

WEST VIRGINIA  
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ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE WEST VIRGINIA  
SECRETARY OF STATE

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

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

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

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

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

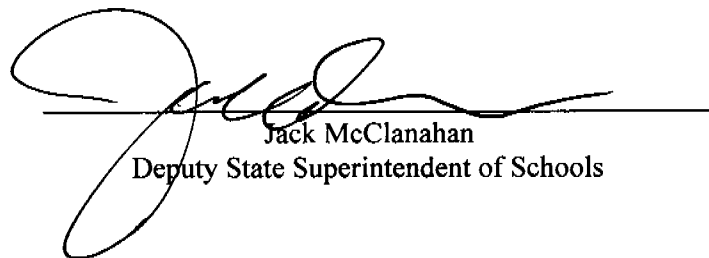
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 42

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

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

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

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS April 16, 2007.

  
Jack McClanahan  
Deputy State Superintendent of Schools

#16.30

## Executive Summary

Policy 2510, Section 5.5.1. Middle Level Education Programs of Study, Chart 4 (footnote 4, foreign language) was placed on public comment from December 15, 2006 through January 15, 2007. The majority of comments expressed concerns regarding the staffing and funding implications of the proposed changes. The comments can be summarized as follows:

- 9 Comments support changes (mainly from Foreign Language teachers)
- 16 Comments against changes (from administrators, other teachers and parents) due to concerns regarding:
  - Inadequate staffing (8)
  - Inadequate staffing and time (2)
  - Scheduling conflicts with other requirements (3)
  - Inequity in credit (taking 2 years of For. Lang. to receive 1 HS credit) (2)
  - Lack of funding (1)

The West Virginia Department of Education recommendation is:

1. Language allowing a one-year waiver process be added in order to address the concerns of administrators, as expressed in the comments received.
2. Policy 2510, Section 5.5.1. Middle Level Education Programs of Study, Chart 4 (footnote 4, foreign language) be approved.

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TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION  
SERIES 42

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

**§126-42-1. General.**

1.1. **Scope.** - This legislative rule establishes the regulations for all education programs that are 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.** - March 16, 2007.

1.4. **Effective Date.** - April 16, 2007.

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 November 13, 2006 and effective December 14, 2006.

**§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.

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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

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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 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

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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;

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

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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.

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**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-

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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.

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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>	
<p>In k-2 classrooms, the given content areas are taught daily. It is required, in accordance with scientifically based reading research, which, at a minimum, a daily-uninterrupted 90 minute reading block 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.</p>	<p><b>Reading and English Language Arts Mathematics</b></p>
<p>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.</p>	<p><b>Physical Education</b></p>
<p>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.</p>	<p><b>Science Social Studies Visual Art Music Health Learning Skills and Technology Tools</b></p>

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).

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**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 daily. 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 which shall include 60 minutes of uninterrupted reading instruction in 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. 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.	<p><b>Reading and English Language Arts Mathematics Science Social Studies</b></p>
Intermediate elementary students shall be provided not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	<p><b>Physical Education</b></p>
These given content areas will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards and objectives for those areas and meet the needs of children.	<p><b>Visual Art Music Health Learning Skills and Technology Tools</b></p>

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

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

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

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

<b>Chart IV: Middle Level Education (Grades 5-8)</b>	
<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 will be offered within a block of time equal to a minimum of 225 minutes daily of which a minimum of 80 minutes shall be reading and English/language arts.<sup>1</sup> The principal and the team of teachers will determine time allocations that effectively address the academic needs of students who are below mastery in the basic skills of reading, writing and mathematics. Schools implementing alternative schedules will provide adequate time to achieve mastery of the West Virginia content standards and objectives for each of the required courses. It is expected that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade.</p>	<p><b>Reading and English Language Arts<sup>1</sup></b>  <b>Mathematics/Algebra I</b>  <b>Science</b>  <b>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 WWDE and the Healthy Lifestyle Council for approval.</p>	<p><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><b>Visual Art</b>  <b>Music<sup>2</sup></b>  <b>Health<sup>3</sup></b></p>
<p>Foreign language shall be offered annually.</p>	<p><b>Foreign Language<sup>4</sup></b></p>
<p>These required programs shall be implemented annually.</p>	<p><b>Advisory/Comprehensive School</b>  <b>Guidance and Counseling<sup>5</sup></b>  <b>Career Exploration<sup>6</sup></b>  <b>Technology<sup>7</sup></b></p>

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1. The Local Education Agency (hereinafter LEA) may compact the reading and English language arts curriculum into a 45 minute course for 7<sup>th</sup> or 8<sup>th</sup> grade students who are enrolled in Levels 1A and 1B of a foreign language for high school credit and another elective program such as instrumental or vocal music. The intent is that the compacted reading and English language arts program will reflect academic rigor and be designed to prepare these students for success in the high school program of studies.
2. 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.
3. 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.
4. 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. The foreign language(s) chosen to be offered must be taught at the high school the middle school students will attend. This is to encourage students to take longer sequences of foreign language study. The recommended learning sequence is level 1A of the foreign language in 7<sup>th</sup> grade and level 1B in 8<sup>th</sup> grade. The Level 1 course is delivered over a two-year period. Students will receive one high school credit upon mastery of the content standards for the Level 1 course. Schools that offer at least one language in the 1A/1B model may also offer 8<sup>th</sup> grade Level 1 of a foreign language. Students will receive one high school credit at the end of 8<sup>th</sup> grade upon mastery of the content standards for the Level 1 course. Schools that are unable to meet the requirements for teaching foreign language may apply to the West Virginia Board of Education for a one-year waiver.
5. 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. When designing and implementing an advisory program, principals and teachers will help students make connections between the various components of middle childhood education by integrating an organized comprehensive guidance curriculum; career exploration and educational planning; interpretation and application of assessment information in a meaningful way to guide academic planning; and purposeful connections with the core and encore curricula.
6. Career exploration and the application of technology shall be provided to students during grades 5-8. These experiences may be integrated or taught as a separate course. Where feasible, consideration should be given to using modular technology education labs to deliver exploratory courses that will enhance career exploration. The test scores and guidance information gathered by 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

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their postsecondary education and career goals. This is best accomplished by integrating these activities into an organized advisory program.

7. Students in grades 5-8 shall be provided the opportunities within the core courses to master the standards set forth in Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 5-8. By the end of 8<sup>th</sup> grade, students will 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) Programs of Study

## Chart V (A) Adolescent (9-12) Graduation Requirements (Effective 1999-2000)

These graduation requirements are effective for students entering grade 9 in the school years 1999-2000 through 2003-2004.

<b>Core Requirements (17 credits)<sup>1</sup></b>	
<b>English Language Arts</b>	<b>4 credits</b> English 9, 10, 11, 12
<b>Mathematics</b> Successful completion of Applied Math I and II is equivalent to an Algebra I credit. Applied Geometry may be substituted for a formal course of geometry.	<b>3 credits</b> Two of the three credits will be Algebra I and above.
<b>Science</b> With parental/guardian consent, students with a declared entry or skilled level concentration 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. (See Section 13.78)	<b>3 credits</b> Coordinated and Thematic Science (hereinafter CATS) 9, CATS 10, and one course above the CATS 10 level.
<b>Social Studies</b>	<b>3 credits</b> United States to 1900, World Studies to 1900, and Twentieth/Twenty-First Centuries
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts</b>	<b>1 credit</b>
<b>Career Concentration</b> Prior to students selecting concentrations, opportunities for career decision making must be provided.	<b>4 credits</b> Career concentrations are to be determined at the local school or county level.
<b>Electives</b>	<b>4 credits</b> Electives will be chosen from the school's offerings of elective courses.
<b>Experiential Learning</b> Experiential learning will be determined at the local level.	The decision regarding credit for the experiences at grades 9-12 will also be made at the local level.
<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.

<sup>1</sup>. Credit is to be awarded based upon either demonstrated mastery of the content standards and objectives through successful completion of the course or through tested mastery of approved content standards. In compliance with W. Va. 126CSR37, WVBE Policy 2515, Uniform Grading (hereinafter Policy 2515) the county board of education shall determine the level of mastery which constitutes successful completion of a course. Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives

**Chart V (B) 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)  Science - 4 <sup>th</sup> credit (which must be above CATS 10)  Foreign Language — 2 credits in one language	Mathematics — 4 <sup>th</sup> credit (which must be above Algebra I)  Concentration - 3 credits <sup>3</sup>	Concentration - 4 credits <sup>3</sup>

<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 (C) 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.)  Concentration–3-4 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.)

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- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> 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.

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**Chart V (D) 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<sup>1</sup></b>	<b>4 credits</b> English 9, 10, 11, 12
<b>Mathematics<sup>2</sup></b>	<b>4 credits</b>
<b>Science<sup>3</sup></b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry
<b>Social Studies<sup>4</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</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>5</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.

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1. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment college readiness benchmark for English, shall be required to take a college transition English course during their senior year. This course must be offered annually.

2. 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.

3. 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.

4. It is highly recommended that students take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be learned. World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21<sup>st</sup> Century should 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.

5. 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.

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<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 II 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

<b>Chart VI (A) Adolescent (9-12) Electives Continued</b>		
	<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.

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<b>Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 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>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 College Transition English <sup>2</sup>	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
<b>MATHEMATICS</b>	Algebra II 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>2</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	

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

2. College Transition English and College Transition Mathematics must be offered annually based on results of the State's college readiness benchmark assessment.

3. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.

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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 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 major or recommended elective requirement must be based on its applicability to the student's 5-year transition plan and post high school goals.

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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

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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 WVBE 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.

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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.

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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 .

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### §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

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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.

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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.

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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.

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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.

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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 21<sup>st</sup> 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;

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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

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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 ANational 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 16th birthday or for as long as the student continues to be enrolled in a school system after the 16th 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.

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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:

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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.

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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.

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### 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

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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,

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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.

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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.)

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### §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

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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

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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

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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.

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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

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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 noninstructional 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.

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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** - 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.

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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.

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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,

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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.

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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

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**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.

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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

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### 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** - 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

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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 (½ unit) 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)** B A 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.

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**Assuring the Quality of Education: Regulations for Education Programs  
(State Board Policy 2510)  
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## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Policy 2510 FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

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

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$0	\$0	\$0	\$0	\$0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$0	\$0	\$0	\$0	\$0
2. ESTIMATED TOTAL REVENUES	\$0	\$0	\$0	\$0	\$0

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

There are no projected costs as a result of this revision of Policy 2510.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

November 28, 2006 West Virginia Department of Education

*Stewart L. Raine*

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

**Comment Log**

**December 15, 2006-January 15, 2007**

Action  
 N: No Response      - Negative  
 NA: Not Accepted    + Positive  
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
12-15	Faith Dunn Teacher Mercer County 313 East 2 <sup>nd</sup> Street Princeton, WV 24740	<b>\$5 5 1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)</b>  I think it is a great idea to offer a foreign language program annually for all students. My only concern would be the lack of foreign language teachers both in my county and the state. How would the Department of Education deal with the issue?		
12-18	Tom Chaffins, Supervisor Mercer County Schools 1403 Honaker Avenue Princeton, WV 24740	This proposal will be very difficult, if not impossible, to comply with in Mercer County. As it s, we struggle with staffing, especially in the area of foreign language. I would recommend NOT to change the December 14 version of Policy 2510.		

12-19	<p>Jo Eichberger  Speech/Language Pathologist  jeichber@access.k12.wv.us  Putnam County Schools  101 McClure Drive  Scott Depot WV 25560</p>	<p>I have serious concerns regarding the proposed changes to Policy 2419. Many students who now receive services will not qualify according to the new guidelines. More consideration is also needed in reference to IDEA regarding degree of severity when determining eligibility for exceptionality. Even students with mild articulation errors are adversely affected within the classroom setting in terms of their phonic skills, oral classroom activities, and social interaction among their peers. These students are entitled services under IDEA. I hope that this is not how the speech/language therapists shortage is being handled by reducing the number of students being served.  Thank you, Jo Eichberger, Putnam County</p>		
12-21	<p>Danny Buckner, Principal  Princeton Middle School  300 N. Johnston Street  Princeton, WV 24740</p>	<p>We do not have the staff to offer foreign language 1A in 7<sup>th</sup> and 1B in 8<sup>th</sup> grade. We need the language to include: Acceptable Learning Sequence: 7<sup>th</sup> grade exploratory course(s) and 8<sup>th</sup> grade level 1 of the foreign language.</p>		
12-22	<p>Melinda Wright, Teacher  Mercer County Schools  P. O. Box 7  Spanishburg, WV 25922</p>	<p>Due to time and staff, I believe that the foreign language should not be lowered to 7<sup>th</sup> grade and if possible all be taught in high school</p>		

12-22	<p>Patricia Cox Teacher pcox@access.k12.wv.us Summersville Elementary School 108 McKees Creek Road Summersville WV 26651</p>	<p>It is very hard to give the special education students the attention they should have in a regular classroom setting. In a special education room, the numbers are fewer. They are able to give more attention to each child. We have so many special education students in a classroom now, that it is hard to teach the regular students in the manner they need and deserve. They should be able to get a good education too, without their education disrupted all day long with special students screaming, yelling, hitting, and biting. They are the victims more often than not. They are being hit, bitten, slapped, and punched by out of control special education students in the regular classes. I have seen teachers here socked with a fist in the face by special education students. I have seen teachers with bruises all over them, and students with bruises all over them, from our special students. I have had my fan destroyed by a special student kicking it. My computer was destroyed with a student pounding on the key board. Several headsets have been destroyed by them chewing on them, pulling on them, and throwing them. Not all special students are out of hand. Some are loving and kind, but they still take lots of attention and time to care for. They don't understand. It is just so sad for them to be thrown into a regular setting when they can not read, write, or function on their own. But we are trying as hard as we can, to endure laws and regulations and educate students to the best of their ability. God help us all. It is hard.</p>		
12-28	<p>Melanie Vickers Asst. Superintendent mvickers@kcs.kana.k12.wv.us Kanawha County 200 Elizabeth St. Charleston WV 25311</p>	<p>Middle schools in Kanawha County can offer the 1A and 1B, as well as the 8th grade full year when there are certified teachers. Otherwise, we must rely on the virtual class, which is limited due to staff at the state level. The number of schools are growing that will need the virtual program. What will we do when we can't get a teacher or get into the virtual classes?</p>		

12-29-06	<p>P. East, Title I Supervisor and Reading First Project Manager  Mercer County Schools  1403 Honaker Avenue  Princeton, WV 24740</p>	<p>As a reading specialist and a Title I Supervisor, I believe that 90 minutes of reading/language arts is critical to academic success. All students, even those enrolled in Foreign Language programs, need systematic, explicit and intensive reading/language arts instruction in order to communicate and functional well in the 21<sup>st</sup> century. Providing students with the time to develop and perfect their reading and writing skills will enable them to perform well in high school and college as well as enable them to compete with others in the business world and society in general.</p>		
12-29	<p>Maria L. Howar  Spanish teacher  mhowar@access.k12.wv.us  Jefferson High School- 9 grade complex  1209 Shenandoah Jct. Rd  Shenandoah Jct. WV 25442</p>	<p>As a immigrant parent and teacher I all pro-teaching foreign languages the earliest the better. Studies proof the benefit of an early start with foreign languages. American children are the only ones in the world that does not speak a second language, we are really in desanvantage. Also the richness of this country make our children feel that is the world that has to adapt to us. But we all know that things can easily change and we have to be ready, especially our future americans that are being prepare to act in a globalistic society, what better skill thean provide them with a second language. I think it is a priority and a very useful tool in future jobs.</p>		

Maria L. Howar

12-30	<p>Inez Hill  robbinez@adelphia.net  Route 3, Box 386C  Fairmont WV 26554</p>	<p>Agree with the 1A/1B model for one FL spread over 7th/8th grade sequence...don't see how the last 2 sentences in the description play into a similar sequence...the way I read it, it means that if a school offers French 1 over a 7th/8th grade time period in the 1A/1B model, then students can also take Spanish 1 and complete it within just their 8th grade year for a whole FL credit? I don't think this does the student justice...these are young adolescents who are just developing their LAD to accommodate (let's say French as their 1st FL...then, while they are still in their 1B segment of it, they can also take Spanish? There is too much overlap there and their minds will transfer info. improperly. I think it would be great if both a 1A/1B option would be offered for both French and Spanish simultaneously so students have a choice as to what language they prefer...this would also be fair to the two high school FL programs affiliated with the two languages...</p>		
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01-01	<p>Barbara Foster  Educator-BASE 5-8  bafoster@access.k12.wv.us  Doddridge County Middle  School  702 Collins Avenue  Pennsboro WV 26415</p>	<p>Policies continue to be made by people who are idealistic and yet so far removed from the classroom. Policy makers need to get into schools and see how things really function- we are constantly having to change schedules to meet new guidelines. The emphasis on foreign language is pathetic, our students in rural West Virginia have problems with English. I have several certifications, but I have taught BASE for the past 14 years, a program which helps students function in the real world. This program because of weaknesses at the State level, for our curriculum, is continuing to be phased out in many counties, the only program offered in schools that helps students learn some basic survival skills. If students don't get this curriculum in Middle School, by the time they get to High School, again, because of tight requirements they never get to take any of these classes because electives have virtually been eliminated from the average student's schedule. The survival skills taught in these classes are not taught by anyone else including parents in lot of cases. I see in this policy we are extending the required times for art and music-how many great artists and musicians do we have from West Virginia? We need to start looking at curriculum changes that benefit West Virginia students. I thoroughly enjoy teaching students, but I am looking forward to leaving the profession hopefully in 4 1/2 years. Time restraints are problems in education, policy makers need to look at the realistic pictures, not just how it sounds and looks on paper. We are again trying to change behaviors for students we have 7 hours a day, eating and physical activity doesn't change because we force it on them, at home there is no carry over. When students get charged \$3.50 for an extra piece of protein in our school lunches, but can eat as many carbs (bread, pasta, etc.) as they want, we wonder why our students are overweight?! Breakfast and lunch are the main meals many students receive during their day, and we the education system is providing that meal, AND then we cry about overweight students- we are to blame also.</p>	
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01-02	<p>Don White Asst. Supt. djwhite@access.k12.wv.us Mercer County Schools 1403 Honaker Avenue Princeton WV 24740</p>	<p>If all 7th and 8th graders were to take a foreign language, we could not staff the number of sections that would be needed with certified personnel. We currently share personnel between schools and this would not be possible if proposed changes are adopted. Until more certified foreign language teachers are available, this could not be implemented.</p>		
01-02	<p>Dannon Hanshaw Assistant Superintendent dhanshaw@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>COMMENTS/SUGGESTIONS</p> <p>Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)</p> <p>The core courses will be offered within a block of time equal to a minimum of 225 minutes daily of which a minimum of 90 minutes shall be reading and English/language arts.</p> <p>There should be no less than 45 minutes of reading and 45 minutes of English/language arts.</p>		
01-02	<p>Jenny L. Burgess, Spanish Teacher and WVU/Benedum Collaborative Teacher Education Coordinator South Harrison High School (6-12) Route 1, Box 58 Lost Creek, WV 26385</p>	<p>Congratulations on getting this right! I have taught every configuration in this state in middle school. My years of experience are a testament to the high efficacy of the LA/B program for seventh and eighth graders. I cannot imagine delivering Spanish I through the traditional manner. Another benefit I have found is that students who did not have the scholastic maturity (work ethic, attitude, etc.) to be successful in seventh grade do very well when taking the class over again as high school students.</p>	<p>Thank you for making a sound decision regarding the middle school foreign language program.</p>	

01/02	<p>Marsha Bailes, Deputy Director  RESA VII, Curriculum and  Instruction  1201 North 15<sup>th</sup> Street  Clarksburg, WV 26301</p>	<p>Carla,  I am very pleased to see the teaching of foreign language as early as 5<sup>th</sup> and 6<sup>th</sup> grades being recommended. The earlier children are exposed to new languages, the easier it is for students to learn them. In our 21<sup>st</sup> century society, this is a must!</p> <p>I was an elementary education major/French minor in college with the intent of teaching foreign language to elementary age students, but that was thirty-some years ago! I hope we can now find enough trained teachers to accommodate the positions, especially in our rural areas.</p> <p>Other notes:  I happened to read the section on reading/language arts as well. I am so glad to see the compacted class available!</p> <p>I also like the additional physical education time and intramural programs. Are strong intramural programs in place at many middle schools in WV? They certainly fit in with the middle school philosophy, but I can see a disconnect with some communities' competitive athletic traditions in seventh and eighth grades.</p> <p>Marsha</p>		
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01-03	<p>Sundie Castro Counselor sncasto@access.k12.wv.us Richwood Middle School 2 Valley Ave Richwood WV 26261</p>	<p>If we MUST offer two years of same foreign lang to 7 and 8th grade students then the state needs to come up with pepole to teach these languages. We do not have the means to do so. We are currently in our first year of virtual school use with 8th Grade Spanish 8A and the students are struggling tremendously. At this age they need someone working in the room directly with them, teaching them. They are not being anywhere near successful with the virtual as they were in spanish 7a with our high school spanish teacher (who was not available to for us to use this year). If the state mandates that we teach to certain standards, they need to make sure each county is supplying enough teachers to meet the mandates. Outbacks and unfair division of resources won't allow us to do so effectively.</p>		
01-03	<p>Joe C. Wright Principal jewright@access.k12.wv.us Park Middle School 212 Park Avenue Beckley WV 258014</p>	<ol style="list-style-type: none"> <li>1. Parents and students (and myself) do not understand why they should take a foreign language for 4 semesters and get the same credit received at the High School for 1 semester (block) 2-1 ok but not 4-1.</li> <li>2. Exploratory + 2 semesters is also not equivalent to High School credit.</li> <li>3. More requirements without adding staff or time in the day is causing severe scheduling problems. I'm having to cut core class times to be able to meet P.E. requirements.</li> <li>4. Students going to high school are not always able to schedule Foreign Language 2 classes until the second semester or tenth grade year. This causes many students to "lose ground" thus realizing no benefit.</li> </ol>		

01-04	<p>Tanya Fatony School Counselor tfatony@access.k12.wv.us Park Middle School 212 Park Avenue Beckley WV 25801</p>	<p>Park Middle School is a small school with approximately 415 students grades sixth through eighth. We have a Spanish Teacher whom we share with another school for a half day. It is my belief and there is proven research that foreign languages should be taught in the elementary level. The first issue is how are we to meet this middle school requirement with our hands tied because we do not have a full time foreign language teacher. The other issue is that why would I, as a student's academic advisor, recommend that a student take four semesters of a foreign language in the middle school when a student can get a one semester credit at the high school. The high school has 90 minute classes and the middle school has approximately 45 minutes for their classes so that is why they have the class for the entire year instead of one semester. I know that if I was a student that I would not even consider taking a foreign language in the middle school as an option. Again, this would only tie the hands of the middle school with soyet something else and not give the student what would be educationally beneficial to them.</p>		
01-04	<p>Mary Dianne Pratt teacher mdpratt@hotmail.com Schools 1301 Hillcrest Street Parkersburg WV 26101</p>	<p>The class will be to large to adequately meet IEP needs. There will be to wide a varitey of disabilities.</p>		
01-04	<p>Tom Deadrick Associate Superintendent tdeadric@access.k12.wv.us Marion County Schools 200 Gaston Avenue Fairmont WV 26554</p>	<p>I support the way it is currently written that allows two (2) options for implementation. We are actually using both according to the scheduling needs of the school and the availability of certified foreign language teachers.</p>		

01-04	<p>Pedro-Angel Sanvicente  Mr.  psanvice@access.k12.wv.us  645 Bowlby Street  Waynesburg PA 15370</p>	<p>I would strongly recommend to make a few changes in the way, FL are treated in middle schools. I believe students should be offered a FL -exploratory- in 6th grade so that when they reach 7th grade, they have a good base of the language. No grammar should be involved yet, but the basics. In 7th grade, and after successful completion of the class, students should receive high school credit for the class, instead of making them take two years and just receiving credit for one high school class. Those students who have a B or above should be encouraged to take the FL in 8th grade. After completion of 8th grade FL class, they should receive a FL level II high school credit.</p> <p>I am a Spanish teacher who has taught in college, high schools and I am currently working in 3 middle schools, and what I see is that by the time many of our students are done with Spanish in 7th grade, they do not want to take Spanish in middle school again. They'd rather drop and go to high school to take the language because they feel it is a waste of time to be two years to receive just one class credit. I would also create a group of professionals to adopt FL textbooks for middle schools and high schools... we do need new materials, and people who know what they are doing when choosing a textbook specially in high schools...</p>		
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01-04	<p>Brian Flanagan Music Educator/ former principal bflanagan@access.k12.wv.us Tucker County Educator 298 Henry Ave Davis WV 26260</p>	<p>The issue facing any policy change is time. West Virginia Public Schools need to take the final step and move toward a year round school system, especially for the snow counties within the state.</p> <p>As an arts teacher and former principal my concern is how do you find the time in a daily schedule dictated by bus schedules; your day is set because of buses and one cannot extend the school day.</p> <p>I am currently attempting to rebuild a band program in a middle school, but I cannot have 8th graders due to keyboarding skill class. In small counties like Tucker the staff are not there to accommodate a sound schedule; lack of staff equals lack of funding, therefore our students are short changed next to bigger counties.</p> <p>The small counties again suffer and the kids are cheated short and simple.</p>		
01-08	<p>Connie Adkins Logan County Box 636 Chapmanville WV 25508</p>	<p>There should be an assessment geared for students that fall in the gray area. The WESTEST is too difficult, however, the alternate assessment may not be appropriate.</p>		
01-08	<p>Kathy Blevins Logan County</p>	<p>There is too much paper work involved with special education.</p>		
01-08	<p>Debbie Adkins</p>	<p>Too much emphasis is placed on WESTEST scores even for students receiving special education services. This test is too difficult for some students and the APTA may not be an appropriate assessment for some students. Also, even with the new forms, there is still entirely too much paper work involved with special education.</p>		
01-10	<p>Thomas Associate Superintendent tdeadric@access.k12.wv.us Marion County Schools 200 Gaston Avenue Fairmont WV 26554</p>	<p>I want to add to my previous comment -- I don't see a fiscal note attached but there is a cost to the counties if we do not have the option of how to implement this. To reiterate: the policy needs to stay as is with the two options of how to best implement at the local level according to our needs and resources.</p>		

01-10

Betsy Snyder  
Spanish Teacher  
bsnyder@kcs.kana.k12.wv.us  
Sissonville Middle School  
8316 Old Mill Rd  
Sissonville WV 25320

I have studied this at great length and talked to several people at all levels. We all agree that Foreign Language is here to stay... however I must disagree with WVDE's policy that FL exploratory do not have any benefits (FL courses are not articulated and there aren't any performance expectations and assessments for students-Debbie Harki), and I disagree with Middle School principals and others who would always defer to the choosing of FL level 1 instead of FL level 1A/1B because it's easier to schedule 9wks courses than year long courses. I also feel that if we don't insist on level 1A/1B foreign language classes we will always have level 1 only because principals will always opt to take the simplest route (for scheduling purposes).

This policy has been changed so much that it's very hard to keep up with all the changes. In December Debbie Harki stated to me in an e-mail that in the fall of 2008 FL exploratories will only be taught to 6th and 7th and 8th must take Level 1A/1B FL. Well now it seems, as of Dec. 14 that 7th grade exploratories are acceptable and Level 1A/1B (with level 1 only used if there is already in place a level 1A/1B). If I were to choose between the suggested changes out on comment for POLICY 2510: Assuring the Quality of Education: Regulations for Education Programs and Policy 2510 Dec. 14, I would choose Policy 2510 Dec. 14 with a few changes.

1. Require Middle Schools to offer Foreign Language level 1A/1B. The school may offer a FL level 1 class in the 8th grade if it already has a Level 1A/1B in place.
2. Allow Middle Schools to offer FL exploratories for 6th-8th. (It is ridiculous to deny the 7th and 8th graders of having a Foreign Language if they are not capable of taking FL level 1A/1B of a language.)

I am able to teach 3 years of good curriculum to 6wk or 9wk programs of an exploratory...no, I would not teach the same thing year in and year out except to review prior concepts. If we need to create a good Exploratory program which is articulated and with performance expectations, assessments then let's do it! But just because we say that we want all Middle School students to have higher level Foreign Languages doesn't mean that they are all capable of doing this at a higher level. Let's give all students a chance to have a Foreign Language from the 6th grade to the 8th grade, regardless of whether it is a higher level or not. The

01-11	<p>Lisa Moser teacher lmoser@access.k12.wv.us Williamstown Elementary School 418 Williams Ave. Williamstown WV 26187</p>	<p>I am opposed to the class size changes for special education students. I am very opposed to the "reclassification" of certain speech problems as not necessary for remediation. By the time students are in third grade, they should have services for any articulation problem.</p>		
01-11	<p>Sandra DeVault Director of Instructional Services sdevault@access.k12.wv.us Monongalia County Schools Monongalia County Schools 13 South High Street Morgantown WV 26501</p>	<p>The statement indicating Schools that offer at least one language in the 1A/1B model may also offer 8th grade level 1 of another foreign language. I strongly believe this needs to be changed to include that foreign language that is also offered with the 1A/1B. A couple of scenarios occur in the schools. First of all there maybe only one language offered (also addressed in footnote 4) and the student/parent may wish for the student to take the level 1 in the 8th grade. By excluding that same language that has the level 1A/1B, I believe it could possibly discourage students from taking more than 2 years of a foreign language.</p>		
01-11	<p>Sue A. Meador Teacher sameador@access.k12.wv.us Park Middle School 212 Park Ave. Beckley WV 25801</p>	<p>Although foreign language is important to Middle Level Education, I feel that the other electives such as FACS and Technology are not given any consideration and almost removed from the students schedule. FACS teachers are almost nonexistent in the middle schools. Sue Meador</p>		
01-12	<p>Brenda M. Joe Frendh/music teacher Mannington Middle School 113 Clarksburg St. Mannington WV 26582</p>	<p>Any foreign language, just like learning to read, needs to be taught for an entire school year...not one semester one year and one semester the next. Continuity and practice are the key to mastering a foreign language. Keep the yearly requirement for 8th grade. It would be beneficial to start in 7th grade with a semester but have a full year of study for high school credit at the 8th grade level.</p>		

01-13

Deborah Harki  
Former Coordinator, Foreign  
Language  
dhwv@hotmail.com  
2 Overlook Drive  
Bridgeport WV 26330

A few years ago Policy 2510 was changed in order to phase in the Level 1A/1B sequence for 7th and 8th grade foreign languages for West Virginia schools. This decision was based on several issues. Since there continues to be questions regarding the middle school sequence, a look at the rationale and history behind the decision is in order at this time.

First, nationally recognized experts in the field and the national organization on the teaching of foreign languages, The American Council on the Teaching of Foreign Languages (ACTFL), both support the sequential, articulated study of foreign languages in middle schools.

Dr. Helena Curtain Anderson and Dr. Carol Ann Dahlberg, authors of the book, Languages and Children: Making the Match, are the foremost authorities on K-8 foreign languages. In fact, Dr. Dahlberg has been to West Virginia to present at a past workshop on elementary foreign languages. In their book (page 451), they quote from the ACTFL (American Council on the Teaching of Foreign Languages) Performance Guidelines for K-12 Learners that middle school programs should be daily for 40-50 minutes per day (page 6).

Therefore, when the West Virginia Virtual School Spanish 1A/1B model was developed for 7th and 8th grades, this time factor of 40-50 minutes daily over the course of 2 years provided the rationale for the learning sequence of that course.

Secondly, the work of the committee on Foreign Language Teacher Shortage as part of the Agreed Court Order of the Tomblin v. Gainer case recommended the implementation of the 1A/1B model for 7th and 8th grade foreign languages.

Thirdly, the 1A/1B model is such a widely used model in the United States, that all the major publishers of foreign language textbooks offer separate 1A and 1B books for middle school languages.

In the fall of 2007, the middle school foreign language sequence as outlined in Policy 2510 was changed because of complaints from some building and central office administrators regarding the scheduling of the 1A and 1B

01-14	<p>Cathy Davis Media Specialist cidavis@access.k12.wv.us Monongah Middle School 550 Camden Avenue Monongah WV 26554</p>	<p>With much emphasis being placed on middle school learning skills, research, and technology why is there no requirement for library/media skills instruction?</p>		
01-14	<p>Nancy S. Ryan Spanish Teacher, NBCT nryan@access.k12.wv.us Hedgesville High School 46 Ambler Lane Falling Waters WV 25419</p>	<p>The 1A/1B Level 1 language model in the seventh and eighth grade is the preferred model for foreign language study. To offer one language using the 1A/1B model and another language using the traditional 1 year of middle school study equals 1 year of high school credit is ludicrous and inconsistent. I believe that at the middle school level of study, one year is not equal to one year of high school study. In my experience with writing the CSOs and teaching Spanish for the past 26 years, I do not believe that the level 1 CSOs can be adequately covered in one year at the</p>		
01-14	<p>Deborah L. Nicholson Spanish Teacher dmichol@access.k12.wv.us Harrison County Schools - Bridgeport High School RR 1 Box 341 Mount Clare WV 26408</p>	<p>I am very pleased to see the 1A/1B model being offered at the middle school level. It is no surprise that, especially at this age level, when the information is divided into two years, students will have a better and more thorough understanding of the basic material covered in the Content Standards and Objectives. I am concerned with the fact that although one language may be offered in this model, another language may be offered in the eighth grade as traditional one year program. I think that offering both</p>		

01-15	<p>Joe C. Wright Principal jowright@access.k12.wv.us Park Middle School 212 Park Avenue Beckley WV 25801</p>	<p>Please note I am also a concerned parent. My daughter is in the eighth grade. She has been #1 in her class for the last two years. She is a "gifted student". Because of being enrolled in a fairly small Middle School, scheduling restrictions can be a problem. She (&amp; her parents) had to chose between her being in the gifted class or being in Spanish. We chose gifted because gifted ends in the eighth grade and Spanish can, and should (we feel), be taken at the H.S. level. If you require 4 semesters of foreign language at the Middle School level for 1 H.S. credit then this will cause more children to have to make this choice at an earlier age. Also, what provision is there for those who do not take 1A in the 7th grade and then wish to receive H.S. credit in the eighth? Are we not causing the problem of too few foreign language teachers to get worse with these additional semesters/years? INCREASING REQUIREMENTS WITHOUT INCREASING TIME DURING THE DAY AND WITHOUT INCREASING THE NUMBER OF TEACHERS PER STUDENT IS CAUSING SCHEDULING PROBLEMS, SOME OF WHICH CANNOT BE OVERCOME WITHOUT ALTERNATIVES AND/OR WAIVERS! It is also causing students and parents to have to choose between their interest year earlier. Students who drop out of Gifted to take a Foreign Language may not go to H.S. with a four year plan that guarantees them AP classes.</p>	
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	<p>Tim McCartney  Assistant Principal  Parkersburg South high  1511 Blizzard Drive  Parkersburg, WV 26101</p>	<p>It is not necessary that all students in the eighth grade take Algebra I. In our situation at Parkersburg Sought high School, when the ninth grade is added to our ranks, we will be prepared to teach every ninth grader Algebra I. In the tenth grade, with block scheduling, they will take Geometry first semester and Algebra II second semester. In the eleventh grade the students can take Trigonometry first semester and Pre-Calculus the second semester. During the senior year the students can take AP Calculus AB first Semester and AP Calculus BC second semester. If a student wanted to take Probability and Statistics and Calculus AB only, that option is available. In this configuration the students will be taking math classes through their senior year. We feel that the continuation of mathematics courses is extremely valuable. If a student wanted to finish only the required courses, they would be taking mathematics courses up to the senior year. We feel that eighth grade mathematics has much to offer the students to ensure mastery of the concepts prerequisite to Algebra I.</p>		
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ok

126CSR42

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

COMMENT PERIOD ENDS:

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. Additional sheets may be attached, if necessary.

Name: Faith Dunn Organization: Mercer County

Title: teacher

Street Address: 313 East 2<sup>nd</sup> Street

City: Princeton State: WV Zip: 24740

Please check the box below that best describes your role.

- School System Superintendent
- School System Staff
- Parent/Family
- Principal
- Teacher
- Business/Industry
- Professional Support Staff
- Service Personnel
- Community Member

COMMENTS/SUGGESTIONS

Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)

I think that it is a great idea to offer a foreign language program annually for all students. My only concern would be the lack of foreign language teachers both in my county and the state. How would the Department of Education deal with the issue?

126CSR42

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

COMMENT PERIOD ENDS:

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. Additional sheets may be attached, if necessary.

Name: Tom Christophers Organization: Mercer Co. Schools

Title: Supervisor

Street Address: 1403 HORTON AVE.

City: Princeton State: NJ Zip: 08740

Please check the box below that best describes your role.

- School System Superintendent
- School System Staff
- Parent/Family
- Principal
- Teacher
- Business/Industry
- Professional Support Staff
- Service Personnel
- Community Member

COMMENTS/SUGGESTIONS

Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)

This proposal will be very difficult, if not impossible to comply with in Mercer County. As it is, we struggle with staffing, especially in the area of Foreign Language. I would recommend NOT to change the Dec. 14<sup>th</sup> version of Policy 2510.

126CSR42

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

COMMENT PERIOD ENDS:

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. Additional sheets may be attached, if necessary.

Name: Danny Buckner Organization: Princeton Middle School

Title: Principal

Street Address: 300 N. Johnston St.

City: Princeton State: WV Zip: 24740

Please check the box below that best describes your role.

- School System Superintendent
- Principal
- Professional Support Staff
- School System Staff
- Teacher
- Service Personnel
- Parent/Family
- Business/Industry
- Community Member

COMMENTS/SUGGESTIONS

Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)

We do not have the staff to offer foreign language 1A in 7<sup>th</sup> and 1B in 8<sup>th</sup> grade. We need the language to include:

Acceptable Learning Sequence: 7<sup>th</sup> grade exploratory courses) and 8<sup>th</sup> grade Level 1 of the foreign language.

126CSR42

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

**COMMENT PERIOD ENDS:**

**COMMENT RESPONSE FORM**

The following form is provided to assist those who choose to comment on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. Additional sheets may be attached, if necessary.

Name: Melinda Wyrick Organization: Mercer Co. Schools

Title: teacher

Street Address: P.O. Box 7

City: Spanishburg State: SC Zip: 25922

Please check the box below that best describes your role.

- School System Superintendent
- School System Staff
- Parent/Family
- Principal
- Teacher
- Business/Industry
- Professional Support Staff
- Service Personnel
- Community Member

**COMMENTS/SUGGESTIONS**

Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)

*Due to time and staff, I believe that the foreign language should not be lowered to 7th grade and if possible should all be taught in high school*

oh

**126CSR42**

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

**COMMENT PERIOD ENDS: January 15, 2007**

**COMMENT RESPONSE FORM**



The following form is provided to assist those who choose to comment on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. Additional sheets may be attached, if necessary.

Name : P. East Organization: Mercer County Schools

Title: Title I Supervisor and Reading First Project Director

Street Address: Mercer County Schools, 1403 Honaker Avenue

City: Princeton State: West Virginia Zip: 24740

Please check the box below that best describes your role.

- School System Superintendent
- School System Staff
- Parent/Family
- Principal
- Teacher
- Business/Industry
- Professional Support Staff
- Service Personnel
- Community Member



**COMMENTS/SUGGESTIONS**

**Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)**

As a reading specialist and a Title I Supervisor, I believe that 90 minutes of reading/language arts is critical to academic success. All students, even those enrolled in Foreign Language programs, need systematic, explicit and intensive reading/language arts instruction in order to communicate and functional well in the 21<sup>st</sup> century. Providing students with the time to develop and perfect their reading and writing skills will enable them to perform well in high school and college as well as enable them to compete with others in the business world and society in general.

Please direct all comments to:

Carla Williamson  
Office of Instruction  
West Virginia Department of Education  
Capitol Building 6, Room 304  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: cljwilli@access.k12.wv.us  
Fax No.: (304) 558-3741.

ad

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

**COMMENT PERIOD ENDS: January 15, 2007**

**COMMENT RESPONSE FORM**

The following form is provided to assist those who choose to comment on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. Additional sheets may be attached, if necessary.

Name: Tim McCortney Organization: Assist Parkersburg South High

Title: Assistant Principal

Street Address: 1511 Blizzard Drive (304) 420-9610

City: Parkersburg State: W.V. Zip: 26101

Please check the box below that best describes your role.

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

**COMMENTS/SUGGESTIONS**

**Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)**

**It is not necessary that all students in the eighth grade take Algebra I. In our situation at Parkersburg Sought high School, when the ninth grade is added to our ranks, we will be prepared to teach every ninth grader Algebra I. In the tenth grade, with block scheduling, they will take Geometry first semester and Algebra II second semester. In the eleventh grade the students can take Trigonometry first semester and Pre-Calculus the second semester. During the senior year the students can take AP Calculus AB first Semester and AP Calculus BC second semester. If a student wanted to take Probability and Statistics and Calculus AB only, that option is available. In this configuration the students will be taking math classes through their senior year. We feel that the continuation of mathematics courses is extremely valuable. If a student wanted to finish only the required courses, they would be taking mathematics courses up to the senior year. We feel that eighth grade mathematics has much to offer the students to ensure mastery of the concepts prerequisite to Algebra I.**

Please direct all comments to:

Carla Williamson  
Office of Instruction  
West Virginia Department of Education  
Capitol Building 6, Room 304  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: [cljwilli@access.k12.wv.us](mailto:cljwilli@access.k12.wv.us)  
Fax No.: (304) 558-3741.

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

1/2/07

COMMENT PERIOD ENDS: January 15, 2007

## COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. Additional sheets may be attached, if necessary.

Name : Jenny L. Burgess Organization: South Harrison High School (6-12)Title: Spanish Teacher and WVU/Benedum Collaborative Teacher Education CoordinatorStreet Address: Route 1, Box 58City: Lost Creek State: W.Va. Zip: 26385

Please check the box below that best describes your role.

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

## COMMENTS/SUGGESTIONS

**Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)**

Congratulations on getting this right! I have taught every configuration in this state in middle school. My years of experience are a testament to the high efficacy of the IA/B program for seventh and eighth graders. I cannot imagine delivering Spanish I through the traditional manner. Another benefit I have found is that students who did not have the scholastic maturity (work ethic, attitude, etc.) to be successful in seventh grade do very well when taking the class over again as high school students.

Thank you again for making a sound decision regarding the middle school foreign language program.

Please direct all comments to:

Carla Williamson  
Office of Instruction  
West Virginia Department of Education  
Capitol Building 6, Room 304  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: [cljwilli@access.k12.wv.us](mailto:cljwilli@access.k12.wv.us)  
Fax No.: (304) 558-3741.

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1/2/07

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

**COMMENT PERIOD ENDS: January 15, 2007**

**COMMENT RESPONSE FORM**

The following form is provided to assist those who choose to comment on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. Additional sheets may be attached, if necessary.

Name : Marsha Bailes      Organization: RESA VII

Title:    Deputy Director, Curriculum & Instruction

Street Address: 1201 North 15<sup>th</sup> St.

City: Clarksburg      State: WV      Zip: 26301

Please check the box below that best describes your role.

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

**COMMENTS/SUGGESTIONS**

**Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)**

**Carla,**

**I am very pleased to see the teaching of foreign language as early as 5<sup>th</sup> and 6<sup>th</sup> grades being recommended. The earlier children are exposed to new languages, the easier it is for students to learn them. In our 21<sup>st</sup> century society, this is a must!**

**I was an elementary education major/French minor in college with the intent of teaching foreign language to elementary age students, but that was thirty-some years ago! I hope we can now find enough trained teachers to accommodate the positions, especially in our rural areas.**

**Other notes:**

**I happened to read the section on reading/language arts as well. I am so glad to see the compacted class available!**

**I also like the additional physical education time and intramural programs. Are strong intramural programs in place at many middle schools in WV? They certainly fit in with the middle school philosophy, but I can see a disconnect with some communities' competitive athletic traditions in seventh and eighth grades.**

**Marsha**

POLICY 2510: Assuring the Quality of Education: Regulations for Education Programs  
**COMMENT LOG**

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
<b>§5 5 1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)</b>				
12-19	Jo Eichberger Speech/Language Pathologist jeichber@access.k12.wv.us Putnam County Schools 101 McClure Drive Scott Depot WV 25560	I have serious concerns regarding the proposed changes to Policy 2419. Many students who now receive services will not qualify according to the new guidelines. More consideration is also needed in reference to IDEA regarding degree of severity when determining eligibility for exceptionality. Even students with mild articulation errors are adversely affected within the classroom setting in terms of their phonic skills, oral classroom activities, and social interaction among their peers. These students are entitled services under IDEA. I hope that this is not how the speech/language therapists shortage is being handled by reducing the number of students being served. Thank you, Jo Eichberger, Putnam County		
12-20	Fernando Ibanez Webmaster fibanez@access.k12.wv.us WVDE	Test		
12-22	Patricia Cox Teacher pcox@access.k12.wv.us Summersville Elementary School 108 McKees Creek Road	It is very hard to give the special education students the attention they should have in a regular classroom setting. In a special education room, the numbers are fewer. They are able to give more attention to each child. We have so many special education students in a classroom now, that it is hard to teach the regular students in the manner they need and deserve. They should be able to get a good education too, without their education disrupted all day long with special students screaming, yelling, hitting, and biting. They are the victims more often than not. They are being hit, bitten, slapped, and punched by out of control special education students in the regular classes. I have seen teachers here socked with a fist in the face by special education students. I have seen teachers with bruises all over them, and students with bruises all over them, from our special students. I have had my fan destroyed by a special student kicking it. My		

	<p>Summersville WV 26651</p> <p>computer was destroyed with a student pounding on the key board. Several headsets have been destroyed by them chewing on them, pulling on them, and throwing them. Not all special students are out of hand. Some are loving and kind, but they still take lots of attention and time to care for. They don't understand. It is just so sad for them to be thrown into a regular setting when they can not read, write, or function on their own. But we are trying as hard as we can, to endure laws and regulations and educate students to the best of their ability. God help us all. It is hard.</p>		
<p>12-28</p> <p>Melanie Vickers Asst. Superintendent mvickers@kcs.kana.k12.wv.us Kanawha County 200 Elizabeth St. Charleston WV 25311</p>	<p>Middle schools in Kanawha County can offer the 1A and 1B, as well as the 8th grade full year when there are certified teachers. Otherwise, we must rely on the virtual class, which is limited due to staff at the state level. The number of schools are growing that will need the virtual program. What will we do when we can't get a teacher or get into the virtual classes?</p>		
<p>12-29</p> <p>Maria L. Howar Spanish teacher mhowar@access.k12.wv.us Jefferson High School- 9 grade complex 1209 Shenandoah Jct. Rd Shenandoah Jct. WV 25442</p>	<p>As a immigrant parent and teacher I all pro-teaching foreign languages the earliest the better. Studies proof the benefit of an early start with foreign languages. American children are the only ones in the world that does not speak a second language, we are really in desanvantage. Also the richness of this country make our children feel that is the world that has to adapt to us. But we all know that things can easily change and we have to be ready, especially our future americans that are being prepare to act in a globalistic society, what better skill thean provide them with a second language, I think it is a priority and a very useful tool in future jobs. Maria L. Howar</p>		
<p>12-30</p> <p>Inez Hill robbiner@adelphia.net Route 3, Box 386C Fairmont WV 26554</p>	<p>Agree with the 1A/1B model for one FL spread over 7th/8th grade sequence....don't see how the last 2 sentences in the description play into a similar sequence...the way I read it, it means that if a school offers French 1 over a 7th/8th grade time period in the 1A/1B model, then students can also take Spanish 1 and complete it within just their 8th grade year for a whole FL credit? I don't think this does the student justice...these are young adolescents who are just developing their LAD to accommodate (let's say French as their 1st FL...then, while they are still in their 1B segment of it, they can also take Spanish? There is too much overlap there and their minds will transfer info. improperly. I think it would be great if both a 1A/1B option would be offered for both French and Spanish simultaneously so students have a choice as to what language they prefer...this would also be fair to the two high school FL programs affiliated with the two languages...</p>		
	<p>Policies continue to be made by people who are idealistic and yet so far removed from</p>		

<p>01-01</p> <p>Barbara Foster Educator-BASE 5-8 bfoster@access.k12.wv.us Doddridge County Middle School 702 Collins Avenue Pennsboro WV 26415</p>	<p>the classroom. Policy makers need to get into schools and see how things really function-we are constantly having to change schedules to meet new guidelines. The emphasis on foreign language is pathetic, our students in rural West Virginia have problems with English. I have several certifications, but I have taught BASE for the past 14 years, a program which helps students function in the real world. This program because of weaknesses at the State level, for our curriculum, is continuing to be phased out in many counties, the only program offered in schools that helps students learn some basic survival skills. If students don't get this curriculum in Middle School, by the time they get to High School, again, because of tight requirements they never get to take any of these classes because electives have virtually been eliminated from the average student's schedule. The survival skills taught in these classes are not taught by anyone else including parents in lot of cases. I see in this policy we are extending the required times for art and music-how many great artists and musicians do we have from West Virginia? We need to start looking at curriculum changes that benefit West Virginia students. I thoroughly enjoy teaching students, but I am looking forward to leaving the profession hopefully in 4 1/2 years. Time restraints are problems in education, policy makers need to look at the realistic pictures, not just how it sounds and looks on paper. We are again trying to change behaviors for students we have 7 hours a day,eating and physical activity doesn't change because we force it on them, at home there is no carry over. When students get charged \$3.50 for an extra piece of protein in our school lunches, but can eat as many carbs (bread, pasta,etc.) as they want, we wonder why our students are overweight?! Breakfast and lunch are the main meals many students receive during their day, and we the education system is providing that meal, AND then we cry about overweight students-we are to blame also.</p>		
<p>01-02</p> <p>Don White Asst. Supt. djwhite@access.k12.wv.us Mercer County Schools 1403 Honaker Avenue Princeton WV 24740</p>	<p>If all 7th and 8th graders were to take a foreign language, we could not staff the number of sections that would be needed with certified personnel. We currently share personnel between schools and this would not be possible if proposed changes are adopted. Until more certified foreign language teachers are available, this could not be implemented.</p>		
	<p>COMMENTS/SUGGESTIONS</p>		

<p>01-02 Damon Hanshaw Assistant Superintendent dhanshaw@access.k12.wv.us Nicholas County Schools 400 Old Main Drive Summersville WV 26651</p>	<p>Section 5.5.1: Middle Level Programs of Study, Chart IV (Footnote 4, Foreign Language)  The core courses will be offered within a block of time equal to a minimum of 225 minutes daily of which a minimum of 90 minutes shall be reading and English/language arts.  There should be no less than 45 minutes of reading and 45 minutes of English/language arts.</p>		
<p>01-03 Sundie Casto Counselor sncasto@access.k12.wv.us Richwood Middle School 2 Valley Ave Richwood WV 26261</p>	<p>If we MUST offer two years of same foreign lang to 7 and 8th grade students then the state needs to come up with pepople to teach these languages. We do not have the means to do so. We are currently in our first year of virtual school use with 8th Grade Spanish 8A and the students are struggling tremendously. At this age they need someone working in the room directly with them, teaching them. They are not being anywhere near successful with the virtual as they were in spanish 7a with our high school spanish teacher (who was not available to for us to use this year). If the state mandates that we teach to certain standards, they need to make sure each county is supplying enough teachers to meet the mandates. Cutbacks and unfair division of resources won't allow us to do so effectively.</p>		
<p>01-03 Joe C. Wright Principal jcwright@access.k12.wv.us Park Middle School 212 Park Avenue</p>	<p>1. Parents and students (and myself) do not understand why they should take a foreign language for 4 semesters and get the same credit received at the High School for 1 semester (block) 2-1 ok but not 4-1. 2. Exploratory + 2 semesters is also not equivalent to High School credit. 3. More requirements without adding staff or time in the day is causing severe scheduling problems. I'm having to cut core class times to be able to meet P.E. requirements.</p>		

Beckley WV 258014	4. Students going to high school are not always able to schedule Foreign Language 2 classes until the second semester or tenth grade year. This causes many students to "lose ground" thus realizing no benefit.		
<p>01-04 Tanya Fatory School Counselor tfatory@access.k12.wv.us Park Middle School 212 Park Avenue Beckley Wv 25801</p>	<p>Park Middle School is a small school with approximately 415 students grades sixth through eighth. We have a Spanish Teacher whom we share with another school for a half day. It is my belief and there is proven research that foreign languages should be taught in the elementary level. The first issue is how are we to meet this middle school requirement with our hands tied because we do not have a full time foreign language teacher. The other issue is that why would I, as a student's academic advisor, recommend that a student take four semesters of a foreign language in the middle school when a student can get a one semester credit at the high school. The high school has 90 minute classes and the middle school has approximately 45 minutes for their classes so that is why they have the class for the entire year instead of one semester. I know that if I was a student that I would not even consider taking a foreign language in the middle school as an option. Again, this would only tie the hands of the middle school with sovet something else and not give the student what would be educationally beneficial to them.</p>		
<p>01-04 Mary Dianne Pratt teacher mdpratt@hotmail.com Schools 1301 Hillcrest Street Parkersburg WV 26101</p>	<p>The class will be to large to adequately meet IEP needs. There will be to wide a variety of disabilities.</p>		
<p>01-04 Tom Deadrick Associate Superintendent tdeadric@access.k12.wv.us Marion County Schools 200 Gaston Avenue Fairmont WV 26554</p>	<p>I support the way it is currently written that allows two (2) options for implementation. We are actually using both according to the scheduling needs of the school and the availability of certified foreign language teachers.</p>		
	<p>I would strongly recommend to make a few changes in the way, FL are treated in middle schools. I believe students should be offered a FL -exploratory- in 6th grade so that when they reach 7th grade, they have a good base of the language. No grammar should be involved yet, but the basics. In 7th grade, and after successful completion of the class, students should receive high school credit for the class, instead of making them take two years and just receiving credit for one high</p>		

<p>01-04 Pedro-Angel Sanvicente Mr. psanvice@access.k12.wv.us 645 Bowly Street Waynesburg PA 15370</p>	<p>school class. Those students who have a B or above should be encouraged to take the FL in 8th grade. After completion of 8th grade FL class, they should receive a FL level II high school credit. I am a Spanish teacher who has taught in college, high schools and I am currently working in 3 middle schools, and what I see is that by the time many of our students are done with Spanish in 7th grade, they do not want to take Spanish in middle school again. They'd rather drop and go to high school to take the language because they feel it is a waste of time to be two years to receive just one class credit. I would also create a group of professionals to adopt FL textbooks for middle schools and high schools... we do need new materials, and people who know what they are doing when choosing a textbook specially in high schools...</p>		
<p>01-04 Brian Flanagan Music Educator/ former principal bflanagan@access.k12.wv.us Tucker County Educator 298 Henry Ave Davis WV 26260</p>	<p>The issue facing any policy change is time. West Virginia Public Schools need to take the final step and move toward a year round school system; especially for the snow counties within the state. As an arts teacher and former principal my concern is how do you find the time in a daily schedule dictated by bus schedules; your day is set because of buses and one cannot extend the school day. I am currently attempting to rebuild a band program in a middle school, but I cannot have 8th graders due to keyboarding skill class. In small counties like Tucker the staff are not there to accommodate a sound schedule; lack of staff equals lack of funding, therefore our students are short changed next to bigger counties. The small counties again suffer and the kids are cheated short and simple.</p>		
<p>01-08 Connie Adkins Logan County Box 636 Chapmanville WV 25508</p>	<p>There should be an assessment geared for students that fall in the gray area. The WESTEST is too difficult, however, the alternate assessment may not be appropriate.</p>		
<p>01-08 Kathy Blevins Logan County</p>	<p>There is too much paper work involved with special education.</p>		
<p>01-08 Debbie Adkins</p>	<p>Too much emphasis is placed on WESTEST scores even for students receiving special education services. This test is too difficult for some students and the APTA may not be an appropriate assessment for some students. Also, even with the new forms, there is still entirely too much paper work involved with special education.</p>		

<p>01-10</p> <p>Thomas Associate Superintendent tdeadric@access.k12.wv.us Marion County Schools 200 Gaston Avenue Fairmont WV 26554</p>	<p>I want to add to my previous comment -- I don't see a fiscal note attached but there is a cost to the counties if we do not have the option of how to implement this. To reiterate: the policy needs to stay as is with the two options of how to best implement at the local level according to our needs and resources.</p>	
<p>01-10</p> <p>Betsy Snyder Spanish Teacher bsnyder@kcs.kana.k12.wv.us Sissonville Middle School 8316 Old Mill Rd Sissonville WV 25320</p>	<p>I have studied this at great length and talked to several people at all levels. We all agree that Foreign Language is here to stay...however I must disagree with WYDE's policy that FL exploratory do not have any benefits (FL courses are not articulated and there aren't any performance expectations and assessments for students-Debbie Harki), and I disagree with Middle School principals and others who would always defer to the choosing of FL level 1 instead of FL level 1A/1B because it's easier to schedule 9wks courses than year long courses. I also feel that if we don't insist on level 1A/1B foreign language classes we will always have level 1 only because principals will always opt to take the simplest route (for scheduling purposes). This policy has been changed so much that it's very hard to keep up with all the changes. In December Debbie Harki stated to me in an e-mail that in the fall of 2008 FL exploratories will only be taught to 6th and 7th and 8th must take Level 1A/1B FL. Well now it seems, as of Dec. 14 that 7th grade exploratories are acceptable and Level 1A/1B (with level 1 only used if there is already in place a level 1A/1B). If I were to choose between the suggested changes out on comment for POLICY 2510: Assuring the Quality of Education: Regulations for Education ProgramsI and Policy 2510 Dec. 14, I would choose Policy 2510 Dec. 14 with a few changes.</p> <ol style="list-style-type: none"> <li>1. Require Middle Schools to offer Foreign Language level 1A/1B. The school may offer a FL level 1 class in the 8th grade if it already has a Level 1A/1B in place.</li> <li>2. Allow Middle Schools to offer FL exploratories for 6th-8th. (It is ridiculous to deny the 7th and 8th graders of having a Foreign Language if they are not capable of taking FL level 1A/1B of a language.)</li> </ol> <p>I am able to teach 3 years of good curriculum to 6wk or 9wk programs of an exploratory...no, I would not teach the same thing year in and year out except to review prior concepts. If we need to create a good Exploratory program which is articulated and with performance expectations, assessments then let's do it! But just because we say that we want all Middle School students to have higher level Foreign Languages doesn't mean that they are all capable of doing this at a higher level. Let's</p>	

	<p>give all students a chance to have a Foreign Language from the 6th grade to the 8th grade, regardless of whether it is a higher level or not. The argument against exploratories and level 1 Foreign Languages being offered together because the Middle School student would always choose the easier... This is true of Pre-Algebra/Algebra for the 7th and 8th graders of all Middle schools, but I wouldn't think it wise to deny 7th and 8th graders math just because they aren't capable of taking Pre-Algebra and then Algebra. You wisely keep offering math to these students so that when they are older, and have a good foundation of math then they can go on to the higher level math. This is all I am asking for students in the Middle Schools and a foreign language.</p>		
<p>01-11 Lisa Moser teacher lmoser@access.k12.wv.us Williamstown Elementary School 418 Williams Ave. Williamstown WV 26187</p>	<p>I am opposed to the class size changes for special education students. I am very opposed to the "reclassification" of certain speech problems as not necessary for remediation. By the time students are in third grade, they should have services for any articulation problem.</p>		
<p>01-11 Sandra DeVault Director of Instructional Services sdevault@access.k12.wv.us Monongalia County Schools Monongalia County Schools 13 South High Street Morgantown WV 26501</p>	<p>The statement indicating Schools that offer at least one language in the 1A/1B model may also offer 8th grade level 1 of another foreign language. I strongly believe this needs to be changed to include that foreign language that is also offered with the 1A/1B. A couple of scenarios occur in the schools. First of all there maybe only one language offered (also addressed in footnote 4) and the student/parent may wish for the student to take the level 1 in the 8th grade. By excluding that same language that has the level 1A/1B, I believe it could possibly discourage students from taking more than 2 years of a foreign language.</p>		
<p>01-11 Sue A. Meador Teacher sameador@access.k12.wv.us Park Middle School 212 Park Ave. Beckley WV 25801</p>	<p>Although foreign language is important to Middle Level Education, I feel that the other electives such as FACS and Technology are not given any consideration and almost removed from the students schedule. FACS teachers are almost nonexistent in the middle schools. Sue Meador</p>		
<p>01-12 Brenda M. Joe French/music teacher Mannington Middle School</p>	<p>Any foreign language, just like learning to read, needs to be taught for an entire school year...not one semester one year and one semester the next. Continuity and practice are the key to mastering a foreign language. Keep the yearly requirement for 8th grade. It</p>		

<p>113 Clarksburg St. Mannington WV 26582</p>	<p>would be beneficial to start in 7th grade with a semester but have a full year of study for high school credit at the 8th grade level.</p> <p>A few years ago Policy 2510 was changed in order to phase in the Level 1A/1B sequence for 7th and 8th grade foreign languages for West Virginia schools. This decision was based on several issues. Since there continues to be questions regarding the middle school sequence, a look at the rationale and history behind the decision is in order at this time.</p> <p>First, nationally recognized experts in the field and the national organization on the teaching of foreign languages, The American Council on the Teaching of Foreign Languages (ACTFL), both support the sequential, articulated study of foreign languages in middle schools.</p> <p>Dr. Helena Curtain Anderson and Dr. Carol Ann Dahlberg, authors of the book, Languages and Children: Making the Match, are the foremost authorities on K-8 foreign languages. In fact, Dr. Dahlberg has been to West Virginia to present at a past workshop on elementary foreign languages. In their book (page 451), they quote from the ACTFL (American Council on the Teaching of Foreign Languages) Performance Guidelines for K-12 Learners that middle school programs should be daily for 40-50 minutes per day (page 6).</p> <p>Therefore, when the West Virginia Virtual School Spanish 1A/1B model was developed for 7th and 8th grades, this time factor of 40-50 minutes daily over the course of 2 years provided the rationale for the learning sequence of that course.</p> <p>Secondly, the work of the committee on Foreign Language Teacher Shortage as part of the Agreed Court Order of the Tomblin v. Gainer case recommended the implementation of the 1A/1B model for 7th and 8th grade foreign languages.</p> <p>Thirdly, the 1A/1B model is such a widely used model in the United States, that all the major publishers of foreign language textbooks offer separate 1A and 1B books for middle school languages.</p> <p>In the fall of 2007, the middle school foreign language sequence as outlined in Policy 2510 was changed because of complaints from some building and central office administrators regarding the scheduling of the 1A and 1B classes. That change, if allowed to remain, will undermine any gains in foreign language education that have</p>	
<p>01-13</p> <p>Deborah Harki Former Coordinator, Foreign Language dhwv@hotmail.com 2 Overlook Drive</p>		

Bridgeport WV 26330

taken place in the last seven years. Therefore, it is important to correct this error. The current policy revision now on public comment is an attempt to restore the original intent of the 1A/1B sequence for 7th and 8th grades.

In a nutshell, that is a brief background of the 1A/1B foreign language model as the mandated sequence for 7th and 8th grade foreign languages by the fall of 2008.

Besides the recommendation of nationally-recognized experts in the field, it is important to consider that in West Virginia our students come to foreign language courses with little, if any, prior knowledge in the subject. Therefore, the introductory courses (Level 1A, 1B and traditional Level I) are about more than just learning the content; they are about establishing prior knowledge upon which to build successive learning experiences and about students learning and establishing strategies and patterns for acquiring a second language. The foreign language discipline is not just content; it is a complex mix of content, skills, and development of a fundamental human ability—language.

The former learning sequence of 7th graders being in a 6-9 weeks related arts rotation with a foreign language exploratory and then moving to Level I of the language is not the optimum sequence for second language acquisition, especially if as a state we are looking at second language study for all students. This means that students require sufficient time on task in order to realize true proficiency gains in learning a second language.

While I am sympathetic to the constraints on the middle school day, short-changing the foreign language sequence is a Band Aid on a large and complex problem; it is not a solution.

If we believe that we want our students to become proficient in another language; if we believe that it is an essential 21st Century Skill, then we have to provide them with the optimum learning scenario—not just what is easiest to schedule into the school day.

With much emphasis being placed on middle school learning skills, research, and technology why is there no requirement for library/media skills instruction?

01-14  
Cathy Davis  
Media Specialist  
ctdavis@access.k12.wv.us  
Monongah Middle School  
550 Camden Avenue  
Monongah WV 26554

01-14	<p>Nancy S. Ryan Spanish Teacher, NBCT nryan@access.k12.wv.us Hedgesville High School 46 Ambler Lane Falling Waters WV 25419</p>	<p>The 1A/1B Level 1 language model in the seventh and eighth grade is the preferred model for foreign language study. To offer one language using the 1A/1B model and another language using the traditional 1 year of middle school study equals 1 year of high school credit is ludicrous and inconsistent. I believe that at the middle school level of study, one year is not equal to one year of high school study. In my experience with writing the CSOs and teaching Spanish for the past 26 years, I do not believe that the level 1 CSOs can be adequately covered in one year at the middle school.</p>		
01-14	<p>Debora L. Nicholson Spanish Teacher dnichol@access.k12.wv.us Harrison County Schools - Bridgeport High School RR 1 Box 341 Mount Clare WV 26408</p>	<p>I am very pleased to see the 1A/1B model being offered at the middle school level. It is no surprise that, especially at this age level, when the information is divided into two years, students will have a better and more thorough understanding of the basic material covered in the Content Standards and Objectives. I am concerned with the fact that although one language may be offered in this model, another language may be offered in the eighth grade as traditional one year program. I think that offering both models in one school is inconsistent and ridiculous.</p>		
01-15	<p>Joe C. Wright Principal jcwright@access.k12.wv.us Park Middle School 212 Park Avenue Beckley WV 25801</p>	<p>Please note I am also a concerned parent. My daughter is in the eighth grade. She has been #1 in her class for the last two years. She is a "gifted student". Because of being enrolled in a fairly small Middle School, scheduling restrictions can be a problem. She (&amp; her parents) had to chose between her being in the gifted class or being in Spanish. We chose gifted because gifted ends in the eighth grade and Spanish can, and should (we feel), be taken at the H.S. level. If you require 4 semesters of foreign language at the Middle School level for 1 H.S. credit then this will cause more children to have to make this choice at an earlier age. Also, what provision is there for those who do not take 1A in the 7th grade and then wish to receive H.S. credit in the eighth? Are we not causing the problem of too few foreign language teachers to get worse with these additional semesters/years? INCREASING REQUIREMENTS WITHOUT INCREASING TIME DURING THE DAY AND WITHOUT INCREASING THE NUMBER OF TEACHERS PER STUDENT IS CAUSING SCHEDULING PROBLEMS. SOME OF WHICH CANNOT BE OVERCOME WITHOUT ALTERNATIVES AND/OR WAIVERS! It is also causing students and parents to have to choose between their interest year earlier. Students who drop out of Gifted to take a Foreign Language may not go to H.S. with a four year plan that guarantees them AP classes.</p>		



**WEST VIRGINIA BOARD OF EDUCATION**

Capitol Building 6, Room 351  
1900 Kanawha Boulevard East  
Charleston, West Virginia 25305-0330

Telephone: 304-558-3660  
Fax: 304-558-0198

April 26, 2007

The Honorable Betty Ireland  
Secretary of State  
State of West Virginia  
Capitol Building 1, Suite 157-K  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305

Dear Secretary Ireland:

The West Virginia Board of Education, at its March 2007 meeting, approved a minor revision to W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs. The rule was filed on March 16 and became effective April 16. During a recent review of the rule it was discovered that several sections of the rule were missing due a corrupted computer file. As said sections were not affected by the proposed and adopted minor rule change, it is requested that the attached document replace the one filed March 16.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Steven L. Paine".

Steven L. Paine  
State Superintendent of Schools