  
Organization: Parent  
Email: [kharvey@cebridge.net](mailto:kharvey@cebridge.net)  
Title:  
Address1: Rt. 1 Box 306  
Address2:  
City/State/Zip: Buckhannon, WV 26201  
Role: Parent-Family  
Posted: 2011-05-13 11:36:45  
Posted from IP: 168.216.99.64

Comments for section 126-42-1 General  
-----

Comments for section 126-42-5 Program Definition  
-----

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
-----

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----

Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
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Policy section 13.78 should remain in its original state and not be removed. This has helped several students complete their High School career by taking classes that would serve them best in the future

Comments for section 126-42-13 Glossary  
-----



**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, May 13, 2011 11:07 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-13 11:06:56)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Jo Ella Wills  
Organization: Upshur County Schools  
Email: [jwills@access.k12.wv.us](mailto:jwills@access.k12.wv.us)  
Title: TitleI Math Coach K-5  
Address1: 33 E. Victoria St.  
Address2:  
City/State/Zip: Buckhannon, WV  
Role: Professional Support  
Posted: 2011-05-13 11:06:56  
Posted from IP: 168.216.16.50

Comments for section 126-42-1 General  
-----

Comments for section 126-42-5 Program Definition  
-----

I have been teaching for 33 years in WV and have seen what doing away with required minutes for Science and Social Studies in K-2 has done to the children's knowledge base of these two content areas. Third grade students do not have the prior knowledge needed for third grade CSO's. I hope this have been thoroughly researched before making this HUGE decision to do away with the time limits. I do like the addition of learning centers rather than just reading centers.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
-----

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----

Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
-----



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, May 13, 2011 9:37 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-13 09:36:48)

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Comment Received for Policy 2510

#####

Name: Brian McPherson  
Organization: Richwood High School  
Email: [bgmcpher@access.k12.wv.us](mailto:bgmcpher@access.k12.wv.us)  
Title: Math Teacher  
Address1: One Valley Avenue  
Address2:  
City/State/Zip: Richwood , WV 26261  
Role: Teacher  
Posted: 2011-05-13 09:36:48  
Posted from IP: 168.216.56.62

Comments for section 126-42-1 General

-----  
WV requires too many credits for Graduation. States that require fewer have much better test scores. Requiring fewer credits allows students and teachers to focus on what is most important.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, May 13, 2011 8:41 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-13 08:40:36)

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Comment Received for Policy 2510  
#####  
Name: Carol Obermann  
Organization: Wheeling Park High School  
Email: [coberman@access.k12.wv.us](mailto:coberman@access.k12.wv.us)  
Title: Mathematics Teacher  
Address1: Wheeling Park High School  
Address2: 1976 Park View Road  
City/State/Zip: Wheeling, WV 26003  
Role: Teacher  
Posted: 2011-05-13 08:40:36  
Posted from IP: 168.216.173.119

Comments for section 126-42-1 General  
-----

Comments for section 126-42-5 Program Definition  
-----

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
-----

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----  
I am glad that AP training will be required of all AP teachers, AP coordinators, and high school principals. I would make one amendment to the required teacher training. If a teacher is a reader (grader) of AP exams in May, that experience could be substituted for the following requirement: "Teachers of AP® courses must also (1) attend an APSI once every three years after completing the initial APSI and (2) attend an AP® fall workshop every two years (effective 2012-2013)." Although the grading sessions in May are not technically AP summer institutes, the readers are provided with extensive AP professional development by the College Board and the Educational Testing Service.

Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
-----



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, May 12, 2011 5:25 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-12 17:25:02)

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Comment Received for Policy 2510  
#####  
Name: Patricia Coulter  
Organization: Clay County High School  
Email: [coultergeist3@yahoo.com](mailto:coultergeist3@yahoo.com)  
Title: Teacher (Math and Science)  
Address1: 1 Panther Drive  
Address2:  
City/State/Zip: Clay, WV 25043  
Role: Teacher  
Posted: 2011-05-12 17:25:02  
Posted from IP: 184.9.163.83

Comments for section 126-42-1 General  
-----  
Satisfactory

Comments for section 126-42-5 Program Definition  
-----  
Satisfactory

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
-----  
I wanted to write to thank you for the changes in math and science and for the consistency in the course requirements for subsequent graduating classes.  
Thank you for making things more manageable! Thank you for giving our kids an option of what to take in their junior and senior years in science. Thank you!!!!!!!

Also, I appreciate the dropping of the stringent numbers of minutes required of the elementary teachers. Those were making scheduling of resources and support staff extremely difficult in many of the schools.

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----  
I think the wording and expectations are much more clear and manageable.

Comments for section 126-42-9 Statewide Assessment Program  
-----  
It is looking better.

Comments for section 126-42-12 Program Improvement  
-----

No suggestions or complaints.

Comments for section 126-42-13 Glossary

-----  
Very useful.

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, May 12, 2011 10:28 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-12 10:27:59)

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Comment Received for Policy 2510

#####

Name: Jessica Haynes  
Organization: Harrison Co. BOE  
Email: [jlhaynes@access.k12.wv.us](mailto:jlhaynes@access.k12.wv.us)  
Title: Title I Teacher: Adamston  
Address1: 1636 W. Pike St.  
Address2:  
City/State/Zip: Clarksburg, WV 26301  
Role: Teacher  
Posted: 2011-05-12 10:27:59  
Posted from IP: 168.216.169.192

Comments for section 126-42-1 General  
-----

Comments for section 126-42-5 Program Definition  
-----

I think that removing the time constraints for the reading and math block in the elementary schools is opening up a whole new realm of problems. This time is extremely important for the kids and many teachers aren't going to understand and use their time wisely.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
-----

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----

Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
-----

Comments for section 126-42-13 Glossary  
-----



## Robert Hull

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, May 11, 2011 4:44 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-11 16:44:18)

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### Comment Received for Policy 2510

#####

Name: Susan Johnson  
Organization: Richwood High School  
Email: [scjohnson75@gmail.com](mailto:scjohnson75@gmail.com)  
Title: Teacher  
Address1: P.O. Box 631  
Address2: 4 Park Place  
City/State/Zip: Richwood , WV 26261  
Role: Teacher  
Posted: 2011-05-11 16:44:18  
Posted from IP: 184.14.190.65

### Comments for section 126-42-1 General

-----  
Only four other states in the U.S. require 24 credits for graduation—Texas, Alabama, Florida and South Carolina. According to the ACT News, the reporting arm of the American College Testing service, all four of those states' composite scores on the ACT were below the national average in 2009. Further, their graduation rates are also below the national average.

On the other hand, consider the number of credits required for graduation of the top performing states in the nation—Connecticut (20), New Hampshire (19.75), Vermont (20), Delaware (22), Maine (16), New Jersey (22), New York (22), Washington (19), Wisconsin (21.5), Maryland (21) and Minnesota (21.5). The national average is 21.8. (Information about credits required for graduation can be found at the National Center for Education Statistics released by the U.S. Department of Education.)

As West Virginia educators continue the emotional debate over whether the 4X4 block is better than the 8-period traditional schedule, we are overlooking the real issue: a student is not being better educated because he or she takes more classes. By requiring 24 credits for graduation (and even 26 as my county, Nicholas, requires), West Virginia is forcing high school students to spend more time in elective classes and less time on the core subjects on which children are tested.

### Comments for section 126-42-5 Program Definition

### Comments for section 126-42-6 2 7 West Virginia Option Pathway

### Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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## Robert Hull

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, May 11, 2011 7:12 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-11 07:12:07)

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Comment Received for Policy 2510

#####

Name: Robert P. Mason  
Organization: Mineral County Schools (retired)  
Email: [rpmason1@msn.com](mailto:rpmason1@msn.com)  
Title: Asst. Supt. (retired)  
Address1: Rt. 4, Box 203  
Address2:  
City/State/Zip: Keyser, WV 26726  
Role: Community Member  
Posted: 2011-05-11 07:12:07  
Posted from IP: 184.19.143.23

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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CHART V - College Dual Credit Classes options should be added to Reading/ELA, Mathematics, Science, and Social Studies

CHART V, Footnote 2: It's not necessary to have Physical Science and Biology or Conceptual Biology taken in consecutive order. It's unnecessarily restrictive.

CHART V, Footnote 2: In the third sentence, after ". . . including science courses," insert "from the courses listed in Chart VI as Optional Electives, or other laboratory science courses adopted by the County Board of Education."

CHART V, Footnote 3: In the second sentence, after "When substituting AP courses," insert "it is recommended"

CHART V, Footnote 4: correct typo - "concentration"

CHART VI: The note in the top left column lists a Footnote 4 at the end of the sentence; I can't find footnote 4?

CHART VI: The heading in the middle column states "These courses must be offered at least in alternating years." However, the next row concerning AP courses states ". . . must be offered annually." And the CHART header says "Effective 2011-2012." Words should be inserted to at least allow the annual requirement to begin school year 2012-2013, or to allow

the 2011-2012 year to count as the Alternating Year, since the schedules have been set for next year.

CHART VI, Second Row - "or College Dual Credit Courses" should be added here and in Footnote 1, page 26, and also in 5.6.6(d), page 29. For example Mineral County Schools has taught Dual Credit Calculus taught by a full professor at Potomac State College who has a Doctorate in Mathematics for years. This should count equally with an AP Calculus course.

CHART VI: Add "Microbiology" to the Optional Electives for Science. This is a very critical and important course for students wishing to enter the medical field.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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j - typo "and" instead of "an"

Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, May 10, 2011 5:25 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-10 17:25:29)

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Comment Received for Policy 2510

#####

Name: Nasia P. Butcher  
Organization: Gilmer County HS  
Email: apbutche@access.....  
Title: Principal  
Address1: 300 Pine Street  
Address2:  
City/State/Zip: Glenville, wv 26351  
Role: Principal  
Posted: 2011-05-10 17:25:29  
Posted from IP: 168.216.207.61

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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5.5.1--Middle Level Education: "These required courses (math, English, science, social studies) will be taught daily by a team of qualified teachers." Please strike the word "daily". By eliminating "daily", this would give schools the freedom to block schedule (science/ social studies in our case) to provide an expanse of time that would be used in conducting high-order science experiments and PBLs in social studies.

5.6.9--County Boards of Education shall award a diploma to every student who has completed the standard requirements for graduation (add the following): providing the student has met all outstanding obligations of the high school; otherwise, the high school has the authority retain the diploma/transcripts until all obligations are cleared.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, May 10, 2011 5:11 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-10 17:10:39)

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Comment Received for Policy 2510

#####

Name: Ernie Adkins  
Organization: Oakvale School  
Email: [eradkins@access.k12.wv.us](mailto:eradkins@access.k12.wv.us)  
Title: Principal  
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Address2:  
City/State/Zip: Princeton , WV 24740  
Role: Principal  
Posted: 2011-05-10 17:10:39  
Posted from IP: 173.80.35.139

Comments for section 126-42-1 General

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I believe the time requirements for reading and math are important. Teaching children to read needs to be the primary focus of K-4 education. If anything, the required time for reading should increase. I am worried that if time requirements are taken away, many antiquated teachers and administrators will give equal time to all four core subjects. I think this would be devastating to our public schools. Social Studies can be integrated into reading and science can be integrated into math. Teaching children to read in their formative years will prepare them to learn science and social studies when they are older. I was a middle school science teacher. I understand and value the subject. However, my experience as an elementary principal has taught me that teaching children to read first is the the key to success in all other areas! Thank you

Comments for section 126-42-5 Program Definition

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Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, May 10, 2011 3:41 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-10 15:41:01)

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Comment Received for Policy 2510

#####

Name: Susan Sowers  
Organization: Jefferson County Schools  
Email: [ssowers@access.k12.wv.us](mailto:ssowers@access.k12.wv.us)  
Title: Coordinator of High Schools  
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Role: School System Staff  
Posted: 2011-05-10 15:41:01  
Posted from IP: 168.216.156.97

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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h. My concern is that our AP teachers will not be willing to attend mandatory summer training every three years. If an AP teacher has students scoring at or above the national average on the AP examinations, he/she should not be required to attend summer training unless there are changes in the College Board curriculum. Furthermore, with WV's vastness, geographically speaking, teachers from Jefferson County are better served attending College Board East day long review trainings in Maryland (DC area) or PA for the reviews of essays, DBQs, etc. than in giving up three days of classroom instruction for a trip to Charleston. College Board East presents their trainings in one day and does so very efficiently. Perhaps the CPD if this is the avenue they plan to pursue could hold these required trainings regionally every third year so our teachers only miss one day of instruction with their students.

My other concern in this portion of the policy is for our principals and coordinators. If the coordinators are experienced and not experiencing test irregularities in administration of the exams, then their attendance should be every three years or as needed for programmatic

changes. Principals should be required to attend one time to learn about the program, etc. and then only if there are major program changes in the curriculum. Finally, I question the sequencing of the social studies courses. I believe that AP World, then AP European (colonization of the US as part of that), then as the junior course AP US History, and finally the AP government course. I do not see the logical sequence jumping back and forth from world to US to European.

Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 09, 2011 5:43 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-09 17:43:08)

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Comment Received for Policy 2510  
#####  
Name: Jessie Ramsey  
Organization: Jefferson High School  
Email: [jjramsey@access.k12.wv.us](mailto:jjramsey@access.k12.wv.us)  
Title: AP US History Teacher  
Address1: 59 Woodlawn Drive  
Address2:  
City/State/Zip: Harpers Ferry, WV 25425  
Role: Teacher  
Posted: 2011-05-09 17:43:08  
Posted from IP: 68.55.120.47

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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I have taught US.AP History for about 8 years now. If you look up my test scores, you will see I have beat the national average every year. I am a bit puzzled at a policy that would pull me out of the class I am trying to teach every other fall to teach me how to teach it. That is concern #1 with the new AP teacher requirements. In addition, how could the course change so much that a teacher would need to renew the summer course every 3 years? That is more of a requirement than you have for teacher recertification? Here is the big question: Who is going to pay me for the summer course every 3 years? Without financial incentives, I, as a highly successful AP Teacher, will simply let someone else take over the extra burden of teaching such a stress filled and demanding class. Once again, instead of targeting weak or inadequate teachers, this policy just tries to tackle everyone at once. Well, how come my scores are so good without these guidelines? How about reward!  
ng me instead of asking me to do something else? Now, this may be coming across as anger, but I assure you it is not intended that way. I am just giving you a heads up. Some teachers will simply let the school board convince other teachers to take over the AP program. If an AP teacher is a good AP teacher, this policy is an overkill. Even if some

new requirements are to be put in place, this may be a little much. In addition, successful teachers should be able to opt out if they have proven themselves through test scores. I will close by, once again, suggesting the idea that financial incentives be given to those who take on this extra burden. I really don't see how you can make a teacher take extra classes during the summer for a class that offers them no extra pay? I have seen the West Virginia AP test scores. I understand the intent of this policy. However, I will tell you that you must respect those of us who have already paid our dues. I am pretty sure I would give up teaching AP if someone tried to require me to give ! fulfill

the new obligations as currently stated. That would be a shame since I obviously already know how to teach the course effectively. I hope these comments are taken into consideration before this policy is approved as it is currently written. Again, I encourage you to take the time to look up my scores and compare them to the rest of the state. I am sure I am not the only successful AP teacher who will feel this way. Help those who need help. Don't take up more time from those who have no more time to give because they are already doing their job. Voluntarily, I agree with additional training in addition to the basic first time class. It is the mandatory aspect of the policy that seems a bit over the top here. Sincerely, Jessie Ramsey

Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Saturday, May 07, 2011 12:19 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-07 12:18:36)

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Comment Received for Policy 2510

#####

Name: Victoria Knight Clay  
Organization:  
Email: vclay@access.k12.wv.us  
Title: Counselor  
Address1: HC 65, Box 275  
Address2:  
City/State/Zip: Clear Fork, WV 24822  
Role: Teacher  
Posted: 2011-05-07 12:18:36  
Posted from IP: 24.149.116.242

Comments for section 126-42-1 General

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No Comment

Comments for section 126-42-5 Program Definition

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Page 11, first paragraph, last sentence, column 1 - Does this make students' math sequence: Geometry, Algebra 2, and Trigonometry? Why aren't they given the opportunity to earn an Algebra Support credit in the 8th grade? It appears as if, based on prior experience with students who take Algebra 1 in the middle school, that you may be setting the stage for students to begin high school at a math disadvantage.

Page 12, footnote 3 - Will any of this foreign language be transcribed as high school credit? If so, will it substitute for required, professional pathway, foreign language requirement(s)?

Page 12, footnote 4 - The second paragraph, second sentence should read "required" instead of "strongly recommended" that schools implement an organized advisory program. With the large ratio of students to school counselor and the fact that not every school has a full-time counselor in the building on a daily basis, a "working" advisory program should be mandated, grades should be assigned for said program, and said grades should be transcribed with the students' permanent record card.

Page 12, footnote 5 - This should be met not by arbitrarily assigning an untrained elementary teacher to teach these concepts, but by requiring the county Board of Educations hire a certified, itinerate business education instructor at each middle school.

Page 12, 5.5.2.a - The 8th grade school counselor "in collaboration with their advisor," will focus on teaching students and their parents how to read the ACT EXPLORE. . .

Page 12, 5.5.2.b - Each student, in consultation with his or her parents/guardians and school counselor AND (replace the word or) advisor, selects a broad. . .

Page 13, first paragraph - The student and (add - parent or guardian) may amend his/her ISTP at the end of any (delete semester and add. . .) school year. Master schedules should be student-driven. Allowing change at the end of a semester is unrealistic once the teacher assignments have been made and the master schedule set.

Page 13, 5.5.2.c - It is not feasible to set 8th grade students four years in high school due to budget cuts, changes in school enrollment, curricular offerings, impending changes in Policy 2510, etc. The gifted plan should coincide with the ISTP plan which includes planning for grades 9 and 10 only. At the end of grade 10, the committee should reconvene and set the plan for grades 11 and 12.

Page 13, 5.5.2.f - Do students in the professional pathway not designate a career concentration?

Page 13, 5.6, last sentence - Add "as they meet with their counselor and/or advisor to plan their next year's schedule."

Page 18, Reading and English Language Arts - The AP English courses substituted at each grade level must coincide with the knowledge required on the WESTEST 2 at each grade level.

Page 19, area where concentration is marked through - Will this one additional concentration credit be required within the students' career cluster (one of the four core classes listed on the skilled list)?

Page 19, Career Development and Experiential Learning - Attending a Vocational Center shall substitute for a separate job shadowing experience.

Page 19, Technology - In order for this to be provided, a certified business teacher must be hired for every secondary school. Moving the business and, thus, the technology program to a separate building such as a Vocational Center is not sufficient when one of the main goals of Policy 2510 is to provide personnel with effective instructional practices to develop proficiency in 21st century learning skills and technology tools. In reality, not "just any teacher" can effectively teach to this rigor of the aforementioned goal.

Page 19, Senior Year - Good concept. After the words high school, add "taking a full day of credit-bearing classes." Policy should mandate that there will be no office assistants, library assistants, teacher assistants, etc.

Page 21, third line - After the AP notation, I have a question. Should this not be a required sequence to align with WESTEST 2 standards instead of using the word "recommended?" Skilled, non-college-bound pathway students (as well as professional pathway students), need "life skills" math in lieu of Algebra 2, Trigonometry, etc. Students are missing out on the basics needed to function in the "real world of work"--checkbook skills, vocational math skills, wise consumer skills, etc. As a result, either a business teacher with a business math certification or a math teacher should teach business mathematics as a requirement. A math teacher should teach vocational math to the appropriate students. This would help with the high drop-out rate that the rigor of Policy 2510 is contributing to in regard to the skilled non-college-bound population of students. Students who fall into the aforementioned category would not feel the sense of helplessness in regard to passing math c!

lasses they feel are not relevant to their chosen field(s) within the Vocational School programs and/or the world of work. In regard to College Transition Math - Will you deny a

senior, who is already behind (behind in required classes and in their four concentration classes) graduation if they cannot work this additional Transitional Math class into their schedule? Will this student be required to attend a fifth year of high school to fit everything into their schedule?

Page 22 - Hopefully, the same individuals who removed Chemistry as the third science requirement will see the relevance in my math suggestions.

Page 22, footnote 3 - Will substituting AP history classes align with WESTEST 2 student knowledge needs?

Page 22, footnote 4 - After the last sentence add: "and these four sequenced courses MUST be taught in order." Do not require eight classes within a Vocational Program and not teach the first four CORE classes first. This is currently the practice; hence, some students may not receive their fourth core Vocational class until term two of their senior year. This further contributes to drop-outs. Students get behind and cannot work in everything within their four years under this current Vocational structure and practice.

Page 25, Mathematics - Isn't Applied Geometry phased out? Can Applied Geometry be taken in lieu of Geometry?

Page 26, Technology - This seems to conflict with previously stated goals. I think the following sentence should remain in column 2: Students must be provided opportunities for advanced technology applications (adding the following: within their building i.e. business education programs).

Page 26, Career/Technical Education - Add that schools must provide students access to at least one of the six career clusters within their building; doing otherwise is contributing to a higher drop-out rate.

Page 26, footnote 1 - Does this mean that an AP course cannot substitute for a professional pathway student's core concentration class?

Page 27, 5.6.2.a - I think the following sentence should be added: There shall be no students scheduled in non-credit classes such as office assistant, library assistant, teachers' aides, etc.

Page 28, lower case d - Please expand upon the form that you are referring to in this sentence.

Page 28, 5.6.5 - Would a student who attends a Vocational Center be able to count taking this class toward their experiential learning experience?

Page 29, 5.6.6.d - By requiring professional development, who is going to pay the teachers for: lodging, mileage, working beyond their contract to attend summer training sessions?

Page 30, 5.6.8.b - Within the final sentence of this paragraph, the word "cumulative" needed to be inserted between the words "student's" and "grade point average."

Page 30, 5.6.8.c - This seems to conflict with page 27, 5.6.2, paragraph 2.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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No Comment

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Page 35, 7.2.2.a - When is the drop-out age raised to 17?

Page 37, 7.2.8 - After the word "tools," add: by ensuring that a certified business education teacher is hired within every building (grades 9-12) full time and in grades 7-8 part time.

Page 38, 7.3.12 - Making math classes more relevant to the non-college-bound skilled student would be a first step in achieving 7.3.12.

Page 40, 7.4.2 - After the 75% notation, I have a comment. This will never happen unless it is placed in policy that school counselors are NOT to serve as the school's testing coordinator for any tests administered within the building. Each school shall name a teacher or administrator as their testing coordinator. Furthermore, until a full- or part-time secretary is hired in each secondary school to take care of mundane (but necessary) clerical duties within the counseling department (copying transcripts, entering data in WVEIS, etc.), this 75/25 will not happen.

Page 41, 7.4.6 - Did the age not change to 17?

Page 41, 7.4.7 - The percentage of allowed students in self-contained special education classrooms must be eliminated for the good of the special education student and to reduce the high dropout rate among the special education population. Students are placed in special education classes due to their performance on certain tests, such as the Woodcock Johnson, and it is unfair to state that a school and/or district may only have a set percentage of students within self-contained classrooms.

Page 42, 7.5.3.f - After the word "teachers," add the word "counselors" in both instances.

Page 45, 8.2.5 - Bell-to-Bell instruction is necessary!

Comments for section 126-42-9 Statewide Assessment Program

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Page 48, 8.6 - Replace the word "all" with the word "most." . . .require that writing is a routine part in "most" classes. It may not always be feasible to require writing in a math class. Making students complete mundane writing lessons within a math class takes away from teaching the required content standards in said math class.

Page 49, 9.1.1 - This is grossly unfair to test special education students at the grade level in which they are enrolled IF they are not being taught the concepts and CSOs at that particular grade level. For example, a 10th grade student being taught reading at the 6th grade level should not be expected to sit through a 10th grade reading test.

Page 49, 9.1.2 - Twelfth grade students should participate in WESTEST 2 testing.

Page 50, 9.1.4 - This test needs to be eliminated in an effort to provide additional instructional time. With Acuity benchmark testing, writing assessment, and all other reviews required, this test and its results are insignificant in nature.

Page 51, 11.1.1 - How do you reach high standards and achieve this goal if you are including special education students and they are being tested at their assigned grade level? This is impossible to achieve. In essence, it is saying that all students will miraculously be at mastery-this is humanly impossible!

Comments for section 126-42-12 Program Improvement

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No Comment

Comments for section 126-42-13 Glossary

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Page 55, 13.14 - Do we still have to provide a certificate of proficiency to graduating seniors? If so, what should be included on said certificate?

Page 56, 13.19 - Isn't EDGE credit being phased out of this high school curriculum but being left within the vocational curriculum?

Page 56, 13.23 - Should it not read ", and career concentrations?"

Page 63, 13.80 - The word "leadership" is misspelled.

Page 65, 13.94 - It is my understanding that EDGE credit will be offered, in future years, only to Vocational classes.

**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, May 06, 2011 8:11 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-06 20:11:09)

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Comment Received for Policy 2510

#####

Name: Susan Jessup  
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Email: [sejessup@access.k12.wv.us](mailto:sejessup@access.k12.wv.us)  
Title: Art Teacher  
Address1: P.O. Box 2001  
Address2:  
City/State/Zip: Shady Spring , WV 25918  
Role: Parent-Family  
Posted: 2011-05-06 20:11:09  
Posted from IP: 173.80.22.170

Comments for section 126-42-1 General

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I believe taking the restraints of minutes in english/math would make it more flexible for elementary schools. The schools would be able to incooperate more of the other subjects and projects enabling our children to have more of a well rounded education. I know from my own children's experiences the excited they had when they were able to have science experiment or an art project. Under the current restaints teachers have little freedom to fit other subjects into their days.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, May 06, 2011 5:12 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-06 17:12:02)

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Comment Received for Policy 2510

#####

Name: Beverly Kingery  
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Email: [bkingery@access.k12.wv.us](mailto:bkingery@access.k12.wv.us)  
Title: Superintendent  
Address1: 400 Old Main Drive  
Address2:  
City/State/Zip: Summersville, WV 26651  
Role: Superintendent  
Posted: 2011-05-06 17:12:02  
Posted from IP: 168.216.75.68

Comments for section 126-42-1 General

-----  
It appears two important aspects of student achievement and classroom instruction were forgotten in the revisions. It is difficult to locate mention of Tiered Instruction and/or RTI? Lessening the importance of those would be a set back for differentiation and individualized student instruction. It was anticipated some specific language relevant to eliminating 8100 instructional minutes for course credit would be in the proposed policy revision. I could not specifically find that in the document.

Comments for section 126-42-5 Program Definition

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Due to the fact that counties (primarily due to financial constraints) are all over the board with middle school configuration from grade 4 through grade 9, it would seem more logical to have grade 5 in the intermediate (grade 3-4) program of study. It is extremely difficult if not impossible to meet grade 5 requirements in an elementary setting which is the location of most fifth grade classrooms. Middle school theoretically is grades 5-8 but practically is generally not grades 5-8. It most likely in the future will not be due to availability of funds for school improvements and construction.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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The definition of Option Pathway needs to be clearer as it is a new concept that many would not automatically understand the way it is presented in the policy.

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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It is stated in one section that the new chart for program of study grades 9-12 will apply to all students; however, in later sections it is stated otherwise. This needs clearer explanation or clarification.

Comments for section 126-42-9 Statewide Assessment Program  
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There is no mention of state assessment for grades 9, 10????????? Students need to be assessed at grade 9 and 10.

Requiring students to take both AP World History and AP US History would cripple some smaller school districts and schools. Could it possibly be either or both dependent on the school's availability of the required number of AP courses?

Comments for section 126-42-12 Program Improvement  
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There seems to be confusion with math course offerings and required courses. It seems that we should require what is assessed or we have not been fair and honest with our students.

I would love to have foreign language in middle school, but the reality is that it is not possible due to certified personnel and finances. Virtual courses are difficult. If a district can't afford a foreign language teacher then they generally don't have extra personnel who can supervise virtual courses so offering virtual courses becomes a mute point.

Comments for section 126-42-13 Glossary  
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I applaud the department for attempting to abbreviate all the requirements currently in Policy 2510. With some of the suggestions above, I feel it can become even clearer, better, and reasonable for districts and schools to implement. Thank you for listening.

**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, May 04, 2011 11:38 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-04 11:38:06)

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<http://129.71.2.32/r.html?id=2a95635fbc7d35d149e6c78501b91f21>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510  
#####  
Name: Jenifer Hay  
Organization: Mineral County Schools  
Email: [jhay@access.k12.wv.us](mailto:jhay@access.k12.wv.us)  
Title: Paraprofessional  
Address1: Rt 1 box 250  
Address2:  
City/State/Zip: Ridgeley, WV 26753  
Role: Service Personnel  
Posted: 2011-05-04 11:38:06  
Posted from IP: 168.216.242.68

Comments for section 126-42-1 General  
-----

21 st Century Education Learning is lacking in our school due to the technology support. The county has been generous with providing the equipment needed, however problems with training, support, and online capabilities cause the equipment to sit idle. We have white boards to use but no training or software is provided. Acuity, WV Writes and Compass Learning programs offer students excellent learning opportunities that cannot be accessed due to the lack of bandwidth. Our teachers remain creative and patient to provide the best 21st Century Learning experience possible. Our students could also benefit from career education beginning in the 6th grade. Today's jobs are directly involved with computers. Applying at many positions and job searching is completed online. Many of our students do not have computer access at home and could benefit from training programs at school. Hands on, real world experience is essential to our students success yet we expect the teachers to purchase and provide the supplies needed to simulate life. Paint, paint brushes, art paper, clay, tools, and other everyday items would be beneficial in the classrooms. Our teachers will continue to teach and provide a terrific education, they simply need the freedom and supplies to accomplish their job.

Comments for section 126-42-5 Program Definition  
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Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, May 04, 2011 9:42 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-04 09:42:17)

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Comment Received for Policy 2510

#####

Name: Marlana Maynard, MA, LPC  
Organization: Woodrow Wilson High School  
Email: [msmaynar@access.k12.wv.us](mailto:msmaynar@access.k12.wv.us)  
Title: teacher  
Address1: 400 Stanaford Road  
Address2:  
City/State/Zip: Beckley, WV 25801  
Role: Teacher  
Posted: 2011-05-04 09:42:17  
Posted from IP: 168.216.65.56

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Please include creative writing, newspaper, and yearbook in the fine arts credit. These courses greatly enhance school climate. Students in these courses must have creative minds. They use computer skills almost daily and are constantly involved in project-based learning. These course offer many opportunities for future careers. In recent years, writing has been included in the Governor's Schools. Also, photography which is a major part of yearbook and newspaper was included this year in the "Arts Alive" program. My students love what they do and are some of the most creative students I have ever had the opportunity to work with and they would love to receive credit for writing so that they could continue in the course for multiple years.

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary  
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**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, May 04, 2011 9:11 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-04 09:10:51)

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Comment Received for Policy 2510

#####

Name: Eric Tennant  
Organization: Wood Co. Schools  
Email: [etennant@access.k12.wv.us](mailto:etennant@access.k12.wv.us)  
Title: Adapted Physical Educator Certified, Athletic Trainer, Certified Pool Operator  
Address1: 1301 Hillcrest Street  
Address2:  
City/State/Zip: Parkersburg, WV 26101  
Role: Teacher  
Posted: 2011-05-04 09:10:51  
Posted from IP: 168.216.78.200

Comments for section 126-42-1 General

-----  
It's time to do what is best for students! Everyone needs daily moderate to vigorous movement daily. Movement is the foundation of learning. The education system in WV/US has, over the last 5 decades, has been eliminating Physixal Education from required participation to none or very little. This has resulted in poor performance! We, as an education system, have been developing low performers because we have not been letting them move/learn to move, so that they can be the best performer they can be. Research has shown that the more fit one is, the better one performs! It has even shown that moderate to vigorous movement can grow the areas of the brain that helps one learn, making them better performers! A better use of tax money,mine included, would be to require daily Physical Education Pre-K thru 12 grade, with fitness requirements and content ( a noval idea and included on WESTEST ). We, as an education system, can produce better performers, but we have to make that com!  
mitment. More is not necessarily better. Too much of anything is not good for anyone, ( i. e. oxygen, the nutient we nee the most- too much = hypervetilation , water- the second most neede nutient, too much= hyponatrimia ). Too much inactivity leads to poor performance! Daily Physical Education- movement and content- will give students in WV the edge to compete and perform globally.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, May 03, 2011 3:40 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-03 15:40:11)

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Comment Received for Policy 2510

#####

Name: Elizabeth Parmer  
Organization: Lewis County Schools  
Email: [eparmer@access.k12.wv.us](mailto:eparmer@access.k12.wv.us)  
Title: 7-12 Curriculum/CTE Director  
Address1: 239 Court Avenue  
Address2:  
City/State/Zip: Weston, WV 26452  
Role: School System Staff  
Posted: 2011-05-03 15:40:11  
Posted from IP: 168.216.223.30

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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I wish that you would reconsider the 2 Foreign Language credits for professional pathway requirement. No colleges in WV require Foreign Language for admittance and this is an area that is causing students a great deal of concern. Students resent having to do the skilled pathway just because they cannot pass foreign language or they do not want to take it.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Do 9th and 10th graders take the WESTEST? 9.1.1 does not list these grades.

Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, May 03, 2011 2:45 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-03 14:45:05)

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Comment Received for Policy 2510

#####

Name: Brenda Boyd  
Organization: McDowell county BOE  
Email: [beboyd@access.k12.wv.us](mailto:beboyd@access.k12.wv.us)  
Title: Pre K - 12 Curriculum Coordinator  
Address1: McDowell County Board of Ed  
Address2: 30 Central Ave  
City/State/Zip: Welch, WV 24801  
Role: School System Staff  
Posted: 2011-05-03 14:45:05  
Posted from IP: 168.216.16.50

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

I am concerned that the removal of the time restrictions and requirements will open the door for teachers to concentrate on areas of the curriculum they are most comfortable teaching. This could lead to an unbalanced education for many of our students.

I feel there is a discrepancy between the graduation requirement of having 4 Mathematics credits and the description that states, in part, "must take at least three mathematics classes in grades 9-12".

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, May 03, 2011 12:50 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-03 12:49:38)

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Comment Received for Policy 2510

#####

Name: Sherry Craig  
Organization: Putnam County Schools  
Email: [scraig@access.k12.wv.us](mailto:scraig@access.k12.wv.us)  
Title:  
Address1: 9 Courthouse Drive  
Address2:  
City/State/Zip: Winfield, WV 25213  
Role: Professional Support  
Posted: 2011-05-03 12:49:38  
Posted from IP: 168.216.46.211

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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By eliminating the requirement for scientifically based reading research, you are allowing any type of instruction for any length of time. That is a concern because history has shown that without the parameters of time and lack of interruption, reading instruction is not sequential, consistent, or effectively delivered. The same can be said of math instruction. By removing these guidelines, teachers will be teaching to their strengths rather than to their students needs. A teacher who is strong in math will spend more time teaching math than reading and vice versa with reading. We have seen this consistently in the past. The uninterrupted reading block has done more for the improvement of reading instruction than any other development in the past 25 years. Please don't remove it now.  
"Content areas must be taught in an inquiry-based, hands-on, experiential manner" - this is an excellent goal but are our teachers prepared to do this? Have they received the training as undergraduates and in continuing to teach in this manner? The statement "that supports acquisition of strong reading, language arts and mathematics skills" should not be eliminated. The goal of instruction should be to support the basic skills.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 02, 2011 8:28 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-02 20:28:04)

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Comment Received for Policy 2510  
#####  
Name: Tracey Linn  
Organization: East Fairmont High School  
Email: [tlinn@access.k12.wv.us](mailto:tlinn@access.k12.wv.us)  
Title: AP teacher / Department Chair  
Address1: RR6 Box 250B  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Teacher  
Posted: 2011-05-02 20:28:04  
Posted from IP: 71.61.166.54

Comments for section 126-42-1 General  
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I am referring to the section dealing with the Advanced Placement classes. If I read that correctly, you are suggesting in order for AP U.S. History to count as students 20th Century class, they must first take AP European History. If this is true, that is just about impossible considering the amount of cutbacks and teacher RIFS, we don't have the staff or room in the schedule for that. We can barely get teachers to teach the AP classes that we have now. My program is a thriving one and your proposal would ruin it. I have 2 AP U.S. History classes with a total of 40 students and I teach AP Governement and Politics with 45 students. I would hate to see that come to a halt if what you are proposing is true. You want us to teach AP, but there must be an incentive for students other than the possible college credit. To substitute for their Junior year history is a good idea. Plus the rigor of an AP class far outweighs the regular classes. My students benchmarks are much higher than the regular classes. Please leave it the way it is now.

Comments for section 126-42-5 Program Definition  
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Comments for section 126-42-6 2 7 West Virginia Option Pathway  
-----

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary  
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**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 02, 2011 4:52 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-02 16:52:12)

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Comment Received for Policy 2510  
#####  
Name: Carol Muniz  
Organization: Morgantown High School  
Email: [cmuniz@access.k12.wv.us](mailto:cmuniz@access.k12.wv.us)  
Title: physical science teacher  
Address1: 109 Wilson Ave  
Address2:  
City/State/Zip: Morgantown, WV 26501  
Role: Teacher  
Posted: 2011-05-02 16:52:12  
Posted from IP: 71.61.186.65

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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I am all for Physical Science counting as a lab science. This will help entry/skill level students to graduate and college prep students would still be required to take a 4th science so it will not hurt them to have Physical Science count as a lab science for graduation. I have never understood why Physical Science did not count as a laboratory when its course description mirrors the 50% hands on laboratory experiences described for Biology. If the course is being delivered correctly it is a lab science.

I also would like to add that Earth Science needs to be an option as a 4th lab science in place of Chemistry. I would agree that college bound students pursuing a career in an area of math or science should take chemistry, however, not all students will be traveling this road. Student who are going the entry/skilled pathway will be hard pressed to meet this requirement to graduate from high school. They would benefit from taking another science elective such as Earth or Environmental Science which might teach them to be better stewards of their planet.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 02, 2011 3:23 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-02 15:23:06)

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Comment Received for Policy 2510

#####

Name: Elizabeth Ramsey  
Organization: Berkeley Springs High School  
Email: [eramsey@access.k12.wv.us](mailto:eramsey@access.k12.wv.us)  
Title: Chemistry Teacher  
Address1: 149 Concord Ave.  
Address2:  
City/State/Zip: Berkeley Springs, WV 25411  
Role: Teacher  
Posted: 2011-05-02 15:23:06  
Posted from IP: 168.216.150.211

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

- 5.3.1. Teaching science in an inquiry-based, hands-on, experiential manner leads to a better understanding, appreciation, and love of science. These need to be instilled in children at the earliest age possible.--awesome
- 5.4.1--This science should also be taught in an inquiry-based, hands-on, experiential manner.
- 5.5.1--This science should also be taught in an inquiry-based, hands-on, experiential manner.
- 5.6 The removal of the specific requirement for all students to take Chemistry is desirable. It is desirable for all professional pathway students to take at least one AP course and its exam.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Does this option become available to the student in the ninth grade?

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary

## Robert Hull

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, May 02, 2011 1:22 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-02 13:21:32)

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Comment Received for Policy 2510

#####

Name: Maria Eshenaur  
Organization: Point Pleasant Primary School (Mason County)  
Email: [meshenau@access.k12.wv.us](mailto:meshenau@access.k12.wv.us)  
Title: Title I Instructor  
Address1: 40 Tanglewod Drive  
Address2:  
City/State/Zip: Point Pleasant, WV 25550  
Role: Teacher  
Posted: 2011-05-02 13:21:32  
Posted from IP: 168.216.122.242

Comments for section 126-42-1 General

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None

Comments for section 126-42-5 Program Definition

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I have a real problem with removing the minimum reading and mathematics uninterrupted blocks for K-2. Reading blocks (duration) were previously set based on scientifically based research...where is the scientific research basis for removal of the minimum block times? As education leaders, should not our decisions be data driven and solidly based on scientific educational and learning research? In a perfect world, where everyone does their job due to intrinsic motivation and true caring for the students, I can understand how the theory of removing the times would be beneficial. HOWEVER, currently there is nothing restricting additional time, above and beyond policy, being spent on additional instruction which essentially allows for extended time and curriculum integration NOW. What WILL occur is actually less time spent on Tier 1 instruction...for multiple reasons: lack of oversight from building level administrators, lack of oversight from district offices, teachers reverting to running their classrooms based on "gut instincts" rather than scientifically research based instruction, unions (who are already acting in a manner detrimental to the true service of the students) empowering teachers to use less time for direct, explicit instruction, etc... I am in the trenches, so to speak, and I already feel negative things coming for our students with a policy change such as this, based on what I am hearing from education employees at all levels. It is truly alarming to me. The language needs to remain as is stating a minimum acceptable uninterrupted block time for both reading and mathematics. I would like to see the K-2 reading block extended to a full two hours which would include a mandatory daily intervention block of 30 minutes. I would like to see the mathematics block extended to a full 90 minutes which would include a mandatory daily intervention block of 30 minutes. Instead of removing accountability from teachers it needs to be strengthened. If we remove minimum Tier 1 time limits and t!

herefore instructional consistency (school-wide, district-wide, and state-wide), which will inevitably be the result, how do we justify what deeper Tiered intervention (2 & 3) looks like and when it is appropriate? The data on student learning which drives tiered instruction must be derived from a common basis. It all builds upon each other. Right now we already have such a variance of instructional quality in reading and mathematics (again, school-wide, district-wide, and state-wide) it is alarming. Students should have equal access to learning and curriculum regardless of which room, which school, or which district in which they happen to be enrolled. Removing the K-2 reading and mathematics block minimums is not providing the best for our students.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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None

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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None

Comments for section 126-42-9 Statewide Assessment Program  
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None

Comments for section 126-42-12 Program Improvement  
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None

Comments for section 126-42-13 Glossary  
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None

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, May 01, 2011 8:36 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-05-01 20:35:46)

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Comment Received for Policy 2510  
#####  
Name: Rebecca Ryder  
Organization: Kanawha County Schools  
Email: [rryder@kcs.kana.k12.wv.us](mailto:rryder@kcs.kana.k12.wv.us)  
Title: Title I Reading Teacher  
Address1: 5456 Sandhurst Lane  
Address2:  
City/State/Zip: Cross Lanes , WV 25313  
Role: Teacher  
Posted: 2011-05-01 20:35:46  
Posted from IP: 184.15.172.112

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Reading and math along with writing are the basic skills that students must acquire in order to learn content from other subject areas. If these skills are not focused upon during these very important years these students will struggle in many areas throughout their years in school. Please do not make any changes in the present 5.3.1 Chart II: Primary Elementary (K-2) Programs of Study and Chart III" Intermediate Elementary (304) Programs of Study. The current policy has been working in the school system and there is no need to make changes. We want our students to be successful.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Saturday, April 30, 2011 11:57 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-30 11:57:20)

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Comment Received for Policy 2510

#####

Name: Eric Moffa  
Organization: Fairmont Senior HS  
Email: [emoffa@access.k12.wv.us](mailto:emoffa@access.k12.wv.us)  
Title: AP US HistoryTeacher  
Address1: Loop Park  
Address2:  
City/State/Zip: Fairmont , WV 26554  
Role: Teacher  
Posted: 2011-04-30 11:57:20  
Posted from IP: 76.92.73.78

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

After reviewing the proposed changes to this policy, I would like to bring attention to the high school program definition for AP Social Studies classes. It states that students would be required to take both AP World (or AP European) and AP US History, meaning the first is prerequisite to the second. This is going to alter AP programs and school staffing for the worse! First, this will hinder the education of the students. Open yearly enrollment for AP Social Studies courses is important to all students particularly late bloomers and minorities. Even a struggling AP student benefits from demands of an AP course. The increased writing abilities, critical thinking skills, and life long learning of a AP class should be open to all. I encourage any interested students to sign up. Requiring that decision as early as their sophomore year would be putting another block in their path to higher learning. Also an even more pressing issue is that at my school, other high schools in m!  
y county and many around the state, we do not currently offer AP World or AP European. It will be a nearly impossible challenge to staff these additional AP World or AP European courses with qualified teachers. Social Studies departments are already stretched thin. Class sizes will be affected, putting a heavy burden on non-AP faculty members. If current AP US History or AP US Government teachers were to add another AP course to their prep load, then their workload will adversely effect their courses. I am all for adding additional elective AP courses, but requiring this AP World prerequisite is going to be detrimental to the AP programs in this state. Please reconsider.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 29, 2011 10:57 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-29 22:57:16)

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Comment Received for Policy 2510

#####

Name: Kathy Kruk  
Organization: Kanawha County Schools  
Email: [kkruk@kcs.kana.k12.wv.us](mailto:kkruk@kcs.kana.k12.wv.us)  
Title: 2nd grade techer  
Address1: Bonham Elementary School  
Address2:  
City/State/Zip: Chas., WV 25312  
Role: Teacher  
Posted: 2011-04-29 22:57:16  
Posted from IP: 75.109.42.4

Comments for section 126-42-1 General

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Students can only excel in the areas of Math and Reading and keep up with today's rigorous standards if they are involved in intense and systematic instruction. Reading First practices have been proven to work in Title I schools that include 1 1/2 to 2 hours of instruction and student participation. Therefore, if the total number of hours required minutes of instruction in Reading and Math are drastically cut, the program objectives will not be met with rigorous teaching practices.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 29, 2011 12:08 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-29 12:08:07)

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<http://129.71.2.32/r.html?id=2a95635fbc7d35d149e6c78501b91f21>  
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Comment Received for Policy 2510

#####

Name:  
Organization:  
Email:  
Title:  
Address1:  
Address2:  
City/State/Zip: ,  
Role: Teacher  
Posted: 2011-04-29 12:08:07  
Posted from IP: 168.216.173.155

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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I highly support the change in the science graduation requirements. This change can help students tailor their education to what is most beneficial to the student's future.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 29, 2011 11:50 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-29 11:49:56)

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Comment Received for Policy 2510

#####

Name: Ryan Kittle  
Organization: Belle Elementary  
Email: [rkittle@kcs.kana.k12.wv.us](mailto:rkittle@kcs.kana.k12.wv.us)  
Title: Principal  
Address1: 401 East 6th St.  
Address2:  
City/State/Zip: Belle, WV 25015  
Role: Principal  
Posted: 2011-04-29 11:49:56  
Posted from IP: 168.216.73.106

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

Chart II: Primary Elementary (K-2): Thank you for removing time requirements for Reading, English and Math. Phrasing it to be taught daily and sufficiently is appropriate. However, 5.3.1 still requires 30 minutes of PE 3x per week. Please consider providing more flexibility regarding the PE requirements.

Chart III: Intermediate Elementary (3-4):

Thank you for removing time requirements for Reading, English, Math, Science and Social Studies. Phrasing it to be taught sufficiently is appropriate. However, 5.4.1 still requires 30 minutes of PE 3x per week. Please consider providing more flexibility regarding the PE requirements. Please phrase PE as : "Will be offered with frequency sufficient to achieve master of the WV approved CSO's..."

Chart IV: Middle Level Education (Grade 5-8):

Thank you for removing time requirements for Reading, English, and Math, however many schools/counties keep 5th grade at the elementary level. Therefore, please consider removing the term "daily" for Science and Social Studies. In the 5th grade at the elementary level, teachers are only spending 20 minutes a day on both subjects therefore not covering either sufficiently. By removing the time requirement of daily, teachers will be able to incorporate more problem based learning into both subjects and cover the CSO's in more depth.

Also, 5.4.1 requires that PE be one full period every day for a semester. For schools with 5th grade at the elementary level this is not practical, please phrase as, "Will be offered with frequency sufficient to achieve mastery of the WV approved CSO's..."

Could charts state: If the 5th grade is located at the elementary level, follow Chart III. However if the 5th grade is located at the middle school level, follow Chart IV? It is difficult to implement middle school criteria within an elementary school.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 29, 2011 11:34 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-29 11:33:37)

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Comment Received for Policy 2510

#####

Name: David Mohr  
Organization: House Education Committee  
Email: [mohrda@mail.wvnet.edu](mailto:mohrda@mail.wvnet.edu)  
Title: Senior Policy Analyst  
Address1: Rm. 432, State Capitol  
Address2:  
City/State/Zip: Charleston, WV 25305  
Role: Community Member  
Posted: 2011-04-29 11:33:37  
Posted from IP: 129.71.164.20

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Just as a technical correction, section 12.2.3 (d) the term "County Support Team" should be "County Leadership Team" to comport with prior amendments.

On a more substantive note, if we are trying to encourage more teacher collaboration to improve student learning, perhaps consolidating some school teams and their functions, and trying to develop within the school's staff more of an "ownership stake" in the improvement process and the results, it seems to me sections 12.2.1, 2 and 3, could use more work.

For instance:

(1) The sections reference current school committee/team structures and make no reference to teacher collaborative teams;

(2) The process of developing a school's strategic plan and the resulting document seem to present a potential avenue for all schools or departments within schools to bring staff together to do some of the analysis and decision making on needed improvements and plans to accomplish them as are contemplated in 12.2.3(a) for School Leadership Teams. However, the Strategic Plan is to be developed by the LSIC and maybe some other in cooperation with the staff. While it may be appropriate for the LSIC to approve the plan and present it to the county board, I wonder if the current approach for formulation of the plan makes it a meaningful document for the instructional staff and their role in accomplishing the school improvement goals of the plan;

(3) The strategic plan section does not specifically provide for schools to make requests or recommendations to the county board on things that would help increase the capacity of the school to meet the improvement goals in the plan;

(4) The School Leadership Team section makes no reference to the strategic plan, although revision of the plan is one of the accreditation process requirements for school identified as needing improvement.

Generally speaking, all schools have areas in which they could improve and it seems to me that the strategic planning process and the plan could be a way to bring consensus and maintain focus on improving. I'm not sure it is now and maybe some clarification and strengthening these policy provisions would help.

Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 29, 2011 10:49 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-29 10:49:24)

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Comment Received for Policy 2510

#####

Name: Cathy Davis  
Organization: Marion County Schools  
Email: [ctdavis@access.k12.wv.us](mailto:ctdavis@access.k12.wv.us)  
Title: Teacher  
Address1: East Fairmont Junior High School  
Address2: 1 Orion Lane  
City/State/Zip: Fairmont, WV 26554  
Role: Teacher  
Posted: 2011-04-29 10:49:24  
Posted from IP: 168.216.251.219

Comments for section 126-42-1 General

-----  
I approve of removing minute requirements from subject areas. This will permit greater flexibility to provide electives to all grade levels.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 29, 2011 9:09 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-29 09:08:38)

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Comment Received for Policy 2510

#####

Name: Marianne Annie  
Organization: Chesapeake Elementary School  
Email: [mannie@kcs.kana.k12.wv.us](mailto:mannie@kcs.kana.k12.wv.us)  
Title: Principal  
Address1: 13620 MacCorkle Ave.  
Address2:  
City/State/Zip: Chesapeake, WV 25315  
Role: Principal  
Posted: 2011-04-29 09:08:38  
Posted from IP: 168.216.54.63

Comments for section 126-42-1 General

-----  
I would like to suggest that the word "daily" be removed from section 5.51. When science and social studies have to be taught daily in the 5th grade more time is spent getting out materials and putting them away than in actual instruction. Suggestions include: one or the other must be taught daily so that the CSOs are met. For example - an hour a day of either science or social studies while rotating weeks or grading periods. This gives more time for experiments, projects and in depth study of both subjects.

Comments for section 126-42-5 Program Definition

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Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 28, 2011 2:38 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-28 14:37:55)

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Comment Received for Policy 2510

#####

Name: Deborah Rice  
Organization: Tygarts Valley High School  
Email: [df Rice@access.k12.wv.us](mailto:df Rice@access.k12.wv.us)  
Title: science teacher  
Address1: Rt. 1 Box 290  
Address2:  
City/State/Zip: Mill Creek, WV 26280  
Role: Teacher  
Posted: 2011-04-28 14:37:55  
Posted from IP: 168.216.52.210

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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I am very pleased with the removal of chemistry as a junior requirement. For those students that are going to college, chemistry would be a good choice. For those on a skills pathway, it would be very difficult. Chemistry should be an option not a requirement. Safety issues are also a big concern with students who are apathetic, taking a challenging course that's a requirement, not a choice!

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 28, 2011 10:26 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-28 10:25:58)

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Comment Received for Policy 2510

#####

Name: Pat Park  
Organization: Mason County Schools  
Email: [ppark@access.k12.wv.us](mailto:ppark@access.k12.wv.us)  
Title: Coordinator  
Address1: 1200 Main Street  
Address2:  
City/State/Zip: Point Pleasant, WV 25550  
Role: School System Staff  
Posted: 2011-04-28 10:25:58  
Posted from IP: 168.216.87.57

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Finally, a step in the right direction with regard to at risk students.

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Accountability for grades one and two remain as an issue. 126-42-10 states "may develop assessments" may needs changes to must for grades one and two. Many school systems use DIBELs for reading, math remains an issue for grade 1 and 2 teachers. Developing common formative assessments remain a challenge for many teachers.

Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 28, 2011 9:00 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-28 09:00:13)

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Comment Received for Policy 2510  
#####  
Name: Jeanne Beard  
Organization: Kanawha County Schools  
Email: [jbeard@kcs.kana.k12.wv.us](mailto:jbeard@kcs.kana.k12.wv.us)  
Title: Title I Math Specialist  
Address1: 1004 Lower Midway Drive  
Address2:  
City/State/Zip: Dunbar, WV 25064  
Role: Professional Support  
Posted: 2011-04-28 09:00:13  
Posted from IP: 168.216.45.252

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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5.3.1 and 5.4.1 Who is going to determine how much time is sufficient emphasis to master content knowledge and skills for math and reading? Will math or reading be left out to do other subject areas because of needed time to finish a project? Researched math programs need time daily to develop students' knowledge and skills. Removing time that these critical subjects need to be taught may damage the integrity of researched programs.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 28, 2011 8:47 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-28 08:47:13)

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Comment Received for Policy 2510

#####

Name: Dianna L. Wood  
Organization: Kanawha County Schools  
Email: [dwood@kcs.kana.k12.wv.us](mailto:dwood@kcs.kana.k12.wv.us)  
Title: Title I Reading Specialist  
Address1: 200 Elizabeth St.  
Address2: Roxalana Annex, Title I Office  
City/State/Zip: Charleston, WV 25311  
Role: School System Staff  
Posted: 2011-04-28 08:47:13  
Posted from IP: 168.216.99.124

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

-----  
Reading and math along with writing are the basic skills that students MUST acquire to learn other content areas subjects easily. Do NOT strike out ANYTHING in the current 5.3.1 Chart II: Primary Elementary (K-2) Programs of Study and Chart III: Intermediate Elementary (3-4) Programs of Study. Scientifically based reading research (SBRR) teaching should remain as REQUIRED along with the daily-uninterrupted 90 minute reading/English language arts block. A minimum of 60 minutes of daily mathematics instruction is ESSENTIAL and should remain a requirement. These two areas (daily 90 minutes of SBRR reading and 60 minutes of math have been working within our schools to make students successful. Don't change what is WORKING!

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 27, 2011 11:08 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-27 11:08:12)

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Comment Received for Policy 2510

#####

Name: Roy Wager  
Organization: Upshur County Board of Education  
Email: [rhwager@yahoo.com](mailto:rhwager@yahoo.com)  
Title: Federal Programs Dir.  
Address1: 102 Smithfield St.  
Address2:  
City/State/Zip: Buckhannon, WV 26201  
Role: School System Staff  
Posted: 2011-04-27 11:08:12  
Posted from IP: 168.216.37.116

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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How does lifting the time requirements for reading/language arts deal with the issues in 2419, RTI requirements for time?

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Am I to assume that since you left off grades 9 and 10 from the WESTEST2 that we will not be testing them. Is it mentioned somewhere else?

Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 27, 2011 11:00 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-27 11:00:00)

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Comment Received for Policy 2510

#####

Name: Chad Spencer  
Organization: Musselman High School  
Email: [cspencer@access.k12.wv.us](mailto:cspencer@access.k12.wv.us)  
Title: Teacher  
Address1: 126 Excellence Way  
Address2:  
City/State/Zip: Inwood, WV 25428  
Role: Teacher  
Posted: 2011-04-27 11:00:00  
Posted from IP: 168.216.224.141

Comments for section 126-42-1 General

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WE NEED AN ATTENDANCE POLICY THAT PROMOTES ATTENDANCE. THERE ARE TOO MANY LOOPHOLES THAT ALLOW STUDENTS TO SKIP SCHOOL WITH LITTLE OR NO CONSEQUENCES. I CURRENTLY HAVE MORE THAN 15 STUDENTS WHO HAVE MISSED 20 OR MORE DAYS WITH NO CONSEQUENCES. BECAUSE OF NO CHILD LEFT BEHIND, OUR ADMINISTRATION EXPECTS US TO PASS STUDENTS SIMPLY SO WE CAN SAY WE ARE GRADUATING A SPECIFIC PERCENTAGE TO MEET AYP. IF A STUDENT IS FAILING, THEIR SCHEDULE IS CHANGED TO ANOTHER TEACHER AND THE STUDENT MIRACULOUSLY PASSES.

SUGGESTIONS:

- 1) IF A STUDENT IS ABSENT FOR MORE THAN 25% OF A CLASS (REGARDLESS OF ABSENCE TYPE), HE OR SHE AUTOMATICALLY REPEATS THE COURSE.
- 2) HAVE A LEGAL REPRESENTATIVE AT THE HIGH SCHOOL LEVEL WHO CAN IMMEDIATELY ADDRESS ABSENTEEISM - GIVING FINES IMMEDIATELY AND NOT WAITING WEEKS BEFORE A CASE CAN BE SEEN BY A COUNTY JUDGE.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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NEPOTISM NEEDS TO BE ADDRESSED. OUR SCHOOL CURRENTLY HAS THREE ADMINISTRATORS WHO ARE MARRIED TO TEACHERS IN THE SAME BUILDING. FAVORITISM IS RAMPANT. ONE TEACHER GETS IPADS,

COMPUTERS, AND SMALLER CLASS LOADS - BURDENING THE REST OF THE DEPARTMENT WITH MORE STUDENTS. ON TOP OF THAT, SHE ALSO HAS A TEACHER DUTY (IE AN EXTRA PERIOD OFF). IT SHOULD BE ILLEGAL FOR SPOUSES TO WORK IN THE SAME BUILDING!

Comments for section 126-42-9 Statewide Assessment Program  
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IF THESE ASSESSMENTS ARE SO IMPORTANT AND YOU BELIEVE WE ARE DOING OUR JOBS, WHY DON'T THEY ACTUALLY COUNT FOR SOMETHING? MAKE PASSING THE TEST PART OF GRADUATION REQUIREMENTS.

Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 27, 2011 10:36 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-27 10:35:35)

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Comment Received for Policy 2510

#####

Name: Thisbe Cooper, NBCT  
Organization: West Virginia Art Education Association  
Email: [thcooper@access.k12.wv.us](mailto:thcooper@access.k12.wv.us)  
Title: Art Teacher  
Address1: P.O. Box 504  
Address2:  
City/State/Zip: Davis, WV 26260  
Role: Teacher  
Posted: 2011-04-27 10:35:35  
Posted from IP: 70.101.133.134

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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I am definitely in favor of removing the instructional time constraints for elementary and middle school. Having more flexible time can mean being able to teach the whole child - instead of cutting the arts, science, and social studies.

I also agree with taking out the language indicating that the arts "are considered part of the encore curriculum" and adding the language that "sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject."

My concern is that a minimum of 18 weeks cumulative across grades 6-8 is not enough time to ensure that students master the visual arts content knowledge and skills as they are written at this time.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 27, 2011 9:02 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-27 09:02:14)

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Comment Received for Policy 2510

#####

Name: Mary Humphreys  
Organization: Greebrier Co BOE  
Email: [mhumphre@access.k12.wv.us](mailto:mhumphre@access.k12.wv.us)  
Title: Academic Coach  
Address1: Greenbrier Co BOE  
Address2: Chestnut St  
City/State/Zip: Lewisburg, WV 24901  
Role: Teacher  
Posted: 2011-04-27 09:02:14  
Posted from IP: 168.216.26.1

Comments for section 126-42-1 General

-----  
In footnote 3 it says: "When substituting AP courses, students must take both AP World History and AP US History." I am not clear on this statement. Does this mean that a student is required to take both courses? If this is true what if the school doesn't offer AP World? Wording isn't clear.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 26, 2011 6:59 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-26 18:59:27)

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Comment Received for Policy 2510

#####

Name: Rebecca Wood  
Organization:  
Email: [beckywood5@frontier.com](mailto:beckywood5@frontier.com)  
Title:  
Address1: 2018 Marquette Avenue  
Address2:  
City/State/Zip: Point Pleasant, WV 25550  
Role: Community Member  
Posted: 2011-04-26 18:59:27  
Posted from IP: 184.14.186.139

Comments for section 126-42-1 General

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None

Comments for section 126-42-5 Program Definition

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Changing or deleting the recommended times is a step in the wrong direction. Reading(not language arts) and math should be taught for a minimum of 60 minutes a day. The policy says reading should include small group, whole group,and centers. These cannot all be done justice in less time than 60 minutes.Writing Across the Curriculum enhances reading comprehension and should be emphasized more. (Research has shown this to be true.) Conscientious teachers would do this regardless of whether time lines are required but others would not.

Sixth grade should be placed with 7 and 8 rather than 5. Middle level education in order to fit the configuration of many of our schools should be 3-5, the next step 6-8, and high school 9-12.

The number of other requirements such as Tech Steps, Acuity, etc. need to be lightened slightly - not removed by set as reasonable goals for classes.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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The option pathways look good but the number of credits is becoming too high and keeping struggling students in school, and thus they become behavior problems and need alternate programs(which require more educators).

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Principals need to become academic leaders of the schools with emphases on curriculum. Therefore, someone is going to have to be responsible for monitoring the principal's effectiveness as an educational leader.

Comments for section 126-42-9 Statewide Assessment Program  
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Why are grades 9 and 10 omitted from the WESTEST? And could these be given at a different time of the year so that teachers will have feedback on their specific classes. It would assist them in the development of Smart Goals and best instructional practices. The data is needed before the next school year to benefit the students.

Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 26, 2011 1:26 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-26 13:25:32)

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Comment Received for Policy 2510

#####

Name: Mary Humphreys  
Organization: Greebrier Co.  
Email: [mhumphre@access.k12.wv.us](mailto:mhumphre@access.k12.wv.us)  
Title: Academic Coach  
Address1: Greenbrier Co. BOE  
Address2: Chestnut St.  
City/State/Zip: Lewisburg, WV 24901  
Role: Teacher  
Posted: 2011-04-26 13:25:32  
Posted from IP: 168.216.26.1

Comments for section 126-42-1 General

-----  
My understanding of the chart concerning AP replacement courses for social studies is that AP US history would now become a 10th grade substitute for the US history credit. If I am correct in my understanding this is not appropriate. AP US History should be a substitute for the 11th grade US History course. Allowing World History to substitute for the current 11th grade history class would be a poor replacement. It is my recommendation an appropriate AP course for 9th grade World Hisotry be AP Euro or Human Geography and AP US History be a substitute for 11th grade US History.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement



**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 26, 2011 11:40 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-26 11:39:44)

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Comment Received for Policy 2510

#####

Name: Steve Malnick  
Organization: Marion County BOE  
Email: [cmalnick@access.k12.wv.us](mailto:cmalnick@access.k12.wv.us)  
Title: Principal  
Address1: 550 Camden Ave  
Address2:  
City/State/Zip: Monongah , Wv 26554  
Role: Principal  
Posted: 2011-04-26 11:39:44  
Posted from IP: 168.216.170.177

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

For Grades 5-8

Regarding-Health,Music,Art Education--It would be very beneficial if the cumulative 18 weeks of Health, Art, Music would start at 5th grade through 8. As of now these areas are offered through elementary grades then skips 5th grade and picks up 6 through 8th grade. This would allow more flexible scheduling in the Middle Grades 5-8.  
Also foreign language: would be nice if recommended for grades 5-8 instead of required or at least recommended for grades 5-7 with 8th grade required. With the upcoming RTI and scheduling issues that come along with middle grade requirements and the importance with interventions of RLA and Math this would allow students to focus on the core subjects and master those CSO's to give a solid foundation for Math and RLA in High School

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 26, 2011 10:35 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-26 10:35:20)

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Comment Received for Policy 2510

#####

Name: Jim Mahan  
Organization: Jackson County Schools  
Email: [jwmahan@access.k12.wv.us](mailto:jwmahan@access.k12.wv.us)  
Title: Director of Secondary Education  
Address1: P O Box 770  
Address2:  
City/State/Zip: Ripley , WV 25271  
Role: School System Staff  
Posted: 2011-04-26 10:35:20  
Posted from IP: 168.216.108.118

Comments for section 126-42-1 General

-----  
My comments are centered around the college and career readiness benchmarks and the transition math class for seniors. If the state is to use the college and career readiness benchmarks for math, why not use the ACT for all juniors as the assessment tool?

Secondly, I noticed that the word shall was replaced by may in the Transition Mathematics for Seniors class. This is a huge difference and can have major implications in scheduling and staffing. My understanding was that this class will be taught to seniors and it was not an option. Now I am reading that this class may be required. Please set the standards so districts will have a clear direction to guide their students.

Comments for section 126-42-5 Program Definition

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Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Since I am assuming the state is using the WESTEST 2 results to place seniors in a transition math class, my concern is that the results will not arrive until after students are dismissed for the summer. This will cause major scheduling and staffing problems for some schools.

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 26, 2011 9:43 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-26 09:42:40)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Rhonda Jelich  
Organization: Jackson County School  
Email: [rjelich@access.k12.wv.us](mailto:rjelich@access.k12.wv.us)  
Title: Director of Elementary Education & Staff Development  
Address1: PO Box 770  
Address2:  
City/State/Zip: Ripley, WV 26164  
Role: School System Staff  
Posted: 2011-04-26 09:42:40  
Posted from IP: 168.216.16.50

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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My comment concerns the following statement in the middle school section:

These required core courses shall be taught daily by a team of qualified teachers.

The word daily limits creative and innovative scheduling options, such as an A/B day. If we believe that the focus is meeting standards and expectations, then I propose the elimination of the word "daily".

This would also decrease or possibly eliminate the number of schools that would have to ask for a waiver.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 26, 2011 9:20 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-26 09:19:42)

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Comment Received for Policy 2510

#####

Name: Lizabeth Bucy  
Organization: Harrison County Schools  
Email: [lbucy@access.k12.wv.us](mailto:lbucy@access.k12.wv.us)  
Title: Coordinator Federal Programs  
Address1: PO Box 1370  
Address2: 408 EB Saunders Way  
City/State/Zip: Clarksburg, WV 26301  
Role: School System Staff  
Posted: 2011-04-26 09:19:42  
Posted from IP: 168.216.217.151

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

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While I think that eliminating time constraints is positive for greater fluency in the classroom some form a focus must accompany the removal of such time constraints. Due to the variety of teachers skills and abilities it might be difficult to ensure that all students are receiving what they need in each competency area. Math may be the skill area that receives less and not more. Also, integration of the content areas such as science, social studies, music or visual arts could falter if not given some "place" in the school day or week. How are we ensuring "rigor" at all levels? Foundations must be in place - are we assuring this in such a way that students will be prepared when they reach the higher levels of public and private education?

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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I am pleased to see additional opportunities for students who provide the infrastructure for life in skilled job areas. We need an educated society so we can be more informed. Therefore, none can be left behind.

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 25, 2011 2:44 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-25 14:44:03)

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Comment Received for Policy 2510

#####

Name: Elizabeth Jane Parmer  
Organization: Lewis County Schools  
Email: [eparmer@access.k12.wv.us](mailto:eparmer@access.k12.wv.us)  
Title: 7-12 Curriculum/CTE Director  
Address1: 239 Court Avenue  
Address2:  
City/State/Zip: Burnsville, WV 26335  
Role: School System Staff  
Posted: 2011-04-25 14:44:03  
Posted from IP: 168.216.155.87

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

What are the Science requirements for current 9th, 10th and 11th graders? There is only one Chart V and it starts with 2011-12 class.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary



**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 25, 2011 12:51 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-25 12:51:02)

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Comment Received for Policy 2510

#####

Name: Lola Brown  
Organization: Harrison County Schools  
Email: [ljbrown@access.k12.wv.us](mailto:ljbrown@access.k12.wv.us)  
Title: Federal Programs Curriculum Coordinator  
Address1: 408 E. B. Saunders Way  
Address2:  
City/State/Zip: Clarksburg, WV 26301  
Role: Professional Support  
Posted: 2011-04-25 12:51:02  
Posted from IP: 168.216.159.8

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

5.2.3 focuses on the development of oral language and literacy skills as the primary focus. The primary focus should be expanded to include the developing of number sense through math print and mathematical language rich environments. These include access to math tools such as calendars, thermometers, clocks, manipulatives, etc. and math word walls, charts, graphs, evidence of student thinking. Number sense or being math literate is also critical to the development of children in a 21st century environment.

5.3. To emphasize becoming math literate, it should read "Learning environments shall print rich, language rich, and provide manipulatives for hands-on learning in reading AND math. (Refer to the comments above as well).

5.3.1 I love the idea of changing the language from reading centers to learning centers. Additionally, I understand the theory of eliminating the time constraints for reading/lang. arts and math for the more integrated approach and flexibility. However, research shows that you need uninterrupted blocks of instructional time for reading and for math. Without time requirements, the subjects will get short-changed. Richard Allington in his research has found that students should be reading for 90 minutes plus 30-45 minutes for writing. Also math needs uninterrupted time as well. It takes time to incorporate mathematical discourse and concept discovery with manipulatives.

5.4.1 Same comments apply as in 5.3.1.

Should the focus shift from alleviating time constraints to restructuring the school day so that so much time is not consumed by non-instructional items or lengthening the day to facilitate it all.

5.3.1, 5.3.2, 5.4.1, 5.4.2 Should each section refer to the new language of the common core standards or the WV language rather than the WV content standards and objectives? The more the language of the common core standards and the programs of study are interwoven, the greater the connections will be made by those implementing both. If this language is used, it would then need to be explained in the glossary.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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8.3.18, 8.3.21, 8.4, 8.5 Should it reflect the new common core standards or the language that WV has adopted instead of CSOs?

Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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12.2.2 Would you want to include Title I representation if applicable because part of the responsibilities outlined include analyzing Title I monitoring results and making recommendations for improving student performance in the school, collaborating with parents and the community, etc.? This is all a vital part of the Title I portion of the 5-yr. strategic plan and the Title I School Planning Committee. In reality, all could be the same committee.

Comments for section 126-42-13 Glossary  
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## Robert Hull

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 25, 2011 12:27 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-25 12:27:23)

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Comment Received for Policy 2510

#####

Name: Greg Dodd  
Organization: George Washington High School  
Email: [gbdodd@gmail.com](mailto:gbdodd@gmail.com)  
Title: Chemistry Instructor  
Address1: 1522 Tennis Club Drive  
Address2:  
City/State/Zip: Charleston, West Virginia 25314  
Role: Teacher  
Posted: 2011-04-25 12:27:23  
Posted from IP: 168.216.25.74

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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I have taught Chemistry for 39 years, AP Chemistry for 22 years, and regularly attend and present at Chemistry Conferences around the United States. I have taught at GWHS for the past 12 years. With my experience, I feel that I have a good idea of what chemistry education should be. I am extremely disappointed that chemistry is once again being made an "option". The pattern across the country is to emphasize chemistry education for ALL. Chemistry Honors for those attending college and Nonhonors Chemistry for those not attending college should be a requirement. At the same time that rigor is being added to the Westest, the curriculum is being diluted. Students will hardly do well on chemistry questions when they have not taken chemistry. Chemistry should be a required course in 9th grade for those on the AP track and a sophomore course for others. Chemistry should be taught PRIOR to biology as it is done around the US.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 25, 2011 9:08 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-25 09:08:15)

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Comment Received for Policy 2510

#####

Name: Karen Gilligan  
Organization: Tucker County Schools  
Email: [kkg@access.k12.wv.us](mailto:kkg@access.k12.wv.us)  
Title: Educator  
Address1: PO Box 490  
Address2:  
City/State/Zip: Davis, WV 26260  
Role: Teacher  
Posted: 2011-04-25 09:08:15  
Posted from IP: 168.216.253.254

Comments for section 126-42-1 General

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I think removing the minimum time requirements will result in less instruction in some subjects. We are already losing ground in math and science because of less instruction time. Reading and language arts instruction currently have adequate emphasis and teachers/parents are more confident teaching/assisting these subjects in the elementary and middle grades. Math concepts require direct instruction and time to problem solve and explore. At the school where I teach, the schedule only allows for 41-43 minutes of math for 5th grade students which is woefully inadequate. Perhaps a range of required minutes would insure that math receive time equal to the reading/language instruction time. Also, I feel that WV should test/teach only the metric system if we are truly going to emphasize global learning and 21st century skills. Continuing to teach both measurement systems is counterproductive and confusing to young students.

Comments for section 126-42-5 Program Definition

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Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 25, 2011 8:55 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-25 08:55:13)

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Comment Received for Policy 2510

#####

Name: Mary Frye  
Organization: Gilmer County (7-8)  
Email: [mgfrye@access.k12.wv.us](mailto:mgfrye@access.k12.wv.us)  
Title: special education teacher  
Address1: Mary Frye  
Address2: 300 Pine Street  
City/State/Zip: Glenville, WV 26351  
Role: Teacher  
Posted: 2011-04-25 08:55:13  
Posted from IP: 168.216.177.188

Comments for section 126-42-1 General

-----  
I disagree with the elimination of the dedicated time for elementary reading, language arts, and math. I think it is imperitive to teach the basics to the extent they learn well. Allowing enough time to for these subjects helps them learn well.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary



**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 25, 2011 8:43 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-25 08:43:12)

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Comment Received for Policy 2510

#####

Name: Lorrie Smith  
Organization: WVCPD  
Email: [lorrie.a.smith@wv.gov](mailto:lorrie.a.smith@wv.gov)  
Title: COO  
Address1: 208 Hale Street  
Address2:  
City/State/Zip: Charleston, WV 25301  
Role: Professional Support  
Posted: 2011-04-25 08:43:12  
Posted from IP: 129.71.207.144

Comments for section 126-42-1 General  
-----

Comments for section 126-42-5 Program Definition  
-----

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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The West Virginia Center for Professional Development Board of Directors met on March 11, 2011. At the time of this meeting, members of the Board knew that Policy 2510 would be out for comment based on changes recommended from the WV State Board of Education tied to the WV Advanced Placement Strategic Plan. At this meeting, the WVCPD Board of Directors voted unanimously to send a resolution of support for the required professional development for Advanced Placement included in WVBOE Policy 2510. This resolution is supported by the following:

- Dr. Paul Chapman
- Dr. Teresa Eagle
- Secretary Kay Goodwin
- Dr. Lowell Johnson
- Ms. Gayle Manchin
- Rev. D.D. Meighen
- Ms. Janie Merendino
- Dr. Lori Stilley

Mr. Nick Zervos

Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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## Robert Hull

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 25, 2011 8:33 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-25 08:33:22)

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Comment Received for Policy 2510

#####

Name: Dixie Billheimer  
Organization: WV Center for Professional Development  
Email: [Dixie.M.Billheimer@wv.gov](mailto:Dixie.M.Billheimer@wv.gov)  
Title: CEO  
Address1: 208 Hale Street  
Address2:  
City/State/Zip: Charleston, WV 25301  
Role: Professional Support  
Posted: 2011-04-25 08:33:22  
Posted from IP: 129.71.207.144

Comments for section 126-42-1 General  
-----

Comments for section 126-42-5 Program Definition  
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5.6 Listing of the four required AP courses in mathematics, reading/language arts, science, and social studies----very important to increasing AP options for students.

schools providing information regarding availability of advanced courses to students and parents--very important for increasing access-nice addition to policy

5.6.6 d nice addition to strengthen required professional development for teachers of AP-very important to increasing access and success of students in AP

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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h.i.j. ----This addition of required professional development is very important to providing access of advanced placement to students and supporting the success of WV students. This required professional development supports the WV AP Strategic Plan developed with the assistance of the College Board. This strategic plan was based on best practice and proven strategies for student access and success. This requirement is essential for the WV AP program.

Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

-----

Comments for section 126-42-13 Glossary

-----

**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Saturday, April 23, 2011 12:36 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-23 12:35:53)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Toni Lynne DeVore  
Organization: Ohio Valley University  
Email: [toni.devore@ovu.edu](mailto:toni.devore@ovu.edu)  
Title: Assistant Professor  
Address1: 1 Campus View Drive  
Address2:  
City/State/Zip: Vienna , WV 26101  
Role: Higher Education Faculty  
Posted: 2011-04-23 12:35:53  
Posted from IP: 72.28.207.122

Comments for section 126-42-1 General

Comments for section 126-42-5 Program Definition

-----  
In the section describing the science courses "environmental earth science is listed. When this class was offered before in this fashion it required two books. There are not high school appropriate books for environmental science and earth science in one text. Also there is so much content in Earth Science and in Environmental science to offer two different classes.

I think the removal of a required chemistry class is good. Even in large counties the cost to outfit and teach chemistry to all students would be astronomical. While working in Wood County I did a projected cost.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

-----  
Comments for section 126-42-13 Glossary  
-----

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 22, 2011 10:58 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-22 10:57:50)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Catherine Grim  
Organization: Hurricane High School  
Email: [cgrim@access.k12.wv.us](mailto:cgrim@access.k12.wv.us)  
Title: Teacher  
Address1: 3350 Teays Valley Road  
Address2:  
City/State/Zip: Hurricane , WV 25526  
Role: Teacher  
Posted: 2011-04-22 10:57:50  
Posted from IP: 168.216.85.139

Comments for section 126-42-1 General

-----  
I am glad you are thinking about doing away with the "majors" for students. They were limited in what classes they could take and they could not take a class just because it might be fun....it had to be in their "major." Counselors just changed the student's major if they were in danger of not graduating, so how important could it have been to begin with???

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

Comments for section 126-42-13 Glossary



## Robert Hull

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 21, 2011 7:17 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-21 19:17:27)

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### Comment Received for Policy 2510

#####

Name: Amy Vega  
Organization: Summers County High School  
Email: [avega@access.k12.wv.us](mailto:avega@access.k12.wv.us)  
Title: math teacher  
Address1: 1 Bobcat Drive  
Address2:  
City/State/Zip: Hinton, WV 25951  
Role: Teacher  
Posted: 2011-04-21 19:17:27  
Posted from IP: 98.203.118.135

### Comments for section 126-42-1 General

-----  
The attendance policy is weak. Missing too many days of school should have consequences, such as failure.

Do the virtual classes fulfill some of the course offerings for smaller schools, such as 4 AP core classes, 3rd year of a language, and Physics?

### Comments for section 126-42-5 Program Definition

-----  
On page 22, reference #3, I need a clarification on the AP US History and AP World History courses. Does a student have to take both AP World History and AP US History to receive 1 credit of "required" history requirements? In other words, if they only take 1 of those courses, does that fill a history requirement for graduation?

I did not understand section 9.12. and 11.1.3 seems unnecessary.

### Comments for section 126-42-6 2 7 West Virginia Option Pathway

-----  
On page 22, reference #3, I need a clarification on the AP US History and AP World History courses. Does a student have to take both AP World History and AP US History to receive 1 credit of "required" history requirements? In other words, if they only take 1 of those courses, does that fill a history requirement for graduation?

### Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

### Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 21, 2011 5:47 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-21 17:46:45)

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Comment Received for Policy 2510  
#####  
Name: Dianna M. Vargo  
Organization: Ohio County Schools  
Email: [dvargo@access.k12.wv.us](mailto:dvargo@access.k12.wv.us)  
Title: Deputy Superintendent  
Address1: 2203 National Road  
Address2:  
City/State/Zip: Wheeling, WV 26003  
Role: Professional Support  
Posted: 2011-04-21 17:46:45  
Posted from IP: 168.216.177.163

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
-----

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
-----

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----

Comments for section 126-42-9 Statewide Assessment Program  
-----

9.1.1 and 9.1.2 should both read as follows:  
...all public school students enrolled in grades 3-11 shall be assessed at the grade level in which they are enrolled...

This change makes the language consistent with Policy 2340. As the language is presented here, it looks as if assessment at grades 9 and 10 might be optional, so the wording should be identical to Policy 2340.

Comments for section 126-42-12 Program Improvement  
-----



**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 21, 2011 12:36 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-21 12:35:59)

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Comment Received for Policy 2510

#####

Name: Amy Minch  
Organization: Wheeling Park High School  
Email: [aminch@access.k12.wv.us](mailto:aminch@access.k12.wv.us)  
Title: Asst. Prinicipal  
Address1: 1976 Park View Road  
Address2:  
City/State/Zip: Wheeling, WV 26003  
Role: Principal  
Posted: 2011-04-21 12:35:59  
Posted from IP: 168.216.175.66

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

-----

Comments for section 126-42-6 2 7 West Virginia Option Pathway

-----

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

-----

Comments for section 126-42-9 Statewide Assessment Program

-----

9.1.1 and 9.1.2 should both read as follows:

...all public school students enrolled in grades 3-11 shall be assessed at the grade level in which they are enrolled...

This change makes the language consistent with Policy 2340. As the language is presented here, it looks as if assessment at grades 9 and 10 might be optional, so the wording should be identical to Policy 2340.

Comments for section 126-42-12 Program Improvement

-----



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 21, 2011 10:29 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-21 10:29:13)

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Comment Received for Policy 2510

#####

Name: Sue McGuier  
Organization: Ohio County Schools  
Email: [smcguier@access.k12.wv.us](mailto:smcguier@access.k12.wv.us)  
Title: Coordinator of Assessment  
Address1: 2203 National Road  
Address2:  
City/State/Zip: Wheeling, WV 26003  
Role: School System Staff  
Posted: 2011-04-21 10:29:13  
Posted from IP: 168.216.178.159

Comments for section 126-42-1 General  
-----

Comments for section 126-42-5 Program Definition  
-----

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
-----

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
-----

Comments for section 126-42-9 Statewide Assessment Program  
-----

9.1.1 and 9.1.2 should both read as follows:

...all public school students enrolled in grades 3-11 shall be assessed at the grade level in which they are enrolled...

This makes the language consistent with Policy 2340. As the language is presented, it looks as if assessment at grades 9 and 10 might be optional, so the wording should be identical to Policy 2340.

Comments for section 126-42-12 Program Improvement  
-----



**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 21, 2011 7:58 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-21 07:57:50)

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<http://129.71.2.32/r.html?id=2a95635fbc7d35d149e6c78501b91f21>  
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Comment Received for Policy 2510

#####

Name: Corey Murphy  
Organization: John Marshall High School  
Email: [cmurphy@access.k12.wv.us](mailto:cmurphy@access.k12.wv.us)  
Title: Principal  
Address1: 1300 Wheeling Avenue  
Address2:  
City/State/Zip: Glen Dale , WV 26038  
Role: Principal  
Posted: 2011-04-21 07:57:50  
Posted from IP: 168.216.168.58

Comments for section 126-42-1 General

-----  
I do believe removing the chemistry requirement will help schools be flexible in meeting the needs of their students. High Schools are struggling more and more in helping students be successful to meet the graduation requirements. However, do to the flexibility and the help of the WV board to reduce these requirements it does give schools the ability to help their students. I do have grave concerns on the new graduation requirements placed on high schools. Setting the bar is high for a 90% graduation rate is a good thing!!! However, using last yr's data for this yr's AYP/rate is unfair to the schools. Also, it is an uphill battle that students on a modified diploma will count against the rate. This needs revamped soon. A growth model for graduation rate is a more fair way to grade our high schools. We have developed several programs at JMHS to help our students earn their diploma, but I am afraid this new rate will not be attainable due to all the constraints. We ar!  
e working diligently to achieve the 90% rate, but feel this needs immediate attention! I applaud your efforts in changing the chemistry requirement, but we need some changes to the new graduation rate.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

-----

Comments for section 126-42-13 Glossary

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## Robert Hull

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 20, 2011 7:57 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-20 19:57:12)

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Comment Received for Policy 2510

#####

Name: Tamber Hodges  
Organization: RCS  
Email: [tchodges@access.k12.wv.us](mailto:tchodges@access.k12.wv.us)  
Title:  
Address1: 212 Park Ave.  
Address2:  
City/State/Zip: Beckley, WV 25801  
Role: Teacher  
Posted: 2011-04-20 19:57:12  
Posted from IP: 184.15.31.51

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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I DO NOT agree that the removal of instructional time constraints for elementary and middle schools will offer more flexibility in order to advance student achievement. The removal of the time requirements sounds as if we are not at all concerned if the subject matter is actually being taught. If we want to advance student achievement the state would require all elementary and middle schools have a TIS or computer teacher. Thus, certified teachers can focus on their subject area, which in my case is 40+ CSOs.

Teaching seventh grade math at the current time includes 40+ CSOs that must be completed by the second week of May each year. There is no way I could effectively teach those 40+CSOs with less than 90 minutes for each class. I know in that amount of time, my students are mastering the content. What will happen when a student transfers into my class from another county who has only had 35 minutes of math each day? Does someone actually believe that student will be able to compete or even survive beside my students who have a much deeper understanding of mathematics?

In my opinion the following two suggestions would do much more to advance student achievement than the illogical suggestion of removing the time requirements from the classroom.

1. Is there a law that states that WESTEST must be given so early in May? WESTEST 2 should not be given until the last two weeks of school (according to each county's calendar). Those extra two to three weeks could be used teaching those 40+ CSOs that are required.

2. Each middle school and elementary school should have their own TIS /Computer Teacher in order for items such as Techsteps to be completed appropriately. Students are unable to complete Techstep activities successfully due to the fact that they have not had the opportunity to spend the last seven years "building up" to the skills they are asked to demonstrate. To be quite honest, the content included in most of the Techstep activities does not match our given CSOs and the directions are incorrect and must be rewritten by the teachers. This is another example of what needs to change in order for student achievement to advance in West Virginia schools.

As a current math teacher in this state, I take my job and my content very serious. The nation is very much aware that our students are no longer the "best" in math and science. In order for the state of West Virginia to become more aggressive in the teaching of such subjects more time must be added to the instruction of these subjects - not taken away.

In my opinion, removing the time requirements from elementary and middle schools WILL NOT provide an advance in student achievement. If the state of West Virginia is serious about advancing student achievement it should be obvious there are far better ideas to achieve this goal than removing time requirements.

Does someone really think that reading or math can actually be taught effectively and thoroughly in less time?

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
-----

Comments for section 126-42-12 Program Improvement  
-----

Comments for section 126-42-13 Glossary  
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## Robert Hull

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 20, 2011 3:41 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-20 15:41:17)

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### Comment Received for Policy 2510

#####

Name: Damon Hanshaw  
Organization: Nicholas County Schools  
Email: [dhanshaw@access.k12.wv.us](mailto:dhanshaw@access.k12.wv.us)  
Title: Assistant Superintendent  
Address1: 400 Old Main Drive  
Address2:  
City/State/Zip: Summersville, WV 26651  
Role: Professional Support  
Posted: 2011-04-20 15:41:17  
Posted from IP: 168.216.82.121

### Comments for section 126-42-1 General

-----  
I have general questions. What has happened to Tiered Instruction and RTI?  
Is anyone going to look at the 8100 minutes? We are in the 21st century where mastery should take presence.  
What is so magical about 180 days?  
Why doesn't the recommended course sequence for students in the professional pathway include transitional math as an option?

### Comments for section 126-42-5 Program Definition

-----  
Intermediate grades should be 3-5. Most 5th grade students are at the elementary school while 6-8 are at the middle school. The way it is now, 5th grade students are classified with middle school and that should not be. Very few if any of the middle schools have 5th grade students. On the chart, we have 3 science credits but when you look at the explanation below, it says 4.

### Comments for section 126-42-6 2 7 West Virginia Option Pathway

-----  
If I did not know what the Option Pathway was, I would not have understood that passage.

### Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

-----  
It says that "transitional math" must be offered yearly but Chart 6 says it is offered alternate years. The schedule in Chart 5 says 18 core classes plus 2 electives. That sounds like 20 credits for graduation although I know it is not. I am concerned that a student may take conceptual math and decide his senior year that he wants to attend college. Is the last sentence in chart 5 when speaking of technology talking about TechSteps? It is spelled out.

Comments for section 126-42-9 Statewide Assessment Program

-----  
Why students "must take AP World History and AP US History. Can't they take one or the other. Why are only these student required to take WESTEST2 (3,4,5,6,7,8,11)? What happed to 9th and 10th grade students?

Comments for section 126-42-12 Program Improvement

-----  
What if a student fails the end of year exam in transitional math?  
Why does skilled need transitional math if it is for college students?  
Why isn't geometry a required math class since all students take it?  
Why is a foreign language required for middle school? There are no foreign language teachers available and you know as well as I do that virtual language classes are a joke.

Comments for section 126-42-13 Glossary

-----  
Thanks for being s sounding board for me.

**Robert Hull**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 19, 2011 3:52 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-19 15:52:13)

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Comment Received for Policy 2510

#####

Name: Mary Conlon  
Organization: Hampshire County Public Schools, Visual Art Teacher itinerant k-5  
Email: [mconlon@atlanticbb.net](mailto:mconlon@atlanticbb.net)  
Title:  
Address1: 209 Wallace St  
Address2:  
City/State/Zip: Cumberland, md 21502  
Role: Teacher  
Posted: 2011-04-19 15:52:13  
Posted from IP: 168.216.229.120

Comments for section 126-42-1 General

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At the elementary level scheduling has become increasingly challenging, and is often so restrictive that it inhibits full utilization of professional staff. My real time contact with students has been reduced to 30 minutes once a week, which is somewhat impractical for the "hands-on" aspects of our content standards. Though my county has been able to expand our K-5 visual arts to a full year program, I spend less time daily in direct instruction with students, than when I began in this position ten years ago. The time exists in our school day to accommodate many enriching experiences, but the extremely rigid mandates of recent years have limited them drastically. Students deserve realistic exposure to the creative arts, and professionals should be entrusted with enough flexibility to implement a rich, inspiring, multi faceted school schedule. In the seven schools where I have served I cannot point to one where reading facility has improved noticeably as the result of t! he rigid block schedule. In fact, when I have students who are be able to transfer skills readily from the academic setting to the resource class they are usually in smaller schools where teachers all work closely together, and have greater control of student scheduling. I support the proposed changes to this policy.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 19, 2011 2:22 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-19 14:21:39)

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Comment Received for Policy 2510

#####

Name: Stephanie Morris  
Organization: WVU  
Email: [stephanie.morris@mail.wvu.edu](mailto:stephanie.morris@mail.wvu.edu)  
Title: Program Coordinator/Professor  
Address1:  
Address2:  
City/State/Zip: ,  
Role: Higher Education Faculty  
Posted: 2011-04-19 14:21:39  
Posted from IP: 157.182.14.52

Comments for section 126-42-1 General

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The changes to Policy 2510 are refreshing. It is encouraging to see the reduction of required hours devoted to specific subjects. By giving teacher more autonomy in their design and teaching, we are in turn opening students up to the possibility of more diverse experiences by allowing them to explore concepts perhaps not privileged in the classroom previously. This relates also to the graduation requirement issue. If we truly are to encourage creativity and innovative practices for our students to allow for authentic engagement, we need to be open to their interests. By freeing up some elective time we may be allowing students to truly discover who they are or what they like, instead of what they HAVE to have.

Comments for section 126-42-5 Program Definition

Comments for section 126-42-6 2 7 West Virginia Option Pathway

Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

Comments for section 126-42-9 Statewide Assessment Program

Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary  
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## Robert Hull

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 19, 2011 10:46 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-19 10:45:35)

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Comment Received for Policy 2510

#####

Name: Anita Ballard  
Organization: State teacher  
Email: [akballar@access.k12.wv.us](mailto:akballar@access.k12.wv.us)  
Title: teacher  
Address1: Chestnut/Lyndon St.  
Address2:  
City/State/Zip: Lumberport , wv 26386  
Role: Teacher  
Posted: 2011-04-19 10:45:35  
Posted from IP: 168.216.166.19

Comments for section 126-42-1 General  
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My comments deal with time constraints. I have taught school for over thirty years. With the requirements that are placed on teachers today, there is no room for teaching the arts, science and social studies. Too much time is spent on the underachieving students and not enough time and emphasis is placed on our producers of tomorrow. I know that all children have the right to an education. I certainly am not disputing that, but we need to use our time for ALL students not just those who are not achieving at the level that they should. We are doing our average and better students a terrible injustice. No wonder our country does not measure up in science and geography. There is no time left to teach those subjects. Taking away the time constraints will greatly help. Thank you, thank you, thank you!!

Comments for section 126-42-5 Program Definition  
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Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 19, 2011 10:40 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-19 10:40:13)

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Comment Received for Policy 2510  
#####  
Name: Jack Reger  
Organization: Barbour County Schools  
Email: [jreger@access.k12.wv.us](mailto:jreger@access.k12.wv.us)  
Title: Director, Title I  
Address1: 105 South Railroad St  
Address2:  
City/State/Zip: Philippi, WV 26416  
Role: School System Staff  
Posted: 2011-04-19 10:40:13  
Posted from IP: 168.216.165.1

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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The changes in this section are very good. However, in sections 5.3.1, 5.4.1, and 5.5.1, a "recommended" amount of time for rla/math would be helpful for guidance. This would benefit new principals, teachers, etc... Additionally, teachers who are weak in a content area may not provide the instructional time necessary to master the CSOs.

Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 19, 2011 9:37 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-19 09:36:36)

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Comment Received for Policy 2510  
#####  
Name: Dianne Boggess  
Organization: Wood County Schools  
Email: [dboggess@access.k12.wv.us](mailto:dboggess@access.k12.wv.us)  
Title: CTC  
Address1: 1210 13th Street  
Address2:  
City/State/Zip: Parkersburg, WV 26101  
Role: School System Staff  
Posted: 2011-04-19 09:36:36  
Posted from IP: 168.216.100.142

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Comments for section 126-42-6 2 7 West Virginia Option Pathway  
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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities  
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Comments for section 126-42-9 Statewide Assessment Program  
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9.1.2 - state no longer has Writing Assessment - wording needs to change to WESTEST 2 Online Writing. Also, there are no "modifications" everything now is "accommodations."

Comments for section 126-42-12 Program Improvement  
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Comments for section 126-42-13 Glossary  
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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 19, 2011 9:19 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-19 09:19:24)

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Comment Received for Policy 2510

#####

Name: Sheila Lucento  
Organization: Raleigh County Schools  
Email: [slucento@access.k12.wv.us](mailto:slucento@access.k12.wv.us)  
Title: County Test Coordinator  
Address1: 105 Adair Street  
Address2:  
City/State/Zip: Beckley, WV  
Role: School System Staff  
Posted: 2011-04-19 09:19:24  
Posted from IP: 168.216.76.142

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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5.4.1 Middle Level Education Chari IV - "It is recommended that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade." I would like to see the language changed to "Students planning to enter the professional pathway in high school may enroll in Algebra I." The word "recommended" has led to too many 8th grade students being enrolled in Algebra I who are not fully prepared and are not able to successfully continue on to geometry, Algebra II, etc.

5.6.6.d. "County boards must ensure that students have access to at least four College Board AP courses annually." If students have access to 4 AP classes annually, does this mean four appropriate for 9th grade, four appropriate for 10th grade, etc., for a total of 16 different offerings by the time they are seniors? I'm not sure the required numbers of teachers have obtained or are willing to obtain the necessary professional development at each high school. In addition, most of the basic classes needed by freshmen don't appear to be offered as AP classes, as I've noticed when looking over the AP Course Descriptions. I think this will place a hardship on schools to implement, as well as counties, which will have to fund this additional training. And as more AP classes are in the schedule, particularly at lower grades, fewer classes directed toward the average student are available for those students. If the intent was for schools to offer a total of 4 AP classes, which students may take at any time over 4 years, this needs to be clarified.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 19, 2011 8:48 AM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-19 08:48:25)

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Comment Received for Policy 2510

#####

Name: Jane Roberts  
Organization: Kanawha County Schools  
Email: [jroberts@kcs.kana.k12.wv.us](mailto:jroberts@kcs.kana.k12.wv.us)  
Title: Assistant Superintendent  
Address1: 200 Elizabeth Street  
Address2:  
City/State/Zip: Charleston, WV 25311  
Role: School System Staff  
Posted: 2011-04-19 08:48:25  
Posted from IP: 168.216.115.122

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Sections 5.3.1 and 5.4.1 still require 30 minutes of physical education three times per week. It seems if we are providing flexibility at the elementary level for subjects such as reading and math, we would provide that same flexibility for physical education. Remove the time requirements for this subject as well.

Section 5.5.1: This still requires science and social studies to be taught daily. This inhibits integration. Some projects/investigations tend to be either mostly social studies based or mostly science based. True investigation of a topic may require extended time and study with social studies content for a few weeks, then extended time and study with science content for a few weeks. By requiring both to be taught daily, teachers are forced to teach quick, 20-30 minute lessons straight from the textbook. Recommendation: take out "daily." This section also states "by a team of teachers." Many counties have 5th grade in elementary schools, and these classrooms are self-contained. If you say by a "teacher /or team of teachers certified...", it will better represent the variation that naturally occurs between grades 5 and 8.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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**Robert Hull**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Saturday, April 16, 2011 12:46 PM  
**To:** fibanez@wvde.state.wv.us; rhull@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2011-04-16 12:45:33)

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Comment Received for Policy 2510

#####

Name: Kathy Jacquez  
Organization:  
Email: [kjacquez@access.k12.wv.us](mailto:kjacquez@access.k12.wv.us)  
Title: teacher  
Address1: PO Box 4  
Address2: 611 Ice St  
City/State/Zip: Barrackville, WV 26559  
Role: Teacher  
Posted: 2011-04-16 12:45:33  
Posted from IP: 98.157.92.124

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Removal of the required number of minutes of teaching will allow the teachers of West Virginia to educate our students in a pleasant way once again. For the past few years the regulations have made elementary students nothing more than rats in a maze on the way to WESTEST mastery. Students of any age should enjoy the learning process! Requiring hands-on inquiry based lessons will make this happen. Students can learn to read and to do mathematics in other ways than just doing worksheets.  
Please do a way with the requirement for chemistry for all. We have implemented this early in my county and it has not worked as planned. First of all NO money was allocated for this class and chemisty is very expensive to teach. The chemicals and glassware are used up or broken and must be replaced. Secondly the special education students that we are teaching have found the concepts of chemistry beyond their comprehension. These students should not be placed in a course that they cannot do. They do not have a need for this course in their futures. It has felt like we were persocuting these children for the past two years. I have taught chemistry for thirty years, but this is the first time that students frequently are reduced to tears in my class.

Comments for section 126-42-6 2 7 West Virginia Option Pathway

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Comments for section 126-42-7 5 3 h i and j County Board of Education Responsibilities

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Comments for section 126-42-9 Statewide Assessment Program

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Comments for section 126-42-12 Program Improvement

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Comments for section 126-42-13 Glossary

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