

**WEST VIRGINIA  
SECRETARY OF STATE**

**BETTY IRELAND**

**ADMINISTRATIVE LAW DIVISION**

Form #5

Do Not Mark In This Box

2008 JUL -6 PM 1:09

**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, 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 \_\_\_\_\_

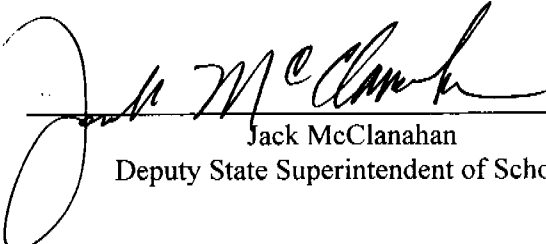
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 42

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 7, 2008.

  
\_\_\_\_\_  
Jack McClanahan  
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY  
AND  
Professional Development Brief  
FOR  
WEST VIRGINIA BOARD OF EDUCATION POLICY**

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**Policy Number and Title:** Policy 2510: Regulations for Education Programs

**Background:** Revisions were needed in Policy 2510 to allow local school districts greater flexibility in the implementation of the rigorous academic standards and high quality programs that characterize West Virginia's 21<sup>st</sup> century teaching and learning initiative. The intent of these proposed revisions is to place the focus on providing students with excellent learning opportunities that result in student mastery of West Virginia's high quality content standards and objectives (CSOs) rather than on a prescriptive compliance language that may discourage 21<sup>st</sup> century creativity and innovation. Thus, these revisions were designed to allow counties more flexibility in the implementation of a rigorous curriculum that is tailored to the unique needs and constraints of each school without compromising the intent and spirit of the 21<sup>st</sup> teaching and learning initiative.

These revisions have been reviewed by stakeholder groups whose members represent the broad spectrum of educational interests. Proposed revisions include removing restrictive language requiring 60 minutes of daily uninterrupted reading at grades 3-4, allowing counties/schools greater latitude in scheduling appropriate learning opportunities for students. The requirement for a 225 minute block for core courses for grades 5-8 was removed and replaced with language that requires a 180 minute block for core courses, again to allow greater local flexibility for scheduling learning opportunities for students. Proposed revisions also remove the grade 5-8 requirement for annual implementation of programs and/or separate courses in advisory, guidance and counseling, career exploration and technology. Policy language was revised to clarify the recommendation that all students in the professional pathway be enrolled in Algebra I in 8<sup>th</sup> grade. Policy language remains that requires a foreign language to be offered for students in grades 7 and 8, but removes prescriptive language that requires counties to use the "1A in grade 7 and 1 B in grade 8" scheduling option. At grades 9-12, language was revised to allow Life Science and Earth Science to satisfy the requirement for chemistry for 9<sup>th</sup> graders entering in 2008-09 and 2009-10, allowing more time for districts to secure chemistry teachers and lab facilities. Language requiring a college transition English course was removed and language was added to allow counties to determine options for students who need additional time to successfully complete Algebra I and to allow counties to grant up to two math credits for students' successful course completion. Language requiring a specific sequence for required social studies courses was added, and language was revised to allow state-approved Career Technical Education courses to satisfy the Arts requirement for graduation.

**Major Revisions or Reasons for New Policy:**

- Reading requirement for grades 3-4: Policy language was revised to allow local flexibility in the scheduling of a 90 minute uninterrupted reading block that may include reading and language arts instruction provided through whole group, small group and reading center activities.
- Reading requirement for grades 5-8: Policy language was revised to reduce the required time for core courses to 180 minutes giving responsibility for determining time allocations that provide adequate time for students to achieve mastery of the WV CSOs to the principal and a team of teachers.

- Algebra I in 8<sup>th</sup> grade: Policy language was changed from use of the word “expect” to the word “recommend” to clarify that the intent of current policy is to recommend that all students in the professional pathway be enrolled in Algebra I in 8<sup>th</sup> grade.
- Required programs/courses in Advisory, Counseling, Career Exploration and Technology: Policy language requiring these programs to be implemented annually was replaced with language that requires these activities (advisory, career exploration and counseling) to be integrated into an organized advisory program that includes career guidance and counseling and allows local flexibility for scheduling these activities. The intent of the revised language is to allow local decision making for the scheduling of technology applications instruction throughout the grade 5-8 curriculum, rather than in a separate technology course.
- Required foreign language course in grades 7 and 8: Policy language requires districts to offer a foreign language course for students in grade 7 and grade 8 as described in current policy. Language that prescribes the specific method of scheduling this course was removed to allow more flexibility at the local level and to ensure the implementation of quality programs. Additionally, the revised policy language will also provide WVDE/counties/schools flexibility in addressing staffing and scheduling needs in order to support the development of articulated foreign language programs at the elementary level.
- Required course in chemistry: Policy language was revised to permit Life Science or Earth Science to satisfy the graduation requirement for chemistry/conceptual chemistry for 9<sup>th</sup> graders entering in 2008-09 and 2009-10, allowing more time for districts to secure chemistry teachers and lab facilities. (Students entering 9<sup>th</sup> grade in 2010-11 must have chemistry/conceptual chemistry to meet graduation requirements.)
- College transition English course: Policy language was revised to remove the college transition English course requirement with the expectation that instruction in the required English classes will address the needs of student who do not achieve the State assessment college readiness benchmark for English.
- Students who need additional time to complete Algebra I: While language in Policy 2510 is consistent with research indicating the best option for scheduling additional time for Algebra I CSO mastery is to do so within the same year, policy language permits the local-level identification of students who need additional time to master Algebra I content standards and objectives. The identification of students for this option must be a data-driven decision and counties may select from a number of scheduling options to assure that students master the Algebra I CSOs. 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 in two separate math courses may grant students up to two math credits toward graduation upon successful course completion. Counties that provide identified students additional time by enrolling them in two separate math courses may award up to two math credits toward graduation requirements upon students’ successful completion of each course. ( A student who is identified as being in need of additional time to master

Algebra I CSOs, and 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, in accordance with Policy 2510, Section 5.6.9.a., receive a modified diploma.)

- Social studies course sequence: Policy language was added to indicate a required sequence of social studies courses: World Studies to 1900; United States Studies to 1900; Twentieth and Twenty-First Centuries Studies; Civics for the 21<sup>st</sup> Century. This sequence is required to assure maximum understanding of the material and alignment of content with state assessment.
- Additional courses to satisfy the Arts requirement: Policy language was added to permit 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. Designation of these courses will be made by state-level administrators of career/technical and arts programs.

The following courses are approved for substitution:

1851 - Fundamentals of Illustration  
1857 - Fundamentals of Graphic Design  
1861 - Advanced Illustration  
1859 - Advanced Graphic Design  
1431 - Digital Imaging I  
1727 - Drafting Techniques  
0213 - Floriculture

**Impact:** These changes to Policy 2510 will allow local school districts/schools greater flexibility in the implementation of the rigorous academic standards and high quality programs that characterize West Virginia's 21<sup>st</sup> century teaching and learning initiative. These proposed revisions allow counties flexibility in the implementation of a rigorous curriculum that is tailored to the district's unique needs and constraints without compromising the intent and spirit of the 21<sup>st</sup> teaching and learning initiative. Finally, these proposed revisions allow time for the WVDE to collaborate with institutions of higher education to develop alternative routes to certification that will provide teachers who are appropriately prepared to provide high quality instruction in shortage area subjects such as chemistry, foreign languages and math.

**Response to Comments:** Ninety comments were received during the comment period from a total of 81 individuals. Comments were received from 42 teachers; the remaining comments were from principals (7), superintendents/assistant superintendents, and central office staff (10), professional support personnel (12), parents (6) and others (4). Comments generally addressed concerns about adding math, science and foreign language graduation requirements and allowing local flexibility in the scheduling of these requirements. As a result of these comments, courses that satisfy the "life science" requirement were identified; language was added to clarify the approval process for courses that may be used to satisfy the arts graduation requirement; and Algebra I and III were added to the charts of electives to correct an omission.

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION  
SERIES 42

2008 JUN -6 PM 1:10

**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 6, 2008.

1.4. **Effective Date.** - July 7, 2008.

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 March 16, 2007 and effective April 16, 2007.

**§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

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

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 and provide manipulatives for hands-on learning in 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. It is required, in accordance with scientifically based reading research, that, at a minimum, a daily-uninterrupted 90 minute reading/English language arts block be scheduled during which students are actively engaged in learning through whole group, small group and reading center activities. A minimum of 60 minutes of daily mathematics instruction is required.	<b>Reading and English Language Arts 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 into classroom instruction and must be taught in a manner that supports the acquisition of strong reading, language arts and mathematics skills. Specific content area 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 Social Studies Visual Art Music Health Learning Skills and 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. It is required, in accordance with scientifically based reading research, that, at a minimum, 90 minutes of reading and English language arts instruction be provided through whole group, small group and reading center activities as a block or throughout the school day. A minimum of 60 minutes of daily mathematics instruction is required. Sufficient emphasis must be placed on the following 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 Mathematics Science Social Studies</b>
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.	<b>Physical Education</b>
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.	<b>Visual Art Music Health Learning Skills and Technology Tools</b>

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

<p>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 core courses (Reading and English/Language Arts, Mathematics/Algebra I, Science and Social Studies) will be offered within a block of time no less than 180 minutes. 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>	<p style="text-align: center;"><b>Reading and English Language Arts Mathematics/Algebra I Science Social Studies</b></p>
<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>	<p style="text-align: center;"><b>Physical Education</b></p>
<p>These required courses are considered part of the encore curriculum and each course shall be taught as a separate subject. Students shall be enrolled in each course for a minimum of 18 weeks cumulative across grades 6-8.</p>	<p style="text-align: center;"><b>Visual Art Music<sup>1</sup> Health<sup>2</sup></b></p>
<p>Foreign language shall be offered annually.</p>	<p style="text-align: center;"><b>Foreign Language<sup>3</sup></b></p>
<p>These requirements shall be integrated into the middle level education as determined by the principal and the team of teachers.</p>	<p style="text-align: center;"><b>Advisory/Comprehensive School Guidance and Counseling Career Exploration<sup>4</sup> 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.

3. 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 for exploration in grades nine and ten and develops the ISTP based upon the choice of a career cluster. 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 and Advanced Placement (hereinafter AP) and/or International Baccalaureate (hereinafter IB) classes that must be provided for the student in grades 9-12.

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

**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 select a concentration and pathway.

## 5.6.1. Adolescent Education (Grades 9-12)

Chart V (A) Adolescent (9-12) Graduation Requirements (Effective 2004-2005)

These graduation requirements are effective for students entering grade 9 in the school year 2004-2005. Courses needed for graduation require mastery of approved 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 (17 Credits)</b>	
<b>Reading and English Language Arts</b>	<b>4 credits</b> English 9, 10, 11, 12
<b>Mathematics<sup>1</sup></b>	<b>3 credits</b> Two of the three credits will be Algebra I and above
<b>Science<sup>2</sup></b>	<b>3 credits</b> CATS 9, CATS 10, and one course above the CATS 10 level
<b>Social Studies</b>	<b>4 credits</b> United States to 1900 World Studies to 1900 Twentieth and Twenty-First Centuries Civics/Government
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts</b>	<b>1 credit</b>
<b>Electives</b>	<b>3 credits</b> The remaining graduation requirements are to be electives.

<b>Career Concentration Courses (4 Credits)</b>		
<b>Professional Pathway</b>	<b>Skilled Pathway</b>	<b>Entry Pathway</b>
Mathematics — 4 <sup>th</sup> credit (which must be above Algebra I) <sup>1</sup>	Mathematics — 4 <sup>th</sup> credit (which must be above Algebra I) <sup>1</sup>	Concentration B 4 credits <sup>3</sup>
Science - 4 <sup>th</sup> credit (which must be above CATS 10)	Concentration - 3 credits <sup>3</sup>	
Foreign Language — 2 credits in one language		

<b>Career Development</b>	Prior to students selecting concentrations, opportunities for career decision-making must be provided in grades 9-10.
<b>Experiential Learning</b>	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.)
<b>Foreign Language</b>	All students are strongly encouraged to complete two credits in a foreign language. Elective offerings not based on WVBE content standards and objectives must have written content standards and objectives approved by the county board of education.

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1. Students in the professional and skilled pathways must earn four credits in mathematics, including Algebra I and two other courses above Algebra I. Successful completion of Applied Math I and II is equivalent to an Algebra I credit and a credit for a course prior to Algebra I. All students must take Algebra I or its equivalent prior to the end of the 10<sup>th</sup> grade.
2. With Parental/Guardian consent, students with a declared skilled level major in vocational agriculture will, upon successful completion of a Robert C. Beach Vocational Agriculture credit in grade 11 or 12, be exempt from the third required unit of credit in science. To be eligible as a required unit for graduation, the vocational agriculture education course must: (1) build on the concepts and skills in CATS 9; (2) be taught at a level of greater complexity and depth than that of vocational agriculture courses in grades 9 and 10; (3) have WVBE approved content standards and objectives; and (4) receive WVBE approval as a vocational agriculture course that qualifies as a Robert C. Beach Vocational Agriculture credit. (See Section 13.78) The school shall: (1) have on file a Parental/Guardian Consent Form with signatures of the student, parent/guardian(s) and authorized school official, that acknowledges the understanding that this class does not represent a substitute for the knowledge, skills and competencies of a third unit of science and that this course does not meet the requirement for the additional unit of laboratory science that West Virginia colleges and universities have for admission; and (2) review with the student and his/her parents/guardians, as verified by the Parental/Guardian Consent Form, that the required third unit of science must be successfully completed if a student should change his/her major from entry or skilled level vocational agriculture education prior to graduation from high school.
3. Concentration credits are to be taken by all students. The four concentration units provided students in entry-level technical majors and two of the concentration units at the skilled level must be consistent with those defined in the Required Technical Courses by Career Concentration technical assistance document published by the WVDE. Each 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.

**Chart V (B) Adolescent (9-12) Graduation Requirements (Effective 2005-2006)**

These graduation requirements are effective for students entering grade 9 in the school year 2005-2006 through 2007-2008. Courses needed for graduation require mastery of approved 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, 10, 11, 12
<b>Mathematics<sup>1</sup></b>	<b>3 credits</b> (3 credits required for entry pathway students entering 9 <sup>th</sup> grade in 2005-2006) (4 credits required for all entering 9 <sup>th</sup> grade students in 2006-2007)
<b>Science<sup>2</sup></b>	<b>3 credits</b> CATS 9, and Two courses above the CATS 9 level
<b>Social Studies</b>	<b>4 credits</b> United States to 1900 World Studies to 1900 Twentieth and Twenty-First Centuries Civics/Government
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts</b>	<b>1 credit</b>
<b>Electives</b>	<b>3 credits</b> The remaining graduation requirements are to be electives.

<b>Career Concentration Courses (3 Credits)<sup>3</sup></b>		
<b>Professional Pathway</b>	<b>Skilled Pathway</b>	<b>Entry Pathway</b>
Mathematics - 4 credits (at least 3 of the 4 credits must be Algebra I and above.) <sup>1</sup>  Science - 4 <sup>th</sup> credit (which must be above CATS 9) <sup>2</sup>  Foreign Language - 2 credits in one language	Mathematics – 4 credits (at least 3 of the 4 credits must be Algebra I and above.)  Concentration - 3 credits <sup>3</sup>	Mathematics – 3 credits (For students entering 9 <sup>th</sup> grade in 2005-2006, three (3) mathematics credits are required with at least 2 of the 3 credits being Algebra I and above.)  Mathematics – 4 credits (For students entering 9 <sup>th</sup> grade in 2006-2007, four (4) mathematics credits are required with at least 2 of the 4 credits being Algebra I and above.)  ConcentrationB3-4 credits <sup>3</sup>

<b>Career Development</b>	Prior to students selecting career concentrations, opportunities for career decision-making must be provided in grades 9-10.
<b>Experiential Learning</b>	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.)

1. It is the intent that all students will take mathematics annually, but must take at least three mathematics classes in grades 9-12. If students begin the math sequence prior to grade 9, they should take other mathematics courses, which may include college courses, AP courses, virtual school courses, or other advanced offerings. This principle applies to all required course sequences. The mathematics courses selected for credit must be relevant to the student's concentration and pathway. Successful completion of Applied Math I and II is equivalent to an Algebra I credit and a credit for a course prior to Algebra I.
  
2. With Parental/Guardian consent, students with a declared skilled level major in vocational agriculture will, upon successful completion of a Robert C. Beach Vocational Agriculture credit in grade 11 or 12, be exempt from the third required unit of credit in science. To be eligible as a required unit for graduation, the vocational agriculture education course must: (1) build on the concepts and skills in CATS 9; (2) be taught at a level of greater complexity and depth than that of vocational agriculture courses in grades 9 and 10; (3) have WVBE approved content standards and objectives; and (4) receive WVBE approval as a vocational agriculture course that qualifies as a Robert C. Beach Vocational Agriculture credit. (See Section 13.78) The school shall: (1) have on file a Parental/Guardian Consent Form with signatures of the student, parent/guardian(s) and authorized school official, that acknowledges the understanding that this class does not represent a substitute for the knowledge, skills and competencies of a third unit of science and that this course does not meet the requirement for the additional unit of laboratory science that West Virginia colleges and universities have for admission; and (2) review with the student and his/her parents/guardians, as verified by the Parental/Guardian Consent Form, that the required third unit of science must be successfully completed if a student should change his/her major from entry or skilled level vocational agriculture education prior to graduation from high school.
  
3. Concentration credits are to be taken by all students. Entry level career and technical students must complete four units in a concentration. The four concentration units provided students in entry-level technical majors and two of the concentration units at the skilled level must be consistent with those defined in the Required Technical Courses by Career Concentration technical assistance document published by the WVDE. Each 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.

**Chart V (C) Adolescent (9-12) Graduation Requirements (Effective 2008-2009)**

These graduation requirements are effective for students entering grade 9 in the school year 2008-2009 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, 10, 11, 12
<b>Mathematics<sup>1</sup></b>	<b>4 credits</b>
<b>Science<sup>2</sup></b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry or Life Science or Earth Science (effective with 9 <sup>th</sup> grade students entering in 2008-09 and 2009-10 only)
<b>Social Studies<sup>3</sup></b>	<b>4 credits</b> World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21 <sup>st</sup> Century
<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>Career Concentration Courses (4 Credits)<sup>4</sup></b>	
<b>Professional Pathway</b>	<b>Skilled Pathway</b>
Science - 4 <sup>th</sup> credit (which must be above Physical Science)  Foreign Language - 2 credits in one language  Concentration – 1 additional elective credit required	Concentration - 4 additional credits required related to the selected career concentration

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<b>Career Development</b>	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
<b>Experiential Learning</b>	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)
<b>Technology</b>	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.
<b>Senior Year</b>	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.

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**Chart V (C) Adolescent (9-12) Graduation Requirements (Effective 2010-2011)**

These graduation requirements are effective for students entering grade 9 in the school year 2010-2011 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, 10, 11, 12
<b>Mathematics<sup>1</sup></b>	<b>4 credits</b>
<b>Science<sup>2</sup></b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry Physics
<b>Social Studies<sup>3</sup></b>	<b>4 credits</b> World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21 <sup>st</sup> Century
<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>Career Concentration Courses (4 Credits)<sup>4</sup></b>	
<b>Professional Pathway</b>	<b>Skilled Pathway</b>
Science - 4 <sup>th</sup> credit (which must be above Physical Science)  Foreign Language - 2 credits in one language  Concentration – 1 additional credit required related to the selected career concentration	Concentration - 4 additional credits required related to the selected career concentration

<b>Career Development</b>	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
<b>Experiential Learning</b>	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)
<b>Technology</b>	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.
<b>Senior Year</b>	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.

<sup>1</sup> It is the intent that students in the professional pathway 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 courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

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. 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.

<sup>2</sup> Physical Science, Biology or Conceptual Biology and Chemistry or Conceptual Chemistry shall be taken in consecutive order. Conceptual course credits may not be accepted by four-year higher education institutions. Life Science or Earth Science may be used in lieu of Chemistry or Conceptual Chemistry to satisfy graduation requirements for students entering 9<sup>th</sup> grade in 2008-09 and 2009-10. Life Science includes courses such as Human Anatomy and Physiology or Biology II. Any science course above Biology meets the requirements for the third science.

<sup>3</sup> 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 content and State assessment. World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21<sup>st</sup> Century shall be taken in consecutive order. The social studies content standards and objectives are constructed in such a way that information progresses sequentially through time periods and builds the foundation for successful achievement of the complex concepts that follow. 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.

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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.
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. Designation of these courses will be made by state-level administrators of career/technical and arts programs.

The following courses are approved for substitution:

- 1851 - Fundamentals of Illustration
- 1857 - Fundamentals of Graphic Design
- 1861 - Advanced Illustration
- 1859 - Advanced Graphic Design
- 1431 - Digital Imaging I
- 1727 - Drafting Techniques
- 0213 - Floriculture

<b>Chart VI (A) Adolescent (9-12) Electives (Effective July 1, 2004 – June 30, 2008)</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation.	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>READING AND ENGLISH LANGUAGE ARTS</b>	Journalism/Newspaper/ Yearbook Speech	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
<b>MATHEMATICS</b>	Algebra I Algebra II Algebra III Applied Mathematics 1 and 2 Geometry or Applied Geometry Pre-Calculus Trigonometry Technical Mathematics	Algebra/Geometry Preparation Calculus Conceptual Mathematics Integrated Mathematics I, II, III, and IV Probability and Statistics Mathematics college courses AP Mathematics courses
<b>SCIENCE</b>	Advanced Biology (11-12) Advanced Chemistry (11-12) Advanced Environmental/ Earth Science (11-12) Advanced Physics (11-12) Human Anatomy and Physiology CATS 10 (Effective for students entering grade 9 in school year 2005-2006)	Biology -Technical Conceptual (11-12) Chemistry - Technical Conceptual (11-12) Physics - Technical Conceptual (11-12) Science college courses AP Science courses
<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
<b>HEALTH</b>	Any courses required to satisfy a concentration	Other health courses based on student need and interest
<b>PHYSICAL EDUCATION<sup>1</sup></b>	Any courses required to satisfy a concentration and one lifetime physical education course <sup>1</sup>	Other physical education courses based on student need and interest
<b>THE ARTS</b>	Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Other courses in the arts based on student need and interest
<b>CAREER CONCENTRATIONS</b>	Four specified courses within a concentration/pathway	Other courses based on student need and interest
<b>DRIVER EDUCATION</b>	One course	Other driver education courses based on student need and interest

**Chart VI (A) Adolescent (9-12) Electives Continued**

	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
<b>TECHNOLOGY</b>	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
<b>TECHNICAL EDUCATION</b> Note: Schools must provide students access to skilled and entry-level technical preparation in a minimum of four of the following career clusters: <ul style="list-style-type: none"> <li>• Arts and Humanities</li> <li>• Business/Marketing</li> <li>• Engineering/Technical</li> <li>• Health</li> <li>• Human Services</li> <li>• Science/Natural Resources</li> </ul>	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	Other technical education courses based on student need and interest
	30% of students in grades 11-12 must have access to four units in a technical concentration and two technical electives	Other courses based on student need and interest
	An additional 30% of students in grades 11-12 must have access to two units in a technical concentration	Other courses based on student need and interest
<b>CAREER DEVELOPMENT</b>	Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal coursework, web-based or independent studies, or other alternative means	

<sup>1</sup>. 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. Those schools needing to develop alternate programs shall not be required to implement this program until the school year commencing 2006.

**Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 2008)**

	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation. <sup>1</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</b>	A minimum of four College Board AP Courses 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 Creative Writing Library/Media Technical Writing Broadcast Journalism
<b>MATHEMATICS</b>	Algebra II Algebra III Geometry or Applied Geometry Pre-Calculus Trigonometry Conceptual Mathematics College Transition Mathematics <sup>2</sup>	Calculus Integrated Mathematics I, II, III, and IV Probability and Statistics Mathematics college courses AP Mathematics courses
<b>SCIENCE</b>	Physics Earth Science Human Anatomy and Physiology	Conceptual Physics Science college courses Biology II Chemistry II Physics II AP Science courses
<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
<b>HEALTH</b>	Any courses required to satisfy a concentration	Other health courses based on student need and interest
<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 AP Physical Education
<b>THE ARTS</b>	Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Other courses in the arts based on student need and interest AP Arts Courses

<b>Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 2008) Continued</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
<b>CONCENTRATIONS</b>	Four specified courses within a concentration	Other courses based on student need and interest
<b>DRIVER EDUCATION</b>	One course	Other driver education courses based on student need and interest
<b>TECHNOLOGY</b>	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
<b>CAREER/TECHNICAL EDUCATION</b> Note: Schools must provide students access to concentrations in a minimum of four of the following career clusters: <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>	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	Other career/technical education courses based on student need and interest
	30% of students in grades 11-12 must have access to four units in a career/technical concentration and two career/technical electives	Other career/technical courses based on student need and interest
	An additional 30% of students in grades 11-12 must have access to two units in a career/technical concentration	Other career/technical courses based on student need and interest
<b>CAREER DEVELOPMENT</b>	Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal coursework, web-based or independent studies, or other alternative means	

<sup>1</sup> Any College Board AP course or IB Program taught by a trained AP/IB teacher may substitute for a course related graduation requirement.

<sup>2</sup> College Transition Mathematics must be offered annually based on results of the State's college readiness benchmark assessment.

<sup>3</sup> 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 (B) 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.

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 college, other post-secondary education, and 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.

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.

**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.

**6.3. 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)

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.

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 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, 4, 5, 6, 7, 8 and 11 shall be assessed at the grade level in which they are enrolled by the West Virginia Test of Educational Standards (hereinafter WESTEST) to be administered in the spring of each year or the West Virginia Alternate Performance Task Assessment to the WESTEST. Beginning in school year 2008-2009, all public school students enrolled in grades 3, 4, 5, 6, 7, 8 and 11 shall be assessed at the grade level in which they are enrolled by the West Virginia Test of Educational Standards (WESTEST) to be administered in the spring of each year or the West Virginia Alternate Performance Task Assessment to the WESTEST. See W. Va. 126CSR14, WVBE Policy 2340, West Virginia Measures of Academic Progress (hereinafter Policy 2340), Section 4.2.

9.1.2. All public school students enrolled in 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grades, except those participating in the West Virginia Alternate Performance Task Assessment to WESTEST, shall participate in the Writing Assessment with accommodations and/or modifications as determined by their respective IEP Teams, Section 504 Committees or LEP Committees. (Policy 2340, Sections 3.1 and 4.5)

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, 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, 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, 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 Framework for High Performing 21<sup>st</sup> Century School Systems 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 Support Team.** Each county school system shall have a County School Support Team which is responsible for supporting all county schools identified for improvement. The County School Support 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 Support 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 Support 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 Support 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 Support 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 Support Team.** Each school identified for improvement shall have a School Support Team. The members of the School Support 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 Support 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 Support 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 Support Team concerning additional assistance that is needed by the school or the School Support Team as the school implements the plan.

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** - Courses provided by The College Board which are advanced in terms of content and performance expectations for the age/grade level of students and provide credit toward graduation and possible college credit or advanced standing upon passing an examination through The College Board.

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 Support 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 support 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. **Robert C. Beach Vocational Agriculture Credit** - A science credit available to students with a declared entry or skilled level major in vocational agriculture who will, upon their successful completion of a unit of credit in an approved vocational agriculture course above grade 10, be exempt from the third unit of science credit required for graduation. Students with declared majors in vocational agriculture at the professional level are required to take four units of science as defined by this policy and W. Va. 126CSR44C, WVBE Policy 2520.3, 21<sup>st</sup> Century Science Content Standards and Objectives for West Virginia Schools for graduation. (See Chart V)

13.79. **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.

13.80. **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.

13.81. **School Support 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 support team members are appointed by the principal and may include representatives from the Curriculum Team, Faculty Senate, Technology Team, and/or LSIC.

13.82. **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.

13.83. **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.

13.84. **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.

13.85. **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.

13.86. **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.

13.87. **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.

13.88. **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.

13.89. **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.

13.90. **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.

13.91. **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.

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

13.93. **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.

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

13.95. **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 Quality of Education: Regulations for Education Programs

Type of Rule:     Legislative     Interpretive     Procedural

Agency: WV Department of Education

Address: Building 6, Room 617  
1900 Kanawha Boulevard, East  
Charleston, WV 25305

Phone Number: 558-3199      Email: khuffman@access.k12.wv.us

### Fiscal Note Summary

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

The proposed revisions to Policy 2510—Assuring Quality of Education: Regulations for Education Programs will have a positive impact on costs and revenues of state government by removing prescriptive requirements for time allocations and scheduling specifications. Policy revisions are designed to allow flexibility for decision making that addresses unique local issues, while maintaining the state's emphasis on rigor in its 21<sup>st</sup> century curriculum and assessment.

### 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.

Effect of Proposal	FISCAL YEAR		
	Current Increase/Decrease (use "-" )	Next Increase/Decrease (use "-" )	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	\$ 0.00	\$ 0.00	\$ 0.00
Personal Services			
Current Expenses			
Repairs & Alterations			
Assets			
Other			
2. Estimated Total Revenues	\$ 0.00	\$ 0.00	\$ 0.00

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

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

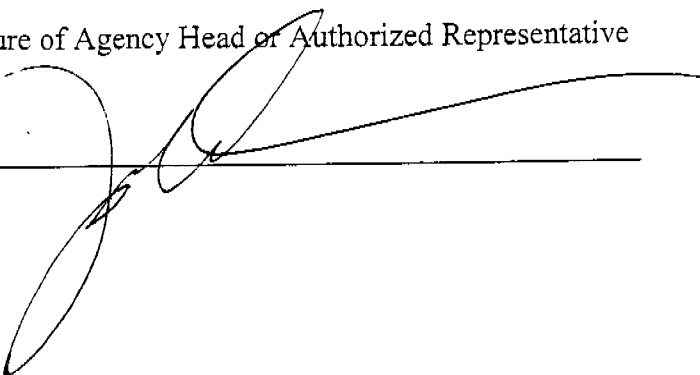
Recommended policy revisions are designed to provide local flexibility to avoid additional expenditures.

### 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.

In at least two areas of the policy, specific requirements that involved additional personnel are eliminated (Transition English, Technology) and the specific requirements for one area of policy (Chemistry) are postponed for two years.

Signature of Agency Head or Authorized Representative

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a long horizontal stroke and a large loop at the end.

Date

3-3-08

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

***Comment Log***

**March 14, 2008 – April 14, 2008**

Action  
 N: No Response  
 NA: Not Accepted  
 A: Accepted

Type  
 - Negative  
 + Positive  
 o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/17/08	Becky Berry University High School Teacher 991 Price Street Morgantown, WV 26505 Role: Teacher	<p><b>§126-42-1. General.</b>            High school social studies sequence should not take effect until new social studies textbooks are adopted (in 2011) OR new textbooks for social studies should be adopted in 2009 to accommodate the change in sequence. (New social studies books were purchased in 2004)</p>	NA/-	<p>WVBE policies addressing content were changed together to align with the new WESTEST assessment. Textbook adoption occurs on a rotation schedule. All content areas are affected in the same way unless their textbook adoption happens to occur in the same year that the policy is changed and that the assessment is adopted.            The 20<sup>th</sup> and 21<sup>st</sup> Century Studies, encompassing the World and the place of the U.S. in it in the 20<sup>th</sup> and 21<sup>st</sup> Centuries should be taught sequentially after World to 1900 and U.S. to 1900. To offer 20<sup>th</sup> and 21st Centuries Studies before the World History course (which covers from the beginning of man to 1900) would not provide students the opportunity to grasp a clear sense of historical time, as is recommended by the</p>

3/17/08	<p>Dan Berry University High School Teacher 991 Price Street Morgantown, WV 26505 Role: Teacher</p>	<p>High school students, in order to increase relevance and rigor in the 21st century, should be afforded the opportunity to replace World Studies with Advanced Placement Human Geography. Many of the current world studies CSO's may be found in the AP Human Geography outline, as outlined by College Board.</p>	NA/-	<p>National History Standards and the Bradley Commission.</p> <p>AP Human Geography is not an appropriate substitute for World History to 1900 and would not assure alignment with the state social studies assessment. AP Human Geography is entirely different World History to 1900 in that World History to 1900 focuses on the World content within the context of specific time periods and depth that is not addressed in AP Human Geography. AP Human Geography could substitute for the 20th and 21st Century World Studies course taught in the 11<sup>th</sup> grade. However, there are 17 CSOs in 20th and 21st Century World Studies that are not covered by AP Human Geography that would also need to be addressed to assure alignment with the social studies assessment.</p>
3/17/08	<p>Ruth A. Bland Green Bank Elementary/Middle School Principal Rt. 1 Box 5 Green Bank, WV 24944 Role: Principal</p>	<p>I am very concerned with the reduction in the amount of health education that will be taught in the middle school years. A recent study indicated that a large percentage of females age 14 and under is contracting HPV at record numbers. Pocahontas County has the highest rate of tobacco usage, alcohol addiction, drug addiction, heart disease and cancer disease.</p>	NA/°	<p>The current language in Policy 2510 does not prohibit a school from scheduling students in health education each year. The language in Policy 2510 instead requires that the minimum cumulative time scheduled for health education over a three-year period must equal 18 weeks. The intent of policy language is to encourage more time in health education to address many of the issues and concerns that you raise. The message and</p>

		<p>Without an effective, consistent health education program in the early grades and at the middle school level, we are asking for trouble. Health should be taught each year in the middle grades - no less.</p>		<p>skills that students need change as they mature and this happens very rapidly in the middle school years. Health education concepts should be taught each year because the risk influencers increase as students enter the middle school and move on to high school.</p>
3/17/08	<p>Ruth A. Bland Green Bank Elementary/Middle School Principal Rt. 1 Box 5 Green Bank, WV 24944 Role: Principal</p>	<p>Limiting music and visual arts in the middle grades as proposed is not in the best interest of children. Many students have talents that lie within the performing arts areas. By limiting choices, students will become frustrated and bored with total academics all the time. Limiting these choices will not produce 21st Century Learners - it will produce students that do not appreciate or value the arts.</p>	A/°	<p>The proposed policy revision does not, in itself, place a limit on music and visual arts in the middle grades, but, instead, places the burden on the local district/school to assure that in creating flexibility in the schedule, the appropriate emphasis on the Arts is not compromised.</p>
3/17/08	<p>Melinda Brown Teacher 1307 Peacock Lane Fairmont, WV 26554 Role: Teacher</p>	<p>As a math teacher I agree with the algebra change!!!</p>	N/°	
3/18/08	<p>Brenda Burke-Cremeans Putnam County Schools &amp; WVSU 411 Green Acres Hurricane, WV 25526 Role: Teacher</p>	<p>There must be implemented a state-wide curriculum for high school. It is difficult for students who move (with family) to catch up at another school. In addition, when a student is attending one school that requires more credits for graduation than one in another</p>	NA/°	<p>Policy 2510 graduation requirements are required for all 55 counties. Introduction to the Majors has been removed as a graduation requirement.</p>

		<p>county, that student transfers to avoid taking needed classes.  <b>WE WOULD HAVE TIME TO "GET IN"</b> our classes if Intro to Majors did not take up an entire semester (9 weeks for 9th grade and 9 weeks for 10th grade). The scheduling, career goals, etc. could well be done in a health/career class OR in mentor groups.  <b>FOREIGN LANGUAGE</b> in junior high or middle school: Absolutely not unless they are taught by an in-house teacher who maintains the same standards as those in the high school.  <b>THANKS FOR PERMITTING</b> teachers to comment...</p>	<p>NA<sup>o</sup></p>	<p>The overall goal is for West Virginia students to experience longer quality sequences of world language study at earlier ages. Research shows that the intensity of daily study over an articulated sequence of years will yield the most positive proficiency outcomes.</p> <p>The current Policy 2510 language regarding foreign language affords counties greater flexibility in scheduling and logistical issues while continuing to promote best practice and positive proficiency outcomes. Once the policy is approved, the WVDE will provide technical assistance to districts and schools regarding best practice and scheduling models.</p>
<p>3/18/08</p>	<p>Danny Simons  112 Kidd Ave.  Stonewood, WV 26301  Role: Parent-Family</p>	<p>I would think that with all of the studies showing how obese are children are in this state that we would allot more time for activities such as playtime, recess and physical education classes in the school day. It's a shame that k-2 only requires 30 min three times a week for our children. You may want to consider allotting 45 minutes per day 5 days a week for physical activities. This would accomplish 2 things, 1) allow the</p>	<p>NA<sup>o</sup></p>	<p>The current language in Policy 2510 does not prohibit schools from scheduling more time for physical activity. Policy language currently requires "...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</p>

3/19/08	James C. Lynn South Harrison High School Science Department Chair R. 1 Box 58 Lost Creek, WV 26385 Role: Teacher	children to get exercise and 2) give them a break from a curriculum that, in my opinion, is pushing our children way to hard.	NA <sup>o</sup>	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..."
		My comments concern the added graduation requirements for science and a change needed in the science 8 program. Even though these policies have already been passed; there is no reason why they cannot be revisited. All members of our science department are strongly against the adding of the chemistry requirement. We are also strongly against adding the third science requirement for all students that was done several years ago. We only have a limited number of teachers to teach all classes. These requirements are greatly hampering our ability to offer a solid college preparatory curriculum. West Virginia has a responsibility to train students in the professional category to succeed in college. Adding requirements without adding additional faculty and lab rooms forces us to water down the curriculum to meet the needs of entry level students and students with special needs. The extra classes necessary to accommodate		Much consideration has been given to concerns you raise in your comments; however, these concerns are outweighed by overwhelming evidence that our nation's students are no longer prepared for the 21 <sup>st</sup> century international requirements in science and math. Our challenge is to provide the necessary professional development to assure that our state's teachers can provide the kind of instruction needed to prepare our students in these important subjects.

		<p>these requirements forces us to eliminate more advanced elective courses.</p> <p>Another concern is the CATS 8 course. Our science faculty has observed a significant lack of knowledge of Earth Science. Many questions on the WESTEST are from Earth Science. The CATS program falls far short of preparing the students for the WESTEST in Earth Science. A simple solution to this problem would be to replace CATS 8 with Earth Science 8. The proponents of CATS will say that Earth Science is addressed in the CATS CSOs. The reality of the situation is that the Earth Science CSOs are usually last on the list and many teachers never cover them.</p>		
3/19/08	<p>Michael L. Lemley Buckhannon Upshur High School Science Dept Chairperson 50 B-U Drive Buckhannon, WV 26201-9411 Role: Teacher</p>	<p>With regard to Page 2: The required course in Chemistry. The policy now states that for 2008 and 2009 freshman, 'Life Science' or 'Earth Science' may be substituted for the chemistry requirement. We currently have a course called Earth Science, but there is no course description or CSO's for a class called "Life" Science. Does "Life Science" mean "A life science", such as Anatomy and Physiology,</p>		<p>While there is no specific course called named Life Science; the interpretation of the "Life Science" term used in Policy 2510 includes any biology related courses such as Human Anatomy and Physiology or Biology II. The Human Anatomy and Physiology course is an elective that is required to be offered by the schools. The Biology II course is not required to be offered and is new to the course offerings of Policy 2530.35. The "Life Science" term would also include such courses as</p>

		<p>Biology II, or AP Biology? Since no such "Life Science" course exists, I believe this point needs much more clarification as to exactly which courses can be counted as requirements for graduation.</p>		<p>Microbiology, Zoology, and Botany (as well as other Biology related courses that have met the stipulations of 5.6.7)</p> <p>Also, 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.</p>
3/19/08	<p>Lou Maynus WVDE State Mathematics Coordinator RR 3 Box 635 Fayetteville, WV 25840 Role: Professional Support</p>	<p>Page 27 Under "electives required to be offered" ...Algebra I is not listed</p> <p>Page 27 Under "optional electives" ...Algebra III is not listed</p> <p>May we add these?</p>	A/+	<p>Algebra I and Algebra III have been added as indicated.</p>
3/19/08	<p>Dale Blevins RESA II Math Mentor/Retired Math Teacher 665 Buffalo Creek Road Huntington, WV 25704 Role: Professional Support</p>	<p>I noticed Chart VI B (effective July 2008) did not have Algebra I listed in either the required or optional MATH ELECTIVES columns. I understand the hope that students take, and pass, Alg. I in the 8th grade. But the reality is that an Alg. I class needs to be offered at the high school level for those who</p>	A/+	<p>Algebra I and Algebra III have been added as indicated. 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</p>

3/19/08	Marty Soltis Jefferson County Schools 110 Moedington Ave Charles Town, WV 25414 Role: Professional Support	don't. It should be in the required list - but if not, at least put it in the optional list. Without the Applied I & II option for algebra credit either the failure rate will climb or the Alg. I class will become a shell of what it is suppose to be to avoid the high failure rate.		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. 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.
3/19/08	John McKown Chemistry Teacher/Assistant Principal	Fully support the acceptance of certain state-approved Career Technical Education courses to be used to meet art requirements for graduation.  I am writing this in response to policy 2510 which is out for public comment. I am very concerned about the provision in policy 2510	N/+  NA/-	Much consideration has been given to concerns you raise in your comments; however, these concerns are outweighed by overwhelming evidence that our

Wirt County High School  
Elizabeth, WV 26143

that will make chemistry a required credit for every student. I am a seasoned teacher with 11 years experience teaching chemistry. I feel that chemistry is a very important and relevant topic for students to study. I feel that a large percentage of high school students would greatly benefit from a chemistry course. However, I feel that the policy, as is, will cause one of only two possible outcomes. The first possibility is that students lacking the required math skills will simply fail. Asking students that do not excel in mathematics to apply higher level math skills in a chemistry class is nothing more than setting students up for failure. The second possibility is that chemistry teachers will bow to the prevailing wind of mediocrity, teach to the mean-ability level and water down the curriculum.

It has been said that the proposed changes in the math curriculum will ensure that all students will have the pre-requisite skills needed to be successful in chemistry. I would respectfully argue that requiring higher level math courses for all students will not ensure that

nation's students are no longer prepared for the 21<sup>st</sup> century international requirements in science and math. Our challenge is to provide the necessary professional development to assure that our state's teachers can provide the kind of instruction needed to prepare our students in these important subjects.

all students master the required skills. Math teachers will be placed into the same predicament mentioned above and I feel that the net result will be a watered-down math curriculum. Every science teacher and math teacher that I have spoken with has voiced a similar opinion.

If we, as a state, are serious about ensuring that all students have a solid mathematical foundation I would suggest the following course of action. Algebra I should have a new end of course exam developed. It should be developed by math teachers from across the state and based on the WV CSO's. Every high school/middle school in the state teaching Algebra I should then have the data from this end of course test published for the public to see. If a student does not pass the end of course exam they should be denied credit for the course, required to take the course again and not enrolled in any further math courses until they do. This would ensure that the strength of the curriculum remains sound and that students have the foundational math skills needed to be successful

3/20/08	Cynthia Burke Sherrard Junior High School Teacher 1000 Fairmont Pike Wheeling, WV 26003 Role: Teacher	in higher level math and science courses. I recently attended a Best Practices Institute in Charlottesville, VA. At this conference my belief that time is a major factor impacting student achievement was reinforced. A group of presenters (middle-school) from a high-achieving urban school in North Carolina with a large free-and-reduced lunch population was surprised to find that 80 minute mathematics courses were not the rule. Several of these teachers were 8th grade Algebra teachers and could not believe that our classes were a mere 45 minutes per day. West Virginia teachers are in the classroom with their students approximately 1/2 the time that these teachers are meeting with their students. The results achieved by these West Virginia teachers are a credit to their efforts. We are, however, short-changing our students when we ask them to compete with students who have had twice the time in a mathematics classroom each year throughout their academic years.	A <sup>o</sup>	Because instructional time can be an issue, Policy 2510 provides flexibility at the local level to encourage districts/schools to find innovative strategies for scheduling instructional time to assure student mastery in mathematics.
3/20/08	Patricia Coulter Clay County High School Teacher/ Science and	I am disappointed that the details of this policy have not been ironed out, especially for Mathematics.	NA <sup>o</sup>	The WVDE has communicated these proposed changes in Policy 2510 to county superintendents via two webinars

	<p>Math 1 Panther Drive Address2: Clay, WV 25043 Role: Teacher</p>	<p>We are having a terrible time trying to decide what to do for next year. We have materials and teachers to find and students to advise and schedule. There are books that have to be ordered and selected and we are being given precious little to go on.</p>		<p>and during a special meeting with county superintendents during the WVDE District Leadership Team Conference on March 4, 2008.</p>
3/20/08	<p>Melissa Farley University High School Teacher 991 Price Street Morgantown, WV 26508 Role: Teacher</p>	<p>I notice that Algebra 3 is not listed as a math elective. I was a member of the committee that developed the CSO's for this course and currently teach it at my school. My students take it as a dual credit course, receiving College Algebra credit (3 hours) from WVU. I can attest that this is a rigorous and relevant course. It is richly infused with 21st century teaching and learning skills. It is heavily reliant on technology which is highly emphasized by Policy 2510. I strongly urge your consideration in adding it to the list of math electives and would be glad to answer any questions that arise from this comment.</p>	A/+	<p>Algebra III has been listed as a math elective in Policy 2510.</p>
3/21/08	<p>Leonard Carrico 402 2nd Ave W P O Box 16 Knierim, IA 50552 Role:</p>	<p>Don't want to see wrong done to students 60+yrs ago?? Probably still exist in all states.</p>	N/°	
3/26/08	<p>Joyce Fisher</p>	<p>2.2. Each county education</p>	A/°	<p>Instructional leaders at the school and</p>

<p>Parent  1009 Wildrose Lane  Harpers Ferry, WV 25425  Role: Parent-Family</p>	<p>program shall provide the necessary resources, including technology, to ensure that students attain high standards of performance. At early levels, students will achieve (and maintain) proficiency in the basic skills of reading, writing, mathematics, 21st century learning skills and technology tools. Achievement 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 (DEFINE ADEQUATE--less than high quality lower than quality-average) system of professional development, appropriate (DEFINE APPROPRIATE--is this base on age or level of achievement- or what a local county budget appropriated) instructional material!  s, and reliable assessment</p>		<p>district levels are prepared to determine the definitions of adequate and appropriate in accordance with WV State Code and WVBE policies.</p>
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3/26/08	<p>Dennis Adkins  Science Teacher WWHS  411 Ewart Ave.  Beckley, WV  Role: Teacher</p>	<p>measures, to realize the West Virginia Education Goals (as set forth in W. Va. Code §18 1 4) listed in Section 3.</p>	<p>I think my greatest concern is with all the revision the science program is undergoing there seems to be no revision of the 5-8 science. As a 9th grade science teacher for the past 3 years + 1 year back in 2002-2003 with a different school district I found most entering freshmen to be woefully unprepared for the rigor of the expectations delineated in the 9th grade objectives. Given the broadness of the science curriculum in general and the scatter shot approach in which most teachers taught the topics he or she is comfortable with students have very mixed backgrounds (although consistently they are usually well grounded in life and earth sciences while very unprepared in the physical sciences) it almost sets up many students for failure before they even begin.</p> <p>I recommend that any overall of the science program in this state (which is greatly needed) needs to start from the bottom up.</p>	NA <sup>o</sup>	<p>Because the new WESTEST is being developed at this time, Policy 2520.3 is not open for changes; however, up to 10% of the CSO-related items can be modified beginning next year.</p>
3/26/08	Kelly Goff	This is good news for the children		NA <sup>o</sup>	It is the intent that students in the

<p>280 Deerfield Circle Kingwood, WV 26537 Role: Parent-Family</p>	<p>that are good students but not particularly good in math. I am a college graduate of FSC and only had Algebra I and Geometry in high school. I know I would have really struggled with Algebra II, trigonometry and calculus. I can see that my daughter is going to be the same in math that I was. I think higher level math is fine for those kids that can do it but for most children, the higher levels of math just cause a lot of frustration. The kids that don't have the cognitive abilities for this higher math will struggle. How are the children on IEP's going to keep up as well? I will agree to have four math classes to graduate but not to require them to be Algebra II and above. I think by doing this we are setting a lot of children up for failure. They have enough pressure on them as it is.</p>	<p>professional pathway 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 courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.</p> <p>It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.</p> <p>Because of the extreme importance of</p>
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				<p>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. 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.</p>
3/26/08	Janie Merendino Math Coach	I would like to comment on the additional support for Algebra I.		It is the intent that students in the professional pathway will take

<p>200 Gaston Ave Fairmont, WV 26554 Role: Professional Support</p>	<p>The facts are clear that a majority of our high school graduates do not do well on the ACT in mathematics and that scores dip in the middle school. I believe the reason is due to the lack of understanding of the concepts of fractions, decimals and percents. This opinion is held by the National Math Panel as well. This is why I feel there needs to be a determiner about Algebra after 7th grade math, before students take algebra in 8th grade and fail it. Failure leads to a disinterest in any future math class. Also if students take Algebra support and Algebra I at the same time, there needs to be a set of content standards and an end of course exam for the course. Algebra support should not be a time to do Algebra I homework. Another note- preventing the failure of an understanding of fractions, decimals and percents needs to be addressed in the intermediate grades. These teachers are not math specialists and they teach these concepts from a purely skill based approach. Professional Development needs to address these areas with 4 - 6 grade teachers. They teach as they were</p>	<p>mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.</p> <p>It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.</p> <p>Because of the extreme importance of mastery of the Algebra I content</p>
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		<p>taught, not a conceptual way at all. Thanks for allowing this comment opportunity.</p>	<p>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. 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.</p>
3/31/08	<p>Angela Merrifield Rt. 7 Box 573G Fairmont, WV 26554</p>	<p>If the goal is to have students in grades 9-12 taking a math class every year, then why are we</p>	<p>It is the intent that students in the professional pathway will take mathematics annually, but must take at</p>

	<p>Role: Teacher</p>	<p>requiring them to take four years STARTING in eighth grade? Are you anticipating their poor preparation and failure? Most students don't have the abstract thinking at age 13 to understand Algebra. Shouldn't these students be honing their math skills before entering into a class they aren't ready to complete?</p>	<p>least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.</p> <p>It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.</p> <p>Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students</p>
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3/31/08	Cynthia Burke Marshall County Schools Teacher 1000 Fairmont Pike	I have copied the following from NCTM correspondence--I believe we are attempting to address all but the TIME issue:	N/°	<p>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. 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.</p>
				<p>It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades</p>

<p>Wheeling, WV 26003 Role: Teacher</p>	<p>National Teacher of the Year's Thoughts on Closing the Achievement Gap</p> <p>Jason Kamras, a Washington, D.C., math educator, spoke on closing the math achievement gap at NCTM's 2007 annual meeting.</p> <p>Kamras, the 2005 National Teacher of the Year, believes teachers, schools, and districts can help reduce educational inequities using these strategies:</p> <ul style="list-style-type: none"> <li>• Have high expectations of students</li> <li>• Increase instructional time</li> <li>• Use data-driven instruction:</li> </ul> <p>Base teaching on systematic assessment of student learning</p> <ul style="list-style-type: none"> <li>• Use context-based instruction: Put math in a meaningful, interesting context</li> <li>• Build relationships with students</li> </ul>	<p>9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.</p> <p>It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.</p> <p>Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students who need additional time to master</p>
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3/31/08	Deborah Mahoney Weir High School Guidance Counselor 100 Red Rider Road	Our faculty has asked me to relay the message that not all kids fit the same criteria for pathway and learning and it sounds as if you	NA <sup>o</sup>	<p>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. 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.</p>
				<p>The Algebra Support class is designed to support the mastery of the Algebra I Content Standards and Objectives. West Virginia is addressing the conceptual</p>

Weirton, WV 26062  
Role: Professional  
Support

want to fit everyone in the same pattern and tracking. We believe that our kids who are not college bound should have academic choices in which they can succeed. There should be more math choices. We should be teaching consumer math, and other types that will be more beneficial to our vocational students. Not everyone should be required to have geometry and upper level math. You are doing these kinds of students an injustice, and discouraging them, while setting them up for failure. Why not make them smarter consumers in the real world? They need to learn decimals, fractions, measurements, balancing checkbooks, how to figure out loan and percentage rates, so that they can be wiser consumers. Why are we forcing an academic pathway on everybody? Some kids just are not academically inclined. We have to meet AYP and yet the drop-out rate of kids who are discouraged is increasing. We have thrown students into the mix that should not be. Many of our Special Ed needs specialized one on one and smaller classes. Even if there are

understanding of fractions, decimals and percents as outlined by the National Math Panel. Consumer mathematics is a component of the Algebra I course.

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. It is further recommended that students who

two teachers in the classroom, the slower ones are hurting, as well as, our other ones who are academically inclined. In a classroom with 25-30 students you are asking the impossible for the teacher to be able to reach each and every one of them. Someone is going to suffer and it is the students. Teachers are becoming more frustrated, as are the students. There should be core classes taught to the ability of the students and not directed to be taught all in one class. This is a ridiculous notion and is not helping WV educational system. We agree that all students should be educated, but by forcing them all into upper level math and sciences, you are extinguishing the skilled by discouraging them to further try, as they see these courses as useless and a roadblock for a diploma.

Professional pathways and skilled should have their own set of requirements and different academic course requirements. Our society needs occupational diversity and stratification. You are doing an injustice to all students. Maybe had more students learned everyday common sense

are in the most need of continuous math instruction be enrolled in at least one math course each year in high school.

		<p>courses, the loan debacle in our country would not have happened?</p> <p>Finally, we feel that you have failed to take into account that not all IQ's are the same, and that there are simply those that will never be academic material, but they will be solid workers in our society.</p> <p>As Bill Cosby says, "Come On, People"!</p>		
<p>3/31/08</p>	<p>Linda Grose Elkins High School Math Teacher 100 Kennedy Drive Elkins, WV 26241 Role: Teacher</p>	<p>I have taught all levels of mathematics in Randolph County for more than thirty years and have seen requirements change numerous times and be repeated. There is a great need for Algebra Support as a math credit for many of our students. I have taught the Algebra Prep course followed by Algebra I to the same group of students for an entire year and it has been very successful. I presented this concept at an SREB conference and it was viewed by other states as an innovative method of getting our students to be successful. This should not be looked at as a lowering of standards, but a method of giving our students the necessary background to be able to improve test scores AND the confidence to</p>	<p>A<sup>o</sup></p>	<p>Much consideration has been given to concerns you raise in your comments; however, these concerns are outweighed by overwhelming evidence that our nation's students are no longer prepared for the 21<sup>st</sup> century international requirements in science and math. Our challenge is to provide the necessary professional development to assure that our state's teachers can provide the kind of instruction needed to prepare our students in these important subjects.</p> <p>It is the intent that students in the professional pathway 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 courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra</p>

proceed to higher levels of mathematics. When they have a tough time in Algebra I and Geometry, largely due to the lack of background, students opt to take as little math as necessary and to avoid the upper level courses. I have been teaching long enough to see this happen many times.

II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

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

3/31/08	Christina Gouzd 51 Pine Lane Fairmont, WV 26554 Role: Teacher	Students and teachers cannot cope with ANY more requirements without learning and morale in our schools suffering greatly. These requirements are not taking into account students' differences and the differences in their educational goals. NOT EVERYONE NEEDS ALGEBRA I! Also, it is a huge mistake to require	NA <sup>o</sup>	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. 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.
				Workplace readiness and college readiness include similar skill sets. It is the intent that students in the professional pathway 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 courses or virtual school courses, for students in the professional pathway is Algebra I,

freshmen to take World History. It is too complicated and vast for their level, and better suited for older students. **RETHINK YOUR GUIDELINES--YOU ARE DROWNING US WITH REQUIREMENTS!** A student, who could've graduated in 4 years, meeting the old requirements, and attended a technical school, learning a valuable and profitable trade, might now get so discouraged by the added requirements that he/she will drop out and never obtain a diploma.

Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

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

3/31/08	Beth Daugherty John Marshall High School Math Dept. Head/Teacher 1300 Wheeling Ave. Glen Dale, WV 26038 Role: Teacher	I am concerned about the lowest level student who might not be ready for Algebra 1. I think that the state should let a pre-algebra class count for a math credit, as one of the 4 credits needed for graduation.	NA <sup>o</sup>	<p>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. 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.</p>
				<p>Much consideration has been given to concerns you raise in your comments; however, these concerns are outweighed by overwhelming evidence that our nation’s students are no longer prepared for the 21<sup>st</sup> century international requirements in science and math. Our challenge is to provide the necessary professional development to assure that our state’s teachers can provide the kind</p>

3/31/08	Cynthia Zawojski Monongalia County Tech Ed Ctr. Instructor Rt. 1 Box 189 Independence, WV 26374 Role: Teacher	I have been a vocational teacher for 27 years - I am concerned about what our students are being taught - when and where. For example, our students were recently given the Work Keys Test - and if those students (high school) do not score high enough then I, the high school vocational teacher, am put on a 'plan of improvement' - me the high school teacher. I have not had these students for their last 10 or 11 years of schooling -but at my level - high school level- I have to come up with some plan to make the students next year do better on this test. Why is it my responsibility? Education is a progression of learning - and it appears that we wait until high school to correct or adjust what the student has or has not learned. And at whose expense???	NA/°	of instruction needed to prepare our students in these important subjects.  Allowing children to repeat middle school mathematics in high school has been shown to create a negative effect on student achievement.
		The Work Keys test is a federal requirement, and is not required by Policy 2510. Revisions in Policy 2510 also assure a course sequence and electives that are aligned with the professional or skilled pathways and that include a career concentration.		

		<p>most of us do. Vocational courses are electives and if a student has flunked a required course then that student who wants to attend vocational classes is hard pressed to do so. And most every time a new policy comes out there is some obstacle that these students must overcome in order to take vocational classes and for many it is too late. I would think that, if anything, new policies would provide for our students to get vocational training. A lot of young people want to be a doctor - they can take a medical training class; or they want to be an engineer - take a drafting or electrical class. And for high school students these classes are FREE!</p> <p>I would encourage those who are writing these policies to consider how these requirements will affect our students. I also want to produce a "better" student and at the same time we need to prepare them for the real world of work.</p> <p>I am in agreement with the changes in the mathematics requirements. There are many students that need additional time to master the content of Algebra I. Pairing an</p>	A <sup>o</sup>	
3/31/08	Charles W Higginbotham Randolph County Schools Teacher HC 76 Box 1 Helvetia, WV 26224			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

	<p>Role: Teacher</p>	<p>Algebra Support credit with an Algebra credit will prevent many students from dropping out of the educational process. The Transitional College Math class needs to be implemented as soon as possible. The new requirements have made too many students attempt Trig. I probably have more D students in my current Trig class than I have had in the past 17 years of teaching Trig at Tygarts Valley High School.</p>		<p>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. 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.</p>
3/31/08	<p>Karen Kirby Calhoun Middle/High HC 89 Box 118 Mt Zion, WV 26151 Role: Principal</p>	<p>The proposed changes will greatly benefit small school systems with scheduling.</p>	A <sup>o</sup>	
3/31/08	<p>Pat Egbert</p>	<p>Algebra I at the 8th grade level is</p>	A <sup>o</sup>	

4/2/08	<p>Role: Teacher</p>	<p>highly recommended for those students who are mathematically ready and at a maturity level to handle the time requirements to be successful. These are the students who will be on the Professional pathway, but in our county not chosen until the end of 8th grade (which most parents and students feel is too early). I ask that a majority of 8th graders continue with the CSO's of Mathematics 8 to further enhance their mathematical background and that the word recommend be only for those that already have mathematical basics. Algebra I can be experienced at Grade 9 and then yes, please do have some type of help for those that will struggle with those abstract concepts, such as Algebra Support with a mathematics credit for both. Thank you.</p>	NA <sup>o</sup>	
	<p>Lou Maynus WVDE Mathematics Coordinator 1900 Kanawha Boulevard East Charleston, WV 25305 Role: School System Staff</p>	<p>Please consider stronger wording that requires all students to complete Algebra I by the end of ninth grade. The current wording allows a "loop hole" for schools to put students in Algebra Support during the 9th grade and Algebra in the 10th grade. I am receiving lots of phone calls from educators</p>		<p>Policy 2510 language is consistent with your recommendation for Algebra Support and Algebra to be provided in the same year but does allow the local district flexibility in how students are scheduled, along with the responsibility for assuring that the priority of the selected scheduling option is to provide students the best possible opportunity to</p>

across the state that says this is now no different from how they taught Applied I and Applied II. I do explain the difference but this misconception is prevalent across our state. This will be a step backward for mathematics education in West Virginia. We cannot expect student mathematics achievement (WV Math ACT scores) to increase if we do not support instruction using current research.

Research below supports teaching Algebra I and Algebra Support during the same school year:

Some school districts that have adopted a policy that all ninth-graders take algebra typically have eliminated general mathematics, consumer mathematics, and pre-algebra courses. Research suggests that this is a positive step toward raising standards for all students, and a direction that should lead to greater equity for students who have traditionally (and disproportionately) occupied the lower-level courses (RAND, 2003). Although many schools have done away with traditional track sorting,

succeed in mastery of the Algebra I CSOs

There is no intent in Policy 2510 to provide a "loophole" for schools to place students in Algebra Support during 9<sup>th</sup> grade and Algebra in 10<sup>th</sup> grade. After lengthy discussions involving input from education stakeholders statewide, including heads of the Division of Curriculum and Instruction and the Office of Instruction, Cabinet-level staff, and WV Board of Education members, consensus was reached to use the language that currently appears in Policy 2510. WVDE will now have the responsibility to communicate the intent of this language and to assure that districts statewide adhere to the intent of the policy language and support them in their efforts to implement these requirements.

hidden forms of tracking persist. In one common situation, students are divided by perceived ability under the same course label. For example, an algebra course might sort students into fast and slow speeds of learning, so that by the end of the year students in the same class have not had the same opportunity to learn (AERA, 2006). Slowing down student course-taking is what average-impact schools typically do, but it limits their ability to continue in the college prep course of study and keeps them from catching up (Education Trust, 2005). We need to learn to intervene without slowing down... Interventions must combine practice in material not yet mastered with instruction in new areas... Yet the need for remediation cannot be allowed to exclude these students from instruction in new ideas... It is perfectly appropriate, even advisable, to group those students who do not understand a concept or skill, find the time to reteach the concept or skill, and provide additional practice. At the same time those students should be

4/2/08	Judy Pomeroy RESA IV Mathematics Coordinator 404 Old Main Drive	<p>participating with a more heterogeneous mix of students in regular classroom instruction (CDSM, 2006). Frequent monitoring (at least weekly) of student progress. Results of frequent assessments are used to form small groups of students for instruction, practice, and reinforcement in the skills and concepts with which they are struggling. Small group support takes place in addition to whole class instruction (Lee, 2002). A longitudinal study of over 1,000 low-achieving and at-risk 6-8 grade students found that students placed in heterogeneous "universal acceleration" courses with "workshop" support had greater gains in achievement and continued to enroll in upper level math courses at greater rates than those placed in traditional remedial courses that slowed down instruction. This finding confirms earlier studies at the elementary level (Levin, 2006).</p>	NA <sup>o</sup>	
		Algebra I and Algebra Support should address the same West Virginia Content Standards and Objectives at the same time. The		Policy 2510 language reflects the attempt to be consistent with your comment and respect the wide variety of scheduling issues faced by schools statewide:

<p>Summersville, WV 26651  Role: School System Staff  Posted: 2008-04-02</p>	<p>Algebra Support class can allow students to obtain a deeper understanding of the mathematics. The additional instructional time should help teachers identify student misconceptions, and address different learning styles. If possible, the greatest impact for increased student achievement would probably be seen if the two teachers (Algebra Support and Algebra I) had common planning.</p> <p>Many students have struggled when Algebra was taught with a gap of time between the courses. For example, taking the course in the spring of 9th grade, then finishing during the fall or spring of 10th grade. Research appears to indicate that the proposed idea of Algebra I and Algebra Support taught concurrently can improve the achievement and depth of understanding for students who have struggled in the past. I applaud WVDE for considering the power of teaching these courses concurrently.</p> <p>I hope you will be able to change some of the wording in the policy so that counties will see the need to</p>	<p>“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. 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.”</p>
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4/3/08	Shirlene Pocahontas County Schools Spanish Teacher RR. 2 Box 52 S Buckeye, WV 24924 Role: Teacher	offer both of these courses at the same time. Otherwise, the possibility exists that the Applied Mathematics I and Applied Mathematics II model and concepts will continue. Another concern with continuation of the model currently being used in our schools is the possibility that some students may not be able to take Geometry until they are in the 11th grade. It seems that we are moving a step back instead of a step forward with the rest of the world. I believe foreign language should be required at 5-6 grade level also if not sooner. It is well known that the earlier it is taught, the easier it is to learn a foreign language. The current language suggests they be taught but doesn't require it which leaves principals to leave foreign language last when it comes to scheduling. Consider making it a mandate that we teach exploratory at a 5-6th grade level, leaving Principals and other staff to give foreign language the respect it deserves! After all, any student desiring to continue a college career must recognize that the more foreign language, the more likely he/she is to get the Job he/she	NA/-		The overall goal is for West Virginia students to experience longer quality sequences of world language study at earlier ages. Research shows that the intensity of daily study over an articulated sequence of years will yield the most positive proficiency outcomes. The current language affords counties greater flexibility in scheduling and logistical issues while continuing to promote best practice and positive proficiency outcomes. Once the policy is approved, the WVDE will provide technical assistance to districts and schools regarding best practice and scheduling models.
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		<p>desires. We must move forward with the rest of the world not only in technology but also with regards to foreign language. It is sad when some third world countries require a second language from 1st grade and we, a rich advanced nation, don't. !</p> <p>I realize there is shortage but this shortage of teachers is brought about because we cannot offer them full time jobs since the mandates are so weak. Why become a FL teacher only to teach a couple courses a day or be made to run from school to school all day. Foreign language needs to become a CORE subject taught under the same strict guidelines and mandates.</p>		
4/3/08	<p>Stephanie Eye Hardy County Schools Teacher 303 Caledonia Heights Rd Moorefield, WV 26836 Role: Teacher</p>	<p>I think that it is extremely important the 8th grade students are able to take Algebra I. I would like to see the opportunity for this to be made mandatory and definitely not rewarded to make it more optional. I hope that changing the wording is reconsidered. I believe this only makes it easier for counties to say that this is not necessary. And for counties like ours that are continually in the red, without making it mandatory they will not</p>	A/°	<p>There is broad agreement in the importance of enrolling more 8<sup>th</sup> grade students in Algebra I. The importance of assuring that these students are adequately prepared to successfully complete Algebra I cannot be overstated.</p>

4/7/08	<p>Anna Kelley John Marshall High School Teacher 1300 Wheeling Ave Glen Dale, WV 26038 Role: Teacher</p>	<p>even considering offering it to our students, even if it is beneficial to them.</p> <p>I currently teach several lower level classes of math students and based on my observations I think these revisions should be accepted. By allowing students to take two math classes and gain an Algebra credit for one and a general math credit for the other would benefit my students greatly. It would be in the best interest of my students to be able to work into an Algebra class at a slower rate and still get credit for their work.</p>	A <sup>o</sup>	
4/7/08	<p>Angela Lott 304 Maple street, Davisville, WV 26142 Role: Parent-Family</p>	<p>I am writing about a question I have. I have looked all over this site and cannot find my answer or who to contact. I will be speaking to my son's school principal but also wanted to talk to someone else about it, because I have discussed other issues with this principal but she is not interested or she blames the problem on the child. My son who is 6 years old..has been taken on a field trip 2 times this school year without my knowledge. I always thought they had to have a permission slip signed by the parent before they could be taken anywhere or at least the parent</p>	NA <sup>o</sup>	

4/8/08	Mary Beckelhimer Putnam County School Director of Technology 9 Courthouse Drive Winfield, WV 25213 Role: School System Staff	<p>would be notified that they would be taking a trip. I do not mind that my son went on a field trip..its the fact that I knew nothing about it..and they took him without my permission. This is the 2nd time I have had problems with this teacher and principal and wish to talk to someone about it. Thank you for your time.</p> <p>While I appreciate the added flexibility in the middle school schedule resulting from changes in 5.5.1, I am concerned that students will not be prepared for the 8th grade technology assessment. By removing the recommended technology course in middle schools, all teachers become responsible for the CSOs in 2520.14. Often, when everyone is responsible for something, everyone assumes that someone else will cover it.</p> <p>An additional concern is that middle school teachers will focus technology use on preparation for WESTEST II (Writing Roadmap, Skills Bank, I-know, Acuity, etc.) to the point that lab time will not be available to technology integration</p>	NA/°		<p>Given the variety of scheduling configurations statewide, the leadership in each district and school must assure that students will be provided the opportunities within the core courses to enable them by the end of 8<sup>th</sup> grade to demonstrate technology literacy and skills to meet the standards set forth in WVBE Policy 2520.14.</p>
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4/8/08	Andrew Harper 10 Corey Drive Poca, WV 2 Role: Teacher	<p>into the curriculum. Last year I had numerous complaints from middle school teachers who could not get lab time because principals required language arts teachers to complete two Writing Roadmap activities per month. When Acuity becomes available, I foresee this problem getting worse. For some students, the required technology course may be the only time that they use some of the 21st Century tools that will be assessed.</p> <p>Overall, I think that the changes made to the policy are very positive.</p>	NA/-	
		<p>I believe offering a required 7 and 8th grade foreign language credit is stupid. The state should mandate a study skills class or a current events class. These classes are relevant to students at hand. Students are not made to think, but to "throw up" knowledge. The text books today are just fact books not teaching/ learning tools.</p> <p>The study skills class is where students can learn specific skills applicable to all subject areas of life not just academic settings. We are all learners and will learn new</p>		<p>The overall goal is for West Virginia students to experience longer quality sequences of world language study at earlier ages. Research shows that the intensity of daily study over an articulated sequence of years will yield the most positive proficiency outcomes. The current language affords counties greater flexibility in scheduling and logistical issues while continuing to promote best practice and positive proficiency outcomes. Once the policy is approved, the WVDE will provide technical assistance to districts and schools regarding best practice and</p>

		<p>skills everyday and in order to do that teachers must teach a study skills class or keep thing together.</p> <p>A current events class is also great class where teachers can discuss world events and then show connections to the past with the present. (ex. Desert Storm/ Shield with the current military action in Iraq) Even go father with the Crusades of the Middle Ages. Show the future generation, who will be our next leaders, the mistakes of our generation and not to repeat them.</p>		scheduling models.
4/9/08	<p>Ailey Lovejoy Riverside High School Teacher 1 Warrior Way Belle, WV 25015 Role: Teacher</p>	<p>I personally have a problem with the new requirements for the high school science curriculum. I understand there may be issues finding qualified chemistry teachers for all students by their third year and that is why suggestions have been made to substitute a "life science" and "earth science" class for that credit. If we want to improve the state of the science curriculum here in West Virginia, we cannot substitute courses that are not going to challenge our students. In my nine years of teaching, "life science" has been a severely diluted version of</p>	NA/-	<p>While there is no specific course called named Life Science; the interpretation of the "Life Science" term used in Policy 2510 includes any biology related courses such as Human Anatomy and Physiology or Biology II. The Human Anatomy and Physiology course is an elective that is required to be offered by the schools. The Biology II course is not required to be offered and is new to the course offerings of Policy 2530.35. The "Life Science" term would also include such courses as Microbiology, Zoology, and Botany (as well as other Biology related courses that have met the stipulations of 5.6.7)</p> <p>Also, additional courses not identified in</p>

4/15/08	<p>Mark Witzberger Cameron HS Teacher 61 Maple Avenue Cameron, WV 26033 Role: Teacher</p>	<p>biology that made a comeback during the disastrous integrated science era. If we are already considering substituting credit for chemistry, why not allow credit for classes we already have CSO's for such as: AP science courses, physics, anatomy, etc.?</p>		<p>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.</p>
	<p>I hope this is the proper box, because the math proposal is extremely important.</p> <p>IF, Algebra 1 is the lowest level of math to count as a math credit for graduation, then it is absolutely vital that the weaker skilled math students be permitted to take Algebra 1 over 2 class periods. As one who teaches students with weak math skills, this is the only way that they can grasp the required CSO's.</p> <p>I applaud the recognition of this in the new proposal. At the same time I also feel compelled to state that many students need a consumer math class to count as a math credit. This is a topic I would be willing to talk about at any time.</p>	<p>N/-</p>		<p>It would appear that Policy 2510 already addresses the concerns in your comment:</p> <p>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</p>

4/15/08	<p>Pamela Butcher  Title: Principal  1945 E. Mt. Lookout Rd.  Mt. Lookout, WV 26651  Role: Principal</p>	<p>Thanks</p>		<p>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. 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.</p>
		<p>I am addressing changes to Policy 2510 Sections 5.3.1 and 5.4.1. After working so hard for more stringent standards and objectives, why are we "dumbing down" the requirements for the most important instruction of the school day? I feel that a minimum of 60 minutes of the 90 minute reading block should be uninterrupted reading. Time for language arts (spelling, grammar, writing mechanics) should be provided outside the reading block. A minimum of 120 minutes should be required for reading AND language arts, (30 minutes whole group direct instruction, 60 minutes small group instruction, and 30 minutes spelling, grammar, writing mechanics). The instruction for</p>	NA/-	<p>There is no intent in the revised language of Policy 2510 to "dumb down" the reading requirements. Instead, the intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery.</p>

4/15/08	<p>Sherry Craigo Putnam County Schools Reading/LA Curriculum Specialist 9 Couthouse Drive Winfield, WV 25213 Role: School System Staff</p>	<p>spelling, grammar, and writing mechanics does not need to be during the uninterrupted block.</p> <p>The 90 minute reading block (or 120 minutes) has been proven to be effective in the teaching of reading. By eliminating it in the 3rd grade, you are giving classroom teachers the option of not teaching reading for a significant amount of time. Third grade is a critical time for students to develop more refined strategies for reading and comprehension. If a student enters 3rd grade reading at a lower level than other students, it is imperative that they receive adequate instruction. Many 3rd grade teachers will not teach reading effectively without being required to do it. I would like to see the 90 minute requirement extended to 3rd, 4th and 5th grade.</p>	NA/-	<p>The intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery.</p>
4/15/08	<p>Joyce L. Evans Marion County Teacher/ECE Coach Address: 543 Pike Avenue Monongah, WV 26554 Role: Teacher</p>	<p>I was ok with this. I really think that whoever is writing is thinking about the classroom from a teacher's perspective and I like that. Counties need more responsibility to meet the needs of their students. Counties are very different; therefore, flexibility best meets needs of students.</p>	A <sup>o</sup>	
4/15/08	Tom Boothe	Regarding the proposal to limit the	NA <sup>o</sup>	The current language in Policy 2510 does

	<p>Teacher PO Box 134 Durbin, WV 26264 Role: Teacher</p>	<p>teaching of Health during the middle school years, I totally disagree with this idea. Our own governor has over the past years made his wishes known of the importance of daily physical education. Health is the other part of this subject area that must be required for all grades during the middle school years. If you were to attend my health classes each Tues. and Thur. during the school year, you would know the importance of offering health during the middle school years. The question that students ask tells me that they sure aren't gaining very much health ed. in their homes! Also, there is a great difference in a sixth grader and an eighth grader and the types of health needs that are left to us to support. Please reconsider this proposal and require that Health be offered as part of the middle school curriculum during grades 5-8.</p>		<p>not prohibit a school from scheduling students in health education each year. The language in Policy 2510 instead requires that the minimum cumulative time scheduled for health education over a three-year period must equal 18 weeks. The intent of policy language is to encourage more time in health education to address many of the issues and concerns that you raise. The message and skills that students need change as they mature and this happens very rapidly in the middle school years. Health education concepts should be taught each year because the risk influencers increase as students enter the middle school and move on to high school.</p>
4/15/08	<p>Rebecca Hatfield Teacher/Mason County RF Project Director 8254 Huntington Road Gallipolis Ferry, WV 25515 Role: Professional</p>	<p>In reference to 5.3.1(K-2) and 5.4.1(3-4), please consider these additions.  5.3.1: After the second sentence add "A minimum of 45 minutes of the uninterrupted block will be</p>	NA/-	<p>The intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery.</p>

	Support	<p>reading."</p> <p>5.4.1: After the second sentence add, "A minimum of 90 minutes will be uninterrupted reading.</p> <p>Research has proven that students need consistency when learning to read. Teachers without the scientific based knowledge about reading may structure their time without giving consideration to a minimum amount of time spent on reading.</p> <p>As written this policy is weakening the position that the WVDE Leadership team has been working to strengthen. Without providing a strong front and specific time restrictions for the subjects of reading and math, these area's may allow students to regress instead of moving our children forward.</p> <p>I know firsthand how much the Reading First program in our county has helped to move our children forward and adopting a weaken policy is not the way for WV schools to move into the 21st Century.</p>	A/°	
4/15/08	Tom Deadrick	I support the changes made to SBP	A/°	

	<p>Marion County Schools Associate Superintendent 200 Gaston Avenue Fairmont, WV 26554 Role: School System Staff</p>	<p>2510. In particular I support the changes to the programmatic level time allocations and the options provided in offering foreign language at the middle school level.</p> <p>All of the proposed changes are good in allow more flexibility at the local level.</p>		
4/15/08	<p>Robert Wiseman John Marshall Chemistry Teacher 1300 Wheeling Ave. Glen Dale, WV 26038 Role: Teacher</p>	<p>It is good to have expectations but they must be reasonable expectations. Expecting every student to take and pass a REAL Chemistry course is as unrealistic as expecting every student to take and pass a REAL algebra 1 course or that there will suddenly be an influx of QUALIFIED chemistry teachers in two years.</p>	NA/-	<p>Much consideration has been given to concerns you raise in your comments; however, these concerns are outweighed by overwhelming evidence that our nation's students are no longer prepared for the 21<sup>st</sup> century international requirements in science and math. Our challenge is to provide the necessary professional development to assure that our state's teachers can provide the kind of instruction needed to prepare our students in these important subjects.</p>
4/15/08	<p>Thea Christian Southside K-8 School Literacy Facilitator P.O. Box 334 War, WV 24892 Role: Teacher</p>	<p>As an early literacy facilitator at my school, I know the importance of uninterrupted early reading instruction on a child's early success.</p>	A/°	
4/15/08	<p>Lee Jackson Social Studies teacher for 39 years</p>	<p>I would like to give you my feelings about changing World History from 10th grade to 9th grade.</p>	NA/-	<p>Revisions to Policy 2510 require these courses to be taken in consecutive order to assure maximum understanding of the material to be covered and alignment of content and State assessment: World</p>

I have taught World History for 35 years. When I first started teaching the World it was in the 11th grade. I feel that was the best place for it.

In 1991 it was changed to the 9th grade with the new textbook adoption cycle. With the next textbook adoption it was changed to the 10th grade.

I did not and do not like the idea of changing it to the 9th grade.

World History covers so much material and covers a long span of time. 9th graders have much greater trouble grasping the concepts than 10th graders. The experiment in 1991 showed the weaknesses of the idea.

In addition to that, if it is to be changed to the 9th grade, why would it be done one year before the next social studies textbook adoption? This will cost counties a great deal of money for textbooks which will be used for one year and then replaced.

Thank you.

Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21<sup>st</sup> Century. The 20<sup>th</sup> Century U.S. History course referred to here has been referred to incorrectly. The correct title is 20<sup>th</sup> and 21<sup>st</sup> Century Studies, encompassing the World and the place of the U.S. in it in the 20<sup>th</sup> and 21<sup>st</sup> Centuries.

Two years ago, in preparation for this policy revision, high school teachers and county coordinators were surveyed. The survey responses were positive toward the revision because of the two year-period allowed for the revision to take place. (Please see additional rationale provided in the response to Ms. Becky Berry above.)

4/15/08	Linda S. Stack 551 Crawford Ave. Star City, WV 26505	<p>This is in response to an article in the paper of March 31, 2008 regarding the new policies that the State Board of Education is considering. I have read through the policy on the Internet (which was a rather tedious job). I am the mother of three children who have been, or are going through, the Monongalia County school system. My twin daughters have both obtained their undergraduate degrees from WVU and both are pursuing additional degrees and/or a Masters in School Counseling. One daughter was the recipient of the Promise Scholarship and was in the first class of Promise Scholars who completed their educations in four years with the scholarship. My husband is a professor in the College of Human Resources and Education at WVU and I am a paralegal in a litigation firm in Morgantown.</p> <p>I currently have a son who is in the 8<sup>th</sup> grade at Suncrest Middle School. My son was born in mid-August so he is always one of the youngest in his class. My son is on the "professional" pathway getting ready to schedule for his freshman</p>	NA <sup>o</sup>	<p>The overall goal is for West Virginia students to experience longer quality sequences of world language study at earlier ages. Research shows that the intensity of daily study over an articulated sequence of years will yield the most positive proficiency outcomes. The current policy language affords counties greater flexibility in scheduling and logistical issues while continuing to promote best practice and positive proficiency outcomes. Once the policy is approved, the WVDE will provide technical assistance to districts and schools regarding best practice and scheduling models.</p> <p>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</p>
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year at Morgantown High. Here are my concerns with what I have heard and read concerning this new policy.

First, my son is taking Spanish which when he started was required to be two years of instruction for one high school credit unlike previous years when my daughters took it in middle school. I went ahead and put him in that class against my better judgment, but wanting him to get a "leg up" on his credits for high school. Now, after just 1 year of that policy it has been changed back to only requiring the students to take the foreign language for 1 year to get the 1 credit. What kind of compensation does the school board plan on providing for these students who have already lost one year of a class from their education because of this ill-thought-out policy? The entire Spanish class has been a fiasco from the beginning of this year. The teacher does NOT seem to be qualified for the position and many of us fear she is just a "foreign language" person is not an "educator." I too fear that my son, after having 2

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. 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.

Personal responsibility and financial education such as were referenced in your comments are taught in the required 12<sup>th</sup> grade civics course. Social Studies teachers are trained to teach personal finance, as it is a part of economics, which is a social science. Examples from these two Civics Standards include, but are not limited to the right to: use money; donate money; acquire, use, transfer, and dispose of property; choose one's work; change employment; join labor unions and professional associations; evaluate issues that involve minimum wage, consumer product safety, taxation, checks and balances, etc.

Other standards that are addressed in Civics include the roles of the citizen in

years of Spanish is going to go into the high school and be unprepared for Spanish II which should never be the case after having two years of instruction instead of one.

Second, my son also took Algebra I this year since he plans on the professional pathway. He took this course without the "blessing" of his 7<sup>th</sup> grade teacher even though he was in the "compacted" course including both 7<sup>th</sup> and 8<sup>th</sup> grade math. He has struggled at times with the Algebra, but continues to have a B average. I would like for him to be able to take the "Algebra Support" class, but since he already had Algebra I in 8<sup>th</sup> grade that support class is not available to him. **This should be corrected.** If the child does not feel ready to go on to Geometry and will struggle there as well you are setting up a child for failure or at the least a lot of frustration that could have been avoided by allowing the student to take the Algebra Support class in the 9<sup>th</sup> grade with the Geometry class or take the Geometry in the 10<sup>th</sup> grade. Let me add here that the Algebra I teacher at Suncrest, Mrs. Swineford, is a SAINT and

American democracy; the responsibilities of citizens; personal responsibilities: students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

has been a big help to my son this year especially during the ISE days when she can offer 1-1 instruction. My daughters had her too and I am thankful that she was still there for my son.

I am afraid after knowing what I know about some of the students, not in Morgantown but in other counties that my daughter has done her internship in, that requiring even the "skilled" pathway students to take Algebra I and Geometry is setting up many of these students to fail and eventually drop out. I can see the drop-out rate sky rocketing in the near future when these students are not able to do what you think they all should be able to. My daughter has students who worry more about getting beat up at home, getting something to eat, getting their siblings up and ready for school, and being a "parent" to themselves, their siblings and their parents than they will be able to worry about whether or not they can pass Algebra I and Geometry to graduate. She works with many students in her school who have been in Applied Math for two or three years and still cannot pass the

class. **These are the students who will drop out!** If my son were to get behind in your "requirements" and be able to graduate with his class I will tell him to drop out, get his GED, and apply for college early instead of trying to please a Board of Education that is out of touch with reality.

What worries me is that you will realize that this policy too is a mistake after a year or two and change this policy as well again messing with the poor students who will enter 9<sup>th</sup> grade in 2008-2009 as you did with the foreign language policy in their middle school years. When my son's class enters high school the poor counselors will have different graduation requirements for EVERY class! That is crazy! How do you expect the students and parents let alone the counselors to keep up with the requirements that CHANGE ON A WHIM EVERY SINGLE YEAR?

A physician friend of mine was asked by his wife (who has 2 children in high school now) the other day did he REALLY use all the math and science that is

required for him to get his M.D. After thinking for awhile he had to admit that no, he does NOT use the math and/or a lot of the science that he was required to take to get his degree. Why can't the schools teach something PRACTICAL, even to the "professional" pathway students like what was taught at the Arthurdale Schools in Preston County when Eleanor Roosevelt set up the schools and had one of John Dewey's students as the principal? Each child should know how to do the following upon graduation from high school:

1. Balance a check book (with or without a calculator);
2. Make a budget for themselves or their family;
3. Know how to apply for a job (make up a resume) and know the proper way to dress and handle yourself in an interview;
4. Know how to make up a grocery list of everyday needed items (have some idea how much they cost);
5. Know what questions to ask when looking at a house or apartment to live in (know the discrimination laws);

6. Know where to go to set up utilities for that house or apartment;
7. Know how to check the oil, tire pressure, and other necessary fluids on a car;
8. Know how to change the oil in your car (yes, even girls should know how);
9. Know how to change a tire (again, girls need to know too); and
10. Know the labor laws that apply for their age group (whether they are old or young).

The list could go on and on, but I think you get where I am coming from. Many of these items listed require reading and other English skills, math skills, and other skills necessary in the real world. Too many of our children get out of high school and still can't function in society because they don't know the basics. Too many of us parents just assume that because our children grew up in a middle class home that they will be able to function properly. That just isn't true – I have seen way too many students graduate with no common sense at all! They may have all the

		<p>book knowledge in the world, but they don't have a clue about "real" life.</p> <p>Thank you for your consideration of my idea and thoughts. I do hope that you all take a long hard look at your requirements before implementing something that will just have to be changed again shortly and/or consider implementing some "common sense" things into the curriculum.</p> <p>If you have any questions or need anything further, please feel free to contact me at my office number (304-599-4229) from 9-5 Monday through Friday. Very truly yours,</p>		
4/16/08	<p>Steve Glendenning Jefferson High School Theatre Director 304-725-8491 ext. 2295</p>	<p>As a theatre educator I find it disturbing that the State Board of Education would consider incorporating courses such as desktop publishing, interior design, and other related works in the realm of 'The Arts'. Though these courses may have an artistic aspect, they do not by definition meet what most artists consider to be: Art.</p> <p>The arts allow students to explore the most visceral human behaviors, interactions, thoughts, beliefs, sounds, visions, and feelings. The</p>	A/+	<p>Language has been added to Policy 2510 to assure that the substitution of career/technical courses for the required arts credit is based on the arts related content of these courses as determined by state-level representatives of career/technical and arts programs reflecting National Arts Content Standards criteria and other similar standards.</p>

			Arts make students behave. The Arts make students do the one aspect no other course in any curriculum can: Create. Art teachers help our students learn human interactions, realistic human feelings, and realistic human emotion. Most importantly, Art teachers help students to feel. There is no other course that does that. We help students feel and emote feelings of want, belonging, need and desire. Please do what you can to not allow this amendment to Policy 2510.		
			<b>§126-42-5. Program Definition</b>		
3/17/08	Jill Farle Guyandotte Elementary Title I Reading 236 Carrington Ct. Huntington, WV 25701 Role: Teacher		I think this will be great that there is more flexibility and that these blocks will be removed. This is exciting to see that things will get better for Title I interventions and for the teacher to teach things in their discretionary time period. Thanks!	A <sup>o</sup>	
3/17/08	Kimberly Burris Educator Title I Teacher Rt. 1, Box 618A Point Pleasant, WV 25550 Role: Teacher		A minimum of 60 minutes per day of uninterrupted reading should be left in the policy - especially for grades 3-4 although I would like to see that for grades 5-6 also.	NA <sup>o</sup>	There is no intent to diminish the emphasis on the importance of reading and the time needed for reading instruction. Instead, the intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student

3/17/08	Candace Strader East Bank Middle School Principal PO Box 897 East Bank, WV 25067 Role: Principal	I think that the reduction of required core minutes will help smaller schools to prepare and schedule. I also think that it gives flexibility in preparing a master schedule. Most middle schools would probably exceed the number of minutes, because of the length of the school day. I am glad to see some flexibility in the minutes required. We would not reduce the minutes of LA or math, but possibly add a time for reteaching or flex.	A <sup>o</sup>	mastery in reading.
3/19/08	Michael L. Lemley Buckhannon Upshur High School Science Dept Chairperson 50 B-U Drive Buckhannon, WV 26201-9411 Role: Teacher	With regard to Page 20 and 23: The required course in Chemistry. The policy now states that for 2008 and 2009 freshman, 'Life Science' or 'Earth Science' may be substituted for the chemistry requirement. We currently have a course called Earth Science, but there is no course description or CSO's for a class called "Life" Science. Does "Life Science" mean "A life science", such as Anatomy and Physiology, Biology II, or AP Biology? Since no such "Life Science" course exists, I believe this point needs much more clarification as to exactly which courses can be counted as requirements for	A/+	While there is no specific course called named Life Science; the interpretation of the "Life Science" term used in Policy 2510 includes any biology related courses such as Human Anatomy and Physiology or Biology II. The Human Anatomy and Physiology course is an elective that is required to be offered by the schools. The Biology II course is not required to be offered and is new to the course offerings of Policy 2530.35. The "Life Science" term would also include such courses as Microbiology, Zoology, and Botany (as well as other Biology related courses that have met the stipulations of 5.6.7)  Also, additional courses not identified in Chart VI may be offered to afford

3/19/08	Stefan Smolski Oak Glen High School Science Teacher 195 Golden Bear Drive New Cumberland, WV 26047 Role: Teacher	graduation.		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.
		"Life Science or Earth Science may be used in lieu of Chemistry or Conceptual Chemistry to satisfy graduation requirements for students entering 9th grade in 2008-09 and 2009-10." This change appears confusing. Biology is a life science. Which additional life science is being proposed to substitute for the chemistry/conceptual chemistry requirement? It is important for students to receive a well rounded science education. However, Charts VI (A) & (B) list few life sciences to meet the modified requirements. If students do not receive the chemistry course in 11th grade, how will this affect WESTEST performance by which AYP is based?	A/+	While there is no specific course called named Life Science; the interpretation of the "Life Science" term used in Policy 2510 includes any biology related courses such as Human Anatomy and Physiology or Biology II. The Human Anatomy and Physiology course is an elective that is required to be offered by the schools. The Biology II course is not required to be offered and is new to the course offerings of Policy 2530.35. The "Life Science" term would also include such courses as Microbiology, Zoology, and Botany (as well as other Biology related courses that have met the stipulations of 5.6.7)  Also, 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

3/20/08	<p>Robin Anglin  WVDE  Science Coordinator  1900 Kanawha Blvd  Building 6 Room 608  Charleston, WV 25305  Role: School System Staff</p>	<p>I have received several comments/questions about the "life science" term that is used on page 20. I have provided the following answer:</p> <p>We do not have a specific course called Life Science; the interpretation of the "Life Science" term used in the policy would include any biology related courses such as Human Anatomy and Physiology or Biology II. The Human Anatomy and Physiology course is an elective that is required to be offered by the schools. The Biology II course is not required to be offered and is new to the course offerings of Policy 2530.35. The "Life Science" term would also include such courses as Microbiology, Zoology, and Botany (as well as other Biology related courses that have met the stipulations of 5.6.7)</p> <p>5.6.7 Additional courses not identified in Chart VI may be</p>	A/+	<p>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.</p>
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		<p>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.</p> <p>Perhaps we should consider rewording this part of the document.</p>		
3/20/08	<p>Steve Pauley NITRO HIGH SCHOOL Teacher 1300 Park Avenue Nitro, WV 25143 Role: Teacher</p>	<p>I believe every child should have room for an elective class each year they attend high school. If elective credits are reduced to two electives, how will they explore any find they paths of education for which they are most suitable?</p> <p>Taking electives away year by year is hurting the student's choices, and restricting them from exposure to varied educational areas of interest.</p> <p>See Above! And why are there new requirements for the 2008-2009 incoming freshmen and the 2009-2010 freshmen? My goodness. How can we schedule to satisfy four different sets of</p>	NA	<p>Much consideration has been given to the issues you raise; however, the urgency to prepare the students in our schools today with 21<sup>st</sup> century skills makes it necessary to implement the revisions outlined in Policy 2510. The intent is purposeful course selection rather than removal of opportunities for electives.</p>
3/20/08	<p>Patricia Coulter Clay County High School Teacher/ Science and Math 1 Panther Drive Address2:</p>		NA/-	<p>Much consideration has been given to the issues you raise; however, the urgency to prepare the students in our schools today with 21<sup>st</sup> century skills makes it necessary to implement the revisions outlined in Policy 2510.</p>

	<p>Clay, WV 25043 Role: Teacher</p>	<p>requirements????? We only have so many people to work with and funding and monetary constraints, added to the large number of special education professionals we are required to have and the school funding formula which says we have plenty of teachers, is causing extreme difficulty in small rural schools. One in six of our students qualify for special education services. That means that a large number of our teachers are occupied with a maximum class of 10 while the rest of us have the bulk of the students. Finally, I have never understood why children who are in special education are taught at their ability level, and then tested on the WESTEST at their grade level. That is a travesty! How can we, with good conscience, teach a child at the fourth grade level and test him at the 10th grade level? It is the most unfair concept imaginable.</p>		
3/20/08	<p>William Park Nitro High School Teacher 1300 Park Ave. Nitro, WV 25143 Role: Teacher</p>	<p>Reducing elective availability will severely limit career avenues of our students and inhibit character education &amp; citizenship programs such as JROTC. This policy, in my opinion, is short-signed and negligent in its scope and</p>	NA <sup>o</sup>	<p>The motivation for the revisions in Policy 2510 is to provide local control for making decisions about providing programs such as the ones you mention in your comments.</p>

3/21/08	Linda Dyer Webster County High Counselor 1 Highlander Dr. Upper Glade, WV 26266 Role: Professional Support	<p>objectives. The consequences would be severe and far-reaching in the development of well-rounded, prepared citizen-leaders of tomorrow in our state and country. This policy represents a source of degradation to our state's educational system. Strongly against this policy!!</p> <p>I approve of most of the changes. However, I feel the exception allowing other sciences as an alternate to Chemistry should extend beyond 2010. I am concerned about the on-line learning experience. If this is integrated within a core class, in a somewhat controlled way, I would agree. However, as virtual school coordinator for our school, I find that only the most motivated student is capable of navigating the technicalities of such a course. Also, all students do not work well without a live teacher facilitating the learning. I also would like to see the option of college (dual) credit courses as an alternative to the AP course requirements. We are partnering with a local community college and students can receive several college credits (free or at a reduced cost) Since</p>	NA/-		<p>Much consideration has been given to concerns you raise in your comments; however, these concerns are outweighed by overwhelming evidence that our nation's students are no longer prepared for the 21<sup>st</sup> century international requirements in science and math. Our challenge is to provide the necessary professional development to assure that our state's teachers can provide the kind of instruction needed to prepare our students in these important subjects.</p>
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3/26/08	Jean A. Percy Educational Consultant Address1: P O Box 4209 Address2: City/State/Zip: Parkersburg, WV 26104 Role: Community Member	changing our Biology class from AP to dual credit, we have increased enrollment from less than 10 to 28. The same is true for our English and Social Studies classes. Students are more likely to take the course because the college credit does not rely upon the AP test, which nationally is passed by a very low percentage of students. Dual Credit classes are taught with the college syllabus and have the same rigor as AP courses, just not the one time test that AP requires for credit.	NA	There is no intent to diminish the emphasis on the importance of reading and the time needed for reading instruction. Instead, the intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery in reading.
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5.3 K-2

My work with the WVDE Reading Cadre for the last eight years has taught me that it is wise to set 90 minutes for reading as a MINIMUM in k-2 classrooms. The reading block MUST be uninterrupted. The 120 minute block of Reading First allows the classroom teacher time to do whole group instruction, small group instruction and literacy centers.

Research says that if reading is not in place by their grade, more time, money and personal will be devoted to those not making DIBELS benchmark scores. The English and writing integrates well with science and social. To force that into the 90 minute block will end up making the reading success of students drop.

The State is to have the Intensive Phonemic Awareness Program in place by fall 2010. This negates classroom instruction in the kindergarten classrooms for 10 to 15 minutes a day in the reading block in addition to the phonemic awareness in the core program. In the first grade phonemic awareness is to be taught in the classroom for

		<p>15 minutes a day for the first nine weeks in addition to the phonemic awareness taught in the core program. The students scoring the lowest scores in DIBELS are ranked and placed in the Intensive Phonemic Awareness Program for 3 days a week, 30 minutes a day for 12 weeks. The First grade students are in the program in the fall semester and the kindergarten students are in the program in the mid year semester.</p> <p>I have been the WVDE IPAP Technical Assistant for the WVDE IPAP for two years. The first grade results for success for the program from 2007-2008 are as follows.</p> <p><b>FIRST GRADE IPAP RESULTS</b></p> <p><b>DIBELS SCORES</b> Percentage of students in each scoring area</p> <table border="0"> <tr> <td>Phoneme Segmentation Fluency</td> <td></td> </tr> <tr> <td>Nonsense Word Fluency Total</td> <td></td> </tr> <tr> <td>Benchmark</td> <td>31%</td> </tr> <tr> <td>25%</td> <td>19%</td> </tr> <tr> <td>Strategic</td> <td>51%</td> </tr> <tr> <td>48%</td> <td>45%</td> </tr> <tr> <td>Deficit</td> <td>18%</td> </tr> <tr> <td>27%</td> <td>36%</td> </tr> </table>	Phoneme Segmentation Fluency		Nonsense Word Fluency Total		Benchmark	31%	25%	19%	Strategic	51%	48%	45%	Deficit	18%	27%	36%	A/+	Language has been added to Policy 2510
Phoneme Segmentation Fluency																				
Nonsense Word Fluency Total																				
Benchmark	31%																			
25%	19%																			
Strategic	51%																			
48%	45%																			
Deficit	18%																			
27%	36%																			
3/26/08	Ruth T. Snyder	As a teacher of Art pre k- Adult, I																		

<p>HC 80, Box 19  Harrisville, WV 26362  Role: Teacher</p>	<p>feel strongly that the student needs to take an art course along with his or her vocational courses. Many of the students entering high school have not had much in the way of basic art, in the elementary or middle levels due to cutbacks or lack of funding for arts teacher specialists. The classes that are taught in vocational need students to have a basic knowledge of color and design and background in Art, Artists, history of Art and style as it relates to culture and appreciation. This they can only get when taking an Art class.</p> <p>Even with the advent of the computer to do graphics the student still needs an understanding that only an Art class can give to succeed in this area. Disney a well known company, now in computer graphic animation still looks for students with skills in drawing, color, design and layout for its new group of animators.</p> <p>As an Art teacher that worked with our schools vocational teachers on a cross curriculum basis, both the vocational teacher and I noticed a vast improvement in students work when they were given basic art skills.</p>	<p>to assure that the substitution of career/technical courses for the required arts credit is based on the arts related content of these courses as determined by state-level representatives of career/technical and arts programs reflecting National Arts Content Standards criteria and other similar standards.</p>
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3/26/08	<p>Patricia Coulter  Clay County High School  Chemistry and Math  Teacher  1 Panther Drive  Clay, WV 25043  Role: Teacher</p>	<p>Offering Chemistry to all students is going to cause a severe hardship on all counties in West Virginia. Staffing, proper laboratory facilities and supplies are hard to come by. Also, this will cause hardship on students who are trying to take courses such as Environmental Science and Anatomy and Physiology. In a perfect world, it would be great for students planning to study medicine to take Biology, Chemistry, Biology 2, Chemistry 2, AP Chemistry, AP Biology, Physics and Anatomy and Physiology. But they also need courses like Clinical Concepts, Health Care Fundamentals and Psychology. The problem is they also are still in high school and need to meet the graduation requirements! They have English, History, Foreign Language, Phys Ed, Health, Fine Arts....</p> <p>How can we meet the requirements you are demanding without adequate funding and with an unrealistic student to teacher ratio calculation process? Our school has one in six students who are eligible for Special Education</p>	NA/°	<p>Implementation of the Chemistry requirement in Policy 2510 has been delayed to allow time to address the shortage of teachers and the resources needed. Much consideration has been given to concerns you raise in your comments; however, these concerns are outweighed by overwhelming evidence that our nation's students are no longer prepared for the 21<sup>st</sup> century international requirements in science and math. Our challenge is to provide the necessary professional development to assure that our state's teachers can provide the kind of instruction needed to prepare our students in these important subjects.</p>
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	<p>Anne Reed Kanawha County Schools Teacher 3300 Pennsylvania Ave Charleston, WV 25320 Role: Teacher</p>	<p>services and none of those include the Gifted student population. The disproportionate number of Special Education teachers in our school as compared to other schools leaves us short-staffed and unable to provide teachers for such basic requirements as Math and History. I hope you realize that the dropout rate with increase exponentially with the math credit requirements set so high. Right now a student can get diplomas online which require only two math credits. You have forced every average or right brained child to either quit or find another way to get a diploma.</p>	NA	
				<p>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</p>

				<p>two math credits toward graduation upon successful course completion. 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.</p> <p>Please see the response above to Anne Reed.</p>
	<p>Doris Parsons KCS Teacher 3300 Penn. Ave. Charleston, WV 25302 Role: Teacher</p>	<p>I am very concerned about the impact that the mathematics requirements will have upon the Special Education and low-average students in our schools. In many cases, students might never grasp the concepts in Algebra I, let alone 2 classes above that. I can see these requirements as a major factor in increasing the dropout rate, which is already too high.</p>	<p>NA/°</p>	
<p>3/31/08</p>	<p>Jane Kennedy Riverside High School Teacher, science team leader 1 Warrior Way Belle, WV 25015 Role: Teacher</p>	<p>Section 5.6 Chart V Adolescent (9-12) Graduation Requirements (Effective 2008-2009) There will be 3 credits required of science classes: Physical Science, Biology or Conceptual Biology, and Chemistry or Conceptual Chemistry. Other sciences have been added, Life Science (what course is this? Biology is already being required?) or Earth Science. Physics or Conceptual Physics should be added to this list!!!!</p>	<p>A/+</p>	<p>While there is no specific course called named Life Science; the interpretation of the "Life Science" term used in Policy 2510 includes any biology related courses such as Human Anatomy and Physiology or Biology II. The Human Anatomy and Physiology course is an elective that is required to be offered by the schools. The Biology II course is not required to be offered and is new to the course offerings of Policy 2530.35. The "Life Science" term would also include such courses as Microbiology, Zoology, and Botany (as well as other Biology related courses that have met the stipulations of 5.6.7)</p>

3/31/08	Robert W. Minney Marion County Counselor LTC, USA (Ret) RR 4 BOX 374 Fairmont, WV 26554 Role: Professional Support	Of 200 students in the 8th grade this year we had 14 capable of taking Algebra in the 8th grade. If you want them to be capable, start in the 2nd or 3rd grade to up the standards. To make every freshman take Algebra I in one year is to guarantee a high failure rate. Continue to allow those who need extra time to learn, to split Algebra I in two and take it in freshman and sophomore years.	NA <sup>o</sup>	Also, 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.
<p>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</p>				

				<p>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. 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.</p>
3/31/08	<p>Angela Merrifield Rt. 7 Box 573G Fairmont, WV 26554 Role: Teacher</p>	<p>Chart V B, for grades 9-12, does not list Algebra I. Ultimately, there will be students taking it for the first time or taking it over again in high school.</p>	A/+	Algebra I is now listed on the chart.
3/31/08	<p>Deborah Mahoney Weir High School Guidance Counselor 100 Red Rider Road Weirton, WV 26062 Role: Professional Support</p>	<p>We understand what you are trying to do, but it is impractical, and unreasonable. Please, rethink!!!!</p>	NA/-	
3/31/08	<p>Keith Butcher RESA-I Executive Director 400 Neville Street Beckley, WV 25801 Role: Professional Support</p>	<p>Section 5.3.1: A minimum of forty-five minutes must be designated for uninterrupted reading instruction. Section 5.4.2: Within the ninety minute block, at least forty-five minutes must be designated for uninterrupted reading instruction.</p> <p>Reading researchers, Scanlon and Vellutino, found that, of all the</p>	NA <sup>o</sup>	<p>There is no intent to diminish the emphasis on the importance of reading and the time needed for reading instruction. Instead, the intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery in reading.</p>

		<p>various foci of language arts instruction observed in the primary classroom, only the proportion of time that was devoted to analyzing the internal structure of spoken and written words reliably predicted differences in reading achievement at the end of first grade. It is essential that a minimum amount of time be designated for explicit reading instruction. If reaching mastery in reading by the end of third grade for all students is still a priority for West Virginia, then a designated time block must be preserved for reading instruction.</p> <p>Chart V(C), Footnote 5: Specific course content standards and objectives for the arts support the acquisition of 21st century skills such as creativity, communication, collaboration, and originality. I strongly believe that an arts credit should be awarded for successful coursework completed in dance, music, theatre, or visual arts.</p>		
3/31/08	<p>Holly Plunkett University High School Math Teacher 2004 Lakeside Est Morgantown, WV 26508 Role: Teacher</p>	<p>Re: 5.4.1 Doing MPIR review, several math teachers noted that their math lessons had to be given at the end of the day due to the ELA time requirement. I think this change may benefit both reading</p>	A/°	

		and math skills. Re: Chart VIB on page 27 I believe Algebra I should be required to be offered in each school, and Algebra III should be in the optional column. It would also be great if the College Transition Math Course could be called Transition Math - with the same CSOs as those determined, but preparing students for all opportunities that may await them after high school.		Algebra I and Algebra III have been added as indicated.
3/31/08	Karen Kirby Calhoun Middle/High HC 89 Box 118 Mt Zion, WV 26151 Role: Principal	The doubling of time to master Algebra I CSOs is vital. A solid foundation in Algebra I is a key to success in higher level courses.	A <sup>o</sup>	
3/31/08	Joseph Hunt Matewan High School Teacher 100 Tiger Lane Matewan, WV 25678 Role: Teacher	While I agree that added rigor is needed for students to succeed I feel that smaller schools are at a disadvantage. My school will have a difficult time, if not impossible meeting all of these requirements. We simply do not have the personnel that will be required. Also, I think it is a bit unrealistic to dump children who are MI in an Algebra I classroom and expect them to catch on like their peers.	NA/-	Please see the response above to Anne Reed and Doris Parsons.
4/2/08	Beverly Kingery Nicholas County Schools Superintendent	The following comment is provided for Policy 2510 Sections 5.3.1 (K-2) and 5.4.1(3-4).	NA <sup>o</sup>	There is no intent to diminish the emphasis on the importance of reading and the time needed for reading

<p>400 Old Main Drive Summersville, WV 26651 Role: Superintendent</p>	<p>Given that the ability to read fluently and comprehend is the cornerstone for success in learning, consider the following rewording of these sections.</p> <p>5.3.1. Add after the second sentence, "A minimum of 45 minutes of the uninterrupted block will be reading".</p> <p>5.4.1 Add after the second sentence, "A minimum of 45 minutes of the 90 minute block will be uninterrupted reading.</p> <p>Rationale for requested change:</p> <ol style="list-style-type: none"> <li>1) Time – Research of Wong and Wong, the National Reading Panel, Prisoners of Time, and the WVDE School Improvement Time Learning Module all support the importance and consistency of time in learning to read effectively at an early age.</li> <li>2) Success is expected in 21st century teaching and learning. Two factors point specifically to this success in numerous studies – the ability to read on level by the end of third grade and completion of Algebra I in ninth grade.</li> <li>3) Sporadic segments of learning time are confusing and</li> </ol>	<p>instruction. Instead, the intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery in reading.</p>
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4/7/08	Shauna Jones WV Department of Education School Counselor WV Children's Home School 109 Maple Street Elkins, WV 26241	<p>inconsistent for learning and retention of required reading skills particularly for struggling readers.</p> <p>4) The WVDE District Leadership meetings have emphasized sufficient time for learning. Why would a WVDE policy weaken that expectation particularly with foundational learning?</p> <p>5) Given the discretion of when and how much time to teach reading, some teachers unaware of the scientific research, may do students an injustice in structuring insufficient time for reading.</p> <p>I know firsthand the value of uninterrupted early reading instruction on a child's early success and will continue that practice in my county and classrooms regardless of a potentially weakened state education policy.</p>	A/-	
		<p>Reading requirement for grades 5-8: the change makes sense.</p> <p>Algebra I in 8th grade: "recommend" instead of "expect" will help, particularly with MI and severe LD students.</p> <p>Required course in chemistry: will still be challenging for MI students</p>		
		<p>Algebra II is not required for students in the skilled pathway—see underlined section below. It is the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. <u>The recommended course sequence in the skilled pathway is</u></p>		

	<p>Role: Professional Support</p>	<p>who struggle with basic Algebraic concepts.          College transition English course: makes more sense.          Students who need additional time to complete Algebra I: much, much better, though I still feel that requiring MI students--or any student not planning on traditional college--to take Algebra II is somewhat unreasonable.          Social Studies course sequence: makes sense.</p>	<p><u>Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II.</u> College Transition Mathematics must be offered annually and will be counted as a mathematics credit.</p> <p>For students who need additional time to master Algebra I, language was added to Policy 2510 as follows: "...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</p>
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				<p>math courses may grant students up to two math credits toward graduation upon successful course completion. 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..."</p>
4/8/08	<p>Dennis Albright Grant County Schools Assistant Superintendent 204 Jefferson Ave. Petersburg, WV 26847 Role: School System Staff</p>	<p>Offering foreign language for credit beginning in 7th grade is too early. This pushes the credits lower in the grades thus making it more difficult for financially strapped counties to offer electives/courses to upper classmen.</p> <p>Adding a 4th credit in math for many students will be nearly impossible thus causing some to pick the option of dropping out since they will be struggling to complete the 4 math credits.</p> <p>In lieu of AP offerings college classes/dual credit should also meet that requirement.</p>	NA/°	<p>The overall goal is for West Virginia students to experience longer quality sequences of world language study at earlier ages. Research shows that the intensity of daily study over an articulated sequence of years will yield the most positive proficiency outcomes.</p> <p>The current Policy 2510 language regarding foreign language affords counties greater flexibility in scheduling and logistical issues while continuing to promote best practice and positive proficiency outcomes. Once the policy is approved, the WVDE will provide technical assistance to districts and schools regarding best practice and scheduling models.</p>
4/8/08	<p>Beverly Kingery Nicholas County Schools Superintendent 400 Old Main Drive Summersville, WV 25309</p>	<p>Section 5.6 As a superintendent, I fully understand the value of adding college transition math to the high school curriculum for students</p>	NA/°	<p>The intent of revised footnote 1 for section 5.6 of Policy 2510 is to <u>require students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State</u></p>

<p>Role: Superintendent</p>	<p>experiencing difficulty in math. However, the explanation provided on page 23, footnote 2.1, explaining the structure and sequence of the course needs clarification. In one paragraph it appears the course is structured for the professional pathway; yet, in the following paragraph it appears the course is for the skilled pathway. With elimination of the entry pathway, does this not mean the course then would be for both pathways which would be all students? Clarification is needed. Recent revision to the state aid formula will provide additional financial assistance to counties in securing teachers. However, in meeting all curricular needs K-12 and limited financial budget, Nicholas County will have financial difficulty addressing teacher and materials needed for the college transition course. Again, I am not opposed to the course itself. I feel I additional discussion regarding course implementation and implication at the school level should be considered before the course becomes required. The state asks of the federal level not to approve</p>	<p><u>assessment College readiness benchmark for mathematics, to take a college transition mathematics course during their senior year. Revised footnote 1 goes on to recommend College Transition Mathematics as an alternative to Algebra II for students in the skilled pathway: "It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit."</u></p>
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	<p>4/9/08</p> <p>Amy Little Kanawha County Schools Science Teacher Sissonville High School 6100 Sissonville Drive Charleston, WV 25312 Role: Teacher</p>	<p>unfunded mandates. I ask the same as superintendent to the state board of education.</p> <p>My comment is regarding the Science core requirements for incoming freshmen 2008-2009 and 2009-2010. My concern is that the choices for the third science credit do not include Physics. Why are the choices limited to only Chemistry, Life Science, or Earth Science? In Kanawha County we have a very strong Physics program. Not including Physics in the possible choices for a science credit would practically eliminate our program. I am sure that this was an unintentional oversight, but it could have major consequences on our course offerings. Please consider adding Physics to the possible course credits.</p>	<p>A<sup>o</sup></p>	<p>Language has been revised in Policy 2510 to include Physics as a third science option. In addition, any science course above Biology will be accepted as a third science for graduation requirements.</p>
	<p>4/9/08</p> <p>Michael Mays West Virginia University Professor, Director of the Institute for Math Learning Math Department WVU Armstrong Hall Morgantown, WV 26506- 6310 Role: Teacher</p>	<p>The word "recommended" is an improvement over the word "expected" in Chart IV, page 11.</p> <p>Algebra I is not listed on Chart VI (B), page 27</p> <p>Also, there has been some work on developing CSOs for Algebra III. Algebra III should be included as mathematics elective.</p>	<p>A/+</p>	<p>Algebra I and III have been added as indicated.</p>

4/15/08	<p>Kris P. Snyder          Calhoun-Gilmer Career Center          Environmental Technology Instructor          5236 East Little Kanawha Hwy          Grantsville, WV 26147          Role: Teacher</p>	<p>On page 20, in the 18 credits listed for graduation under science the following is listed: Chemistry or Conceptual Chemistry or Life Science or Earth Science(effective with 9th grade students entering in 2008-09 and 2009-10 only)</p> <p>Life Science needs to be clearly stated as Biology II and Human Anatomy &amp; Physiology. Also I believe Physics should also be listed as an acceptable science credit for the junior year.</p> <p>Where two-year except this gives time for schools to purchase ample chemistry texts in the next adoption cycle and consumables such as chemicals and glassware, it does not give them ample time to acquire monies and build safe laboratory facilities. Monies will need to be provided to all high schools for implementation the policy's demand for chemistry/conceptual chemistry for all juniors in the school year 2011-2012.</p> <p>Also with inclusion of all students, enrollment in sciences class (middle and high school) should</p>	A/+	<p>While there is no specific course called named Life Science; the interpretation of the "Life Science" term used in Policy 2510 includes any biology related courses such as Human Anatomy and Physiology or Biology II. The Human Anatomy and Physiology course is an elective that is required to be offered by the schools. The Biology II course is not required to be offered and is new to the course offerings of Policy 2530.35. The "Life Science" term would also include such courses as Microbiology, Zoology, and Botany (as well as other Biology related courses that have met the stipulations of 5.6.7)</p> <p>Also, 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.</p>
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		<p>not exceed 24 students. These science classes as written by their CSO's are hands-on, laboratory classes and for safety concerns need an enrollment cap.</p>		
4/15/08	<p>Matthew Call Marion County Technical Center Principal 2 North Marion Dr. Farmington, WV 26571 Role: Principal</p>	<p>Please keep CTE course substitution for the required arts credit in policy. I have reviewed the courses that could substitute for art credit and they are grounded in arts skills. It will help a certain population of CTE students in two ways. First it will allow them to spend more time in their CTE concentration area, which will strengthen their career skills. Secondly it will help alleviate some scheduling issues students have when it comes to accessing courses that they need for graduation.</p>	A <sup>o</sup>	<p>Language has been added to Policy 2510 to assure that the substitution of career/technical courses for the required arts credit is based on the arts related content of these courses as determined by state-level representatives of career/technical and arts programs reflecting National Arts Content Standards criteria and other similar standards.</p>
4/15/08	<p>Joyce L. Evans Marion County Teacher/ECE Coach Address I: 543 Pike Avenue Monongah, WV 26554 Role: Teacher</p>	<p>I like the changes. I was wondering, since all the WV Pre-K use The Creative Curriculum, why it is not mentioned? Also, I love the words formative assessment to drive instruction and flexibility. I think these empower teachers to do what they know is best and give counties opportunities for good staff development.</p>	N	
4/15/08	<p>Susan Barrett Nicholas County Schools</p>	<p>Algebra Support could be a wonderful addition to our courses</p>	NA/+	<p>It would appear that Policy 2510 language is consistent with your</p>

Math Coach, WV Math  
Task Force Member  
Address: 102 Airport  
Road  
Fenwick, WV 26202  
Role: Teacher

with great potential to increase the percent of students who are successful in Algebra I and subsequent math classes. However, I think the class as described in Policy 2510 is open to too much interpretation.

To be most effective for students, Algebra Support should be offered concurrently with Algebra I. This class could be a model for tiered instruction at the secondary level, with Algebra I being Tier I and Algebra Support being Tier II for those students that need it. Collaboration between the teachers of the two classes would be critical. Algebra Support can provide not only the additional learning time, but also the opportunity to deepen understanding of the fundamental concepts of Algebra I.

Without more guidance from the state level, Algebra Support could also be another name for Algebra 1A and 1B, something that has been discouraged by the WVDE. The possibility of the additional class time being used as a study hall, where students finish their work or do homework without

recommendation for Algebra Support and Algebra to be provided in the same year (see underlined portion): "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. 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.

	<p>much instruction, also exists without clear guidelines.</p> <p>Counties could adopt models (like Canady's) that separate students based on the pace at which they show mastery of the Algebra I CSOs, with some students repeating the same content for much of the year and not having an equal opportunity to learn the full range of Algebra I concepts. Is this Algebra Support? The footnote to Policy 2510 now reads, "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." In the Canady model, all Algebra I students are enrolled in a math class all year long, with some finishing Algebra I in a semester, some finishing halfway through the second semester, and some finishing (hopefully) at the end of the year. In such a model, who would be considered to be enrolled in Algebra Support? Who would get one credit and who would get two? Even if this is called Algebra Support on paper, would it increase</p>		<p>Finally, there is no intent in Policy 2510 to provide encouragement for counties to revert to the Algebra IA and IB model that has been discouraged by the WVDE. Staff at WVDE will continue to provide counties with guidance in response to the concerns you have raised.</p>
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	<p>the less capable students' self-confidence or chances of success with their remaining math classes?</p> <p>There are still those teachers who believe that students cannot be successful in Algebra if they don't know their basic facts or if they struggle with long division. While learning facts and procedures are important and necessary for success in mathematics, increasing students' understanding, thinking, and problem solving skills should be the primary goals of our mathematics instruction in the 21st century. Rather than put up roadblocks to their progress, we need to support students as they move forward, an approach that is supported by research and promoted by the WVDE with RTI and tiered instruction. Algebra Support could provide students with just such an opportunity, but without clearer guidelines from the WVDE it could be interpreted with disastrous results for students.</p> <p>Would it be possible to provide a list of acceptable models for Algebra I and Algebra Support or</p>
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		<p>to require counties to submit for approval to the WVDE a description of how they plan to provide these classes for their students? If counties begin a second math credit for classes that do not meet the intent of Algebra Support, it will be difficult to undo after the fact.</p>	
<p>4/15/08</p>	<p>Rebecca O'Dell Retired Teacher 605 E Moler Ave. Martinsburg, WV 25404 Role: Professional Support</p>	<p>In my role as a member of the WVDE reading cadre, I have visited many K-2 classrooms both as a Reading First monitor and as a professional development provider. It is enlightening to observe the differences in the way teachers understand the requirements of state board policy. It is my fear that by eliminating the required amount of time spent teaching reading and substituting "language arts" we are deemphasizing the critical nature of reading instruction at this early level. I can certainly see drama, art projects, bookmaking, show and tell, journal writing, and countless other activities that extend the reading selections taking more and more of the ELA time. All of these endeavors are worthwhile but not as important as making sure the child has all the skills in place to</p>	<p>NA/°</p>
			<p>There is no intent to diminish the emphasis on the importance of reading and the time needed for reading instruction. Instead, the intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery in reading.</p>

4/15/08	Sundie Casto Nicholas County Schools Guidance Counselor 2 Valley Ave Richwood, WV 26261 Role: Professional Support	<p>become an independent reader. Please consider continuing the requirement for 90 minutes of reading instruction for grades K-2. The positive result will be that we have time for the assessment necessary to provide the kind of instruction that leads to more children reading well.</p> <p>Section 5.6 I fully understand the value of adding college transition math to the high school curriculum for students experiencing difficulty in math. However, the explanation provided on page 23, footnote 2.1, explaining the structure and sequence of the course needs clarification. In one paragraph it appears the course is structured for the professional pathway; yet, in the following paragraph it appears the course is for the skilled pathway. With elimination of the entry pathway, does this not mean the course then would be for both pathways which would be all students? Clarification is needed. Recent revision to the state aid formula will provide additional financial assistance to counties in securing teachers. However, in meeting all curricular needs K-12</p>	NA/°	<p>The intent of revised footnote 1 for section 5.6 of Policy 2510 is to require <u>students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, to take a college transition mathematics course during their senior year.</u> Revised footnote 1 goes on to recommend College Transition Mathematics as an alternative to Algebra II for students in the skilled pathway: "It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a <u>mathematics credit.</u>"</p>
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and limited financial budget, Nicholas County will have financial difficulty addressing teacher and materials needed for the college transition course. Again, I am not opposed to the course itself. I feel additional discussion on regarding course implementation and implication at the school level should be considered before the course becomes required. The state asks of the federal level not to approve unfunded mandates. I ask the same as superintendent to the state board of education.

2. Social Studies Sequence  
I do not believe that the new sequence of courses starting 9th grade students with world history is in our children's best interest. I do not believe they have the capacity or interest to understand something so broad and deep and what they consider irrelevant to their lives. If we started 9th with US history and moved to 21st then civics and world last, they would hopefully be more successful. US in 9th is something they can relate to, something about their home

		<p>territory. Then move on to 21st Cent in 10th, also something more modern and interesting to them. Follow up with Civics in 11th to provide an understanding of how our government works before they become 18 and become a part of it. Finish the 12th with World History when they are more mature and preparing for college.</p>	
3.	5.5.2 b Pathways	<p>We need the Entry pathway. All Children cannot be cut from the same "cookie cutter". Many of us feel that children are being forced into areas they aren't ever going to be prepared for, have no interest in and/or are not capable of academically.</p>	
4/15/08	<p>Tom Deadrick Marion County Schools Associate Superintendent 200 Gaston Avenue Fairmont, WV 26554 Role: School System Staff</p>	<p>I support the changes made to SBP 2510. In particular I support the changes to the programmatic level time allocations and the options provided in offering foreign language at the middle school level.</p> <p>All of the proposed changes are good in allow more flexibility at the local level.</p>	NA <sup>o</sup>
4/15/08	Thea Christian	Sections 5.3.1 (K-2) and 5.4.1(3-4).	The intent of the revised language is to

<p>Southside K-8 School  Literacy Facilitator  P.O. Box 334  War, WV 24892  Role: Teacher</p>	<p>Given that the ability to read fluently and comprehend is the cornerstone for success in learning, consider the following rewording of these sections.</p> <p>5.3.1. Add after the second sentence, "A minimum of 45 minutes of the uninterrupted block will be reading".</p> <p>5.4.1 Add after the second sentence, "A minimum of 45 minutes of the 90 minute block will be uninterrupted reading.</p> <p>Rationale for requested change:  1) Time – Research of Wong and Wong, the National Reading Panel, Prisoners of Time, and the WVDE School Improvement Time Learning Module all support the importance and consistency of time in learning to read effectively at an early age.  2) Success is expected in 21st century teaching and learning. Two factors point specifically to this success in numerous studies – the ability to read on level by the end of third grade and completion of Algebra I in ninth grade.  3) Sporadic segments of learning time are confusing and inconsistent</p>	<p>allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery in reading in accordance with the research.</p>
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4/15/08	Cheryl Nelson Green Bank School Reading Mentor Teacher HC 63, Box 1B Arbovale, WV 24915 Role: Teacher	<p>for learning and retention of required reading skills particularly for struggling readers.</p> <p>4) The WVDE District Leadership meetings have emphasized sufficient time for learning. Why would a WVDE policy weaken that expectation particularly with foundational learning?</p> <p>5) Given the discretion of when and how much time to teach reading, some teachers unaware of the scientific research, may do students an injustice in structuring insufficient time for reading.</p> <p>5.3.1. Primary Elementary (K-2) Programs of Study The addition of language arts during the uninterrupted reading block K-2 will decrease critical reading instruction in K-2; please do not change the 90 minute uninterrupted "reading" block to "reading and English language arts" block. Writing can be taught at another time and practiced during the 90 minute block very effectively in these early grades. Also the term "be scheduled" leaves open interpretation as to whether it actually has to be taught for a full 90 minutes.</p>	NA/°		The intent of the revised language is to allow flexibility for instructional leaders at the district and school level to determine the specific schedule needed to assure student mastery in reading in accordance with the research.
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5.4.1. Intermediate Elementary (3-4) Programs of Study Deleting "which shall include 60 minutes of uninterrupted reading instruction in which students are actively engaged in learning" from the 3-4 90 minutes block for reading instruction will result in teacher "assessing" rather than "teaching" reading. Teachers will focus on reading and passing selection tests rather than use the student anthologies for the intended purposes; practice and mastery of skills/strategies that will result in better comprehension of all kinds of text - content text included.

5.5.1. Middle Level Education (Grades 5-8) Programs of Study Deleting "which a minimum of 80 minutes shall be reading and English/language arts." at grades 5-8 assumes that students have mastered the necessary strategies to comprehend what they read which is an inaccurate assumption. Reading should continue to be taught even in upper grades to further the progress of students not only at-risk but on-level and above through practice for mastery skills/strategies necessary for

		<p>comprehension. Again, focus will be on "assessing" rather than "instructing". Reading is the key component to all 21 Century Goals and to achieve them, we must intentionally include reading instruction at these grade levels.</p>	
<p>4/15/08</p>	<p>Kathleen Snoderly</p>	<p>In regard to Section 126-42-5:          When we have taken a commitment in this state to improve education, and espoused "highly qualified teachers", it is hypocritical to then suggest that we then throw quality down the drain by suggesting that vocational courses offered in technical school (in our county known as MTEC-Monongalia County) taught by non-certified art teachers can take the place of what we as art educators do in the classroom. You can call mechanical drawing by any fancy name you want (advanced illustration); it is not the same thing that we teach in the classrooms. That and other ridiculous substitutes for solid foundational, sequential art courses (such as Floriculture, and Piping Systems Drafting, and Ornamental Welding) ARE NOT included in sequential art courses of any value, and WOULD NOT be accepted in</p>	<p>A/+</p>
			<p>Language has been added to Policy 2510 to assure that the substitution of career/technical courses for the required arts credit is based on the arts related content of these courses as determined by state-level representatives of career/technical and arts programs reflecting National Arts Content Standards criteria and other similar standards.</p>

		<p>portfolios for art schools. Most importantly, any and all of courses that relate to the arts are to be taught by CERTIFIED ART TEACHERS. No one teaching a technical course can replace what I do, and I am able to teach graphic design, drawing skills, etc, better by far than a non-certified art teacher. DO NOT make the deadly mistake of watering down in WV what we are so desperately trying to change. You won't, by the way, see other states with excellent art programs doing such a foolish endeavor. Thank You.</p>		
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## **Renee Hodges**

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**From:** Steve Glendenning [s\_glendenning@verizon.net]  
**Sent:** Wednesday, April 16, 2008 2:50 PM  
**To:** ahodges@access.k12.wv.us  
**Subject:** Policy 2510

Dear Karen,

As a theatre educator I find it disturbing that the State Board of Education would consider incorporating courses such as desktop publishing, interior design, and other related works in the realm of 'The Arts'. Though these courses may have an artistic aspect, they do not by definition meet what most artists consider to be: Art. The arts allow students to explore the most visceral human behaviors, interactions, thoughts, beliefs, sounds, visions, and feelings. The Arts make students behave. The Arts make students do the one aspect no other course in any curriculum can: Create. Art teachers help our students learn human interactions, realistic human feelings, realistic human emotion. Most importantly, Art teachers help students to feel. There is no other course that does that. We help students feel and emote feelings of want, belonging, need and desire. Please do what you can to not allow this ammendment to Policy 2510.

Sincerly,

**Steve Glendenning**  
**Jefferson High School**  
**Theatre Director**  
**304-725-8491 ext. 2295**

## Renee Hodges

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**From:** Karen Huffman [khuffman@access.k12.wv.us]  
**Sent:** Wednesday, April 16, 2008 9:18 AM  
**To:** Renee Hodges  
**Subject:** FW: comment response to Policy 2510  
**Attachments:** Board of Education letter 4-14-08.doc; School Board form 4-14-08.pdf

See if you get the attachments this time...

*Karen*

Karen L. Huffman, Ed. D. , Special Assistant to the State Superintendent  
WVDE Division of Special Projects--Superintendent's Center for 21 Century Schools  
West Virginia Department of Education  
Capitol Complex  
Bldg. 6, Room 617  
1900 Kanawha Blvd., East  
Charleston, WV 25305-0330

[khuffman@access.k12.wv.us](mailto:khuffman@access.k12.wv.us)

Telephone: (304) 558-3199

Facsimile: (304) 558-1834

Cellular : (304) 439-1670

---

**From:** Linda Stack [mailto:LindaS@colombostuhr.com]

**Sent:** Tuesday, April 15, 2008 4:44 PM

**To:** khuffman@access.k12.wv.us

**Subject:** comment response to Policy 2510

Dear Dr. Huffman:

Attached please find my comments to Policy 2510. After printing off the voluminous policy I saw where the time to comment was over yesterday and my letter would not make it in time to your office. I am attaching my letter as well as the Comment Response Form.

Thank you for your consideration.  
Linda Stack

Linda S. Stack  
Legal Assistant  
Colombo & Stuhr, PLLC  
1054 Maple Drive  
Morgantown, WV 26505  
(304) 599-4229 - phone  
(304) 599-3861 - fax

## Renee Hodges

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**From:** ksnoderl@access.k12.wv.us  
**Sent:** Tuesday, April 15, 2008 6:08 AM  
**To:** ahodges@access.k12.wv.us  
**Subject:** Comments on State Board Policy

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

In regard to Section 126-42-5:

When we have taken a commitment in this state to improve education, and espoused “highly qualified teachers”, it is hypocritical to then suggest that we then throw quality down the drain by suggesting that vocational courses offered in technical school (in our county known as MTEC-Monongalia County) taught by non-certified art teachers can take the place of what we as art educators do in the classroom. You can call mechanical drawing by any fancy name you want (advanced illustration); it is not the same thing that we teach in the classrooms. That, and other ridiculous substitutes for solid foundational ,sequential art courses (such as Floriculture, and Piping Systems Drafting, and Ornamental Welding) ARE NOT included in sequential art courses of any value, and WOULD NOT be accepted in portfolios for art schools. Most importantly, any and all of courses that relate to the arts are to be taught by CERTIFIED ART TEACHERS. No one teaching a technical course can replace what I do, and I am able to teach graphic design, drawing skills, etc, better by far than a non-certified art teacher. DO NOT make the deadly mistake of watering down in WV what we are so desperately trying to change. You won’t, by the way, see other states with excellent art programs doing such a foolish endeavor. Thank You, Kathleen Snoderly

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 14, 2008 2:29 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-14 14:28:54)

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Comment Received for Policy 2510

#####

Name: Kris P. Snyder  
Organization: Calhoun-Gilmer Career Center  
Email: [ksnyder@access.k12.wv.us](mailto:ksnyder@access.k12.wv.us)  
Title: environmental technology instructor  
Address1: 5236 East Little Kanawha Hwy  
Address2:  
City/State/Zip: Grantsville, WV 26147  
Role: Teacher  
Posted: 2008-04-14 14:28:54  
Posted from IP: 168.216.104.146

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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On page 20, in the 18 credits listed for graduation under science the following is listed:  
Chemistry or Conceptual Chemistry or Life Science or Earth Science(effective with 9th grade students entering in 2008-09 and 2009-10 only)

Life Science needs to be clearly stated as Biology II and Human Anatomy & Physiology. Also I believe Physics should also be listed as an acceptable science credit for the junior year.

Where two-year except this gives time for schools to purchase ample chemistry texts in the next adoption cycle and consumables such as chemicals and glassware, it does not give them ample time to acquire monies and build safe laboratory facilities. Monies will need to be provided to all high schools for implementation the policy's demand for chemistry/conceptual chemistry for all juniors in the school year 2011-2012.

Also with inclusion of all students, enrollment in sciences class (middle and high school) should not exceed 24 students. These science classes as written by their CSO's are hands-on, laboratory classes and for safety concerns need an enrollment cap.

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 14, 2008 2:03 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-14 14:03:04)

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Comment Received for Policy 2510

#####

Name: Mark Witzberger  
Organization: Cameron HS  
Email: [mwitzber@access.k12.wv.us](mailto:mwitzber@access.k12.wv.us)  
Title: teacher  
Address1: 61 Maple Avenue  
Address2:  
City/State/Zip: Cameron, WV 26033  
Role: Teacher  
Posted: 2008-04-14 14:03:04  
Posted from IP: 168.216.255.228

Comments for section 126-42-1 General

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I hope this is the proper box, because the math proposal is extremely important.

IF, Algebra 1 is the lowest level of math to count as a math credit for graduation, then it is absolutely vital that the weaker skilled math students be permitted to take Algebra 1 over 2 class periods. As one who teaches students with weak math skills, this is the only way that they can grasp the required CSO's.

I applaud the recognition of this in the new proposal. At the same time I also feel compelled to state that many students need a consumer math class to count as a math credit. This is a topic I would be willing to talk about at any time.

Thanks

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 14, 2008 10:36 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-14 10:36:11)

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Comment Received for Policy 2510

#####

Name: Pamela Butcher  
Organization:  
Email: [pmbutche@access.k12.wv.us](mailto:pmbutche@access.k12.wv.us)  
Title: Principal  
Address1: 1945 E. Mt. Lookout Rd.  
Address2:  
City/State/Zip: Mt. Lookout, WV 26651  
Role: Principal  
Posted: 2008-04-14 10:36:11  
Posted from IP: 168.216.45.246

Comments for section 126-42-1 General

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I am addressing changes to Policy 2510 Sections 5.3.1 and 5.4.1. After working so hard for more stringent standards and objectives, why are we "dumbing down" the requirements for the most important instruction of the school day? I feel that a minimum of 60 minutes of the 90 minute reading block should be uninterrupted reading. Time for language arts (spelling, grammar, writing mechanics) should be provided outside the reading block. A minimum of 120 minutes should be required for reading AND language arts, (30 minutes whole group direct instruction, 60 minutes small group instruction, and 30 minutes spelling, grammar, writing mechanics). The instruction for spelling, grammar, and writing mechanics does not need to be during the uninterrupted block.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 14, 2008 9:32 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-14 09:32:03)

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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: Reading/LA Curriculum Specialist  
Address1: 9 Couthouse Drive  
Address2:  
City/State/Zip: Winfield, WV 25213  
Role: School System Staff  
Posted: 2008-04-14 09:32:03  
Posted from IP: 168.216.86.110

Comments for section 126-42-1 General

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The 90 minute reading block (or 120 minutes) has been proven to be effective in the teaching of reading. By eliminating it in the 3rd grade, you are giving classroom teachers the option of not teaching reading for a significant amount of time. Third grade is a critical time for students to develop more refined strategies for reading and comprehension. If a student enters 3rd grade reading at a lower level than other students, it is imperative that they receive adequate instruction. Many 3rd grade teachers will not teach reading effectively without being required to do it. I would like to see the 90 minute requirement extended to 3rd, 4th and 5th grade.

Comments for section 126-42-5 Program Definition

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 14, 2008 8:31 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-14 08:31:25)

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Comment Received for Policy 2510  
#####  
Name: Matthew Call  
Organization: Marion County Technical Center  
Email: [mcall@access.k12.wv.us](mailto:mcall@access.k12.wv.us)  
Title: Principal  
Address1: 2 North Marion Dr.  
Address2:  
City/State/Zip: Farmington, WV 26571  
Role: Principal  
Posted: 2008-04-14 08:31:25  
Posted from IP: 168.216.255.144

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Please keep CTE course substitution for the required arts credit in policy. I have reviewed the courses that could substitute for art credit and they are grounded in arts skills. It will help a certain population of CTE students in two ways. First it will allow them to spend more time in their CTE concentration area, which will strengthen their career skills. Secondly it will help alleviate some scheduling issues students have when it comes to accessing courses that they need for graduation.

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, April 13, 2008 10:54 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-13 22:53:41)

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Comment Received for Policy 2510

#####

Name: Joyce L. Evans  
Organization: Marion County  
Email: [jlevans@access.k12.wv.us](mailto:jlevans@access.k12.wv.us)  
Title: Teacher/ECE Coach  
Address1: 543 Pike Avenue  
Address2:  
City/State/Zip: Monongah, WV 26554  
Role: Teacher  
Posted: 2008-04-13 22:53:41  
Posted from IP: 72.84.40.141

Comments for section 126-42-1 General

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I was ok with this. I really think that whoever is writing is thinking about the classroom from a teacher's perspective and I like that. Counties need more responsibility to meet the needs of their students. Counties are very different; therefore, flexibility best meets needs of students.

Comments for section 126-42-5 Program Definition

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I like the changes. I was wondering, since all the WV Pe-K use The Creative Curriculum, why it is not mentioned?  
Also, I love the words formative assessment to drive instruction and flexibility. I thing these empower teachers to do what they know is best and give counties opportunities for good staff development.

## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, April 13, 2008 2:48 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-13 14:48:29)

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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: Math Coach, WV Math Task Force Member  
Address1: 102 Airport Road  
Address2:  
City/State/Zip: Fenwick, WV 26202  
Role: Teacher  
Posted: 2008-04-13 14:48:29  
Posted from IP: 168.216.113.84

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Algebra Support could be a wonderful addition to our courses with great potential to increase the percent of students who are successful in Algebra I and subsequent math classes. However, I think the class as described in Policy 2510 is open to too much interpretation.

To be most effective for students, Algebra Support should be offered concurrently with Algebra I. This class could be a model for tiered instruction at the secondary level, with Algebra I being Tier I and Algebra Support being Tier II for those students that need it. Collaboration between the teachers of the two classes would be critical. Algebra Support can provide not only the additional learning time, but also the opportunity to deepen understanding of the fundamental concepts of Algebra I.

Without more guidance from the state level, Algebra Support could also be another name for Algebra 1A and 1B, something that has been discouraged by the WVDE. The possibility of the additional class time being used as a study hall, where students finish their work or do homework without much instruction, also exists without clear guidelines.

Counties could adopt models (like Canady's) that separate students based on the pace at which they show mastery of the Algebra I CSOs, with some students repeating the same content for much of the year and not having an equal opportunity to learn the full range of Algebra I concepts. Is this Algebra Support? The footnote to Policy 2510 now reads, "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." In the Canady model, all Algebra I students are enrolled in a math class all

year long, with some finishing Algebra I in a semester, some finishing halfway through the second semester, and some finishing (hopefully) at the end of the year. In such a model, who would be considered to be enrolled in Algebra Support? Who would get one credit and who would get two? Even if this is called Algebra Support on paper, would it increase t!

he less capable students' self-confidence or chances of success with their remaining math classes?

There are still those teachers who believe that students cannot be successful in Algebra if they don't know their basic facts or if they struggle with long division. While learning facts and procedures are important and necessary for success in mathematics, increasing students' understanding, thinking, and problem solving skills should be the primary goals of our mathematics instruction in the 21st century. Rather than put up roadblocks to their progress, we need to support students as they move forward, an approach that is supported by research and promoted by the WVDE with RTI and tiered instruction. Algebra Support could provide students with just such an opportunity, but without clearer guidelines from the WVDE it could be interpreted with disastrous results for students.

Would it be possible to provide a list of acceptable models for Algebra I and Algebra Support or to require counties to submit for approval to the WVDE a description of how they plan to provide these classes for their students? If counties begin a second math credit for classes that do not meet the intent of Algebra Support, it will be difficult to undo after the fact.

## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, April 13, 2008 9:49 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-13 09:48:50)

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Comment Received for Policy 2510

#####

Name: Rebecca O'Dell  
Organization:  
Email: [rodell@mountain.net](mailto:rodell@mountain.net)  
Title: retired teacher  
Address1: 605 E Moler Ave.  
Address2:  
City/State/Zip: Martinsburg, WV 25404  
Role: Professional Support  
Posted: 2008-04-13 09:48:50  
Posted from IP: 24.126.19.207

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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Re 5.2.1

In my role as a member of the WVDE reading cadre, I have visited many K-2 classrooms both as a Reading First monitor and as a professional development provider. It is enlightening to observe the differences in the way teachers understand the requirements of state board policy. It is my fear that by eliminating the required amount of time spent teaching reading and substituting "language arts" we are deemphasizing the critical nature of reading instruction at this early level. I can certainly see drama, art projects, bookmaking, show and tell, journal writing, and countless other activities that extend the reading selections taking more and more of the ELA time. All of these endeavors are worthwhile but not as important as making sure the child has all the skills in place to become an independent reader.

Please consider continuing the requirement for 90 minutes of reading instruction for grades K-2. The positive result will be that we have time for the assessment necessary to provide the kind of instruction that leads to more children reading well.

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, April 13, 2008 8:40 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-13 08:40:04)

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Comment Received for Policy 2510

#####

Name: Tom  
Organization: Boothe  
Email: [tboothe@access.k12.wv.us](mailto:tboothe@access.k12.wv.us)  
Title: Teacher  
Address1: PO Box 134  
Address2:  
City/State/Zip: Durbin, WV 26264  
Role: Teacher  
Posted: 2008-04-13 08:40:04  
Posted from IP: 70.100.199.152

Comments for section 126-42-1 General

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Regarding the proposal to limit the teaching of Health during the middle school years, I totally disagree with this idea. Our own governor has over the past years made his wishes known of the importance of daily physical education. Health is is the other part of this subject area that must be required for all grades during the middle school years. If your were to attend my health classes each Tues. and Thur. during the school year, you would know the importance of offering health during the middle school years1. The questions that the students ask tells me that they sure aren't gaining very much health ed. in their homes! Also, there is a great differht ence in a sixth grader and an eighth grader and the types of health needs that are left to us to support. Please reconsider this proposal and require that Health be offered as part of the middle school curriculum during grades 5-8.

Sincerely,  
Tom Boothe  
Green Bank School

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 11, 2008 2:49 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-11 14:48:48)

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Comment Received for Policy 2510

#####

Name: Rebecca Hatfield  
Organization: Teacher/Mason County  
Email: [rhatfiel@access.k12.wv.us](mailto:rhatfiel@access.k12.wv.us)  
Title: RF Project Director  
Address1: 8254 Hutnington Road  
Address2:  
City/State/Zip: Gallipolis Ferry, WV 25515  
Role: Professional Support  
Posted: 2008-04-11 14:48:48  
Posted from IP: 168.216.16.50

Comments for section 126-42-1 General

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In reference to 5.3.1(K-2) and 5.4.1(3-4), please consider these additions.

5.3.1: After the second sentence add, "A minimum of 45 minutes of the uninterrupted block will be reading."

5.4.1: After the second sentence add, "A minimum of 90 minutes will be uninterrupted reading."

Research has proven that students need consistency when learning to read. Teachers without the scientific based knowledge about reading may structure their time without giving consideration to a minimum amount of time spent on reading.

As written this policy is weakening the position that the WVDE Leadership team has been working to strengthen. Without providing a strong front and specific time restrictions for the subjects of reading and math, these area's may allow students to regress instead of moving our children forward.

I know firsthand how much the Reading First program in our county has helped to move our children forward and adopting a weaken policy is not the way for WV schools to move into the 21st Century.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 11, 2008 1:39 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-11 13:39:00)

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Comment Received for Policy 2510

#####

Name: Sundie Casto  
Organization: Nicholas County Schools  
Email: [sncasto@access.k12.wv.us](mailto:sncasto@access.k12.wv.us)  
Title: Guidance Counselor  
Address1: 2 Valley Ave  
Address2:  
City/State/Zip: Richwood , WV 26261  
Role: Professional Support  
Posted: 2008-04-11 13:39:00  
Posted from IP: 168.216.47.97

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

1.  
Section 5.6  
I fully understand the value of adding college transition math to the high school curriculum for students experiencing difficulty in math. However, the explanation provided on page 23, footnote 2.1, explaining the structure and sequence of the course needs clarification. In one paragraph it appears the course is structured for the professional pathway; yet, in the following paragraph it appears the course is for the skilled pathway. With elimination of the entry pathway, does this not mean the course then would be for both pathways which would be all students? Clarification is needed. Recent revision to the state aid formula will provide additional financial assistance to counties in securing teachers. However, in meeting all curricular needs K-12 and limited financial budget, Nicholas County will have financial difficulty addressing teacher and materials needed for the college transition course. Again, I am not opposed to the course itself. I feel additional discussion on regarding course implementation and implication at the school level should be considered before the course becomes required. The state asks of the federal level not to approve unfunded mandates. I ask the same as superintendent to the state board of education.

2.  
Social Studies Sequence  
I do not believe that the new sequence of courses starting 9th grade students with world history is in our childrens best interest. I do not believe they have the capacity or interest to understand something so broad and deep and what they consider irrelevant to their lives. If we started 9th with US history and moved to 21st then civics and world last, they

would hopefully be more successful. US in 9th is something they can relate to, something about their home territory. then move on to 21st Cent in 10th, also something more modern and interesting to them. Follow up with Civics in 11th to provide an understanding of how our government works before they become 18 and become a part of it. Finish the 12th with World Hist when they are more mature and preping for college.

3.

#### 5.5.2 b Pathways

We need the Entry pathway. All Children cannot be cut from the same "cookie cutter". Many of us feel that children are being forced into areas they aren't ever going to be prepared for, have no interest in and/or are not capable of acadmically.

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 11, 2008 12:18 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-11 12:17:38)

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Comment Received for Policy 2510

#####

Name: Tom Deadrick  
Organization: Marion County Schools  
Email: [tdeadric@access.k12.wv.us](mailto:tdeadric@access.k12.wv.us)  
Title: Associate Superintendent  
Address1: 200 Gaston Avenue  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: School System Staff  
Posted: 2008-04-11 12:17:38  
Posted from IP: 168.216.216.12

Comments for section 126-42-1 General

-----  
I support the changes made to SBP 2510. In particular I support the changes to the programmatic level time allocations and the options provided in offering foreign language at the middle school level.

All of the proposed changes are good in allow more flexibility at the local level.

Comments for section 126-42-5 Program Definition

-----  
I support the changes made to SBP 2510. In particular I support the changes to the programmatic level time allocations and the options provided in offering foreign language at the middle school level.

All of the proposed changes are good in allow more flexibility at the local level.

## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 11, 2008 12:04 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-11 12:04:16)

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Comment Received for Policy 2510

#####

Name: Robert Wiseman  
Organization: John Marshall  
Email: [rewiseman@access.k12.wv.us](mailto:rewiseman@access.k12.wv.us)  
Title: chemistry teacher  
Address1: 1300 Wheeling Ave.  
Address2:  
City/State/Zip: Glen Dale, WV 26038  
Role: Teacher  
Posted: 2008-04-11 12:04:16  
Posted from IP: 168.216.162.120

Comments for section 126-42-1 General

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It is good to have expectations but they must be reasonable expectations. Expecting every student to take and pass a REAL chemistry course is as unrealistic as expecting every student to take and pass a REAL algebra 1 course or that there will suddenly be an influx of QUALIFIED chemistry teachers in two years.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 11, 2008 11:58 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-11 11:58:04)

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Comment Received for Policy 2510

#####

Name: Thea Christian  
Organization: Southside K-8 School  
Email: [tchristi@access.k12.wv.us](mailto:tchristi@access.k12.wv.us)  
Title: Early Literacy Facilitator  
Address1: P.O. Box 334  
Address2:  
City/State/Zip: War, WV 24892  
Role: Teacher  
Posted: 2008-04-11 11:58:04  
Posted from IP: 168.216.109.191

Comments for section 126-42-1 General

-----  
As an early literacy facilitator at my school, I know the importance of uninterrupted early reading instruction on a child's early success. I wish to make a comment and suggestion on the following:

West Virginia Board of Education  
Policy 2510 Comment

The following comment is provided for Policy 2510 Sections 5.3.1 (K-2) and 5.4.1(3-4).

Given that the ability to read fluently and comprehend is the cornerstone for success in learning, consider the following rewording of these sections.

5.3.1. Add after the second sentence, "A minimum of 45 minutes of the uninterrupted block will be reading".

5.4.1 Add after the second sentence, "A minimum of 45 minutes of the 90 minute block will be uninterrupted reading.

Rationale for requested change:

- 1) Time - Research of Wong and Wong, the National Reading Panel, Prisoners of Time, and the WVDE School Improvement Time Learning Module all support the importance and consistency of time in learning to read effectively at an early age.
- 2) Success is expected in 21st century teaching and learning. Two factors point specifically to this success in numerous studies - the ability to read on level by the end of third grade and completion of Algebra I in ninth grade.
- 3) Sporadic segments of learning time are confusing and inconsistent for learning and retention of required reading skills particularly for struggling readers.
- 4) The WVDE District Leadership meetings have emphasized sufficient time for learning. Why would a WVDE policy weaken that expectation particularly with foundational learning?

5) Given the discretion of when and how much time to teach reading, some teachers unaware of the scientific research, may do students an injustice in structuring insufficient time for reading.

Comments for section 126-42-5 Program Definition

-----  
Rationale for requested change:

- 1) Time - Research of Wong and Wong, the National Reading Panel, Prisoners of Time, and the WVDE School Improvement Time Learning Module all support the importance and consistency of time in learning to read effectively at an early age.
- 2) Success is expected in 21st century teaching and learning. Two factors point specifically to this success in numerous studies - the ability to read on level by the end of third grade and completion of Algebra I in ninth grade.
- 3) Sporadic segments of learning time are confusing and inconsistent for learning and retention of required reading skills particularly for struggling readers.
- 4) The WVDE District Leadership meetings have emphasized sufficient time for learning. Why would a WVDE policy weaken that expectation particularly with foundational learning?
- 5) Given the discretion of when and how much time to teach reading, some teachers unaware of the scientific research, may do students an injustice in structuring insufficient time for reading.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, April 11, 2008 11:08 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-11 11:08:16)

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Comment Received for Policy 2510

#####

Name: Cheryl Nelson  
Organization: Green Bank School  
Email: [clnelson@access.k12.wv.us](mailto:clnelson@access.k12.wv.us)  
Title: Reading Mentor Teacher  
Address1: HC 63, Box 1B  
Address2:  
City/State/Zip: Arbovale, WV 24915  
Role: Teacher  
Posted: 2008-04-11 11:08:16  
Posted from IP: 70.100.192.154

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. Primary Elementary (K-2) Programs of Study The addition of language arts during the uninterrupted reading block K-2 will decrease critical reading instruction in K-2; please do not change the 90 minute uninterrupted "reading" block to "reading and English language arts" block. Writing can be taught at another time and practiced during the 90 minute block very effectively in these early grades. Also the term "be scheduled" leaves open interpretation as to whether it actually has to be taught for a full 90 minutes.

5.4.1. Intermediate Elementary (3-4) Programs of Study Deleting "which shall include 60 minutes of uninterrupted reading instruction in which students are actively engaged in learning" from the 3-4 90 minutes block for reading instruction will result in teacher "assessing" rather than "teaching" reading. Teachers will focus on reading and passing selection tests rather than use the student anthologies for the intended purposes; practice and mastery of skills/strategies that will result in better comprehension of all kinds of text - content text included.

5.5.1. Middle Level Education (Grades 5-8) Programs of Study Deleting "which a minimum of 80 minutes shall be reading and English/language arts." at grades 5-8 assumes that students have mastered the necessary strategies to comprehend what they read which is an inaccurate assumption. Reading should continue to be taught even in upper grades to further the progress of students not only at-risk but on-level and above through practice for mastery skills/strategies necessary for comprehension. Again, focus will be on "assessing" rather than "instructing". Reading is the key component to all 21 Century Goals and to achieve them, we must intentionally include reading instruction at these grade levels.



**Renee Hodges**

---

**From:** Lee Jackson [tjackson@access.k12.wv.us]  
**Sent:** Friday, April 11, 2008 8:33 AM  
**To:** ahodges@access.k12.wv.us  
**Subject:** world history in the 9th grade

**I would like to give you my feelings about changing World History from 10th grade to 9th grade.**

**I have taught World History for 35 years. When I first started teaching the World it was in the 11th grade. I feel that was the best place for it.**

**In 1991 it was changed to the 9th grade with the new textbook adoption cycle. With the next textbook adoption it was changed to the 10th grade.**

**I did not and do not like the idea of changing it to the 9th grade.**

**World History covers so much material and covers a long span of time. 9th graders have much greater trouble grasping the concepts than 10th graders. The experiment in 1991 showed the weaknesses of the idea.**

**In addition to that, if it is to be changed to the 9th grade, why would it be done one year before the next social studies textbook adoption. This will cost counties a great deal of money for textbooks which will be used for one year and then replaced.**

**Thank you.**

**Lee Jackson  
Social Studies teacher for 39 years**

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 09, 2008 9:16 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-09 09:16:21)

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Comment Received for Policy 2510

#####

Name: Michael Mays  
Organization: West Virginia University  
Email: [Michael.Mays@mail.wvu.edu](mailto:Michael.Mays@mail.wvu.edu)  
Title: Professor, Director of the Institute for Math Learning  
Address1: Math Department WVU  
Address2: Armstrong Hall  
City/State/Zip: Morgantown, WV 26506-6310  
Role: Teacher  
Posted: 2008-04-09 09:16:21  
Posted from IP: 157.182.22.213

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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The word "recommended" is an improvement over the word "expected" in Chart IV, page 11.

Algebra 1 is not listed on Chart VI (B), page 27

Also, there has been some work on developing CSOs for Algebra III. Algebra III should be included as a mathematics elective.

## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 09, 2008 7:26 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-09 07:26:26)

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Comment Received for Policy 2510

#####

Name: Amy Little  
Organization: Kanawha County Schools  
Email: [alittle@kcs.kana.k12.wv.us](mailto:alittle@kcs.kana.k12.wv.us)  
Title: Science Teacher  
Address1: Sissonville High School  
Address2: 6100 Sissonville Drive  
City/State/Zip: Charleston, WV 25312  
Role: Teacher  
Posted: 2008-04-09 07:26:26  
Posted from IP: 168.216.125.156

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 is regarding the Science core requirements for incoming freshmen 2008-2009 and 2009-2010. My concern is that the choices for the third science credit do not include Physics. Why are the choices limited to only Chemistry, Life Science, or Earth Science? In Kanawha County we have a very strong Physics program. Not including Physics in the possible choices for a science credit would practically eliminate our program. I am sure that this was an unintentional oversight, but it could have major consequences on our course offerings. Please consider adding Physics to the possible course credits.

## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 08, 2008 9:40 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-08 21:40:03)

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Comment Received for Policy 2510

#####

Name: Ailey  
Organization: Riverside High School  
Email: [alovejoy@kcs.kana.k12.wv.us](mailto:alovejoy@kcs.kana.k12.wv.us)  
Title: Teacher  
Address1: 1 Warrior Way  
Address2:  
City/State/Zip: Belle, WV 25015  
Role: Teacher  
Posted: 2008-04-08 21:40:03  
Posted from IP: 75.109.0.162

Comments for section 126-42-1 General

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I personally have a problem with the new requirements for the high school science curriculum. I understand there may be issues finding qualified chemistry teachers for all students by their third year and that is why suggestions have been made to substitute a "life science" and "earth science" class for that credit. If we want to improve the state of the science curriculum here in West Virginia, we cannot substitute courses that are not going to challenge our students. In my nine years of teaching, "life science" has been a severely diluted version of biology that made a comeback during the disastrous integrated science era. If we are already considering substituting credit for chemistry, why not allow credit for classes we already have CSO's for such as: AP science courses, physics, anatomy, etc.?

Sincerely,

Ailey Lovejoy

Comments for section 126-42-5 Program Definition

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## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 08, 2008 4:06 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-08 16:06:06)

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Comment Received for Policy 2510

#####

Name: Beverly Kingery  
Organization: Nicholas County Schools  
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 25309  
Role: Superintendent  
Posted: 2008-04-08 16:06:06  
Posted from IP: 168.216.77.212

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Section 5.6

As a superintendent, I fully understand the value of adding college transition math to the high school curriculum for students experiencing difficulty in math. However, the explanation provided on page 23, footnote 2.1, explaining the structure and sequence of the course needs clarification. In one paragraph it appears the course is structured for the professional pathway; yet, in the following paragraph it appears the course is for the skilled pathway. With elimination of the entry pathway, does this not mean the course then would be for both pathways which would be all students? Clarification is needed. Recent revision to the state aid formula will provide additional financial assistance to counties in securing teachers. However, in meeting all curricular needs K-12 and limited financial budget, Nicholas County will have financial difficulty addressing teacher and materials needed for the college transition course. Again, I am not opposed to the course itself. I fee!

1 additional discussion regarding course implementation and implication at the school level should be considered before the course becomes required. The state asks of the federal level not to approve unfunded mandates. I ask the same as superintendent to the state board of education.

## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 08, 2008 9:18 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-08 09:18:15)

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Comment Received for Policy 2510

#####

Name: Mary Beckelhimer  
Organization: Putnam County School  
Email: [mbeckelh@access.k12.wv.us](mailto:mbeckelh@access.k12.wv.us)  
Title: Director of Technology  
Address1: 9 Courthouse Drive  
Address2:  
City/State/Zip: Winfield, WV 25213  
Role: School System Staff  
Posted: 2008-04-08 09:18:15  
Posted from IP: 168.216.74.70

Comments for section 126-42-1 General

-----  
While I appreciate the added flexibility in the middle school schedule resulting from changes in 5.5.1, I am concerned that students will not be prepared for the 8th grade technology assessment. By removing the recommended technology course in middle schools, all teachers become responsible for the CSOs in 2520.14. Often, when everyone is responsible for something, everyone assumes that someone else will cover it.

An additional concern is that middle school teachers will focus technology use on preparation for WESTEST II (Writing Roadmap, Skills Bank, I-know, Acuity, etc.) to the point that lab time will not be available to technology integration into the curriculum. Last year I had numerous complaints from middle school teachers who could not get lab time because principals required language arts teachers to complete two Writing Roadmap activities per month. When Acuity becomes available, I foresee this problem getting worse. For some students, the required technology course may be the only time that they use some of the 21st Century tools that will be assessed.

Overall, I think that the changes made to the policy are very positive.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 07, 2008 6:22 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-07 18:21:39)

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Comment Received for Policy 2510

#####

Name: Dennis Albright  
Organization: Grant County Schools  
Email: [djalbrig@access.k12.wv.us](mailto:djalbrig@access.k12.wv.us)  
Title: Assistant Superintendent  
Address1: 204 Jefferson Ave.  
Address2:  
City/State/Zip: Petersburg, Wv 26847  
Role: School System Staff  
Posted: 2008-04-07 18:21:39  
Posted from IP: 168.216.179.45

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Offering foreign language for credit beginning in 7th grade is too early. This pushes the credits lower in the grades thus making it more difficult for financially strapped counties to offer electives/courses to upper classmen.

Adding a 4th credit in math for many students will be nearly impossible thus causing some to pick the option of dropping out since they will be struggling to complete the 4 math credits.

In lieu of AP offerings college classes/dual credit should also meet that requirement.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, April 07, 2008 10:27 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-07 10:27:19)

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Comment Received for Policy 2510

#####

Name: Shauna Jones  
Organization: WV Department of Education  
Email: [shnjones@access.k12.wv.us](mailto:shnjones@access.k12.wv.us)  
Title: School Counselor  
Address1: WV Children\'s Home School  
Address2: 109 Maple Street  
City/State/Zip: Elkins, WV 26241  
Role: Professional Support  
Posted: 2008-04-07 10:27:19  
Posted from IP: 168.216.231.141

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Reading requirement for grades 5-8: the change makes sense.  
Algebra I in 8th grade: "recommend" instead of "expect" will help, particularly with MI and severe LD students.  
Required course in chemistry: will still be challenging for MI students who struggle with basic Algebraic concepts.  
College transtion English course: makes more sense.  
Students who need additional time to complete Algebra I: much, much better, though I still feel that requiring MI students--or any student not planning on traditional college--to take Algebra II is somewhat unreasonable.  
Social Studies course sequence: makes sense.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, April 06, 2008 5:40 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-06 17:39:39)

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Comment Received for Policy 2510

#####

Name: Anna Kelley  
Organization: John Marshall High School  
Email: [arkelley@access.k12.wv.us](mailto:arkelley@access.k12.wv.us)  
Title: Teacher  
Address1: 1300 Wheeling Ave  
Address2:  
City/State/Zip: Glen Dale , WV 26038  
Role: Teacher  
Posted: 2008-04-06 17:39:39  
Posted from IP: 24.131.206.32

Comments for section 126-42-1 General

-----  
I currently teach several lower level classes of math students and based on my observations I think these revisions should be accepted. By allowing students to take two math classes and gain an Algebra credit for one and a general math credit for the other would benefit my students greatly. It would be in the best interest of my students to be able to work into an Algebra class at a slower rate and still get credit for their work.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Saturday, April 05, 2008 9:58 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-05 21:57:55)

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Comment Received for Policy 2510

#####

Name: isaiah  
Organization:  
Email: [lil isaiah98@yahoo.com](mailto:lil_isaiah98@yahoo.com)  
Title: hi poppple  
Address1: po.box.273  
Address2: po.box.273  
City/State/Zip: crucible, pa 15325  
Role: Teacher  
Posted: 2008-04-05 21:57:55  
Posted from IP: 207.255.134.28

Comments for section 126-42-1 General

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Hi

Comments for section 126-42-5 Program Definition

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Hi

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Saturday, April 05, 2008 3:20 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-05 15:20:09)

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Comment Received for Policy 2510

#####

Name: Angela Lott  
Organization:  
Email: [cabclott@yahoo.com](mailto:cabclott@yahoo.com)  
Title:  
Address1: 304 Maple street,  
Address2:  
City/State/Zip: Davisville, wv 26142  
Role: Parent-Family  
Posted: 2008-04-05 15:20:09  
Posted from IP: 75.108.2.105

Comments for section 126-42-1 General

-----  
I am writing about a question I have. I have looked allover this site and cannot find my answer or who to contact.I will be speaking to my son's school principal but also wanted to talk to someone else about it, because I have discussed other issues with this principal but she is not interested or she blames the problem on the child.My son who is 6 years old..has been taken on a field trip 2 times this school year without my knowledge.I always thought they had to have a permission slip signed by the parent before they could be taken anywhere or at least the parent would be notified that they would be taking a trip.I do not mind that my son went on a field trip..its the fact that I knew nothing about it..and they took him without my permission.This is the 2nd time I have had problems with this teacher and principal and wish to talk to someone about it.Thank you for your time.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 03, 2008 11:41 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-03 11:40:48)

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Comment Received for Policy 2510

#####

Name: Stephanie Eye  
Organization: Hardy County Schools  
Email: [sarmentr@access.k12.wv.us](mailto:sarmentr@access.k12.wv.us)  
Title: Teacher  
Address1: 303 Caledonia Heights Rd  
Address2:  
City/State/Zip: Moorefield, WV 26836  
Role: Teacher  
Posted: 2008-04-03 11:40:48  
Posted from IP: 168.216.218.71

Comments for section 126-42-1 General

-----  
I think that it is extremely important the 8th grade students are able to take Algebra I. I would like to see the opportunity for this to be made mandatory and definitely not rewarded to make it more optional. I hope that changing the wording is reconsidered. I believe this only makes it easier for counties to say that this is not necessary. And for counties like ours that are continually in the red, without making it mandatory they will not even consider offering it to our students, even if it is beneficial to them.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, April 03, 2008 9:29 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-03 09:29:13)

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Comment Received for Policy 2510

#####

Name: Shirlene  
Organization: Pocahontas County Schools  
Email: [sgrosec1@access.k12.wv.us](mailto:sgrosec1@access.k12.wv.us)  
Title: Spanish Teacher  
Address1: RR. 2 Box 52 S  
Address2:  
City/State/Zip: Buckeye, WV 24924  
Role: Teacher  
Posted: 2008-04-03 09:29:13  
Posted from IP: 168.216.83.97

Comments for section 126-42-1 General

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It seems that we are moving a step back instead of a step forward with the rest of the world. I believe foreign language should be required at 5-6 grade level also if not sooner. It is well know that the earlier it is taught, the easier it is to learn a foreign language. The current language suggests they be taught but doesn't require it which leaves principals to leave foreign language last when it comes to scheduling. Consider making it a mandate that we teach exploratory at a 5-6th grade level, leaving Principals and other staff to give foreign language the respect it deserves! After all, any student desiring to continue a college career must recognize that the more foreign language, the more likely he/she is to get the Job he/she desires. We must move forward with the rest of the world not only in technology but also with regards to foreign language. It is sad when some third world countries require a second language from 1st grade and we, a rich advanced nation, don't. !

I realize there is shortage but this shortage of teachers is brought about because we can not offer them full time jobs since the mandates are so weak. Why become a FL teacher only to teach a couple courses a day or be made to run from school to school all day. Foreign language needs to become a CORE subject taught under the same strict guidelines and mandates.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, April 02, 2008 12:23 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-02 00:22:41)

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Comment Received for Policy 2510

#####

Name: Judy Pomeroy  
Organization: RESA IV  
Email: [jpomeroy@access.k12.wv.us](mailto:jpomeroy@access.k12.wv.us)  
Title: Mathematics Coordinator  
Address1: 404 Old Main Drive  
Address2:  
City/State/Zip: Summersville, WV 26651  
Role: School System Staff  
Posted: 2008-04-02 00:22:41  
Posted from IP: 74.34.132.103

Comments for section 126-42-1 General

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Algebra I and Algebra Support should address the same West Virginia Content Standards and Objectives at the same time. The Algebra Support class can allow students to obtain a deeper understanding of the mathematics. The additional instructional time should help teachers identify student misconceptions, and address different learning styles. If possible, the greatest impact for increased student achievement would probably be seen if the two teachers (Algebra Support and Algebra I) had common planning.

Many students have struggled when Algebra was taught with a gap of time between the courses. For example, taking the course in the spring of 9th grade, then finishing during the fall or spring of 10th grade. Research appears to indicate that the proposed idea of Algebra I and Algebra Support taught concurrently can improve the achievement and depth of understanding for students who have struggled in the past. I applaud WVDE for considering the power of teaching these courses concurrently.

I hope you will be able to change some of the wording in the policy so that counties will see the need to offer both of these courses at the same time. Otherwise, the possibility exists that the Applied Mathematics I and Applied Mathematics II model and concepts will continue. Another concern with continuation of the model currently being used in our schools is the possibility that some students may not be able to take Geometry until they are in the 11th grade.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 01, 2008 6:16 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-01 18:16:26)

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Comment Received for Policy 2510

#####

Name: Beverly Kingery  
Organization: Nicholas County Schools  
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: 2008-04-01 18:16:26  
Posted from IP: 168.216.47.0

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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West Virginia Board of Education  
Policy 2510 Comment

The following comment is provided for Policy 2510 Sections 5.3.1 (K-2) and 5.4.1(3-4).

Given that the ability to read fluently and comprehend is the cornerstone for success in learning, consider the following rewording of these sections.

5.3.1. Add after the second sentence, "A minimum of 45 minutes of the uninterrupted block will be reading".

5.4.1 Add after the second sentence, "A minimum of 45 minutes of the 90 minute block will be uninterrupted reading.

Rationale for requested change:

- 1) Time - Research of Wong and Wong, the National Reading Panel, Prisoners of Time, and the WVDE School Improvement Time Learning Module all support the importance and consistency of time in learning to read effectively at an early age.
- 2) Success is expected in 21st century teaching and learning. Two factors point specifically to this success in numerous studies - the ability to read on level by the end of third grade and completion of Algebra I in ninth grade.
- 3) Sporadic segments of learning time are confusing and inconsistent for learning and retention of required reading skills particularly for struggling readers.
- 4) The WVDE District Leadership meetings have emphasized sufficient time for learning. Why would a WVDE policy weaken that expectation particularly with foundational learning?

5) Given the discretion of when and how much time to teach reading, some teachers unaware of the scientific research, may do students an injustice in structuring insufficient time for reading.

I know firsthand the value of uninterrupted early reading instruction on a child's early success and will continue that practice in my county and classrooms regardless of a potentially weakened state education policy.

## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, April 01, 2008 4:31 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-04-01 16:31:01)

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Comment Received for Policy 2510

#####

Name: Lou Maynus  
Organization: WVDE  
Email: [lmaynus@access.k12.wv.us](mailto:lmaynus@access.k12.wv.us)  
Title: Mathematics Coordinator  
Address1: 1900 Kanawha Boulevard East  
Address2:  
City/State/Zip: Charleston, WV 25305  
Role: School System Staff  
Posted: 2008-04-01 16:31:01  
Posted from IP: 129.71.215.161

Comments for section 126-42-1 General

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Please consider stronger wording that requires all students to complete Algebra I by the end of ninth grade. The current wording allows a "loop hole" for schools to put students in Algebra Support during the 9th grade and Algebra in the 10th grade. I am receiving lots of phone calls from educators across the state that say this is now no different from how they taught Applied I and Applied II. I do explain the difference but this misconception is prevalent across our state. This will be a step backward for mathematics education in West Virginia. We cannot expect student mathematics achievement (WV Math ACT scores) to increase if we do not support instruction using current research.

Research below supports teaching Algebra I and Algebra Support during the same school year:

Some school districts that have adopted a policy that all ninth-graders take algebra typically have eliminated general mathematics, consumer mathematics, and pre-algebra courses. Research suggests that this is a positive step toward raising standards for all students, and a direction that should lead to greater equity for students who have traditionally (and disproportionately) occupied the lower-level courses (RAND, 2003). Although many schools have done away with traditional track sorting, hidden forms of tracking persist. In one common situation, students are divided by perceived ability under the same course label. For example, an algebra course might sort students into fast and slow speeds of learning, so that by the end of the year students in the same class have not had the same opportunity to learn (AERA, 2006). Slowing down student course-taking is what average-impact schools typically do, but it limits their ability to continue in the college prep course of study and keeps them from catching up (Education Trust, 2005). We need to learn to intervene without slowing down... Interventions must combine practice in material not yet mastered with instruction in new areas... Yet the need for remediation cannot be allowed to exclude these students from

instruction in new ideas...It is perfectly appropriate, even advisable, to group those students who do not understand a concept or skill, find the time to reteach the concept or skill, and provide additional practice. At the same time those students should be participating with a more heterogeneous mix of students in regular classroom instruction (CDSM, 2006). Frequent monitoring (at least weekly) of student progress. Results of frequent assessment are used to form small groups of students for instruction, practice, and reinforcement in the skills and concepts with which they are struggling. Small group support takes place in addition to whole class instruction (Lee, 2002). A longitudinal study of over 1,000 low-achieving and at-risk 6-8 grade students found that students placed in heterogeneous "universal acceleration" courses with "workshop" support had greater gains in achievement and continued to enroll in upper level math courses at greater rates than those placed in traditional remedial courses that slowed down instruction. This finding confirms earlier studies at the elementary level (Levin, 2006).

Comments for section 126-42-5 Program Definition  
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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 31, 2008 12:45 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-31 12:44:53)

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Comment Received for Policy 2510

#####

Name: Joseph Hunt  
Organization: matewan High School  
Email: [jshunt@access.k12.wv.us](mailto:jshunt@access.k12.wv.us)  
Title: Teacher  
Address1: 100 Tiger Lane  
Address2:  
City/State/Zip: Matewan, WV 25678  
Role: Teacher  
Posted: 2008-03-31 12:44:53  
Posted from IP: 168.216.37.142

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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While I agree that added rigor is needed for students to succeed I feel that smaller schools are at a disadvantage. My school will have a difficult time, if not impossible meeting all of these requirements. We simply do not have the personnel that will be required. Also, I think it is a bit unrealistic to dump children who are MI in an Algebra I classroom and expect them to catch on like their peers.

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 31, 2008 11:55 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-31 11:55:17)

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Comment Received for Policy 2510

#####

Name: Pat Egbert  
Organization:  
Email: [pegbert@access.k12.wv.us](mailto:pegbert@access.k12.wv.us)  
Title:  
Address1:  
Address2:  
City/State/Zip: ,  
Role: Teacher  
Posted: 2008-03-31 11:55:17  
Posted from IP: 168.216.29.203

Comments for section 126-42-1 General

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Algebra I at the 8th grade level is highly recommended for those students who are mathematically ready and at a maturity level to handle the time requirements to be successful. These are the students who will be on the Professional pathway, but in our county not chosen until the end of 8th grade (which most parents and students feel is too early). I ask that a majority of 8th graders continue with the CSO's of Mathematics 8 to further enhance their mathematical background and that the word recommend be only for those that already have mathematical basics. Algebra I can be experienced at Grade 9 and then yes, please do have some type of help for those that will struggle with those abstract concepts, such as Slgebra Support with a mathematics credit for both. Thank you.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, March 30, 2008 9:34 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-30 21:34:26)

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Comment Received for Policy 2510

#####

Name: Karen Kirby  
Organization: Calhoun Middle/High  
Email: [kkirby@access.k12.wv.us](mailto:kkirby@access.k12.wv.us)  
Title:  
Address1: HC 89 Box 118  
Address2:  
City/State/Zip: Mt Zion, WV 26151  
Role: Principal  
Posted: 2008-03-30 21:34:26  
Posted from IP: 74.44.112.132

Comments for section 126-42-1 General

-----  
The proposed changes will greatly benefit small school systems with scheduling.

Comments for section 126-42-5 Program Definition

-----  
The doubling of time to master Algebra I CSOs is vital. A solid foundation in Algebra I is a key to success in higher level courses.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, March 30, 2008 9:32 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-30 21:31:52)

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Comment Received for Policy 2510

#####

Name: Holly Plunkett  
Organization: University High School  
Email: [hplunket@access.k12.wv.us](mailto:hplunket@access.k12.wv.us)  
Title: MATH Teacher  
Address1: 2004 Lakeside Est  
Address2:  
City/State/Zip: Morgantown, WV 26508  
Role: Teacher  
Posted: 2008-03-30 21:31:52  
Posted from IP: 64.127.29.50

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Re: 5.4.1 Doing MPIR review, several math teachers noted that their math lessons had to be given at the end of the day due to the ELA time requirement. I think this change may benefit both reading and math skills.

Re: Chart VIB on page 27 I believe Algebra I should be required to be offered in each school, and Algebra III should be in the optional column. It would also be great if the College Transition Math Course could be called Transition Math - with the same CSOs as those determined , but preparing students for all opportunities that may await them after high school.

## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Saturday, March 29, 2008 7:12 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-29 19:12:10)

Please save this email in a "Comments Received Online" folder.  
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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Charles W Higginbotham  
Organization: Randolph County Schools  
Email: [chigginb@access.k12.wv.us](mailto:chigginb@access.k12.wv.us)  
Title: teacher  
Address1: HC 76 Box 1  
Address2:  
City/State/Zip: Helvetia, WV 26224  
Role: Teacher  
Posted: 2008-03-29 19:12:10  
Posted from IP: 205.208.227.54

Comments for section 126-42-1 General

-----  
I am in agreement with the changes in the mathematics requirements. There are many students that need additional time to master the content of Algebra I. Pairing an Algebra Support credit with an Algebra credit will prevent many students from dropping out of the educational process. The Transitional College Math class needs to be implemented as soon as possible. The new requirements have made too many students attempt Trig. I probably have more D students in my current Trig class than I have had in the past 17 years of teaching Trig at Tygarts Valley High School.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 28, 2008 8:45 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-28 20:45:06)

Please save this email in a "Comments Received Online" folder. Your folder will be a backup. All comments are saved in our database. The Complete Comments Report from the database can be found here: <http://129.71.2.32/r.html?id=31cbcc6c519e595e8caf2f02ebe561d0>  
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Comment Received for Policy 2510

#####

Name: Cynthia Zawojski  
Organization: Monongalia County Tech Ed Ctr  
Email: [Czawojsk@access.k12.wv.us](mailto:Czawojsk@access.k12.wv.us)  
Title: Instructor  
Address1: Rt 1 Box 189  
Address2:  
City/State/Zip: Independence, WV 26374  
Role: Teacher  
Posted: 2008-03-28 20:45:06  
Posted from IP: 70.101.130.139

Comments for section 126-42-1 General

-----  
I have been a vocational teacher for 27 years - I am concerned about what our students are being taught - when and where. For example, our students were recently given the Work Keys Test - and if those students (high school) do not score high enough then I, the high school vocational teacher, am put on a 'plan of improvement' - me the high school teacher. I have not had these students for their last 10 or 11 years of schooling -but at my level - high school level- I have to come up with some plan to make the students next year do better on this test. Why is it my responsibility?  
Education is a progression of learning - and it appears that we wait until high school to correct or adjust what the student has or has not learned. And at whose expense???

Most people pursue a career - to work- to earn money - this is what most of us do. Vocational courses are electives and if a student has flunked a required course then that student who wants to attend vocational classes is hard pressed to do so. And most every time a new policy comes out there is some obstacle that these students must overcome in order to take vocational classes and for many it is too late. I would think that, if anything, new policies would provide for our students to get vocational training. A lot of young people want to be a doctor - they can take a medical training class; or they want to be an engineer - take a drafting or electrical class. And for high school students these classes are FREE!

I would encourage those who are writing these policies to consider how these requirements will affect our students. I also want to produce a "better" student and at the same time we need to prepare them for the real world of work.

Sincerely,  
Cynthia Zawojski

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 28, 2008 2:14 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-28 14:13:58)

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Comment Received for Policy 2510

#####

Name: Beth Daugherty  
Organization: John Marshall High School  
Email: [edaughen@access.k12.wv.us](mailto:edaughen@access.k12.wv.us)  
Title: Math Dept. Head/Teacher  
Address1: 1300 Wheeling Ave.  
Address2:  
City/State/Zip: Glen Dale, WV 26038  
Role: Teacher  
Posted: 2008-03-28 14:13:58  
Posted from IP: 168.216.204.58

Comments for section 126-42-1 General

-----  
I am concerned about the lowest level student who might not be ready for Algebra 1. I think that the state should let a pre-algebra class count for a math credit, as one of the 4 credits needed for graduation.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 28, 2008 11:38 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-28 11:37:50)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Christina Gouzd  
Organization:  
Email: [cgouzd1@yahoo.com](mailto:cgouzd1@yahoo.com)  
Title:  
Address1: 51 Pine Ln  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Teacher  
Posted: 2008-03-28 11:37:50  
Posted from IP: 168.216.178.62

Comments for section 126-42-1 General

-----  
Students and teachers cannot cope with ANY more requirements without learning and morale in our schools suffering greatly. These requirements are not taking into account students' differences and the differences in their educational goals. NOT EVERYONE NEEDS ALGEBRA 1! Also, it is a huge mistake to require freshmen to take World History. It is too complicated and vast for their level, and better suited for older students. RETHINK YOUR GUIDELINES--YOU ARE DROWNING US WITH REQUIREMENTS! A student who could've graduated in 4 years, meeting the old requirements, and attended a technical school, learning a valuable and profitable trade, might now get so discouraged by the added requirements that he/she will drop out and never obtain a diploma.

Comments for section 126-42-5 Program Definition

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 28, 2008 10:36 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-28 10:36:20)

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Comment Received for Policy 2510

#####

Name: Linda Grose  
Organization: Elkins High School  
Email: [lbgrose@access.k12.wv.us](mailto:lbgrose@access.k12.wv.us)  
Title: Math Teacher  
Address1: 100 Kennedy Drive  
Address2:  
City/State/Zip: Elkins, WV 26241  
Role: Teacher  
Posted: 2008-03-28 10:36:20  
Posted from IP: 168.216.197.74

Comments for section 126-42-1 General

-----  
I have taught all levels of mathematics in Randolph County for more than thirty years and have seen requirements change numerous times and be repeated. There is a great need for Algebra Support as a math credit for many of our students. I have taught the Algebra Prep course followed by Alg I to the same group of students for an entire year and it has been very successful. I presented this concept at an SREB conference and it was viewed by other states as an innovative method of getting our students to be successful. This should not be looked at as a lowering of standards, but a method of giving our students the necessary background to be able to improve test scores AND the confidence to proceed to higher levels of mathematics. When they have a tough time in Algebra I and Geometry, largely due to the lack of background, students opt to take as little math as necessary and to avoid the upper level courses. I have been teaching long enough to see this happen many times.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 28, 2008 9:43 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-28 09:43:29)

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Comment Received for Policy 2510

#####

Name: Keith Butcher  
Organization: RESA-I  
Email: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)  
Title: Executive Director  
Address1: 400 Neville Street  
Address2:  
City/State/Zip: Beckley, WV 25801  
Role: Professional Support  
Posted: 2008-03-28 09:43:29  
Posted from IP: 168.216.48.205

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Section 5.3.1: A minimum of forty-five minutes must be designated for uninterrupted reading instruction.  
Section 5.4.2: Within the ninety minute block, at least forty-five minutes must be designated for uninterrupted reading instruction.

Reading researchers, Scanlon and Vellutino, found that, of all the various foci of language arts instruction observed in the primary classroom, only the proportion of time that was devoted to analyzing the internal structure of spoken and written words reliably predicted differences in reading achievement at the end of first grade. It is essential that a minimum amount of time be designated for explicit reading instruction. If reaching mastery in reading by the end of third grade for all students is still a priority for West Virginia, then a designated time block must be preserved for reading instruction.

Chart V(C), Footnote 5: Specific course content standards and objectives for the arts support the acquisition of 21st century skills such as creativity, communication, collaboration, and originality. I strongly believe that an arts credit should be awarded for successful coursework completed in dance, music, theatre, or visual arts.

## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 28, 2008 9:04 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-28 09:04:10)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Deborah Mahoney  
Organization: Weir High School  
Email: [dmahoney@access.k12.wv.us](mailto:dmahoney@access.k12.wv.us)  
Title: guidance counselor  
Address1: 100 Red rider Road  
Address2:  
City/State/Zip: Weirton, WV 26062  
Role: Professional Support  
Posted: 2008-03-28 09:04:10  
Posted from IP: 168.216.168.26

Comments for section 126-42-1 General

-----  
Our faculty has asked me to relay the message that not all kids fit the same criteria for pathway and learning and it sounds as if you want to fit everyone in the same pattern and tracking. We believe that our kids who are not college bound should have academic choices in which they can succeed. There should be more math choices. We should be teaching consumer math, and other types that will be more beneficial to our vocational students. Not everyone should be required to have geometry and upper level maths. You are doing these kinds of students an injustice, and discouraging them, while setting them up for failure. Why not make them smarter consumers in the real world? They need to learn decimals, fractions, measurements, balancing checkbooks, how to figure out loan and per centage rates, so that they can be wiser consumers. Why are we forcing an academic pathway on everybody? Some kids just are not academically inclined. We have to meet AYP and yet the drop-out rat!

    e of kids who are discouraged is increasing. We have thrown students into the mix that should not be. Many of our special ed need specialized one on one and smaller classes. Even if there are two teachers in the classroom, the slower ones are hurting, as well as, our other ones who are academically inclined. In a classroom with 25-30 students you are asking the impossible for the teacher to be able to reach each and every one of them. Someone is going to suffer and it is the students. Teachers are becoming more frustrated, as are the students. There should be core classes taught to the ability of the students and not directed to be taught all in one class. This is a ridiculous notion and is not helping WV educational system. We agree that all students should be educated, but by forcing them all into upper level math and sciences, you are extinguishing the skilled by discouraging them to further try, as they see these courses as useless and a roadblock for a diploma.!

    Professional pathways and skilled should have their own set !  
    of requi  
    rements and different academic course requirements. Our society needs occupational diversity and stratification. You are doing an injustice to all students. Maybe had more students

learned everyday common sense courses, the loan debacle in our country would not have happened.

Finally, we feel that you have failed to take into account that not all IQ's are the same, and that there are simply those that will never be academic material, but they will be solid workers in our society.

As Bill Cosby says, "Come On, People"!

Comments for section 126-42-5 Program Definition

-----  
We understand what you are trying to do, but it is impractical, and unreasonable. Please, rethink!!!!

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 28, 2008 7:03 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-28 07:02:44)

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Comment Received for Policy 2510

#####

Name: Cynthia Burke  
Organization: Marshall County Schools  
Email: [cakburke@aol.com](mailto:cakburke@aol.com)  
Title: Teacher  
Address1: 1000 Fairmont Pike  
Address2:  
City/State/Zip: Wheeling, WV 26003  
Role: Teacher  
Posted: 2008-03-28 07:02:44  
Posted from IP: 24.3.206.159

Comments for section 126-42-1 General

-----  
I have copied the following from NCTM correspondence--I believe we are attempting to address all but the TIME issue:

National Teacher of the Year's Thoughts on Closing the Achievement Gap  
Jason Kamras, a Washington, D.C., math educator, spoke on closing the math achievement gap at NCTM's 2007 annual meeting. Kamras, the 2005 National Teacher of the Year, believes teachers, schools, and districts can help reduce educational inequities using these strategies:

- Have high expectations of students
- Increase instructional time
- Use data-driven instruction: Base teaching on systematic assessment of student learning
- Use context-based instruction: Put math in a meaningful, interesting context
- Build relationships with students

Comments for section 126-42-5 Program Definition

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## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, March 27, 2008 10:16 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-27 10:16:07)

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Comment Received for Policy 2510

#####

**Name:** Angela Merrifield  
**Organization:**  
**Email:** [amerrifi@access.k12.wv.us](mailto:amerrifi@access.k12.wv.us)  
**Title:**  
**Address1:** Rr 7 Box 573G  
**Address2:**  
**City/State/Zip:** Fairmont, WV 26554  
**Role:** Teacher  
**Posted:** 2008-03-27 10:16:07  
**Posted from IP:** 168.216.215.45

Comments for section 126-42-1 General

-----  
If the goal is to have students in grades 9-12 taking a math class every year, then why are we requiring them to take four years STARTING in eighth grade? Are you anticipating their poor preparation and failure? Most students don't have the abstract thinking at age 13 to understand Algebra. Shouldn't these students be honing their math skills before entering into a class they aren't ready to complete?

Comments for section 126-42-5 Program Definition

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Chart V B, for grades 9-12, does not list Algebra I. Ultimately, there will be students taking it for the first time or taking it over again in high school.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, March 26, 2008 7:11 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-26 19:10:34)

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Comment Received for Policy 2510

#####

Name: Robert W. MinneyMarion  
Organization: Marion County Counselor  
Email: [rminney@hotmail.com](mailto:rminney@hotmail.com)  
Title: LTC, USA (Ret)  
Address1: RR 4 BOX 374  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Professional Support  
Posted: 2008-03-26 19:10:34  
Posted from IP: 71.61.209.218

Comments for section 126-42-1 General

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x

Comments for section 126-42-5 Program Definition

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Of 200 students in the 8th grade this year we had 14 capable of taking Algebra in the 8th grade. If you want them to be capable, start in the 2nd or 3rd grade to up the standards. To make every freshman take Algebra I in one year is to guarantee a high failure rate. Continue to allow those who need extra time to learn, to split Algebra I in two and take it in freshman and sophomore years.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, March 26, 2008 6:19 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-26 18:19:08)

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Comment Received for Policy 2510

#####

Name: Jane Kennedy  
Organization: Riverside High School  
Email: [jkennedy@kcs.kana.k12.wv.us](mailto:jkennedy@kcs.kana.k12.wv.us)  
Title: teacher, science team leader  
Address1: 1 Warrior Way  
Address2:  
City/State/Zip: Belle, WV 25015  
Role: Teacher  
Posted: 2008-03-26 18:19:08  
Posted from IP: 74.195.91.79

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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section 5.6  
Chart V Adolescent (9-12) Graduation Requirements (Effective 2008-2009)  
There will be 3 credits required of science classes: Physical Science, Biology or Conceptual Biology, and Chemistry or Conceptual Chemistry. Other sciences have been added, Life Science (what course is this? Biology is already being required?) or Earth Science. Physics or Conceptual Physics should be added to this list!!!

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, March 26, 2008 10:50 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-26 10:49:53)

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Comment Received for Policy 2510

#####

Name: Janie Merendino  
Organization:  
Email: [mmmerendi@access.k12.wv.us](mailto:mmmerendi@access.k12.wv.us)  
Title: Math Coach  
Address1: 200 Gaston Ave  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Professional Support  
Posted: 2008-03-26 10:49:53  
Posted from IP: 168.216.154.254

Comments for section 126-42-1 General

-----  
I would like to comment on the additional support for Algebra I. The facts are clear that a majority of our high school graduates do not do well on the ACT in mathematics and that scores dip in the middle school. I believe the reason is due to the lack of understanding of the concepts of fractions, decimals and percents. This opinion is held by the National MATH Panel as well. This is why I feel there needs to be a determiner about Algebra after 7th grade math, before students take algebra in 8th grade and fail it. Failure leads to a disinterest in any future math class.  
Also if students take Algebra support and Algebra I at the same time, there needs to be a set of content standards and an end of course exam for the course. Algebra support should not be a time to do Algebra I homework.  
Another note- preventing the failure of an understanding of fractions, decimals and percents needs to be addressed in the intermediate grades. These teachers are not math specialists and they teach these concepts from a purely skill based approach. Professional Development needs to address these areas with 4 - 6 grade teachers. They teach as they were taught, not a conceptual way at all. Thanks for allowing this comment opportunity.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, March 26, 2008 9:46 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-26 09:46:16)

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Comment Received for Policy 2510

#####

Name: Kelly Goff  
Organization:  
Email: [kgoff@atlanticbb.net](mailto:kgoff@atlanticbb.net)  
Title:  
Address1: 280 Deerfield Circle  
Address2:  
City/State/Zip: Kingwood, WV 26537  
Role: Parent-Family  
Posted: 2008-03-26 09:46:16  
Posted from IP: 64.119.240.2

Comments for section 126-42-1 General

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This is good news for the children that are good students but not particurly good in math. I am a college graduate of FSC and only had Algebra I and Geometry in high school. I know I would have really struggled with Algebra II, trigonometry and calculus. I can see that my daughter is going to be the same in math that I was. I think higher level math is fine for those kids that can do it but for most children, the higher levels of math just cause a lot of frustration. The kids that dont' have the cognitive abilities for this higher math will struggle. How are the children on IEP's going to keep up as well. I will agree to have four math classes to graduate but not to require them to be Algebra II and above. I think by doing this we are setting a lot of children up for failure. They have enough pressure on them as it is.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 25, 2008 10:17 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-25 10:16:52)

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Comment Received for Policy 2510

#####

Name: Doris Parsons  
Organization: KCS  
Email: [dcparsons@kcs.kana.k12.wv.us](mailto:dcparsons@kcs.kana.k12.wv.us)  
Title:  
Address1: 3300 Penn. Ave.  
Address2:  
City/State/Zip: Charleston, WV 25302  
Role: Teacher  
Posted: 2008-03-25 10:16:52  
Posted from IP: 168.216.28.146

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 concerned about the impact that the mathematics requirements will have upon the Special Education and low-average students in our schools. In many cases, students might never grasp the concepts in Algebra I, let alone 2 classes above that. I can see these requirements as a major factor in increasing the dropout rate, which is already too high.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 25, 2008 10:14 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-25 10:14:06)

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Comment Received for Policy 2510

#####

Name: Anne Reed  
Organization: Kanawha County Schools  
Email: [areed@kcs.kana.k12.wv.us](mailto:areed@kcs.kana.k12.wv.us)  
Title: Teacher  
Address1: 3300 Pennsylvania Ave  
Address2:  
City/State/Zip: Charleston, WV 25320  
Role: Teacher  
Posted: 2008-03-25 10:14:06  
Posted from IP: 168.216.26.199

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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I hope you realize that the dropout rate with increase exponentially with the math credit requirements set so high. Right now a student can get diplomas online which require only two math credits. You have forced every average or right brained child to either quit or find another way to get a diploma.

## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 25, 2008 9:01 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-25 09:00:55)

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Comment Received for Policy 2510

#####

Name: Patricia Coulter  
Organization: Clay County High School  
Email: [pcoulter@access.k12.wv.us](mailto:pcoulter@access.k12.wv.us)  
Title: Chemistry and Math Teacher  
Address1: 1 Panther Drive  
Address2:  
City/State/Zip: Clay, WV 25043  
Role: Teacher  
Posted: 2008-03-25 09:00:55  
Posted from IP: 168.216.81.114

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Offering Chemistry to all students is going to cause a severe hardship on all counties in West Virginia. Staffing, proper laboratory facilities and supplies are hard to come by. Also, this will cause hardship on students who are trying to take courses such as Environmental Science and Anatomy and Physiology. In a perfect world, it would be great for students planning to study medicine to take Biology, Chemistry, Biology 2, Chemistry 2, AP Chemistry, AP Biology, Physics and Anatomy and Physiology. But they also need courses like Clinical Concepts, Health Care Fundamentals and Psychology. The problem is they also are still in high school and need to meet the graduation requirements! They have English, History, Foreign Language, Phys Ed, Health, Fine Arts....

How can we meet the requirements you are demanding without adequate funding and with an unrealistic student to teacher ratio calculation process? Our school has one in six students who are eligible for Special Education services and none of those include the Gifted student population. The disproportionate number of Special Education teachers in our school as compared to other schools leaves us short-staffed and unable to provide teachers for such basic requirements as Math and History.

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 24, 2008 12:59 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-24 12:59:11)

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Comment Received for Policy 2510

#####

Name: Ruth T. Snyder  
Organization:  
Email: [ruth.snyder@excite.com](mailto:ruth.snyder@excite.com)  
Title:  
Address1: HC 80, Box 19  
Address2:  
City/State/Zip: Harrisville, WV 26362  
Role: Teacher  
Posted: 2008-03-24 12:59:11  
Posted from IP: 72.23.237.171

Comments for section 126-42-1 General  
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Comments for section 126-42-5 Program Definition  
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As a teacher of Art pre k- Adult, I feel strongly that the student needs to take an an art course along with his or her vocational courses. Many of the students entering high school have not had much in the way of basic art, in the elementary or middle levels due to cutbacks or lack of funding for arts teacher specialists. The classes that are taught in vocational need students to have a basic knowledge of color and design and background in Art, Artists, history of Art and style as it relates to culture and appreciation. This they can only get when taking a Art class.  
Even with the advent of the computer to do graphics the student still needs an understanding that only an Art class can give to succeed in this area. Disney a well known company, now in computer graphic animation still looks for students with skills in drawing, color, design and layout for its new group of animators.  
As an Art teacher that worked with our schools vocational teachers on a cross curriculum basis, both the vocational teacher and I noticed a vast improvement in students work when they were given basic art skills.

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 24, 2008 9:48 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-24 09:48:08)

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Comment Received for Policy 2510

#####

Name: Jean A. Pearcy  
Organization:  
Email: [japearcy@yahoo.com](mailto:japearcy@yahoo.com)  
Title: Ecuational Consultant  
Address1: P O Box 4209  
Address2:  
City/State/Zip: Parkersburg, , WV 26104  
Role: Community Member  
Posted: 2008-03-24 09:48:08  
Posted from IP: 64.135.242.209

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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5.2.3 PRE-K 4 YEAR OLDS

It is important to overly teacher traianing for pre-k teachers to keep the focus of language development, literature usage and phonological awareness inculsion with the curriculucm. These skills are not gained in the home enviromanet of many West Virginia four year old students. Teacher training in these areas will overlay the current Creative Curriculum in use and enhance the learning expeience of students. It will allow them to move forward into kindergarten with the skills they need to be succesful in learning to read.

5.3 K-2

My work with the WVDE Reading Cadre for the last eight years has taught me that it is wise to set 90 minutes for reading as a MINIMUM in k-2 classrooms . The reading block MUST be uninterupted. The 120 minute block of Reading First allows the classroom teacher time to do both whole group instruction, small group instruction and literacy centers. Research says that if reading is not in place by their grade , more time , money and personal will be devoted to those not making DIBELS benchmark scores. The English and writing integrates well with science and social . To force that into the 90 minute block will end up making the reading success of students drop.

The State is to have the Intensive Phonemic Awareness Program in place by fall 2010. This requires classroom instruction in the kindergarten classrooms for 10 to 15 minutes a day in the reading block in addition the the phonemic awareness in the core program. In the first grade phonemic awareness is to be taught in the classroom for 15 minutes a day for the first

nine weeks in addition to the phonemic awareness taught in the core program. The students scoring the lowest scores in DIBELS are ranked and placed in the Intensive Phonemic Awareness Program for 3 days a week, 30 minutes a day for 12 weeks. The first grade students are in the program in the fall semester and the kindergarten students are in the program in the mid year semester.

I have been the WVDE IPAP Technical Assistant for the WVDE IPAP for two years. The first grade results for success for the program for 2007-2008 are as follows.

#### FIRST GRADE IPAP RESULTS

DIBELS SCORES Percentage of students in each scoring area

##### September DIBELS Results

	Phoneme Segmentation Fluency	Nonsense Word Fluency	Total
Benchmark	31%	19%	25%
Strategic	51%	45%	48%
Deficit	18%	36%	27%

##### January IPAP First Grade Results

	Phoneme Segmentation Fluency	Nonsense Word Fluency	Total
Benchmark	76%	33%	54%
Strategic	21%	49%	35%
Deficit	3%	18%	11%

The success of the program is outstanding. Please keep in mind that the students involved in IPAP are the lowest scoring students in these classrooms. I currently have compiled data for 101 schools in 37 counties in the state.

It is noted that there is no mention of the program at all in the "Grand Plan."

#### PROFESSIONAL DEVELOPMENT

It is imperative that Professional Development play a key role in putting this plan into place. This training should be sequential, sustained and for all teachers. The "train the trainer" idea has not proven effective. The trainer goes to a three days or week session of training and given 30 minutes to present what they learned to the teachers in their school.

Jean A. Pearcy  
WVDE Reading First Cadre  
WVDE IPAP Technical Assistant  
Co-Instructor Technology- Enhanced Literacy Environment Program, Educations Development Center, Newton, MA

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 24, 2008 9:23 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-24 09:23:10)

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Comment Received for Policy 2510

#####

Name: Jean A. Pearcy  
Organization:  
Email: [japearcy@yahoo.com](mailto:japearcy@yahoo.com)  
Title: Ecuational Consultant  
Address1: P O Box 4209  
Address2:  
City/State/Zip: Parkersburg, , WV 26104  
Role: Community Member  
Posted: 2008-03-24 09:23:10  
Posted from IP: 64.135.242.209

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

-----  
5.2.3 Pre- K 4 Year Olds

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#### FIRST GRADE IPAP RESULTS

DIBELS SCORES Percentage of students in each scoring area

Phoneme Segmentation Fluency	Nonsense Word Fluency	Total	
Benchmark	31%	19%	25%
Strategic	51%	45%	48%
Deficit	18%	36%	27%

## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 24, 2008 8:01 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-24 08:00:39)

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Comment Received for Policy 2510

#####

Name: Dennis Adkins  
Organization: Science Teacher WWHS  
Email: [dnmadkin@access.k12.us.wv](mailto:dnmadkin@access.k12.us.wv)  
Title:  
Address1: 411 Ewart Ave.  
Address2:  
City/State/Zip: Beckley, WV  
Role: Teacher  
Posted: 2008-03-24 08:00:39  
Posted from IP: 168.216.97.63

Comments for section 126-42-1 General

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I think my greatest concern is with all the revision the science program is undergoing there seems to be no revision of the 5-8 science. As a 9th grade science teacher for the past 3 years + 1 year back in 2002-2003 with a different school district I found most entering freshmen to be woefully unprepared for the rigor of the expectations delineated in the 9th grade objectives. Given the broadness of the science curriculum in general and the scatter shot approach in which most teachers taught the topics he or she is comfortable with students have very mixed backgrounds (although consistently they are usually well grounded in life and earth sciences while very unprepared in the physical sciences) it almost sets up many students for failure before they even begin.

I recommend that any overall of the science program in this state (which is greatly needed) needs to start from the bottom up.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 21, 2008 10:57 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-21 22:56:53)

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Comment Received for Policy 2510  
#####  
Name: Joyce Fisher  
Organization:  
Email: obxdreamn  
Title: Parent  
Address1: 1009 Wildrose Lane  
Address2:  
City/State/Zip: Harpers Ferry, WV 25425  
Role: Parent-Family  
Posted: 2008-03-21 22:56:53  
Posted from IP: 170.215.153.4

Comments for section 126-42-1 General  
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Comments are in( )'s beside language of policy  
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 (and maintian) proficiency in the basic skills of reading, writing, mathematics, 21st century learning skills and technology tools. Achievement 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(DEFINE ADEQUATE--less than high quality lower than quality-average)system of professional development, appropriate(DEFINE APPROPRIATE--is this base on age or level of acheivment- or what a local county budget apropriated) instructional material!  
s, 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.

Comments for section 126-42-5 Program Definition  
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**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 21, 2008 2:39 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-21 14:39:11)

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Comment Received for Policy 2510

#####

Name: leonard carrico  
Organization:  
Email: [iskunkuiowa@yahoo.com](mailto:iskunkuiowa@yahoo.com)  
Title:  
Address1: 402 2nd ave w  
Address2: pobox 16  
City/State/Zip: knierim, ia 50552  
Role:  
Posted: 2008-03-21 14:39:11  
Posted from IP: 209.56.118.1

Comments for section 126-42-1 General

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Don't want to see wrong done to students 60+yrs ago??&probley still exist in all states.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 21, 2008 11:43 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-21 11:43:16)

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Comment Received for Policy 2510

#####

Name: Linda Dyer  
Organization: Webster County High  
Email: [lsdyer@access.k12.wv.us](mailto:lsdyer@access.k12.wv.us)  
Title: Counselor  
Address1: 1 Highlander Dr.  
Address2:  
City/State/Zip: Upper Glade, wv 26266  
Role: Professional Support  
Posted: 2008-03-21 11:43:16  
Posted from IP: 168.216.221.153

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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I approve of most of the changes. However, I feel the exception allowing other sciences as an alternate to Chemistry should extend beyond 2010. I am concerned about the on-line learning experience. If this is integrated within a core class, in a somewhat controlled way, I would agree. However, as virtual school coordinator for our school, I find that only the most motivated student is capable of navigating the technicalities of such a course. Also, all students do not work well with out a live teacher facilitating the learning. I also would like to see the option of college(dual) credit courses as an alternative to the AP course requirements. We are partnering with a local community college and students can receive several college credits (free or at a reduced cost) Since changing our Biology class from AP to dual credit, we have increased enrollment from less that 10 to 28. The same is true for our English and Social Studies classes. Students are more likely to take the course because the college credit does not rely upon the AP test, which nationally is passed by a very low percentage of students.  
Dual Credit classes are taught with the college syllabus and have the same rigor as AP courses, just not the one time test that AP requires for credit.

## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, March 20, 2008 12:51 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-20 12:51:19)

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Comment Received for Policy 2510

#####

Name: Melissa Farley  
Organization: University High School  
Email: [mdfarley@access.k12.wv.us](mailto:mdfarley@access.k12.wv.us)  
Title: Teacher  
Address1: 991 Price Street  
Address2:  
City/State/Zip: Morgantown, WV 26508  
Role: Teacher  
Posted: 2008-03-20 12:51:19  
Posted from IP: 168.216.133.86

Comments for section 126-42-1 General

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I notice that Algebra 3 is not listed as a math elective. I was a member of the committee that developed the CSO's for this course and currently teach it at my school. My students take it as a dual credit course, receiving College Algebra credit(3 hours) from WVU. I can attest that this is a rigorous and relevant course. It is richly infused with 21st century teaching and learning skills. It is heavily reliant on technology which is highly emphasized by Policy 2510. I strongly urge your consideration in adding it to the list of math electives and would be glad to answer any questions that arise from this comment.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

---

**From:** Karen Huffman [khuffman@access.k12.wv.us]  
**Sent:** Thursday, March 20, 2008 12:17 PM  
**To:** Renee Hodges  
**Subject:** FW: Policy 2510

I think this person will do a formal comment, but save this one for me...

*Karen*

Karen L. Huffman, Ed. D. , Special Assistant to the State Superintendent  
WVDE Division of Special Projects--Superintendent's Center for 21 Century Schools  
West Virginia Department of Education  
Capitol Complex  
Bldg. 6, Room 617  
1900 Kanawha Blvd., East  
Charleston, WV 25305-0330

[khuffman@access.k12.wv.us](mailto:khuffman@access.k12.wv.us)

Telephone: (304) 558-3199

Facsimile: (304) 558-1834

Cellular : (304) 439-1670

---

**From:** Jack McClanahan [mailto:jcmclan@access.k12.wv.us]  
**Sent:** Thursday, March 20, 2008 8:39 AM  
**To:** 'Tom Deadrick'  
**Cc:** 'Karen Huffman'  
**Subject:** RE: Policy 2510

Tom,  
Thanks for the suggestion—I will send it to Karen Huffman.

Jack

---

**From:** Tom Deadrick [mailto:tdeadric@access.k12.wv.us]  
**Sent:** Wednesday, March 19, 2008 3:19 PM  
**To:** jcmclan@access.k12.wv.us  
**Subject:** Policy 2510

Dr. McClanahan ... not sure who to address this to but thought I would start w/ you. I quickly reviewed 2510 as posted on comment and noticed that page 22 in the "Professional Pathway" box, the language for the "Concentration" credit was not changed like it was on page 20 (regarding "additional elective credit") nor is the heading on page 22 legible. I just wanted to bring this to someone's attention if it could be addressed before it became Board approved policy. I intend to use the online form for my support comments but thought this might need to be addressed now.

Thomas K. Deadrick  
Associate Superintendent  
Marion County Schools

200 Gaston Avenue  
Fairmont, WV 26554  
(c) 304.657.6522  
(w) 304.367.2100 x17  
(f) 304.367.2111  
[www.marionboe.com](http://www.marionboe.com)

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, March 20, 2008 11:28 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-20 11:27:58)

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Comment Received for Policy 2510

#####

Name: William Park  
Organization: Nitro High School  
Email: [WPARK@kcs.kana.k12.wv.us](mailto:WPARK@kcs.kana.k12.wv.us)  
Title: Teacher  
Address1: 1300 Park Ave.  
Address2:  
City/State/Zip: Nitro, WV 25143  
Role: Teacher  
Posted: 2008-03-20 11:27:58  
Posted from IP: 168.216.27.71

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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Reducing elective availability will severely limit career avenues of our students and inhibit character education & citizenship programs such as JROTC. This policy, in my opinion, is short-sighted and negligent in its scope and objectives. The consequences would be severe and far-reaching in the development of well-rounded, prepared citizen-leaders of tomorrow in our state and country. This policy represents a source of degradation to our state's educational system.  
Strongly against this policy!!

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, March 20, 2008 11:20 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-20 11:19:32)

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Comment Received for Policy 2510

#####

Name: Patricia Coulter  
Organization: Clay County High School  
Email: [pcoulter@access.k12.wv.us](mailto:pcoulter@access.k12.wv.us)  
Title: Teacher/ Science and Math  
Address1: 1 Panther Drive  
Address2:  
City/State/Zip: Clay, WV 25043  
Role: Teacher  
Posted: 2008-03-20 11:19:32  
Posted from IP: 168.216.70.33

Comments for section 126-42-1 General

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I am disappointed that the details of this policy have not been ironed out, especially for Mathematics. We are having a terrible time trying to decide what to do for next year. We have materials and teachers to find and students to advise and schedule. There are books that have to be ordered and selected and we are being given precious little to go on.

Comments for section 126-42-5 Program Definition

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See Above! And why are there new requirements for the 2008-2009 incoming freshmen and the 2009-2010 freshmen? My goodness. How can we schedule to satisfy four different sets of requirements?????? We only have so many people to work with and funding and monetary constraints, added to the large number of special education professionals we are required to have and the school funding formula which says we have plenty of teachers, is causing extreme difficulty in small rural schools. One in six of our students qualifies for special education services. That means that a large number of our teachers are occupied with a maximum class of 10 while the rest of us have the bulk of the students. Finally, I have never understood why children who are in special education are taught at their ability level, then tested on the WESTEST at their grade level. That is a travesty! How can we, with good conscience, teach a child at the fourth grade level and test him at the 10th grade level!  
1? It is the most unfair concept imaginable.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Thursday, March 20, 2008 10:59 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-20 10:58:57)

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Comment Received for Policy 2510

#####

Name: Steve Pauley  
Organization: NITRO HIGH SCHOOL  
Email: [spauley@kcs.kana.k12.wv.us](mailto:spauley@kcs.kana.k12.wv.us)  
Title: Teacher  
Address1: 1300 Park Avenue  
Address2:  
City/State/Zip: Ntiro, WV 25143  
Role: Teacher  
Posted: 2008-03-20 10:58:57  
Posted from IP: 168.216.27.71

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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I believe every child should have room for an elective class each year they attend high school. If elective credits are reduced to two electives, how will they explore any find they paths of education for which they are most suitable?  
Taking electives away year by year is hurting the students choices, and restricting them from exposure to varied educational areas of interest.

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, March 19, 2008 5:55 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-19 17:54:48)

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Comment Received for Policy 2510

#####

Name: Cynthia Burke  
Organization: Sherrard Junior High School  
Email: [caburke@access.k12.wv.us](mailto:caburke@access.k12.wv.us)  
Title: Teacher  
Address1: 1000 Fairmont Pike  
Address2:  
City/State/Zip: Wheeling, WV 26003  
Role: Teacher  
Posted: 2008-03-19 17:54:48  
Posted from IP: 24.3.206.159

Comments for section 126-42-1 General

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I recently attended a Best Practices Institute in Charlottesville, VA. At this conference my belief that time is a major factor impacting student achievement was reinforced. A group of presenters (middle-school) from a high-achieving urban school in North Carolina with a large free-and-reduced lunch population was surprised to find that 80 minute mathematics courses were not the rule. Several of these teachers were 8th grade Algebra teachers and could not believe that our classes were a mere 45 minutes per day. West Virginia teachers are in the classroom with their students approximately 1/2 the time that these teachers are meeting with their students. The results achieved by these West Virginia teachers are a credit to their efforts. We are, however, short-changing our students when we ask them to compete with students who have had twice the time in a mathematics classroom each year throughout their academic years.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, March 19, 2008 5:03 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-19 17:02:47)

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<http://129.71.2.32/r.html?id=31cbcc6c519e595e8caf2f02ebe561d0>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Robin Anglin  
Organization: WVDE  
Email: [ranglin@access.k12.wv.us](mailto:ranglin@access.k12.wv.us)  
Title: Science Coordinator  
Address1: 1900 Kanawha Blvd  
Address2: Building 6 Room 608  
City/State/Zip: Charleston, WV 25305  
Role: School System Staff  
Posted: 2008-03-19 17:02:47  
Posted from IP: 129.71.215.161

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

-----  
I have received several comments/questions about the "life science" term that is used on page 20. I have provided the following answer:

We do not have a specific course called Life Science; the interpretation of the "Life Science" term used in the policy would include any biology related courses such as Human Anatomy and Physiology or Biology II. The Human Anatomy and Physiology course is an elective that is required to be offered by the schools. The Biology II course is not required to be offered and is new to the course offerings of Policy 2530.35. The "Life Science" term would also include such courses as Microbiology, Zoology, and Botany (as well as other Biology related courses that have met the stipulations of 5.6.7)

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.

Perhaps we should consider rewording this part of the document.

## Renee Hodges

---

**From:** Karen Huffman [khuffman@access.k12.wv.us]  
**Sent:** Wednesday, March 19, 2008 4:54 PM  
**To:** 'Renee Hodges'  
**Subject:** RE: policy 2510 comment  
**Attachments:** John McKown Comment March 2008.doc

Don't know why that didn't attach...here it is...

Karen  
Karen L. Huffman, Ed. D. , Special Assistant to the State Superintendent WVDE Division of Special Projects--Superintendent's Center for 21 Century Schools West Virginia Department of Education Capitol Complex Bldg. 6, Room 617 1900 Kanawha Blvd., East Charleston, WV 25305-0330

[khuffman@access.k12.wv.us](mailto:khuffman@access.k12.wv.us)

Telephone: (304) 558-3199

Facsimile: (304) 558-1834  
Cellular : (304) 439-1670

-----Original Message-----

From: Renee Hodges [mailto:ahodges@access.k12.wv.us]  
Sent: Wednesday, March 19, 2008 3:44 PM  
To: 'Karen Huffman'  
Subject: RE: policy 2510 comment

I didn't receive the attachment of comments.

Renee

-----Original Message-----

From: Karen Huffman [mailto:khuffman@access.k12.wv.us]  
Sent: Wednesday, March 19, 2008 3:12 PM  
To: 'John McKown'  
Subject: RE: policy 2510 comment

Thank you for your comments, John. So good to hear from you! I will share these comments with others who are working with these proposed revisions, and they will be shared with all members of the WV Board of Education at its May meeting.

Karen  
Karen L. Huffman, Ed. D. , Special Assistant to the State Superintendent WVDE Division of Special Projects--Superintendent's Center for 21 Century Schools West Virginia Department of Education Capitol Complex Bldg. 6, Room 617 1900 Kanawha Blvd., East Charleston, WV 25305-0330

[khuffman@access.k12.wv.us](mailto:khuffman@access.k12.wv.us)

Telephone: (304) 558-3199

Facsimile: (304) 558-1834  
Cellular : (304) 439-1670

-----Original Message-----

From: John McKown [mailto:jmckown@access.k12.wv.us]  
Sent: Tuesday, March 18, 2008 10:59 AM  
To: khuffman@access.k12.wv.us  
Subject: policy 2510 comment

Dr. Huffman,

Attached you will find my comments for policy 2510. Thanks.

John McKown  
Wirt County High School

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, March 19, 2008 2:49 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-19 14:48:30)

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Comment Received for Policy 2510

#####

Name: Marty Soltis  
Organization: Jefferson County Schools  
Email: [msoltis@access.k12.wv.us](mailto:msoltis@access.k12.wv.us)  
Title:  
Address1: 110 Moedington Ave  
Address2:  
City/State/Zip: Charles Town, WV 25414  
Role: Professional Support  
Posted: 2008-03-19 14:48:30  
Posted from IP: 168.216.197.17

Comments for section 126-42-1 General

-----  
Fully support the acceptance of certain state-approved Career Technical Education courses to be used to meet art requirements for graduation.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Wednesday, March 19, 2008 12:22 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-19 12:21:58)

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Comment Received for Policy 2510

#####

Name: Dale Blevins  
Organization: RESA II  
Email: [rblevins@access.k12.wv.us](mailto:rblevins@access.k12.wv.us)  
Title: Math Mentor/Retired Math Teacher  
Address1: 665 Buffalo Creek Road  
Address2:  
City/State/Zip: Huntington, WV 25704  
Role: Professional Support  
Posted: 2008-03-19 12:21:58  
Posted from IP: 168.216.102.74

Comments for section 126-42-1 General

-----  
I noticed Chart VI B (effective July 2008) did not have Algebra I listed in either the required or optional MATH ELECTIVES columns. I understand the hope that students take, and pass, Alg. I in the 8th grade. But the reality is that an Alg. I class needs to be offered at the high school level for those who don't. It should be in the required list - but if not, at least put it in the optional list. Without the Applied I & II option for algebra credit either the failure rate will climb or the Alg. I class will become a shell of what it is suppose to be to avoid the high failure rate.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 18, 2008 10:03 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-18 22:03:24)

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Comment Received for Policy 2510

#####

Name: Lou Maynus  
Organization: WVDE  
Email: [lmaynus@access.k12.wv.us](mailto:lmaynus@access.k12.wv.us)  
Title: State Mathematics Coordinator  
Address1: RR 3 Box 635  
Address2:  
City/State/Zip: Fayetteville, WV 25840  
Role: Professional Support  
Posted: 2008-03-18 22:03:24  
Posted from IP: 75.108.156.49

Comments for section 126-42-1 General

-----  
Page 27 Under "electives required to be offered"...Algebra I is not listed

Page 27 Under "optional electives"...Algebra III is not listed

May we add these?

Comments for section 126-42-5 Program Definition

-----

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 18, 2008 8:47 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-18 20:46:30)

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Comment Received for Policy 2510

#####

Name: Stefan Smolski  
Organization: Oak Glen High School  
Email: [ssmolski@access.k12.wv.us](mailto:ssmolski@access.k12.wv.us)  
Title: Science Teacher  
Address1: 195 Golden Bear Drive  
Address2:  
City/State/Zip: New Cumberland, WV 26047  
Role: Teacher  
Posted: 2008-03-18 20:46:30  
Posted from IP: 72.84.34.78

Comments for section 126-42-1 General

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

-----  
"Life Science or Earth Science may be used in lieu of Chemistry or Conceptual Chemistry to satisfy graduation requirements for students entering 9th grade in 2008-09 and 2009-10." This change appears confusing. Biology is a life science. Which additional life science are being proposed to substitute for the chemistry/conceptual chemistry requirement? It is important for students to receive a well rounded science education. However, Charts VI (A) & (B) list few life sciences to meet the modified requirements. If students do not receive the chemistry course in 11th grade, how will this affect WESTEST performance by which AYP is based?

## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 18, 2008 8:03 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-18 20:03:26)

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Comment Received for Policy 2510

#####

Name: Michael L. Lemley  
Organization: Buckhannon Upshur High School  
Email: [mjsmtcat@aol.com](mailto:mjsmtcat@aol.com)  
Title: Science Dept Chairperson  
Address1: 50 B-U Drive  
Address2:  
City/State/Zip: Buckhannon, WV 26201-9411  
Role: Teacher  
Posted: 2008-03-18 20:03:26  
Posted from IP: 71.64.0.121

Comments for section 126-42-1 General

-----  
With regard to Page 2: The required course in Chemistry. The policy now states the for 2008 and 2009 freshman, 'Life Science' or 'Earth Science' may be substituted for the chemistry requirement. We currently have a course called Earth Science, but there is no course description or CSO's for a class called "Life" Science. Does "Life Science" mean "A life science", such as Anatomy and Physiology, Biology II, or AP Biology. Since no such "Life Science" course exists, I believe this point needs much more clarification as to exactly which courses can be counted as requirements for graduation.

Comments for section 126-42-5 Program Definition

-----  
With regard to Page 20 and 23: The required course in Chemistry. The policy now states the for 2008 and 2009 freshman, 'Life Science' or 'Earth Science' may be substituted for the chemistry requirement. We currently have a course called Earth Science, but there is no course description or CSO's for a class called "Life" Science. Does "Life Science" mean "A life science", such as Anatomy and Physiology, Biology II, or AP Biology. Since no such "Life Science" course exists, I believe this point needs much more clarification as to exactly which courses can be counted as requirements for graduation.

## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 18, 2008 6:00 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-18 18:00:15)

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Comment Received for Policy 2510

#####

Name: James C. Lynn  
Organization: South Harrison High School  
Email: [jlynn@access.k12.wv.us](mailto:jlynn@access.k12.wv.us)  
Title: Science Department Chair  
Address1: Rt. 1 Box 58  
Address2:  
City/State/Zip: Lost Creek, WV 26385  
Role: Teacher  
Posted: 2008-03-18 18:00:15  
Posted from IP: 168.216.165.54

Comments for section 126-42-1 General

-----  
My comments concern the added graduation requirements for science and a change needed in the science 8 program. Even though these policies have already been passed; there is no reason why they cannot be revisited. All members of our science department are strongly against the adding of the chemistry requirement. We are also strongly against adding the third science requirement for all students that was done several years ago. We only have a limited number of teachers to teach all classes. These requirements are greatly hampering our ability to offer a solid college preparatory curriculum. West Virginia has a responsibility to train students in the professional category to succeed in college. Adding requirements without adding additional faculty and lab rooms forces us to water down the curriculum to meet the needs of entry level students and students with special needs. The extra classes necessary to accommodate these requirements forces us to eliminate more advanced elective courses.

Another concern is the CATS 8 course. Our science faculty has observed a significant lack of knowledge of Earth Science. Many questions on the WESTEST are from Earth Science. The CATS program falls far short of preparing the students for the WESTEST in Earth Science. A simple solution to this problem would be to replace CATS 8 with Earth Science 8. The proponents of CATS will say that Earth Science is addressed in the CATS CSOs. The reality of the situation is that the Earth Science CSOs are usually last on the list and many teachers never cover them.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 18, 2008 10:53 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-18 10:53:03)

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Comment Received for Policy 2510

#####

Name: danny simons  
Organization:  
Email: [drsimons@access.k12.wv.us](mailto:drsimons@access.k12.wv.us)  
Title:  
Address1: 112 kidd ave.  
Address2:  
City/State/Zip: stonewood, wv 26301  
Role: Parent-Family  
Posted: 2008-03-18 10:53:03  
Posted from IP: 168.216.165.26

Comments for section 126-42-1 General

-----  
I would think that with all of the studies showing how obese are children are in this state that we would allot more time for activities such as playtime, recess and physical education classes in the school day. Its a shame that k-2 only requires 30 min three times a week for our children. You may want to consider alotting 45 minutes per day 5 days a week for physical activities. This would accomplish 2 things, 1)allow the children to get exercise and 2)give them a break from a curriculum that, in my opinion, is pushing are children way to hard.

Comments for section 126-42-5 Program Definition

-----

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Tuesday, March 18, 2008 7:54 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-18 07:53:58)

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Comment Received for Policy 2510

#####

Name: Brenda Burke-Cremeans  
Organization: Putnam County Schools & WVSU  
Email: [bburke@access.k12.wv.us](mailto:bburke@access.k12.wv.us)  
Title: Teacher  
Address1: 411 Green Acres  
Address2:  
City/State/Zip: Hurricane, WV 25526  
Role: Teacher  
Posted: 2008-03-18 07:53:58  
Posted from IP: 168.216.25.191

Comments for section 126-42-1 General

-----  
There must be implemented a state-wide curriculum for high school. It is difficult for students who move (with family) to catch up at another school. In addition, when a student is attending one school that requires more credits for graduation than one in another county, that student transfers to avoid taking needed classes.  
WE WOULD HAVE TIME TO "GET IN" our classes if Intro to Majors did not take up an entire semester (9 weeks for 9th grade and 9 weeks for 10th grade). The scheduling, career goals, etc. could well be done in a health/career class OR in mentor groups.  
FOREIGN LANGUAGE in junior high or middle school: Absolutely not unless they are taught by an in-house teacher who maintains the same standards as those in the high school.  
THANKS FOR PERMITTING teachers to comment...

Comments for section 126-42-5 Program Definition

-----

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 17, 2008 2:35 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-17 14:34:40)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Melinda Brown  
Organization: teacher  
Email: [mmbrown@access.k12.wv.us](mailto:mmbrown@access.k12.wv.us)  
Title:  
Address1: 1307 Peacock Lane  
Address2:  
City/State/Zip: Fairmont, WV 26554  
Role: Teacher  
Posted: 2008-03-17 14:34:40  
Posted from IP: 168.216.153.117

Comments for section 126-42-1 General

-----  
As a math teacher i agree with the algebra change!!!

Comments for section 126-42-5 Program Definition

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## Renee Hodges

---

**From:** Karen Huffman [khuffman@access.k12.wv.us]  
**Sent:** Monday, March 17, 2008 2:10 PM  
**To:** 'Dianne Boggess'; ahodges@access.k12.wv.us  
**Cc:** 'William Niday'; Jan Barth  
**Subject:** RE: Policy 2510 Comments

Thanks, Dianne. I will share with Jan and discuss.

*Karen*

Karen L. Huffman, Ed. D. , Special Assistant to the State Superintendent  
WVDE Division of Special Projects--Superintendent's Center for 21 Century Schools  
West Virginia Department of Education  
Capitol Complex  
Bldg. 6, Room 617  
1900 Kanawha Blvd., East  
Charleston, WV 25305-0330

[khuffman@access.k12.wv.us](mailto:khuffman@access.k12.wv.us)

Telephone: (304) 558-3199

Facsimile: (304) 558-1834

Cellular: (304) 439-1670

---

**From:** Dianne Boggess [mailto:dboggess@access.k12.wv.us]  
**Sent:** Monday, March 17, 2008 11:34 AM  
**To:** ahodges@access.k12.wv.us  
**Cc:** 'William Niday'; khuffman@access.k12.wv.us  
**Subject:** Policy 2510 Comments

For your review...

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 17, 2008 12:53 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-17 12:53:03)

Please save this email in a "Comments Received Online" folder.  
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The Complete Comments Report from the database can be found here:  
<http://129.71.2.32/r.html?id=31cbcc6c519e595e8caf2f02ebe561d0>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Candace Strader  
Organization: East Bank Middle School  
Email: [castrader@kcs.kana.k12.wv.us](mailto:castrader@kcs.kana.k12.wv.us)  
Title: Principal  
Address1: PO Box 897  
Address2:  
City/State/Zip: East Bank, WV 25067  
Role: Principal  
Posted: 2008-03-17 12:53:03  
Posted from IP: 168.216.53.124

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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I think that the reduction of required core minutes will help smaller schools to prepare and schedule. I also think that it gives flexibility in preparing a master schedule. Most middle schools would probably exceed the number of minutes, because of the length of the school day. I am glad to see some flexibility in the minutes required.  
We would not reduce the minutes of LA or math, but possilbity add a time for reteaching or flex.

## Renee Hodges

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**From:** Dianne Boggess [dboggess@access.k12.wv.us]  
**Sent:** Monday, March 17, 2008 11:34 AM  
**To:** ahodges@access.k12.wv.us  
**Cc:** 'William Niday'; khuffman@access.k12.wv.us  
**Subject:** Policy 2510 Comments  
**Attachments:** Policy 2510 Comments.doc

For your review...

**Renee Hodges**

---

**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 17, 2008 10:47 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-17 10:47:09)

Please save this email in a "Comments Received Online" folder.  
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Comment Received for Policy 2510

#####

Name: Kimberly Burris  
Organization: Educator  
Email: [kburris@access.k12.wv.us](mailto:kburris@access.k12.wv.us)  
Title: Title I Teacher  
Address1: Rt. 1, Box 618A  
Address2:  
City/State/Zip: Point Pleasant, WV 25550  
Role: Teacher  
Posted: 2008-03-17 10:47:09  
Posted from IP: 208.180.227.24

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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A minimum of 60 minutes per day of uninterrupted reading should be left in the policy - especially for grades 3-4 although I would like to see that for grades 5-6 also.

**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 17, 2008 8:53 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-17 08:53:24)

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Comment Received for Policy 2510

#####

Name: Ruth A. Bland  
Organization: Green Bank Elementary/Middle School  
Email: [rbland@access.k12.wv.us](mailto:rbland@access.k12.wv.us)  
Title: Principal  
Address1: Rt. 1 Box 5  
Address2:  
City/State/Zip: Green Bank, WV 24944  
Role: Principal  
Posted: 2008-03-17 08:53:24  
Posted from IP: 168.216.91.236

Comments for section 126-42-1 General

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Limiting music and visual arts in the middle grades as proposed is not in the best interest of children. Many students have talents that lie within the performing arts areas. By limiting choices, students will become frustrated and bored with total academics all the time. Limiting these choices will not produce 21st Century Learners - it will produce students that do appreciate or value the arts.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Monday, March 17, 2008 8:50 AM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-17 08:49:30)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2510

#####

Name: Ruth A. Bland  
Organization: Green Bank Elementary/Middle School  
Email: [rbland@access.k12.wv.us](mailto:rbland@access.k12.wv.us)  
Title: Principal  
Address1: Rt. 1 Box 5  
Address2:  
City/State/Zip: Green Bank, WV 24944  
Role: Principal  
Posted: 2008-03-17 08:49:30  
Posted from IP: 168.216.91.236

Comments for section 126-42-1 General

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I am very concerned with the reduction in the amount of health education that will be taught in the middle school years. A recent study indicated that a large percentage of females age 14 and under are contracting HPV at record numbers. Pocahontas County has the highest rate of tobacco usage, alcohol addiction, drug addiction, heart disease and cancer disease. Without an effective, consistent health education program in the early grades and at the middle school level, we are asking for trouble. Health should be taught each year in the middle grades - no less.

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, March 16, 2008 8:39 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-16 20:38:49)

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Comment Received for Policy 2510

#####

Name: dan berry  
Organization: university high school  
Email: [dnlberry@access.k12.wv.us](mailto:dnlberry@access.k12.wv.us)  
Title: teacher  
Address1: 991 price st  
Address2:  
City/State/Zip: morgantown, wv 26505  
Role: Teacher  
Posted: 2008-03-16 20:38:49  
Posted from IP: 151.205.55.212

Comments for section 126-42-1 General

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High school students, in order to increase relevance and rigor in the 21st century, should be afforded the opportunity to replace World Studies with Advanced Placement Human Geography. Many of the current world studies CSO's may be found in the AP Human Geography outline, as outlined by College Board.

Comments for section 126-42-5 Program Definition

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## Renee Hodges

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Sunday, March 16, 2008 8:35 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-16 20:35:15)

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Comment Received for Policy 2510

#####

Name: becky berry  
Organization: university high school  
Email: [baberry@access.k12.wv.us](mailto:baberry@access.k12.wv.us)  
Title: teacher  
Address1: 991 price st  
Address2:  
City/State/Zip: morgantown, wv 26505  
Role: Teacher  
Posted: 2008-03-16 20:35:15  
Posted from IP: 151.205.55.212

Comments for section 126-42-1 General

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High school social studies sequence should not take effect until new social studies textbooks are adopted (in 2011) OR new textbooks for social studies should be adopted in 2009 to accommodate the change in sequence. (New social studies books were purchased in 2004)

Comments for section 126-42-5 Program Definition

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**Renee Hodges**

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**From:** Nobody [nobody@wvde.state.wv.us]  
**Sent:** Friday, March 14, 2008 4:06 PM  
**To:** fibanez@wvde.state.wv.us; ahodges@access.k12.wv.us  
**Subject:** Comment Received for Policy 2510 (2008-03-14 16:05:48)

Please save this email in a "Comments Received Online" folder.  
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<http://129.71.2.32/r.html?id=31cbcc6c519e595e8caf2f02ebe561d0>  
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Comment Received for Policy 2510

#####

Name: Jill Farley  
Organization: Guyandotte Elementary  
Email: [jlfarley@access.k12.wv.us](mailto:jlfarley@access.k12.wv.us)  
Title: Title I Reading  
Address1: 236 Carrington Ct.  
Address2:  
City/State/Zip: Huntington, WV 25701  
Role: Teacher  
Posted: 2008-03-14 16:05:48  
Posted from IP: 71.182.28.85

Comments for section 126-42-1 General

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Comments for section 126-42-5 Program Definition

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I think this will be great that there is more flexibility and that these blocks will be removed. This is exciting to see that things will get better for Title I interventions and for the teacher to teach things in their discretionary time period. Thanks!