

WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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ADMINISTRATIVE LAW DIVISION

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 _____

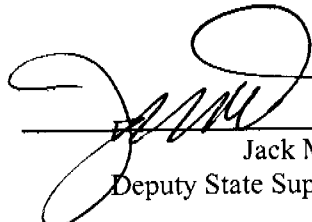
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 42

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 December 14, 2006.



Jack McClanahan
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title:

Policy 2510

Assuring the Quality of Education: Regulations for Education Programs

Background:

Policy 2510 establishes the regulations for all education programs that are designed to improve the quality of teaching and learning in the public schools and ensure that equal educational opportunities exist for all students. Policy 2510 was originally adopted by the West Virginia Department of Education in 1984 and was substantially revised in 1996. Since that time, Policy 2510 has been revised numerous times, the most recent being in July of 2005.

Purpose:

The purpose of this Board item is to approve the repeal and replace of Policy 2510.

Major Revisions:

The repeal and replacement of Policy 2510 is being recommended because of changes in policy and significant format changes. High School changes reflect the recommendations of the High School Task Force.

Summary of revisions

- An index, Appendix A, has been provided for the policy.
- The definitions have been moved from the middle of the policy to the end of the policy.
- Standards and objectives for learning now include 21st Century Content Standards and Objectives and 21st Century Standards and Objectives for Learning Skills and Technology Tools.
- Throughout the policy the language has been changed from *career major* to *concentration*.
- Policy changes are reflected in the following chart.

Summary of Revisions to Policy 2510		
	Revision	Section
1	Change in language from " <i>work based learning</i> " to " <i>experiential leaning</i> ."	1.1, 3.1, 3.2.1, Chart V(A), Chart V(B), Chart V(C), Chart V(D), 5.6.5, 6.2.1, 6.2.3, 7.5.4 and 13.40
2.	Revised pre-k program description	5.2.1, 5.2.2, Chart I, and 5.2.3
3.	Revised primary elementary (K-2) program description <ul style="list-style-type: none"> • Learning Skills and Technology Tools 	5.3, 5.3.1, Chart II and 5.3.2

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	Revision	Section
4.	Revised intermediate elementary (3-4) program description <ul style="list-style-type: none"> • Learning Skills and Technology Tools 	5.4, 5.4.1, Chart III, 5.4.2 and 5.4.3
5.	Revised middle level (5-8) program description <ul style="list-style-type: none"> • Change in the number of minutes for reading and English language arts from 90 to 80 minutes • Description of the time that students should be enrolled in Visual Arts, Music, and Health • Recommended that students entering the high school professional pathway be enrolled in Algebra I at 8th grade • Recommended course in technology applications 	5.5, 5.5.1 and Chart IV
6.	Changes for graduation adolescent education requirements: <ul style="list-style-type: none"> • Change from three high school pathways to two • Revised science requirements (Chart V D) • Recommended technology applications course (Chart V D) • Senior year enrollment and senior project (Chart V D) • College transition English requirement (Footnote 1) • Revised math requirements and required college transition mathematics course (Footnote 2) • Revised science course sequence (Footnote 3) • Revised social studies sequence (Footnote 4) 	5.6, 5.6.1 and Chart V (D)
7.	Deletion of outdated Chart VI (A)	
8.	Chart VI (B) now becomes Chart VI(A)	Chart VI(A)
9.	New Chart VI (B) Electives <ul style="list-style-type: none"> • Required minimum of AP courses be offered or an IB Program • Revised science electives • Substituting AP course related courses for a graduation requirement (Footnote 1) • College Transition English and College Transition Mathematics (Footnote 2) 	Chart VI
10.	Required high school credit recovery programs	5.6.8 (d)
11.	Awarding of earned grades or credit	5.6.8 (f)
12.	Modified diploma <ul style="list-style-type: none"> • Students taking the modified assessment may pursue either a standard or modified diploma 	5.6.9
13.	Replacing the Certificate of proficiency with High School Credentials	5.6.11
14.	Revised homebound/hospital services	6.2.4 (f)
15.	Revised Breakfast and Lunch Program language	7.4.3
16.	Revised Student Assistance Team language	8.9
17.	Revised components of the Five Year School System Strategic Plan	12.1.1
18.	Revised components of the Five Year School Strategic Plan	12.2.1

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Impact:

The reformatting of policy components in Policy 2510 results in a more understandable and better organized document. The changes to the policy reflect the 21st century standards that our students must achieve to be successful in postsecondary education or the global workplace.

Response to Comments:

Six hundred and forty eight comments were received during the comment period. Changes made to the proposed policy in response to comments received are listed below.

Summary of Revisions to Policy 2510 Based on Comments Received		
	Revision	Section
1.	Revised middle level (5-8) program description <ul style="list-style-type: none"> • Clarification of language designated for the encore curriculum 	Chart IV
2.	Revised math graduation adolescent education requirements <ul style="list-style-type: none"> • Clarification of math requirements for students in the professional and skilled pathways 	Chart V (D), and Chart V (D) (Footnote 2)
3.	Revised science graduation adolescent education requirements: <ul style="list-style-type: none"> • Change in science course sequence to require Physical Science, Biology, and then Chemistry 	Chart V (D), and Chart V (D) (Footnote 3)
4.	Revised social studies course sequence to match the Board approved content standards and objectives: World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21 st Century	Chart V (D), and Chart V (D) (Footnote 4)
5.	Revised language for modified diploma	5.6.10
6.	Revised homebound/hospital services <ul style="list-style-type: none"> • Removal of section 6.2.4.(f) 	6.2.4 (f)
7.	Revised language to clarify the role of the Student Assistance Team	8.9.2
8.	Revised definition of "More Rigorous Course" to include a correct example of existing courses	13.65
9.	Revised language to clarify the definition of the Student Assistance Team	13.84

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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION
SERIES 42

FILED IN THE OFFICE OF
THE SECRETARY OF STATE
THIS DATE 11/13/06 2:52 PM
ADMINISTRATIVE LAW DIV.

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 21st 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.** - November 13, 2006.

1.4. **Effective Date.** - December 14, 2006.

1.4.1. Unless specified otherwise within the policy.

1.5. **Repeal of Former Rule.** - This legislative rule repeals and replaces W. Va. 126CSR42, West Virginia Board of Education Policy 2510: Assuring the Quality of Education: Regulations for Education Programs, filed September 15, 2005 and effective October 15, 2005.

§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, 21st 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 21st Century Content Standards and Objectives and 21st 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 21st 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 21st 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 21st 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 21st 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, 21st century content and 21st 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

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

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 2nd 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 21st century content knowledge and skills.

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

Chart II: Primary Elementary (K-2)	
<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>Reading and English Language Arts Mathematics</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>Physical Education</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 21st century content standards and objectives for each subject.</p>	<p>Science Social Studies Visual Art Music Health Learning Skills and Technology Tools</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, 21st 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

Chart III: Intermediate Elementary (3-4)	
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 st century content standards and objectives for each subject.	Reading and English Language Arts Mathematics Science Social Studies
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.	Physical Education
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.	Visual Art Music Health Learning Skills and Technology Tools

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.

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

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

<p>These required core courses shall be taught daily by a team of qualified teachers. An intervention component will ensure mastery of the rigorous content standards and objectives at each grade level. The core courses 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.¹ 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>Reading and English Language Arts¹ Mathematics/Algebra I Science Social Studies</p>
<p>Students in middle grades shall be provided not less than one full period of physical education, including physical exercise and age appropriate physical activities, each school day of one semester of the school year. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.</p>	<p>Physical Education</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>Visual Art Music² Health³</p>
<p>Foreign language shall be offered annually.</p>	<p>Foreign Language⁴</p>
<p>These required programs shall be implemented annually.</p>	<p>Advisory/Comprehensive School Guidance and Counseling⁵ Career Exploration⁶ Technology⁷</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 7th or 8th 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 as a separate course in grades 5 and 6 is encouraged. Two years of the same foreign language must be offered for students in grades 7 and 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. Schools may choose from two of the following learning sequences. Recommended Learning Sequence: 7th grade Level 1A of the foreign language and 8th grade Level 1B of the language. 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. Acceptable Learning Sequence: 7th grade exploratory course(s) and 8th grade Level 1 of the foreign language. Students will receive one high school credit at the end of 8th grade upon mastery of the content standards for the Level 1 course.
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 8th grade students in developing an individualized student transition plan. With guidance during well-planned activities, second semester 8th grade students, in consultation with their parents/guardian, advisor and counselor, will examine their EXPLORE results and determine the coursework and other requirements needed to achieve their postsecondary education and career goals. This is best accomplished by integrating these activities into an organized advisory program.

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 8th 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 8th 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 8th 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 8th 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 8th 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 10th grade year. This process is described in Section 5.6.4.

5.6. Adolescent Education (Grades 9-12) - Adolescent education provides students the 21st 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: Adolescent Education (Grades 9-12) Programs of Study (Effective 1999-2000)
 Approved by the Board of Education, 12/15/99. Approved by the State Board of Education, 1/12/00.
 Approved by the State Board of Education, 1/12/00.

Core Requirements (17 credits)¹	
English Language Arts	4 credits English 9, 10, 11, 12
Mathematics 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.	3 credits Two of the three credits will be Algebra I and above.
Science 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)	3 credits Coordinated and Thematic Science (hereinafter CATS) 9, CATS 10, and one course above the CATS 10 level.
Social Studies	3 credits United States to 1900, World Studies to 1900, and Twentieth/Twenty-First Centuries
Physical Education	1 credit
Health	1 credit
The Arts	1 credit
Career Concentration Prior to students selecting concentrations, opportunities for career decision making must be provided.	4 credits Career concentrations are to be determined at the local school or county level.
Electives	4 credits Electives will be chosen from the school's offerings of elective courses.
Experiential Learning 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.
Foreign Language	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.

¹ 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

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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.

Core Requirements (17 Credits)	
Reading and English Language Arts	4 credits English 9, 10, 11, 12
Mathematics¹	3 credits Two of the three credits will be Algebra I and above
Science²	3 credits CATS 9, CATS 10, and one course above the CATS 10 level
Social Studies	4 credits United States to 1900 World Studies to 1900 Twentieth and Twenty-First Centuries Civics/Government
Physical Education	1 credit
Health	1 credit
The Arts	1 credit
Electives	3 credits The remaining graduation requirements are to be electives.

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

Career Development	Prior to students selecting concentrations, opportunities for career decision-making must be provided in grades 9-10.
Experiential Learning	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.)
Foreign Language	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 10th 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.

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Chart 126CSR42: Statewide Graduation Requirements - Effective 2006-2007
 This chart lists the graduation requirements for students entering 9th grade in 2005-2006 and 2006-2007. It also lists the graduation requirements for students entering 9th grade in 2005-2006 and 2006-2007. The graduation requirements for students entering 9th grade in 2005-2006 and 2006-2007 are listed in the chart. The graduation requirements for students entering 9th grade in 2005-2006 and 2006-2007 are listed in the chart.

Core Requirements (18 credits)	
Reading and English Language Arts	4 credits English 9, 10, 11, 12
Mathematics¹	3 credits (3 credits required for entry pathway students entering 9 th grade in 2005-2006) (4 credits required for all entering 9 th grade students in 2006-2007)
Science²	3 credits CATS 9, and Two courses above the CATS 9 level
Social Studies	4 credits United States to 1900 World Studies to 1900 Twentieth and Twenty-First Centuries Civics/Government
Physical Education	1 credit
Health	1 credit
The Arts	1 credit
Electives	3 credits The remaining graduation requirements are to be electives.

Career Concentration Courses (3 Credits)³		
Professional Pathway	Skilled Pathway	Entry Pathway
Mathematics - 4 credits (at least 3 of the 4 credits must be Algebra I and above.) ¹ Science - 4 th credit (which must be above CATS 9) ² 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 ³	Mathematics – 3 credits (For students entering 9 th 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 th 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 ³

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

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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.

Core Requirements (18 credits)	
Reading and English Language Arts¹	4 credits English 9, 10, 11, 12
Mathematics²	4 credits
Science³	3 credits Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry
Social Studies⁴	4 credits World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21 st Century
Physical Education	1 credit
Health	1 credit
The Arts	1 credit
Electives	2 credits The remaining graduation requirements are to be electives.

Career Concentration Courses (4 Credits)⁵	
Professional Pathway	Skilled Pathway
Science - 4 th 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

Career Development	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
Experiential Learning	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)
Technology	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.
Senior Year	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 21st 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 21st 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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Chart VI (A) Adolescent (9-12) Electives (Effective July 1, 2004 – June 30, 2008)		
	Electives Required To Be Offered	Optional Electives
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.
READING AND ENGLISH LANGUAGE ARTS	Journalism/Newspaper/ Yearbook Speech	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
MATHEMATICS	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
SCIENCE	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
SOCIAL STUDIES	Economics Geography	Social Studies college courses AP Social Studies courses
FOREIGN LANGUAGE	Three levels of one foreign language	Other foreign languages based on student need and interest
HEALTH	Any courses required to satisfy a concentration	Other health courses based on student need and interest
PHYSICAL EDUCATION¹	Any courses required to satisfy a concentration and one lifetime physical education course ¹	Other physical education courses based on student need and interest
THE ARTS	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
CAREER CONCENTRATIONS	Four specified courses within a concentration/pathway	Other courses based on student need and interest
DRIVER EDUCATION	One course	Other driver education courses based on student need and interest

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Chart VI (A) Adolescent (9-12) Electives Continued		
	Electives Required To Be Offered	Optional Electives
TECHNOLOGY	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
TECHNICAL EDUCATION 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"> • Arts and Humanities • Business/Marketing • Engineering/Technical • Health • Human Services • Science/Natural Resources 	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
CAREER DEVELOPMENT	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 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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Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 2008)		
	Electives Required To Be Offered	Optional Electives
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.
COLLEGE BOARD AP COURSES IB PROGRAM	A minimum of four College Board AP Courses or the IB Program must be offered annually.	
READING AND ENGLISH LANGUAGE ARTS	Journalism/Newspaper/ Yearbook Speech College Transition English ²	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
MATHEMATICS	Algebra II Geometry or Applied Geometry Pre-Calculus Trigonometry Conceptual Mathematics College Transition Mathematics ²	Calculus Integrated Mathematics I, II, III, and IV Probability and Statistics Mathematics college courses AP Mathematics courses
SCIENCE	Physics Earth Science Human Anatomy and Physiology	Conceptual Physics Science college courses Biology II Chemistry II Physics II AP Science courses
SOCIAL STUDIES	Economics Geography	Social Studies college courses AP Social Studies courses
FOREIGN LANGUAGE	Three levels of one foreign language	Other foreign languages based on student need and interest AP Foreign Language
HEALTH	Any courses required to satisfy a concentration	Other health courses based on student need and interest
PHYSICAL EDUCATION³	Any courses required to satisfy a concentration and one lifetime physical education course ²	Other physical education courses based on student need and interest AP Physical Education
THE ARTS	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

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Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 2008) Continued		
	Electives Required To Be Offered	Optional Electives
CONCENTRATIONS	Four specified courses within a concentration	Other courses based on student need and interest
DRIVER EDUCATION	One course	Other driver education courses based on student need and interest
TECHNOLOGY	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
CAREER/TECHNICAL EDUCATION Note: Schools must provide students access to concentrations in a minimum of four of the following career clusters: <ul style="list-style-type: none"> • Arts and Humanities • Business/Marketing • Engineering/Technical • Health Sciences • Human Services • Science/Natural Resources 	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
CAREER DEVELOPMENT	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 10th 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, 21st Century Content Standards and Objectives for West Virginia Schools (hereinafter CSOs).

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

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

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

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

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

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

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

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

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

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

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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.

CHART VII: Adult Education Programs		
Adult Basic Education (ABE)	Career and Technical Education Full- and Part-Time Classes	Job Specific Services to Business and Industry
<ul style="list-style-type: none"> ● Basic Literacy ● Basic Skills Assessment ● General Educational Development (GED) Preparation ● Distance Learning ● External Diploma Program (EDP) ● English as a Second Language (ESL) ● Institutional Education ● Family Literacy Programs ● Test Preparation for employment, college, military entrance exams ● Career Exploration 	<p>Technical training is provided to assist adults seeking employment or enhancing their current employment.</p> <ul style="list-style-type: none"> ● Industrial and Technical ● Computer Science ● Business Education ● Wood Products Technology ● Aqua Culture ● Hospitality ● Health Care 	<ul style="list-style-type: none"> ● Workplace Education Programs ● Job/Task Analysis ● Training Material Development ● Training Video Production ● Technical Skill Training ● Supervisory Training ● Train-the-Trainer Program ● Customized Skills Development Classes ● Employee Assessment and Selection Service ● Use of Career/Technical Facilities/Equipment ● Referral to Other Agencies
Workforce Development Training for Special Populations		Public Service Training
<p>Academic skills and technical training are provided for economically and community development.</p> <ul style="list-style-type: none"> ● Referral to Other Agencies ● Workplace Readiness ● Trade Readjustment Act ● Clean Air Act ● North American Free Trade Agreement 		<ul style="list-style-type: none"> ● Emergency Medical Training ● Wastewater and Water Training ● Firefighting Training ● Hazardous Material Training

*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 21st 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 21st 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 21st century content standards and objectives of the school education program;

7.3.7. A policy for student homework;

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

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

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

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

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

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

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

7.3.15. Technology practices that facilitate student development in areas such as, but not limited to, computer skills, critical thinking and decision-making, application of academic knowledge in workplace programs, making informed career decisions and meeting the 21st requirements of Policy 2520.14;

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

7.3.17. A school technology team that functions with the school strategic planning committee to develop a comprehensive technology plan that includes the West Virginia standards for 21st 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 "National Standards of School Counseling Programs" of the American School Counselor Association as required in W. Va. 126CSR67, WVBE Policy 2315, Comprehensive Developmental Guidance and Counseling. School counselors shall be full-time professional personnel, shall spend at least 75% of work time in direct counseling relationship with pupils, and shall devote no more than 25% of the work day to administrative activities: provided that such activities are related to guidance and counseling. (W. Va. Code §18-5-18b.)

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

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

7.4.5. School Psychological Services. School psychological services facilitate the interpersonal and academic development of all students and foster the social and emotional health of students. School psychologists assist teachers and other school personnel with assessment information, behavior intervention plans, safe schools information, test taking skills, and reduction of test anxiety.

7.4.6. Compulsory School Attendance. W. Va. Code §18-8-1a requires compulsory school attendance to begin with the school year in which the 6th 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 21st Century Learning and the Frameworks for High Performing 21st 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 21st 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 21st 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 21st 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 21st 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 4th, 7th and 10th 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 8th 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 10th 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 21st 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 21st 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 4th grade focuses on career awareness; 5th grade through 8th grade focuses on career exploration; 9th and 10th grade focuses on career exploration and decision-making; and 11th 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 21st 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 4th 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 21st 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 21st 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 9th or 10th 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 21st century content, knowledge, and learning skills, in the support of 21st 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 21st 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, 21st 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 21st 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 21st 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 21st 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 21st 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 21st Century Learning** – The approved 21st 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)** – 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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APPENDIX A

**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, Assuring the Quality of Education: Regulations for Education Programs FUND _____

SOURCE OF REVENUE GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: * AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

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

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

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$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):

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

October 24, 2006

West Virginia Department of Education

[Signature]

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

COMMENT LOG

Action Type Descriptors

A minus (-) symbol indicates that the comment was not accepted and no change was made to the policy.
 A plus (+) symbol indicates that all or part of the comment was accepted and a change was made to the policy.
 N/A means that the comment does not apply to this policy or changes that were made in this policy revision.

Frequently Received Comments

An accompanying chart was created to list the responses to frequently received comments. Readers are referred to that document to read the response to the comment.

DATE	Comment Number	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION TYPE	RATIONALE
			§126-42-1 General		
			§126-42-2 Purpose		
10		Victoria Johnson Instructor vjohnson@access.k12.wv.us	2.1 Parents will not attend parent teacher conferences, school functions, IEP meetings and other events involving their children. How will we get them involved in raising expectations if you cant get them to the schools.		
-	1	Logan High School Logan High School One Wildcat Way Logan WV 25601	2.2 How can county boards of education be responsible for providing the necessary resources for teachers to make all these policy changes when there are not enough tables, chairs and desks in most schools. Let alone "high tech" tools and equipment.	N/A	The comment received was not based on policy changes.
13			2.3 Please define appropriate accountability measures! Who will		

			be held accountable, the students, the parent or guardian, the teachers, the school administrator, the county board of education or the West Virginia State Board of Education?		
10 - 16	Andrea Santos Spanish Teacher asantos@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601		The truth be known it is difficult as is to get parents to even attend a parent-teacher conference, IEP, or other school event involving their children. Also, who will provide all the technology needed to enforce this policy? Currently, our school systems are lacking the simpler things like enough books and chairs. Define accountability measures. Who is responsible?	N/A	The comment received was not based on policy changes.
10 - 16	Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508		It is a reality that parents are not involved enough in the raising of expectations of students. Without them taking a more hands-on role, it is not fair that the accountability is solely on the teacher.	N/A	The comment received was not based on policy changes.
§126-42-3 Scope					
09 - 20	Linda Kirk counselor lindakirk@frontiernet.net Valley High School PO Box 343 Pine Grove WV 26419		While I agree with rigor, I think we have to be practical. I often question the practicality of the inclusion classes offered now, because many of them are so "watered down" the above average students are rarely challenged. With Differentiated Instruction some opportunities present themselves, but the demands on teacher time is unlimited and impossible	N/A	Our classroom should reflect the diversity represented by our school population. When the percentage of students with disabilities does not exceed 30 %, the teachers should be able to successfully differentiate instruction to meet the learning needs of all students. Implementation of a successful co-teaching model will only enhance this environment.
09 - 21	Betty Lynne McNeil Teacher, Graphic Design bmcniel@access.k12.wv.us Putnam Career & Technical Center Putnam Career & Technical Center 101 Roosevelt Blvd. Winfield WV 25070		I am well equipped with state of the art computers and professional graphic design software. In Putnam County we may write "personal plans" for part of our 18 hours of annual CE (continuing education). The software that I use comes with training CDs. Because I incorporate approximately a dozen graphic design software programs into my two-year program, it's difficult for me to stay up-to-date with all the programs when all of these programs need to be replaced with more current updates/versions every few years. When I requested that I be able to use 6 hours of CE on a "personal plan" using the update CDs that came with the programs, I was told that unless	N/A	The comment received was not based on policy changes.

		<p>that training was provided by someone else, I would not be granted the CE credit. I find this very unreasonable, as most training in this field is prohibitively expensive and most often only available out of town. Am I not trusted as a 30 year veteran of this field to use my 6 hours effectively? Please see http://boe.putn.k12.wv.us/graphicdesign/index.html as proof of my dedication and 21st century technological skills. County school systems need to be more flexible in granting reasonable requests for CE from experienced teachers who have a record of reliability and classroom success. Thank you for the input opportunity re: 2510.</p>	
<p>09 - 24</p>	<p>Susan Houck-McGregor parent susanlyn35@aol.com 30 Balsam Court Charles Town WV 25414</p>	<p>How can a "thorough and efficient system" ("high quality education programs, student services and experiential learning opportunities") be obtained if the Eastern Panhandle cannot hire and retain certified (and highly qualified) teachers.</p> <p>In addition, how can we obtain "safe and caring environment that fosters supportive relationships, is free from harassment, intimidation, bullying, discrimination and other inappropriate forms of conduct" if our schools are overcrowded?</p> <p>Lastly, what accountability measures will be used 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?"</p>	<p>N/A</p> <p>The comment received was not based on policy changes.</p>
<p>09 - 29</p>	<p>Philip B. Brown Principal South Harrison High pbrown@access.k12.wv.us 27 Lions Den of Junglewood Fairmont WV 26554</p>	<p>Additionally, please understand as we employ more technically trained individuals - positions are opened for those with no training. We see and will continue to see immigration into this country of people needing such employment while climbing the employment ladder through/with additional training. Educators with great experience (35 years for me) and a desire for everyone to be gainfully employed simply recognize one size does not fit all.</p>	<p>N/A</p> <p>The comment received was not based on policy changes.</p>
<p>10 - 06</p>	<p>CHARLES VANDEGRIFT ABE INSTRUCTOR cvandegr@access.k12.wv.us</p>	<p>Your scope and sequence is incomplete. By eliminating the Entry Level Pathway, you are blocking students' opportunities to enter the Career and Technical Educations Courses with the opportunity to succeed.</p> <p>3. Concentration credits are to be taken by all students. The four</p>	<p>See Frequently Received Comments, Entry Pathway</p> <p>See Frequently Received Comments, High School Credential</p>

Morgantown Adult
Learning Center
944 Vandalia Road
Morgantown WV 26501

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

Electives Required To Be Offered Optional Electives

TECHNOLOGY Students must be provided opportunities for advanced technology applications. Information Technology Information Management

Web Development

Other courses based on student need and interest

TECHNICAL EDUCATION

Note: Schools must provide students access to skilled and entry-level technical preparation in a minimum of four of the following career clusters:

- \$ Arts and Humanities
- \$ Business/Marketing
- \$ Engineering/Technical
- \$ Health
- \$ Human Services
- \$ Science/Natural
- \$ Resources 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

CAREER DEVELOPMENT

Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through

10 - 10	Sandy Collier sandyspirals@yahoo.com PO Box 1089 8008 Shepherdstown Pike Shepherdstown WV 25443	formal coursework, web-based or independent studies, or other alternative means	N/A	The comment received was not based on policy changes.
10 - 11	J. Vernon Odom Professor jodom@wvu.edu WVU 1125 Munsey Street Morgantown WV 26505-2657	<p>I looked over your document. Quite frankly as a parent I find the document very confusing.</p> <p>Having looked over the "clarification" document as well, I think that I can agree with some of the goals. Naturally we want all students to excel at the core curriculum. However, it is not clear to me that that is possible.</p> <p>I very much believe that we need to strengthen the math and science and language curricula. As a society we need more scientists and engineers. It is less clear to me that the current approaches will have that effect.</p> <p>Also I must confess that even as a professor the courses which I have found most useful over the years were three "non-academic" courses which I fitted in as electives - typing, business math (everyone needs to balance a checkbook and pay their bills), and music appreciation. Additionally I still regret that my high school was so small that we had no band program.</p> <p>If these programs are important I see a necessary disconnect in your proposed assessment. Where is the assessment of these courses which are not geared for college?</p> <p>Also although it is not a part of this policy, how do you recruit and retain excellent teachers? Are they always produced by the universities education programs? I have my doubts.</p>	+	The comment received supports strengthening math, science and language curricula.
10 - 12	Ann Thornhill F.A.C.S. Teacher athornhi@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	The Scope is not taking into consideration the special needs students. As everyone knows all students do not learn at the same rate or from the same book.	-	

10 - 13	12	<p>Arlie David Hale Sp. Ed. Teacher adhale@access.k12.wv.us Logan High School Box 189 Rt 44 south Sarah Ann WV 25644</p>	<p>Going back to the modified diploma, when a student goes for a job and shows his or her modified diploma do you think it will be well recieved? I think not. Do you want to increase the number of people on welfare? I hope not.</p>	-	
10 - 13	13	<p>Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601</p>	<p>3.1 How can this be achieved? You have students on 5 different levels in the same class, but they are all to be taught the same material on the same level. 3.2 How can we raise expectations while lowering standards so that all students will "PASS" the accountability tests? 3.3 Isn't this the purpose of all educational systems?</p>	-	
10 - 13	14	<p>Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601</p>	<p>1.1 Scope - The scope of this police is not taking into considerations special needs students. All students are not created equal.</p>	-	
10 - 13	15	<p>Norma McGraw Teacher nmcgraw@access.k12.wv.us Logan High School 1 Wildcat Way Logan WV 25601</p>	<p>This goal state that all students shall master or exceed grade level education standards that reflect 21st century skills. With special education students, this is impossible. Students with low IQ's that have mentally impaired exceptionalities cannot work out of grade level textbooks due to not comprehending the material. I have a question by stating all students. The idea of no child left behind is good, but it's not realistic because some children don't want to succeed. How can teachers make students do assignments if they don't want to.</p>	-	
10 - 16	16	<p>Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave.</p>	<p>There diversity in level between students within the same classroom is too great.</p>	-	

		Apt. 2 Chapmanville WV 25508		
10	17	<p>Christy Gill Teacher cgill@charter.net Teacher RR3 Box 501 Fayetteville WV 25840</p>	<p>Art has wide and outreaching influences on the confidence of students to achieve goals. Expanded requirements would make more sense than limiting those experiences.</p>	<p>The revision will not limit arts education experiences. Current Policy 2510 does not mandate a minimum amount of time for the study of music and art at the middle school level. It only mandates that visual art, music and health "shall be taught at each grade level each year as separate subjects with adequate time to achieve mastery of the West Virginia CSOs." Consequently, each county has had the freedom to determine what is "adequate time." Some counties, under the current policy, have determined that "adequate time to achieve mastery" of the music, art and health curriculum is 2 1/2 weeks, while other counties have allowed for as much as a full year dedicated to the arts at the middle school level.</p> <p>The policy's wording has been changed as follows: "These required courses are considered part of the core 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>An 18 week minimum requirement for the delivery of art, music and health CSOs over the course of grades 6 - 8 allows for school principals to be creative and flexible in the scheduling of these subjects. The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would accommodate additional art education</p>
16				

10 - 16	Robert Frostick Science Teacher P.O. Box 6885 Charleston WV 25362	3.1.2 Goals B. states students will have a seamless pre-K through twenty curriculum--does this really apply pre-K through the end of a Master's degree?	+	experiences. This is a reference to pre-kindergarten through higher education and into the workplace.
10 - 16	Andrea Santos Spanish Teacher asantos@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601	A student can and will be able to learn, but only to the maximum limit that their potential and IQ allows them. If there are four different levels of learning in the same class, then (even with the aid of differentiated instruction, and maybe because of it) several learning groups are going to be left out.	-	
10 - 16	Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508	Again, the diversity of level makes it very difficult to teach the same material to all students. More "teaching for the test" is bound to result.	-	
§126-42-4 General Responsibilities				
10 - 10	Jennifer Klmbrel Jak26501@adelphia.net UHS Band Parent 2041 Dents Run Road Morgantown WV 26501	To teach people how to work together as a group. To be able to depend on others. Music creates a bond of some sort, that you can't get from math or english. It instills pride and school spirit. Why not take away lunch and or recess?? People take music because they like it, not because they have too. Students get to go see other schools for competitions, they take trips like to Kennywood of go to Walt Disney World. Some parents can't afford to take the whole family, pay for gas and food, at least with band the student gets to go.	-	Current Policy 2510 does not mandate a minimum amount of time for the study of music and art at the middle school level. It only mandates that visual art, music and health "shall be taught at each grade level each year as separate subjects with adequate time to achieve mastery of the West Virginia CSOs." Consequently, each county has had the freedom to determine what is "adequate time." Some counties, under the current policy, have determined that "adequate time to achieve mastery" of the music, art and health curriculum is 2 1/2 weeks, while other counties have allowed for as much as a full year dedicated to the arts at the middle school level. For clarity, the wording has been changed as follows: "These required courses are

				<p>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>An 18 week <i>minimum</i> requirement for the delivery of art, music and health CSOs over the course of grades 6 – 8 allows for school principals to be creative and flexible in the scheduling of these subjects. The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would <i>accommodate additional</i> art education experiences.</p>
10 - 13	<p>Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601</p>	<p>Who is going to do all of the paper work and when will there be time to do it? How can this policy be implemented without eliminating programs?</p>	N/A	<p>The comment received was not based on policy changes.</p>
10 - 16	<p>Andrea Santos Spanish Teacher asantos@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601</p>	<p>My question is: Who is going to do all the paperwork that this policy ensues?</p>	N/A	<p>The comment received was not based on policy changes.</p>
10 - 16	<p>Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508</p>	<p>The demands of teaching already entail much paperwork or "documentation" of teaching. Who would do the new paperwork generated by these changes? More paperwork gets in the way of actual TEACHING!</p>	N/A	<p>The comment received was not based on policy changes.</p>

§126-42-5 Program Definition

<p>09 - 20</p>	<p>Linda Kirk counselor lindakirk@frontiernet.net Valley High School PO Box 343 Pine Grove WV 26419</p>	<p>ALL students are not ready for the rigorous studies proposed. You have to be reasonable.</p>	<p align="center">-</p>	<p>Students who are entering a two/four-year college or the 21st century workforce today must be well prepared through a rigorous course of study.</p>
<p>09 - 20</p>	<p>Linda Kirk counselor lindakirk@frontiernet.net Valley High School PO Box 343 Pine Grove WV 26419</p>	<p>I believe the first few years should be dedicated solely to developing reading and basic math skills. Trying to teach social studies and science to students in first and second grade is ridiculous other than using those areas for reading and math.</p> <p>ALL sophomores are in no way prepared for chemistry. The math requirements are ridiculous as they stand now. No way will these students have the the math concepts needed to teach a regular chemistry class. We can water it down and call it chemistry and then make those who normally would have taken chemistry take Chemistry II so they get the information they need, if you have a big enough school. I feel this is another attempt to ruin the small school. There is no way we can offer all the classes you require. It is very difficult now and with added course work, more failures, etc., there is no way we can meet the needs of the students. These are the same students who will not have their needs met in a larger school environment and will end up not participating in extra curricular activities and eventually become dropouts. I think we need to look at several different things. We want to decrease the dropout rate, but you continuously make it more difficult for these students to meet the requirements. It is my belief a major mistake was made when we instituted the CATS science program to begin with. Colleges have protested all along. If we have to make a change, why can't we go back to biology in 10th grade. I feel this is just because it would be admitting a mistake was made. At least with biology, the math background is not so essential.</p> <p>I'm not so sure all the changes we have made have had the child's best interest at heart. We aren't allowed to say who is enrolled in special education programs, and many of the teachers can't tell you, but the other students can and do. I'm not</p>	<p align="center">+</p>	<p>Regarding the first paragraph of this statement: " Since five-year-olds come to school with an interest in the community and the world outside their own, curriculum can expand beyond the child's immediate experience of self, home, and family" (NAEYC 1986). "Six-year-olds are active learners and demonstrate considerable verbal ability" (NAEYC 1986).</p> <p>"Flexibility, open-mindedness, and tolerance of unfamiliar ideas essential in social studies are formed to a remarkable extent by the interactions of the four- to eight-year-olds" (Joyce 1970). "Research indicates that by age nine or ten children have well-established racial and ethnic prejudices and these are highly resistant to change (Joyce 1970); therefore, teachers must go beyond studies of other cultures and celebrations of their holidays and include studies of families, music, shelter, customs, beliefs, and other aspects common to all cultures (NAEYC 1986).</p> <p>See Frequently Received Comments, High School Science Requirements</p>

		<p>certain the grouping system was wrong. In our case, there were children who worked very hard to move to the upper group. Is it fair to make every child take chemistry? I don't think so.</p>	
<p>09 - 21</p>	<p>Deborah Russell Principal darussel@access.k12.wv.us Wayne Elementary PO Box 308 Route 3 Box 3030 Wayne WV 25550</p>	<p>My comment regards the division of elementary (K-4) and middle (5-8) grades. Would it not be feasible if the school configuration is K-5 to allow the fifth grade to follow the same guidelines for program definition as the K-4? All elementary schools in our district are K-5. The same standards do not apply consistently. This applies to time (more for grade 5) and requirements for daily delivery of instruction. This creates a hardship in planning and scheduling of resources. The same CSO's that are in place for fifth grade could be delivered by having consistency in the elementary program. Please consider letting fifth grade be part of the elementary program if that is the district configuration. Thank you.</p>	<p>NA</p>
<p>09 - 23</p>	<p>John A. Deskins music teacher, band and choral director jdeskins@access.k12.wv.us Shady Spring High School 108 West Locust Drive Beekley WV 25801</p>	<p>As a teacher in the arts, I am very concerned about some of the language in 2510. The word "offered" is used extensively, and while I think I understand its usage, it is often disingenuously interpreted by building principals and others in position to affect curricular offerings. For example, the policy lists "Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre" as "Electives Required To Be Offered." It is often said by administrators who have no interest in a sequential arts program that "we are required to offer it, but that doesn't mean we have to teach it." I was recently told by a guidance counselor, when asking why dance electives were not listed on a student enrollment form, that her understanding of "offered" simply meant that the school had to teach the class if there were enough special requests from students or parents. I have had similar experiences on the middle school level (policy 2510 states that "Choral and instrumental music must be 'offered' no later than grade 6.") While I understand it is extremely impractical to force small schools to teach dance, for example, if only three students enroll in the course, I believe that the weak language of this policy allows administrators to thwart the clear intention of 2510 to establish quality arts programs on the secondary level.</p>	<p>NA</p>
			<p>WV has numerous grade configurations across districts. We have PK-5, PK-6, PK-8, PK-12, 5-8, 6-8, 7-8, 7-9, 7-12, in addition to primary centers (PK-2) and intermediate centers (3-4). It is difficult to write policy that will be the most efficient for every configuration.</p> <p>This comment does not relate to any proposed revisions of Policy 2510. It addresses the word choice of "elective" regarding the arts curriculum in grades 9 - 12 in both current and proposed Policy 2510.</p> <p>If "language stronger than offered" were used in the case of the arts curriculum, each arts class in grades 9 - 12 would not be an elective, but would be a <i>required</i> course. However, a school system is out of compliance with Policy 2510 if it does not offer, at grades 9 - 12, four sequential levels of music, visual art, dance, and theatre.</p>

			<p>Would it be possible to use language stronger than "offered" or further define the use of that word? Thank you.</p>	
09 - 25		<p>Patricia Dillon Teacher patdww@peoplepc.com Tug Valley H.S. 555 Panther Ave Williamson WV 25661</p>	<p>I think it is extremely important that the Government requirement be taught to Seniors. The financial literacy aspect of this class is essential for students ready to graduate--either to work or to college. As a parent of two college students, I know how important it is for them to keep an accurate record of how often they swipe that debit card or to avoid wonderful offers of credit cards. Students going straight to work need to understand budgets, checkbooks, etc. These students are ready to vote and need to understand the process and importance of their participation. This class will be more meaningful to Seniors. If it is taught at a different level, it will not be as effective.</p>	<p>See Frequently Received Comments, College Transition Courses</p> <p>The Civics for the 21st Century course was constructed on the foundations of the three previous social studies courses in the social studies sequence. It is essential that this course be taught in the 12th grade for that reason. This course was developed to offer many hands-on opportunities for students to experience first-hand what they are learning. Many of these experiences will not occur for them until they are seniors and have turned 18 and begun to plan for post-secondary education.</p>
09 - 27		<p>Bjorn Larsen blarsen@mountain.net retired HC 78 Box 34-A Shanks WV 26761</p>	<p>I heard about a revision of student requirements for graduation on WV Public Radio. It is a terrible idea. As a retired Guidance Counselor I am aware of 8 suicides of students either while enrolled in school or shortly there after. Hampshire County is one of the poorest counties on the Eastern Panhandle. The students can not take the added pressure an will drop out. I have strong suspicions all drop outs are not being reported. This policy will add to the growing population of drop outs and unskilled workers. It does not allow the local school systems to adjust their programs to meet the needs of individual students. This policy is reminiscent of old Communism. A central authority sets the goals on high, because they know whats best for everyone. When those goals cant be met, then they phony up the statistics to make it look good. The State can not dictate a love of learning. This policy will just institutionalize the depersonalized approach to education and tack on new demands that the poor child or those from dysfunctional families can not meet. It does not allow for personal creativity; it appears to be another restriction and barrier for those already feeling the pressure.</p>	<p>Increased rigor in all subjects is essential for students to be successful in the 21st Century. Those students that need additional support to master the more rigorous curriculum should be provided these opportunities.</p>

09 - 27	31	Renee Hall Nutritionist byu.carolinagirl@gmail.com Shenandoah Valley Medical System 763 Colley Block Rd. #7 Strasburg VA 22657	<p>I am a recent college graduate. I graduated from a high school that was not the greatest, academically. In fact, I detested the academic mediocrity so much that I graduated my Junior year. As an honor student who earned a scholarship to pay for my entire college career, I believe I have an important view-point. "Senioritis" is aggravated by incompetent teachers. What are you all accomplishing by keeping students an extra 2-3 hours per day?</p> <p>Students entering the college scene needing to take remedial math and english is a symptom of incompetent teachers. Would spending an extra 2-3 hours a day with those same incompetent, uninspired teachers make students magically learn more? No! It will take away valuable time that could be spent developing themselves physically (sports), artistically (dance, music), emotionally (less time spent with siblings, friends, parents), take away opportunities to have an after school job (a great way to save for college), etc. It wouldn't allow students to be well balanced.</p> <p>This will motivate the academic fence sitters to drop out. Hire better teachers! Don't make poor innocent students suffer additional time with the teachers who got them to where they are academically in the first place. Is this idea something to further someone's political agenda?? It is definitely NOT in the student's best interest. Renee Hall</p>	-	See Frequently Received Comments, Required Senior year Enrollment
09 - 27	32	keith ross science dept chairperson kross@access.k12.wv.us grafton high school grafton WV 26354	<p>Chemistry should be taken after Biology to give student a chance to get more math. Chemistry is more math centered than Biology. At Grafton High School, we expect Chemistry students to be taking Algebra II or higher.</p>	+	See Frequently Received Comments, High School Science Requirements
09 - 27	33	Ben Cobb Chemistry/Science Teacher btcobb@access.k12.wv.us Hurricane High School 3350 Teays Valley Rd Hurricane WV 25526	<p>The proposed sequence of required science courses needs to be changed. It seems foolish to lock students in to chemistry in the 10th grade and biology in the 11th grade since chemistry requires higher math skills that many 10th graders do not possess. If the order of courses is going to be mandated, it is essential to change biology to the 10th grade and chemistry to the 11th. An option could be included for 10th graders to double up in science if they have the requisite math skills.</p>	+	See Frequently Received Comments, High School Science Requirements
09	34	shawn coen	<p>I have great concerns for the science requirement proposals. My</p>	+	See Frequently Received Comments, High

09 - 27	<p>science teacher/admin. intern vhscoen@yahoo.com valley high school one lumberjack lane pine grove wv 26419</p>	<p>understanding is that students will take physical science and then chem and bio in that order. I know very few sophomores who would succeed in chem at that age. We want to help students succeed and excel in this ever "flattening" world. We do not want them discouraged and turned off by science. If we "water down" the curriculum we are defeating ourselves because this only bores the students who would make good scientists and therefore turns them from the science and tech fields, where they are critically needed. We need a happy medium. We need the classes to be challenging but not intimidating and we need to let the students have some say in their direction, thus reinforcing them.</p>	<p>School Science Requirements</p>
09 - 27	<p>h liu teacher hliu@kcs.kana.k12.wv.us kanawha county board of ed 1100 timberview dr. charleston wv 25314</p>	<p>hallelujah; in my lifetime it has happened... the second coming, no less. referring to physical science coming back to the ninth grade. referring to requiring 4 years of science for grad; prob ably the same thing will happen here that happened inalgebra. many kids can't keep up, for various reasons, and the courses will be taught more and more slowly to help them. we are sad when we see kids trying and trying and not being successful. it is tempting to spend just a little more time with them to help them. then we don't quite get to the last chapter we got to the previous year...</p>	<p>See Frequently Received Comments, High School Science Requirements</p>
09 - 28	<p>Sheila P Stevenson sky48_25@hotmail.com WVSTA President Wyoming East High School PO Box 390 Rt 10 New Richmond WV 24867</p>	<p>I am glad to see that the skilled level students will be able to take the conceptual courses. As I told Mike Keees when I spoke with him personally, the difficulties in implementation of this program are truly huge! The change in attitude required of students will HAVE to start with stricter requirements mandantory at elementary and middle school levels. It will be very difficult to find enough certified teachers to begin this program. If they are not truly well qualified we will just get what we've always had.</p>	<p>See Frequently Received Comments, High School Science Requirements</p>
09 - 28	<p>Laura Ames Science Teacher lauraames@yahoo.com Nicholas County High School 30 Grizzly Road</p>	<p>Our country feels the need to educate everyone and yet when we look at test scores compared to other countries America lags behind others. Do other countries educate and test ALL of their students. I think not. Only the best are offered an education that enables them to go on to college while others are steer into service type of careers. Why do we continue to beat ourselves</p>	<p>Students who are entering a two/four-year college or the 21st century workforce today must be well prepared through a rigorous course of study. See Frequently Received Comments, High</p>

		Summersville WV 26651	<p>up when we try to educate and then test all our kids. Maybe we need to take a closer look at them at an earlier age and if they don't seem like they will be college bound start teaching them something that will give them a successful career instead of failure in school when they cannot do an algebra problem, diagram a sentence or balance a chemical equation. Not all kids are cut out for a higher education and we are wasting their time as well as ours trying to teach them if they are unable or unwilling to learn at a higher level.</p>		School Science Requirements
09 - 28	38	<p>Chris Wyatt Science Teacher cwyatt@access.k12.wv.us Harman School PO Box 130 Harman WV 26270</p>	<p>I like the change in Science from CATS 9 and CATS 10 to Physical Science, Chemistry and Biology. I think the order of Classes should be 9th grade Physical Science, 10th grade Biology, and 11th grade Chemistry. This way the students have a better math background before getting to Chemistry.</p>	+	See Frequently Received Comments, High School Science Requirements
09 - 28	39	<p>Laura Ames Science Teacher lauraames@yahoo.com Nicholas County High School 30 Grizzly Road Summersville WV 26651</p>	<p>I feel it would be a mistake to make chemistry a 10th grade subject since many kids do not have the math necessary to do or understand the problems. I feel biology would be a better choice at the 10th grade level then chemistry and physics and offer an advanced biology at the 11th and 12 grade year for those planning to go on to college. By then they should have taken chemistry and hopefully physics that can be used in the higher biology class. I also think the 9th grade year should be half physical science and half earth science where topics of astronomy, geology and meteorology would be covered.</p>	+	See Frequently Received Comments, High School Science Requirements
09 - 28	40	<p>John McKown Vice Principal jmcckown@access.k12.wv.us Wirt County High School 791 Mulberry Street Elizabeth WV 26143</p>	<p>This comment is in regard to section 5.6.1. As a teacher of chemistry and physics for over ten years, I have serious reservations about placing every 10th grade student into chemistry. Many students have not developed the math skills required to be successful in a chemistry course. Putting large numbers of skill deficient students in classes that they are not prepared for will result in one of only two options. One, the skill deficient students will not be successful. Two, faced with the pressures from students, parents and administration, teachers will water down the curriculum so that these students can be successful.</p> <p>I applaud the state's efforts to raise standards across the board. I am very happy to see physical science and biology back as</p>	+	See Frequently Received Comments, High School Science Requirements

09 - 28	41	Deborah Super Academic Coordinator dsuper@access.k12.wv.us Randolph County Schools 200 Kennedy Drive Elkins WV 26241	required classes. However, raising the bar without providing skill deficient students some avenue to gain these prerequisite skills is a recipe for failure. PAGE 18: Professional pathway requirement of one course in a concentration is a positive change. While the other requirements increase rigor in the curriculum, will they cause some students to drop out at the mere mention of "chemistry"? Page 22: While AP courses look good on the surface, too often they are not taught on the level of a dual credit course. (I speak here as a former dual credit teacher, an AP certified teacher, and a parent of a son who took both dual and AP courses). Too often students take AP courses but DO NOT take the AP exams. Although AP teachers are trained in brief workshop settings, they are not required to have Master's degrees as dual credit teachers are. Dual credit courses are addressed in the policy, but do not seem to have the status of AP/IB courses which are on the electives list. Just offering AP courses without requiring that students take the AP exams does not constitute a more rigorous curriculum. If students do not take the exams, then the statistics regarding the AP passage rate of WV students is not valid. No one gains from this---except perhaps on paper. Recommending a senior project is outstanding! As Senior Project Coordinator, I strongly affirm that our students have benefited immensely from that graduation requirement. I wish this policy went further and made the senior project a requirement, not just a recommendation.	+	See Frequently Received Comments, High School Science Requirements The requirement for a minimum of 4 AP courses was added to benefit the students across this state and to attempt to somewhat level the playing field across our high schools. The Center for Professional Development works with the College Board to provide AP training to teachers from all content areas annually. See Frequently Received Comments, Senior Project
09 - 29	42	Barbara J. Miller brjmill@access.k12.wv.us Triadelphia Middle School 1636 National Road Wheeling WV 26059	I do agree with the exemption of choral/instrumental students from general music program requirements. Students enrolled in quality choral/instrumental programs typically receive most, if not all components of general music instruction. To require such students to complete both courses of study is unnecessary and often denies them other educational opportunities.	+	See Frequently Received Comments, Middle School Encore Requirements The exemption of choral/instrumental music students from general music program requirements is not a new provision in Policy 2510. It was introduced in the last revision of Policy 2510 and approved in 2004.
09 -	43	Regina Parsons teacher	I think the requirements for ALL students to take 2 or 3 credits above Algebra I and for all students to take Chemistry and	-	See Frequently Received Comments, High School Mathematics Requirements

29	<p>rjparson@access.k12.wv.us 1035 Norway Ave. Huntington WV 25705</p>	<p>Biology is ridiculous. I teach in an At-Risk program in Cabell Co. My students are not highly motivated. They just want to get out even if it is with a D. There math skills are very poor. If they don't have a calculator forget doing math. Higher levels of math will be impossible for them to pass or to be success in school. These students need everyday math like how to balance a checkbook, calculate interest, etc. Therefore, more of these students we are trying to save in our program will drop out because they are unsuccessful.</p> <p>For all students to take Chemistry is crazy. Again math falls into this class, which they can't do. Balancing equations, writing chemical equations, Gas Laws, etc., is not easy. Teaching just an introduction of this in the Cats classes is hard for them to do and to understand.</p> <p>Read levels and comprehension is low for many of these students. Not everyone needs these to be successful in life. Not all students are cut out to go to college. If that was the case, who would be our garbage collectors? Those classes are great for a select population of our students, but not all.</p> <p>Please give this more thought and consideration. Come to my science class and observe my students. Ask them what they want out of life.</p> <p>We also just adopted new science books, so in two years we have to buy Chemistry books and biology books? Our Earth Science, Environmental books, will be useless. Cats 9, Cats 10 and Earth/Env. Science are the only classes we offer to our students and I am the only Science teacher in our building.</p> <p>Thanks, Regina Parsons</p>	<p>See Frequently Received Comments, High School Science Requirements</p>
09 - 29	<p>Marty Brewster classroom teacher/HSTW site coordinator mbrewster@hotmail.com Randolph Co Schools Elkins High School 100 Kennedy Dr. Elkins WV 26241</p>	<p>(No, this isn't in the right block) The colleges have a problem offering remedial courses and will no longer do so. WHY, WHYDO COLLEGES ACCEPT STUDENTS IN THE FIRST PLACE WHO CANNOT DO THE WORK? Colleges are reaping financial benefits when they accept unqualified students - keep them and their money for a year, and then move on. I feel somebody should ask higher level institutions to REVISE their policy. It is not our responsibility to make every student - regardless of that student's responsibility, motivation, homelife,</p>	<p>Students who are entering a two/four-year college or the 21st century workforce today must be well prepared through a rigorous course of study.</p>

09 - 29	45	Barbara J. Miller bjmille@access.k12.wv.us Triadelphia Middle School 1636 National Road Wheeling WV 26059	and ability college-bound. It is the responsibility of the college to accept only those students who can perform at their required levels. Are employers required to hire, remediate all applicants? Specifically, section 5.5.1, Middle Level Education Programs of Study, Footnote 1- exceptions to the minimum time for Reading/Language Arts. I am a foreign language educator. I cannot, however, accept the compacting of a Reading/Language Arts curriculum. I wish for all students to have access to a two-year sequence of study for 1 foreign language credit at the middle school level, but NEVER at the expense of Reading/Language Arts in a school curriculum. Reading/Language Arts should not ever take a sidestep for any program of studies. Reading is the basis of all learning. It is unthinkable that this exception was suggested, let alone would ever be permitted.	-	Research indicates that students' ability in English is enhanced through the learning of a foreign language.
09 - 29	46	Philip B. Brown Principal South Harrison High pbrown@access.k12.wv.us 27 Lions Den of Jungleground Fairmont WV 26554	Not all children need to attend college - in fact studies point out that of the 80% actually moving to college only 20% actually graduate (CPD EDGE presentation) and are gainfully employed. According to Friedman in the "World is Flat" the emphasis should actually be placed upon technical education (two year programs). The result will be more trained workers better able to compete within a world wide economy.	-	Students who are entering a two/four-year college or the 21 st century workforce today must be well prepared through a rigorous course of study.
09 - 29	47		The Graduation Requirements for 2008-2009 in the area of Science seems to have problems. Students will not have the necessary math skills and abstract thinking necessary at the 10th grade level for Chemistry. This also poses a staffing problem because more Chemistry teachers will be needed to cover the load of teaching Chemistry to the entire 10th grade. Perhaps Biology at the 10th grade level and Chemistry moved to the 11th grade is more reasonable. Why are Physics and Earth Science left out of the mix? Please listen to those of us in the trenches and take a long, hard look at what you are proposing as requirements before finalizing this policy.	+	See Frequently Received Comments, High School Science Requirements
09 - 29	48	Edwin K. Berry Science Teacher southsci@yahoo.com Parkersburg South HS	Regarding new science requirements and the sequence of those requirements. Chemistry as a requirement is a concern for several reasons. 1. Shortage of certified chemistry teachers and introduction of a potential shortcut method of certification of	+	See Frequently Received Comments, High School Science Requirements

	<p>Parkersburg South High School 1511 Blizzard Drive Parkersburg WV 26101</p>	<p>more chemistry teachers. 2. Shortage of chemistry labs, equipment and budget for expendables and new textbooks. 3. Students lacking necessary math skills for chemistry at that point in their education. 4. Science teachers in small high schools being asked to teach even more subjects per day. Those of us in the trenches know that more preps per day equals lower quality of education per day! This is where more equals less! Where is the Earth Science in this sequence? With this new alignment I foresee students graduating from high school with little or no knowledge of this important topic. How does the new science requirements and sequence align with national standards?</p>		
<p>10 - 02</p>	<p>Frances Tolley Science Department Chair ftolley@access.k12.wv.us Hurricane High School 120 Raintree Drive Hurricane WV 25526</p>	<p>I disagree with the specific order of Physical Science/Physics/Chemistry/Biology. Physics and Chemistry success depends upon level of mathematics not necessarily level of science. We are forcing students to choose the lower level (technical/conceptual) level of science to accommodate our order rather than doing what is best for our students. A student not currently successful in Algebra II is probably not going to be successful in Advanced Chem or Physics. Conversely, there is little math required for biology and the chemistry may be brought in at the higher level Biology II or AP Biology.</p> <p>I am interested in the true research behind this recommendation! I've seen none of it!</p> <p>I would prefer to see 9th grade Physical Science; 10th grade Biology; and others taking at the mathematics level appropriate for a student at a given time rather than their grade level.</p>	<p>+</p>	<p>See Frequently Received Comments, High School Science Requirements</p>
<p>10 - 02</p>	<p>Susan Boyles Director of C & I sboyles@access.k12.wv.us Tyler County Board of Education P.O. Box 25, Silver Knight Drive</p>	<p>Chart V (D) Adolescent (9-12) Graduation Requirements (Effective 2008-2009) Concern with Science - 3 credits are to be Physical Science, Chemistry, Biology shall be taken in consecutive order.p. 19 What research backs this order? I believe that Physical could be offered to freshman but after that students should be allowed to choose either Biology or Chemistry as their second science. Must of our students take 4 years of science- AP Biology</p>	<p>+</p>	<p>See Frequently Received Comments, High School Science Requirements</p>

10-03	Middlebourne WV 26149	needing students to complete Biology prior to successful completion . Taking Chemistry 2nd might be difficulty for students because of the math component.		
10-03	Debbie Garvin Special Education Teacher dgarvin@access.k12.wv.us Oak Hill High School 350 W. Oyley Ave. Oak Hill WV 25901	If I am correct it looks as if Chemistry will be made a requirement in the near future for all students. I believe this needs to be modified because many students will have extreme difficulty in this class. As a special education teacher I feel it would not benefit many of our students.	+	See Frequently Received Comments, High School Science Requirements
10-03	D. Barnes teacher ddbarnes@access.k12.wv.us Hamilton Junior High 3501 Cadillac Drive Parkersburg WV 26101	It is not clear about how the encore courses will be delivered. How do you interpret the 18 weeks? Is it for each year? That will require more staff which also is not clear how that will be done.	+	See Frequently Received Comments, Middle School Encore Requirements
10-03	Hilarie Jones science teacher hjones@access.k12.wv.us Teacher 350 West Oyley Ave. Oak Hill wv 25901	All students taking Chemistry! We don't have enough science teachers now! Many of the students struggle to complete the 4 science requirements now and we offer a choice to get them through. I also have had 17 mainstreamed inclusion students taking cats 10 and Anatomy with third grade reading levels. Get real ! This policy of all students getting through a higher level chemistry is just not possible in a public school setting.	-	See Frequently Received Comments, High School Science Requirements
10-04	Glen Karlen Retired gkarlen01@cebridge.net Retired Educator Rt 3 Box 105 Elkins WV 26241	Having been in the educational system of the state of West Virginia for 31 years and now having been retired for 2 years I have had the time to evaluate the progress of the system. The system has made some progress in academic arena with a move to more pure academic classes, but the system is losing ground in the complete education of all students. History will tell you that only 20% of all students will need a 4 year general college degree to do the job they will be doing the remainder of their life. The sole goal of most guidance counselors is to see how many students they can send to four year institutions. They do not do a very good job of matching kids with what they should be doing in high school. I would suggest that most all students need post-secondary education, but very few need a four year general education degree.	-	The Career/Technical program is an essential part of the 21 st Century learning for many students. The academic standards for students in the skilled pathway, coupled with a CTE concentration will better prepare them for postsecondary education and the workplace. Emphasis must be placed on providing all students with adequate career guidance and valid information upon which to based educational decisions.

			<p>Educators live a very sheltered life, they go to college and then they start teaching with no exposure to the real work. We tell the students how great they are and how they can make lots of money if the make good grades in art, music and many others classes that are fun, but have very little to do with the everyday life in the real working world. It takes these students 6 to 8 years to make the transition to the real world.</p> <p>We need to do better in the educational system, don't lie to kids when they are in school, develop curriculums that are revelent to the real world, give kids honest, real world guidance that is revelent to what they want to do in life.</p> <p>The vocational education programs have been relegated to rear of the education bus. This is the single best anti-dropout program we have in the school system. It is interesting and a great tool to motivate students. If use properly, it can be intergated into the high school curriculum to produce quality entry level employee. Future trends show we will have a tremendous shortage of skilled workers in the near future and a surplus of liberal arts grads.</p> <p>Many other areas of the US and the world are recognizing the advantages of quality skills development and we in West Virginia need to do the same.</p> <p>We have many quality educators in our systems, we need to get over the petty jealousy of one group of educators against another and work together to produce a quality education for all students.</p> <p>Glen Karlen, retired educator 304-636-0120</p>		
10 - 04	55	<p>Bonnie Rogers teacher bcrogers@access.k12.wv.us 300 Caledonia Drive Moorefield WV 26836</p>	<p>I am very concerned about the lack of time being recommended to teach Math. I have gone from a 45 minute period to a 90 minute period..just this year. What a difference it has made with the standards based math we are required to teach. If we are going to be required to stay with the standards based Math, then please do not take away the 90 minute periods we have now.</p>	-	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>No changes have been recommended that will call for the reduction in minutes established for the teaching of mathematics in this school.</p>
10 -	56	<p>Amy Taylor Chemistry Teacher</p>	<p>Students that are taking Algebra II and Chemistry together have a difficult time doing the math required for Chemistry. I feel</p>	+	<p>See Frequently Received Comments, High School Science Requirements</p>

04	tygarts.l@westvirginia.com Tygarts Valley High School P.O. Box 68 Mill Creek WV 26280	that Biology should be a tenth grade course and Chemistry an eleventh grade course.		
10 - 04	Marilyn Wehrheim Guidance Counselor mwehrhei@access.k12.wv.us John Marshall High School 1300 Wheeling Ave. Glen Dale WV 26038	Graduation (core) requirements do not apply to the average student because not all students are college bound. Proposed requirements insinuate that all students should be college-bound when in reality only 50 percent at best plan to attend a four-year college. Approximately 25 percent will attend a vocational/trade and industrial school. The other 25 percent will enter the world of work or pursue a military career. Because of this, it will increase drop out rate because the students will get frustrated. More time needs to be dedicated to vocational curriculum options so this population can become an integral part of today's society. Workers are needed in the trade and industrial fields where there are not enough individuals to replace present population. Students should be allowed to take the courses in areas of fine arts, vocational, business, etc. without being limited by increased core requirements. There was a time when students interested in a secretarial field, nursing career, banking, culinary arts, auto-related, or other field could leave school in the afternoon to gain experience in their chosen career. Sadly these options for students have been eliminated from educational choices because we continue to increase what students have to take in order to graduate. What qualifications will be required of instructors who will teach these courses? Are these certified individuals available? Will we have to sacrifice honors and advanced placement courses in order to create courses to serve the greater population? We will not have enough certified educators to provide state approved requirements. Increasing core requirements will not necessarily increase test scores. Prepare students for success in life rather than academic failure which will result poor lifestyle choices.	-	The academic skill sets for entry into college or the global workplace are essentially the same. Students are encouraged to pursue a CTE concentration in addition to completing the academic core. Such preparation will better prepare them with options after leaving high school. To do any less for these students would seriously limit these options.
10 - 04	Dr. Paul E. Barcus, Jr. Superintendent pebarcus@access.k12.wv.	5.6, CHART V (D)--I do not agree with the changes in Science requirements for adolescent students. There are not enough qualified (certified nor HQ) teachers in the areas of Physical	+	See Frequently Received Comments, High School Science Requirements

10	-	04	<p>us Wetzel County Schools 333 Foundry Street New Martinsville WV 26155</p>	<p>Science or Chemistry now to teach these classes as electives let alone as required classes. Sophomore students will not have had a sufficient background in Science or in Math to take Chemistry in the 10th grade. They should be better prepared before taking such a demanding course. I seriously question the logic in requiring ALL sophomores to take Chemistry anyway. I believe such changes will result in frustrated students leading to increased numbers of dropouts. Teacher and administrator frustration levels will also increase as well as those of parents if we are keeping a high level of Chemistry class and not one watered down just to say that our students have completed "CHEMISTRY".</p> <p>With increased frustration will also come increased disciplinary needs and we do not need more of either in public education. In order to provide high level classes in both Chemistry and Physical Science, we need to be able to provide a high degree of hands-on or laboratory assignments and many schools cannot provide the necessary laboratory space/time/equipment that would be required by these changes.</p> <p>With a fairly recent new adoption of science textbooks, these changes would require a great additional expense in this area. This is a tremendous unfunded mandate upon the counties unless the State is willing to step forward and I don't see that happening any time soon.</p> <p>I agree with the emphasis upon increased RIGOR, but it must be reasonable for the intended students--WE do not want MANY STUDENTS LEFT BEHIND.</p> <p>(2)What is the "State assessment College readiness benchmark for mathematics"? (3)I would like more clarification on the class in "tecnology applications"???</p> <p>(3) From CHART VI (B)--it will not be possible for many schools to provide a "minimum of four AP courses or the IB Program". Having qualified teachers is difficult and having teachers willing to teach these courses is also a major concern. Could this be another attempt at forced/ strongly encouraged consolidation efforts?</p>	+	<p>The requirement for a minimum of 4 AP courses was added to benefit the students across this state and to attempt to somewhat level the playing field across our high schools. The Center for Professional Development works with the College Board to provide AP training to teachers from all content areas annually. This has nothing to do with consolidation.</p>	<p>See Frequently Received Comments, High School Science Requirements</p>
10	-	04	<p>Amy -Jo Carroll WV teacher ajcarroll@fortunehitech.ne</p>	59	<p>I would like to comment on the suggested sequence of High School Science classes. Unfortunately our 10th grade students do not have the math skills necessary to take Chemistry 1. All</p>	<p>See Frequently Received Comments, High School Science Requirements</p>	

	<p>10th graders should be required to take a Biology class. A Biology class would require less math, and would allow the students an extra year to develop the math skills necessary for Chemistry. Students in a professional pathway can choose to take the regular Biology, and students in the skilled pathway can take a conceptual course. While you are considering some changes, please consider going back to a diploma that recognizes our college bound students who worked hard in upper level quality classes. Each student chooses the classes they will take throughout high school, and each student's schedule is different. Do you really think we should have one Generic Diploma???</p>	
<p>229 Glade Creek Cool Ridge WV 25825</p>	<p>I have two concerns dealing with the proposed graduation requirements and the sequence in which science classes are to be taken.</p> <p>I have been teaching mathematics for 23 years and my expectations of my students are as high as any educator in the state-however they are realistic expectations. It is not realistic to expect all of our students to complete 4 courses in mathematics-which means at the minimum they would have to complete the course sequence through Algebra II. Some of the students I've had in the past and I'm sure I'll have some in the future-struggle with basic computation. Balancing a checkbook is a big accomplishment but yet these same students are expected to be able to graph a quadratic equation. I totally agree that the students furthering their education after high school need all the math/science they can get, however with the non-college bound students I feel we should best prepare them with the math skills they need for everyday living. I predict if the increase in math requirements pass-there will be an increase in the number of high school dropouts due to the inability to pass the higher level math courses. In reality not everyone needs to be able to solve and graph quadratic equations-but I do feel we need to teach all our students to add, subtract, multiply, and divide without the aid of a calculator.</p> <p>My other concern is offering chemistry to 10th graders. We require as a pre-requisite Algebra II. Most of our students take Algebra II the first semester of their junior year and then chemistry the second semester of their junior year. I would have to guess but probably less than 25% of the students have the</p>	<p>See Frequently Received Comments, High School Science Requirements</p>
<p>David Rudy Mathematics/Chemistry Teacher drudy@access.k12.wv.us East Hardy High School East Hardy High School PO Box 120 Baker WV 26801</p>	<p>+</p>	<p>10 - 05</p>

			<p>background needed to be successful in chemistry as a 10th grader. Also we need to consider the amount of time between taking chemistry in high school and when they take it in college if it is part of their requirements. Without question the later they take the course the more they will retain for their college courses. Hope these suggestions are considered.</p> <p>Sincerely, David Rudy</p>		
10 - 05	61	<p>E. Renee Hall 763 Colley Block Rd. #7 Strasburg VA 22657</p>	<p>I am a recent college graduate. I graduated from a high school that was not the greatest, academically. In fact, I detested the academic mediocrity so much that I graduated my Junior year. As an honor student who earned a scholarship to pay for my entire college career, I believe I have an important viewpoint. "Senioritis" is aggravated by incompetent teachers. What are you all accomplishing by keeping students an extra 2-3 hours per day?</p> <p>Students entering the college scene needing to take remedial Math and English is a symptom of incompetent teachers. Would spending an extra 2-3 hours a day with those same incompetent uninspired teachers make students magically learn more? No! It will take away valuable time that could be spent developing themselves physically (sports), artistically (dance,musis), emotionally (less time spent with siblings, friends, parents), take away opportunities to have an after school job (a great way to save for college), etc. It wouldn't allow students to be well balanced.</p> <p>This will motivate the academic fence sitters to drop out. Hire better teachers! Don't make poor innocent students suffer additional time with the teachers who got them to where they are academically in the first place. Is this idea something to further someone's political agenda?? It is definitely NOT in the student's best interest.</p>	-	<p>See Frequently Received Comments, Required Senior Year Enrollment</p>
10 - 05	62	<p>Robyn Fitzsimmons Assistant Superintendent rfitzsi@access.k12.wv.us Wetzel County Schools 333 Foundry Street New Martinsville WV</p>	<p>1) Algebra for all 8th graders would be wonderful if they are developmentally ready for abstract thinking but unfortunately they are not. We will either drive them to failure or dummy down the Algebra curriculum so they can get by. Those students who are ready are receiving it in our schools during the 8th grade year.</p>	+	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>Advisory is strongly recommended, not required. There are many quality advisory programs available for schools. Quality</p>

	26155	<p>2) Advisory is an excellent program but teachers must be trained to be good listeners and objectively guide student discussion. Most of our teachers cannot let go of controlling the discussion.</p> <p>3) Technology courses are needed at the middle school level but they must be funded.</p> <p>4) The changing of the science offerings has me troubled. I'm not only deeply concerned for the students but what is the plan to find highly qualified teachers? We would have to fire several of current science teachers because of their certification and begin searching for chemistry teachers. I can't find certified chemistry for the limited number of classes that are currently requested by our students. I do not understand the logic behind the recommended sequence of classes. I have communicated with several science teachers who are at a loss as to order as well. My fear is we say we want to increase the college going rate but we certainly don't encourage it by dictating what courses they must take. Why not provide optional science courses that would meet the requirements for the professional pathway. We ask teacher to differentiated their instruction perhaps we need to do the same with course offerings.</p> <p>5) I think we need to step back and get some input from the school and county level from more than just a chosen few.</p>	<p>advisory programs address goal setting, career planning, interpretation and application of assessment information, and educational planning, as well as personal growth. Professional development related to quality advisory programs is also available.</p> <p>See Frequently Received Comments, High School Science Requirements</p>
10 - 05	<p>Thomas C. Bloom Director of Guidance University High School 991 Price Street Morgantown WV 26505</p>	<p>Policy 2510 Revisions New graduation requirements for class effective 2008-2009 9th grade class -- Chart V(d) Specific concerns New graduation requirements effective 2008 - 2009 -- Chart V(d)</p> <p>1) Sciences are not in correct order. State recommends Physical Science, Chemistry, and Biology -- However, any counselor will tell you that the majority of college bound 9th graders will be taking in math 9th -- Algebra 1, 10th -- Geometry, 11th -- Algebra 2. Students need to have taken Alg. 2 or take Alg.2 in conjunction with Chemistry to be successful. Under your proposal, most qualified college bound students will be only taking Geometry and will not be allowed nor should be allowed to take Chemistry. I am sure the state does not want to put all college bound students in 11th grade to take Chemistry Tech.</p>	<p>See Frequently Received Comments, High School Science Requirements</p> <p>See Frequently Received Comments, Entry Pathway</p> <p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, Credit Recovery Programs</p> <p>The college readiness assessment will be a component of required assessments for all students. The college admissions test will be administered after the WESTEST and</p>

Every other state offers Biology in the 10th grade and then Chemistry in the 11th grade.

2) WVU has stated that they will not accept Bio. Tech or Chem. Tech or Physics Tech as a laboratory science. You will be mandating the Chemistry Tech and Bio Tech be taken but it will not be a valid course if they are planning to attend most colleges in this state or in other states. If a student takes Bio Tech and then later decides to go to college (which happens very frequently), they will be taking a course that will not be accepted for a college.

3) Elimination of the entry pathway -- What happens to a student who wants to go into the workforce or enter the military after high school? The Professional and Skilled pathways are for 4 year and 2 year college bound students. What about the lower level and special education students?

4) Do you realize that most skilled pathways are only available at a Tech Center? Most of these tech centers are not located at the high school and this would force many students to attend this school. We do not have spaces available now for these students. Will the state hire new teachers for this influx? Or, in Monongalia County, parents will NOT allow the students to go to the TEC Center because they would miss too many class periods because of travel time.

5) If the entry level pathway is eliminated, this means that all students must graduate with 3 out of 4 maths (Algebra 1 and above) This would mean that a student would have to graduate with Conceptual math or Algebra 2. THIS IS NOT ONLY UNREALISTIC, BUT IT WILL CAUSE A SIGNIFICANT INCREASE IN DROPOUTS. Remember, many students enter 9th grade without the needed background to handle the lowest math course now. We have not seen the results from the newest graduation requirements mandating 4 math classes for everyone. Why make another change when we have not seen the results of this first drastic change for the current 9th graders? Currently at UGS, we have over 30 students who are unable to pass the lowest level math course in 9th grade. How are they going to pass two courses above Algebra 1? Are you aware that WVU now has a large number of majors that do not require any math to be taken at the college level? Who at the state department has

before the close of school at high school sites and paid for by WVDE. One make-up test may be given at State expense during the first fall testing date.

made the decision that UPPER DIVISION MATH is going to be the most important subject to graduate for a high school student?

6) The new requirement of math and English senior courses (if student does not meet the college readiness benchmark) has many problems. For ex:

What test will be used?

When is this test given?

Who decides what the benchmarks are? Are teachers,

counselors, and colleges involved or are you using one test by a National company to make the decision?

The ACT/SAT is taken by most college bound juniors during the late spring or seniors during the fall. This would be too late to use. If you consider the PLAN test, this test is not given under the National testing guidelines. Are you aware that this test was given during one day or two days or at University High during three days of English classes? If a student decides to change his pathway during the first semester of his senior year to professional, (by law they are able to do it) they may not have taken the ACT/SAT test. We will have different standards for the same students.

The SAT/ACT may not be used because that is a contract between the student and the company and these has been much legal questions concerning when a school is permitted to use.

The state would have to pay for one test for all students. If the state does this, then it would be using a college readiness test for all students which would skew the results.

If a student is required to take these courses, would these new courses be considered as graduation requirements? If not, how do you force a student who wants to go to college, has been accepted to his college, to take a course that is not a graduation requirement? Or, a student which has passed all of their required classes for graduation and does not pass this new course, will they be held back from graduating?

Some students take courses that are more than one period (AP courses) during their senior year. What happens if they cannot fit this benchmark course in their schedule? What happens if a student moves in from another state or from another county who has block scheduling, what is the procedure for these students?

What happens if the course is only offered during a time when the student is taking a mandated high school graduation requirement? If the student could graduate but the state board is telling the parents he cannot graduate, would he still be allowed to go to college? I believe this issue needs to be re-evaluated and review the legality of this new requirement.

5.6.8 (d) County boards adopting policies and programs to allow students to recover credit.....

- 1) How will this happen?
- 2) When will this happen?
- 3) Who will be doing this?
- 4: Where are the funds for this program and the extra teachers?
- 5) Who will monitor this?

It is apparent that many of these changes will look good in the public domain but are not realistic. I strongly recommend that a hold be put on these changes until a later date. There are too many questions and legal concerns that have to be answered.

Other Basic Problems with 2510

First Basic Misconception -- The state department's assumption is that all students are equally prepared when entering the 9th grade --

- 1) Does the state have mandatory guidelines for entrance into the 9th grade? --NO
- 2) Are students who fail classes held back until they learn the material between grades 1--8? NO
- 3) Are students permitted to enter 9th grade but have failed English and math courses in the middle school? Yes, most counties use Social Promotion and do not hold students back because of age
- 4) No Child Left Behind set guidelines at 3rd, 6th, and 8th grade. Does the State Board of Education hold a student back if they don't attain these goals? NO--mandate summer school and goals set up? ---NO
- 5) Is there funding to help these students and officering mandated summer school before they move on? ----NO

Second Basic Misconception-- With all these additional courses, staffing will not be a problem.

Unfortunately, state law requires teachers who will be RIFed to be notified by March 1st and Transfer teachers by April 1st.

		<p>However, scheduling is an ongoing process and it will be extremely difficult if not impossible to figure out which departments need how many teachers (due to the new graduation requirements) and meet those timelines. Please remember that each student is permitted to change their cluster and pathway every semester and students have not yet passed or failed the course before April 1st. The State continues to mandate new requirements yet does not increase the student/teacher ratio. With out more teachers to meet these requirements, the elective programs become extinct and the schools are unable to provide needed upper division courses and art and music programs will be lost.</p>	
10 - 05	<p>John V. Hoyes Chairman, Science Department jhoyes@access.k12.wv.us Tyler Consolidated High School 1993 Silver Knight Drive Sistersville WV 26175</p>	<p>Referring to Chart V Adolescent Education Programs of Study 2008-2009, the students would be better served if the Science sequence were presented as Grade 9 - Biology; Grade 10 - Chemistry; Grade 11 and 12 Electives which would include Physical Science, Human Anatomy and Physiology, Advanced Biology, AP Biology, Advanced Chemistry, AP Chemistry, Advanced Physics, and Advanced Environmental Earth Science. As proposed, the students would be restricted from enrolling in the elective classes due to limitations of time for completion of pre-requisite classes.</p>	<p>+ See Frequently Received Comments, High School Science Requirements</p>
10 - 06	<p>Loretta Mullins teacher lmullins@access.k12.wv.us Man High School 800 E. MacDonald Avenue Man WV 25601</p>	<p>Who will teach the 099 classes in English and math? On the listing for the CSO World studies to 1900 is shown as a 9th grade class. However, the policy draft we received the classes are shown in this order: US to 1900 - 9th grade; World to 1900 - 10th . Which is correct?</p>	<p>+ See Frequently Received Comments, College Transition Courses The correct sequence for high school Social Studies courses for the 08-09 school year will be World Studies to 1900 in 9th grade; U.S. History to 1900 in 10th grade. It seems there was an oversight when policy 2510 was revised and the change was not made.</p>

					<p>We will correct policy 2510, as 2520.4 has been approved.</p>
10 - 06	66	<p>Lois Kay Carpenter Superintendent lcarpent@access.k12.wv.us Webster County Board of Education 315 South Main Street Webster Springs WV a 26288</p>	<p>3.1.2 Not sure what 20 curriculum deigned and delivered means????</p>	+	<p>It is a "...pre-k through [age] 20 designed and delivered with broad stakeholder involvement..."</p>
10 - 06	67	<p>Linda C. Price geometry teacher cprice@mountain.net Weir High School 100 Red Rider Road 231 Franklin Ave. Weirton WV 26062</p>	<p>As a 20 year teacher in Hancock County and also being a parent of children who graduated from Weir high in 1993 and 1996, I am very unhappy with the thoughts of our children not learning the basics of math in grade school. This knowledge would better prepare them for life outside the classroom than having to subject students who are neither capable or interested in algebra or geometry. I feel that every child will lose if these policies are adopted because we are already experiencing this at Weir High now. Our top students are forced into classrooms with students who do not wish to be here and for them there is no real justification as to how their lives will be impacted by having to take algebra or geometry. As teachers it is very difficult to make sure our top students are getting the challenges they need while at the same time taking care of the discipline problems created by students who are forced to be in the same place. In my own life, I go home day after day being frustrated as to whether I am serving the needs of all my students and coming up with answers that are not good. Please stop and think to the times you were a classroom teacher and maybe reality instead of idealistic thoughts will emerge to do what is right for the children and youth of our state.</p>	-	<p>See Frequently Received Comments, High School Mathematics Requirements</p>

10 - 06	68	<p>Mary Amy Kessinger Teacher makessin@access.k12.wv.us Valley High School 1 Lumberjack Lane Pine Grove WV 26419</p>	<p>I believe this policy completely ignores everything that educators and psychologists have learned about human development. Curricula are sequenced according to valid research into cognitive development. The difference between a sophomore-aged brain and a junior-aged brain is nothing short of remarkable...particularly in the areas of organization and mathematics. The average high school sophomore does not have the cognitive maturity necessary to be successful in Chemistry.</p>	+	<p>See Frequently Received Comments, High School Science Requirements</p>
10 - 06	69	<p>Bonnie Ritz Director of Curriculum and Instruction britz@access.k12.wv.us Marshall County Schools PO Box 578 2700 Fourth Street Moundsville WV 26041</p>	<p>The strong push for algebra in 8th grade needs to be reconsidered. Some students are not ready for this. Is there funding for the technology course at the middle level? Sciences are a major concern. This needs to be reviewed more before being approved. Are CSOs being developed for the math and language arts college transitions courses? Is the math considered above algebra and does the language arts meet an English requirement? Students have so many required courses now they are often not able to take the arts and vocational courses they desire. We need not add additional course requirements to students? Additional time is needed to study this policy and to make comments. Please consider extending the comment period.</p>	+	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>Many students are ready for Algebra in the 8th grade and are currently taking Algebra in 8th grade. With instruction based on the revised CSOs for mathematics, students will receive stronger background knowledge in mathematics in PK-8. Those students not prepared for Algebra in grade 8 will be enrolled in an 8th grade course designed to develop the knowledge, skills and understandings necessary to be successful in Algebra. The HS Transitions mathematics course will count as a credit toward graduation and CSOs for those courses will be developed.</p> <p>See Frequently Received Comments, High School Science Requirements</p> <p>See Frequently Received Comments, College Transition Courses</p>
10 - 06	70	<p>Jeffrey S. Wynne Teacher j4wynne@yahoo.com Logan Co. Board of Education 611 1/2 West McDonald</p>	<p>Algebra should be taught in the Ninth grade and general math in the eighth grade in congruence with the 5 Year Plan. Students should be questioned extensively to determine their professional pathway. Seniors ion the professional pathway should take a Technical Math course. Biology should be taught in the 10th grade and Chemistry in the 11th grade. For homebound students,</p>	-	<p>See Frequently Received Comments, High School Mathematics Requirements</p>

10-06	71	Avenue Man WV 25635	the assigned teacher should structure his lesson plans to be in congruence with county and state guidelines, CSO's and curriculum mapping. Also, textbooks and any and all necessary materials should be available. The assigned teacher should be responsible for grading.	-	See Frequently Received Comments, High School Mathematics Requirements
10-06	72	Loretta Mullins teacher lmullins@access.k12.wv.us Man High School 800 E. MacDonald Avenue Man WV 25601	Algebra I for college readiness in 8th grade..... What 8th grader knows his career plans?	+	See Frequently Received Comments, College Transition Courses See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements
10-06	73	Cora Staten Teacher cstaten@access.k12.wv.us Man High Po Box 46 Amherstdale WV 25607	I feel that many 8th grade students are not emotionally and mentally ready for Algebra. Should there be certain criteria for students entering the professional pathway. Not all are meant to be professional. I believe that having a college transitional math course for senior is a great concept, but for the skilled pathway students need Technical Math. The sequence for science needs to be changed to Biology in the 10th and Chemistry to in the 11th.. Also, if a county has a mapped curriculum and given that the has available CSO's, homebound teachers should use the CSO's and county mapping to write their own lesson plans and follow the county mapping as a classroom teacher would do to ensure that the students are prepared when returning to the classroom. These lesson plans should be checked by the school principal. The homebound teacher should be responsible for grades and these grades should at any time be assigned to the classroom teacher.	+	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements
10-06	73	Brenda Saunders Teacher bmhsmathwoman@yahoo.com Man High School Box 209 Davin WV 25617	Only eighth graders that have been thoroughly questioned and tested with a mastery achievement should take Algebra I. Too many are not emotionally or mentally ready for the course. I feel that seniors in the professional pathway should take the College Transition Mathematical, but for the skilled pathway they should take a Technical Math course. I feel that students should take Biology in the 10th grade and Chemistry in the 11th grade.If a student is homebound, then the homebound teacher should have access to the curriculum mapping, CSO's, text, extra materials	+	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements

10 - 06		<p>for the text, present his/her lesson plans to the Principal of the student's school to help ensure the student is prepared when he/she returns to the classroom, and his/her name should be on the student's report card and cumulative card as being his/her teacher when grades are involved.</p>		
10 - 06	<p>Maria Colantonio algebra teacher mcolantio@access.k12.wv.us Weir High School 100 Red Rider Rd. 343 Fairview St. Weirton WV 26062</p>	<p>As a veteran teacher of thirty years, I believe the current policy regarding math and science is an unrealistic goal. Currently, some of our students are ready and able to take Algebra I at the eighth grade level. This is a small percentage of the total population. To expect more students to fit into this category and succeed is not realistic and will not meet the needs of the larger population. Some of these students take Algebra/Geometry Preparation as Freshmen and take Applied Math I and II as Sophmores. The Algebra/Geometry Prep. provides a bridge between middle and high school and an extra reinforcement of skills needed to be successful. Many of these students have difficulty with fractions and decimals and are not ready to take Algebra I at the eighth grade level. I have discussed this policy with other teachers and can find no one who agrees with this policy. These are the professionals in the classroom everyday doing their best to meet the needs of their students. Please be prudent and recognize the unreasonableness of this policy. Thank You.</p>	+	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, High School Science Requirements</p>
10 - 06	<p>CHARLES VANDEGRIFT ABE INSTRUCTOR cvandegr@access.k12.wv.us Morgantown Adult Learning Center 944 Vandalia Road Morgantown WV 26501</p>	<p>You have eliminated the ENTRY LEVEL EDUCATIONAL PATHWAY which is not logical. Students attending Career and Technical Education Centers are striving for an Entry Level Pathway to obtain gainful employment in our global workplace. Eliminating the Entry Level Pathway will deny these students these opportunities. Even though you list Career and Technical Courses being available to students, many students will not have the opportunity to complete their technical course requirements due to your changes in 2510. Many of these courses require 8100 hours or two years to meet the completion standards. These are our future electricians, plumbers, pipe fitters, carpenters, etc. Rather than creating educational opportunities, you will be limiting students opportunities who work better with their hands, or tactilely, rather than those who are cognitive learners.</p>	-	<p>See Frequently Received Comments, Entry Pathway</p>

10 - 07	<p>Timmie A. Korczyk Math/Algebra Teacher tkorczyk@access.k12.wv.us Beckley-Stratton Middle School 401 Gray Flats Road Beckley WV 25801</p>	<p>I am not certain that this is the right place for these comments, but I have a problem with two things in this policy and one thing that I cannot seem to find mentioned anywhere. I do not think that all 8th graders are ready to take Algebra 1. Some of the students that I have in Math 8 that could possibly go to college at this time do not have the higher level thinking skills necessary to take Algebra I, nor do they have the basic math skills down enough to jump to a higher math course. Will the Westest be adjusted to accomodate those 8th graders taking Algebra I or will we continue as we have been teaching two things at one time? In other words, at this time I am teaching Algebra I and trying to get the 8th grade content standards in also, not to mention trying to take care of the 5 seventh graders that I have too. Now the second thing, homebound students, I have a real problem with the regular classroom teacher grading that work. So what will be the homebound teachers duties? How timely will the homebound teacher return the work so that the classroom teacher can grade it? I really don't understand the reasoning behind this change. My last thing is how many minutes should middle schools be allowing for mathematics? RL/A is getting right now 90 minutes, soon to be dropped to 80. Just wondering...</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p>
10 - 09	<p>Rebecca McLaughlin teacher rmclaughlin@kcs.k12.wv.us Sissonville H.S. 6100 Sissonville Dr. Charleston WV 25312</p>	<p>Many students in the eights grade are not mature enough for Algebra I. Requiring that students who do not achieve the college readiness benchmark for English be required to take a college transition English courses would require more staff. Teachers are already so overwhelmed with additional responsibilities that there is less and less time for teaching! Will the state pay to hire the additional staff necessary to teach the college transition English course? If not, many students will, of necessity, have to change career pathways. I think it is ridiculous to require students to choose a career pathway, when first of all there is not adequate staff to advise, and second of all most students in college are not ready to make that decision. I would venture to say that most students end up changing this pathway and may have excluded themselves from classes that may be part of what they end up choosing as a</p>	<p>See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, College Transition Courses</p>
10 - 09	<p>Debbie Derenburger Teacher derenburgerd@charter.net Sissonville High School 6100 Sissonville Drive Sissonville WV 25312</p>	<p>Will the state pay to hire the additional staff necessary to teach the college transition English course? If not, many students will, of necessity, have to change career pathways. I think it is ridiculous to require students to choose a career pathway, when first of all there is not adequate staff to advise, and second of all most students in college are not ready to make that decision. I would venture to say that most students end up changing this pathway and may have excluded themselves from classes that may be part of what they end up choosing as a</p>	<p>See Frequently Received Comments, Entry Pathway See Frequently Received Comments, College Transition Courses</p>

10-09	Carolyn Moss Teacher cmoss@kcs.kana.k12.wv.us Sissonville High School 6100 Sissonville Drive Charleston WV 25312	career. Many 8th grade students are not mature enough to succeed in Algebra 1, but can succeed a year later. Concerning senior projects-This will require providing extra staff to complete this task. If college transition class passes, extra staff will be required.	-	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses
10-09	Rebecca McLaughlin teacher rmclaughlin@kcs.k12.wv.us Sissonville H.S. 6100 Sissonville Dr. Charleston WV 25312	The senior project was tried several years ago and was unsuccessful. Additional teachers need to be hired in order to handle the tremendous added responsibility. Absolutely enough time does not exist to accomplish the goals of this program!	-	See Frequently Received Comments, Senior Project
10-09	Debbie Derenburger Teacher derenburgerd@charter.net Sissonville High School 6100 Sissonville Drive Sissonville WV 25312	Who is going to be in charge of the Senior Project? Will time be taken out of the school day for this program? If so, which academic subjects will lose valuable time? If it is out of classroom time, will money be allocated for extra teacher's pay? We need to address teacher shortages and overcrowded classrooms before adding additional responsibilities to our already overtaxed teachers! Another point on that subject - as a parent and an instructor who requires a great deal of effort on the part of her students, our children need time to be children. Is there truly such a great benefit from a Senior Project that there time to develop socially, physically etc. is jeopardized? What is a College Readiness benchmark? Never heard of it. Or a work readiness credential?	-	See Frequently Received Comments, Senior Project See Frequently Received Comments, High School Credential
10-09	Vicky L. Carney teacher vcarney@kcs.kana.k12.wv.us Kanawha County Schools 6100 Sissonville Dr. Rt. 4, Box 189	Who is to administer/teach toward this "Senior Project"? When is it started, monitored, assessed? Are there parts to be completed at different grade levels and for different abilities? This seems to pose that additional staff will be necessary to incorporate a "Senior Project"!	-	See Frequently Received Comments, Senior Project

10	Charleston WV 25312	<p>1. I do not agree that every student in the professional pathway should be required to be enrolled in Algebra I in the 8th grade. All students do not mature at the same rate and often are just not cognitively ready for abstract concepts. As a parent, I did not permit my son to take Algebra I in 8th grade for two reasons: 1) the quality of instruction he would have received and 2) I wanted to make sure he had a solid, basic math background. He has done well in math (it is one of his best subjects and he really loves it) and is even doubling up on his math courses at high school. We need to always remember that we cannot "cookie cutter" our students to fit the same mold.</p> <p>2. Regarding "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." Who is going to teach these courses? New staff will have to be hired to do so. Also, what happens to students who change their career pathways?</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, College Transition Courses</p>
10	<p>Travis Baldwin Teacher tbaldwin@kcs.kana.k12.wv.us Kanawha County Schools Sissonville High School 6100 Sissonville Drive Charleston WV 25312</p>	<p>Page 26-5.6.8 letter d. Researched-based successful Credit Recovery Programs require students to successfully demonstrate mastery of content rather than repeat an entire course.....How will be determined what "part" of the course the student must retake? If, for example, they fail the Unit 1 exam but pass a part of the exam, and do the same thing on several other units of the course how or better yet who determines what the child needs to retake..... You could have 30 different children in an English 9 make-up course doing 30 different parts of the class....how can one teacher keep up with all of this?</p>	<p>See Frequently Received Comments, Credit Recovery Programs</p>
10	<p>Tom Williams Principal tewillia@access.k12.wv.us St. Albans High School 2100 Kanawha Terrace St. Albans, WV 25177</p>	<p>Page 18 Chart V (D) Adolescent (9-12) Graduation Requirement (Effective 08-09) Under the Senior Year Section....I agree with the recommendation for a senior project but only if Staffing is addressed. Who will do this? Counselors, core teachers and already overworked. The senior project, if done properly, will require a person to monitor the entire process....we have over 200 seniors and this can not be given to another staff member to handle-they have enough to do.</p>	<p>See Frequently Received Comments, Senior Project</p>

10 - 09	86 A.Keith Reed Director of Bands akreed@access.k12.wv.us Morgantown High School Band 109 Wilson Avenue Morgantown WV 26501	Please keep the instrumental music programs a full year. To limit them to a semester would greatly effect the quality of both the middle and high school organizations. You need look no farther than block scheduling in the high school to see how it has had a devastating on most bands. This has happened by only offering music one semester or somehow <input type="checkbox"/> plitting by semester. Instrumental music is a technic class. The students need that training daily. Please do not make music part time or after school. We have come too far.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 09	87 Neil King Teacher nking@access.k12.wv.us University High School 22 Meadowlark Ln Fairmont WV 26554	My only comment is where do bands and music programs in general fit into this policy? If we remove room for the Arts in schedules, we will have nothing to learn about in any curriculum. It is very important that this be redesigned to allow Arts programs to flourish in our schools. For many students music programs are what keep these kids interested in school. Every study, points to how the arts has a positive impact on all levels of learning and education. We music teachers are always applauded for our passion towards our subject. We are now asking for compassion from the policy makers!!!! Neil L. King	+	An 18 week <i>minimum</i> requirement for the delivery of art, music and health CSOs over the course of grades 6 – 8 allows for school principals to be creative and flexible in the scheduling of these subjects. The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would <i>accommodate additional</i> art education experiences.
10 - 09	88 Dennis Adkins wvchemteach@gmail.com Teacher - WWHS 411 Ewart Ave Beckley WV 25801	The policy proposes changing the secondary level science requirements. While I'm in 100% agreement that secondary science needs to be changed (dumping the CATS program comes to mind) the newly proposed sequence is an invitation for disaster. If the Physical Science requirement in 9th grade is a return to the 'old' Physical Science that was required prior to the CATS program (which means it is an introductory course for both Chemistry and Physics) then by all means that is a positive change. However, if this physical science class is meant to be a 'physics' course then you are throwing children into a course before they are prepared cognitively to handle the rigors. Physics is a conceptually based course. Studies in Child Development show that students only begin developing the ability to think conceptually around age 14, 15, 16, 17 and studies further show that as many as 2/3 never develop the ability. Combine this with	+	See Frequently Received Comments, High School Science Requirements

10 - 10	Sandy Collier sandyspirals@yahoo.com PO Box 1089 8008 Shepherdstown Pike Shepherdstown WV 25443	<p>the fact that 'true' Physics is a mathematically intense course requiring the use of Algebra and Trigonometry at the bare minimum and you've set up a situation where virtually none of the students can achieve in the course unless the standards are lowered.</p> <p>You then 'compound' the problem by requiring sophomores to take chemistry. Once again you have a conceptually based course. By the age of 15/16 the vast majority of your sophomores have not made this transition from concrete thinking to conceptual thinking. The students might memorize facts and how to do problems, but true understanding will not take place... the vast majority of the students are hindered by biological limits in their development.</p> <p>I've taught chemistry in two different states and the sum of my experience is that 95% of students who tackle chemistry benefit from one more year of cognitive development (during their 10th grade year) and from having one more year of mathematics. Indeed in Virginia where I taught for two years the 'bare minimum' in requirements for mathematics for the course was successful completion of Algebra I with a grade of C or higher and that it was preferred that students complete Algebra II.</p> <p>I know there has been some 'noise' out on the West Coast for this reversal in the 'order' the sciences are taught and while the 'idea' sounds wonderful... I think honest research into the implementation would demonstrate that this reversal promotes the 'lowering' of standards to allow children to be successful in a situation where the vast majority will be in over their head at too young an age.</p> <p>While I think it is laudable to try to 'push' students to achieve more during their time in our schools... perhaps the focus should be on ensuring our students 'master' the basics that 'everyone' can achieve by the age of 18 and make the opportunity for those who mature at a faster rate to move beyond the basics.</p> <p>All students planning to enter the HS professional pathway will be enrolled in Algebra I in the 8th grade. Students are tested in the 7th grade as to the probability of Algebra I success in 8th grade. That should remain the determining factor - not if the student plans to be in the Professional pathway. Do not force students to make this choice if they are not ready or worse yet,</p>	+		<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, High School Science Requirements</p>
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		<p>have them choose the Skilled to avoid Algebra I in 8th grade. Not to mention where will we find and how will we pay the additional Math teachers? Was this discussed with current middle school math teachers?</p> <p>For students entering 9th grade in 2008:</p> <p>The graduation requirements will change (4 math courses will be required instead of 3 for ALL students). Many colleges and universities will be requiring 4 math courses for college entrance beginning in 2008, so I understand the need for this change. What about the students that are not college bound? Why this requirement? What provisions are being made for the funding of additional math teachers?</p> <p>The Professional Pathways will require a 4th science course. In reviewing college entrance requirements beginning in 2008, they will still only require 3 science courses. Why force a professional pathway student to take a 4th science especially when that may not be their area of concentration? What provisions are being made for the recruiting, retaining and funding of additional science teachers?</p> <p>State assessed college readiness benchmarks will be identified for English and Math. If a student does not meet the benchmarks, they will be required to take a college (English or Math or both) transition course during their senior year. What provisions are being made for the funding of additional math/english teachers and resources?</p> <p>Attendance: All seniors must be enrolled in a full day of high school and/or college bearing courses. Again, what provisions are being made for the funding of additional teachers, resources and classroom space? Do you not think this will increase the drop out rate?</p>	<p>See Frequently Received Comments, College Transition Courses</p> <p>See Frequently Received Comments, Required Senior Year Enrollment</p>
10 - 10	LeJay GRaffios Principal lgraffio@access.k12.wv.us Ridgedale Elem 1550 Goshen Road Bruceeton Mills WV 26508	<p>In section 5.3.2 it states "k-2 classrooms will be individualized..." and in section 5.4.2 it states " provide for individualization of instruction." I suggest the word "individualized" be changed to "differentiated." I believe the word individualized is too strong and could imply Individual Education Plans for all students.</p>	<p>The research literature for early education (age birth to 8 years) refers to individualized instruction for young children.</p>
10 -		<p>Chemistry requires abstract thinking skills which very few 10th grade students are capable of doing. I make this statement from</p>	<p>See Frequently Received Comments, High School Science Requirements</p>

10			36 years of experience in the classroom. This statement is also supported by the work of Benjamin Bloom and Jean Piaget. http://psychology.org/piaget.html		
10	92	Sonja Phillips special education teacher skphillips@kes.kana.k12.wv.us Herbert Hoover High School 275 elk river road clendenin wv 25045	Does the revision of "5.6.10. Beginning with school year 2008-2009, an eligible student with disabilities who meets the criteria to take the modified assessment may pursue either a standard or modified diploma. These decisions are specified on the student's IEP" mean the WESTest can now be modified - i.e. the R/L/A sections can be read aloud if called for by an IEP as a modification of testing? "Modified Assessment" as determined by the IEP team could include reading *all* parts of a test, including the WESTest. Eligibility to take the Alternate Assessment is so limited that those students who do qualify are also the ones unable to succeed at any level in the required regular ed. core curriculum courses which traditionally have led to the standard diploma.	-	A modified assessment and participation criteria will be developed by the WVDE pending federal regulations.
10	93	Jennifer Klimbrel Jak26501@adelphia.net UHS Band Parent 2041 Dents Run Road Morgantown WV 26501	Over all I think it would be a huge mistake to remove the arts, namely band and music class. My daughter was fairly quiet child, didn't really get into sports, then in 5 th or 6 th grade she wanted to play in the band. So I let her. She has turned into a social butterfly. She looks forward to band and or music. She has opened up so many new doors with band. All the competitions, the parades and football games. Without music how can we show our support???? Not everyone plays sports. I think I great thrill to see the band out their supporting the sports. And I believe most of the fans feel the same way. Colleges have bands why not county schools	+	See Frequently Received Comments, Middle School Encore Requirements
10	94	Wendy Walsh meandmy83ss@yahoo.com 1451 River Road Morgantown WV 26501	Please do NOT remove music from the school. Our kids deserve the best and music and arts will help to give them the best. It is a proven FACT that music helps children learn. Without music in our middle schools, where will our High School Marching Bands come from. How and when will they learn to play musical instruments. Where did former President Bill Clinton learn to play the sax? I'll bet he didn't just pick it up and learn to play over night. I'll bet he played a musical instrument in middle school, maybe even grade school.	+	See Frequently Received Comments, Middle School Encore Requirements
10	95	Candace Hawk	In my opinion, senior project ruins a students senior year. Senior	-	See Frequently Received Comments,

- 10	<p>Ms. none Senior student Rt 6 box 380 Princeton WV 24740</p>	<p>year is supposed to be fun, but instead it's stressful over all of this senior project stuff. It's stupid that you have to have it in order to graduate. Some students dropped out because of this senior project. It doesn't do any good for the student in the future. Seniors are more likely to come to school if we're not working on our senior project. Having to actually present in front of a bunch of teachers is ridiculous and having to spend 15 hours just on the product is even more ridiculous. I understand that seniors are still in school but on the other hand you should cut them some slack. Students should just have to simply write a paper if anything to graduate.</p>	Senior Project	
10	<p>Ashley Moore Ms. anmoore33@hotmail.com Senior Student P.O. Box 6083 Princeton WV 24740</p>	<p>I honestly think that the senior project that we are entitled to do when we are seniors, is pretty ridiculous! Some of us work four or five days a week and go to school. With the senior project that we have to do, it takes a lot of our time. It causes us to stay up until 12 or 1 o'clock in the morning working on the product or the paper. Teachers complain that kids fall asleep in their classes because lack of sleep. Well personally, for me, if I stay up until 11:30 or 12 every night, then I'm more than likely to go to sleep in class. Our parents expect a lot out of us like pay our car insurance, cell phone bills, and sometimes even the actual car payment so we HAVE to work. Most parents require us to work instead of stay at home all the time. Senior Project is really just a waste of time with the note cards, and source cards, and the product. Come on, how many times in college do people actually have to do note cards? Another reason I think senior project is worthless is because it is added upon everything else we do. As seniors, most of us decide to go ahead and get a start on college and take college classes in high school. Do people actually realize how much work that is? It gets stressful and over whelming. Some of us also have major responsibilities at home. Like me, I have two little brothers that are Three years old and one year old. I have to help my mom and dad. They are my life! I would much rather be with them than spend my time working on a paper that has nothing to do with college or even life. I just wish someone would actually wake up and realize that it's a waste of time!</p>	See Frequently Received Comments, Senior Project	
10	97	Anna Kitts	-	See Frequently Received Comments,

- 10	<p>Ms. annabanana_1011@yahoo.com Senior Student 207 Foster Drive Princeton WV 24740</p>	<p>I personally think that senior project is a complete waste of time. There are other materials that are more important that we could learn in our senior english classes that would be more useful in college. Trying to come up with 15 hours for a product and making visuals and power points is pointless. I think that doing a simple research paper with sources and maybe a visual is enough to show our abilities as a senior. Also it is ridiculous that if you fail your senior project that you cannot pass senior english. Your senior year is still very important but on the other hand you have made it through high school and it is supposed to be fun. Senior year students need to study for act's and sat's, they should be spending time filling out college applications and trying to make good grades to have a high gpa. Since senior project exists that is where most of our time is dedicated too, senior project is extremely stressful and I think seniors in future year's shouldn't have to be put through the torture!</p>		Senior Project
10	<p>Kimberly Caldwell Ms. kimmy_dawn86@hotmail.com Senior Student 262 Olen Ave Princeton WV 24740</p>	<p>I personally think that after we have worked four years in school we should have the privilege of not doing a senior project. Since we are entitled to do this, I think it is pointless and does not prove anything. I do not see the point in Senior Project at all. Most students have other things they have to do after school besides worry about senior prjoect. Students are more likely to fail their senior year because of senior prjoect. Some students cannot write papers or present in front of others. I honestly think this is a waste of our time and effort. This does not prove how smart we are, or how we make our grades. I know personally that I have a job and work every evening after school and it is hard for me to find time to work on Senior Project. Unless I stay up till midnight I have no opportunity to work on it. Futhermore, I have a chance of falling asleep in class if I do not get enough rest at night. I think the school board should take in consideration that we have earned the right to not be able to do Senior Project. Most teachers and other students I have talked to think this is very pointless and does not prove anything of the student. I would rather read a novel or learn grammar than senior project anyway! This is very much so ridiculous!</p>	-	See Frequently Received Comments, Senior Project
10	<p>Jennifer Kimbrel Jak26501@adelphia.net</p>	<p>I think the purpose of music is to teach children responsibility and theres more to life than sports. There has been several great</p>	+	See Frequently Received Comments, Middle School Encore Requirements

10	UHS Band Parent 2041 Dents Run Road Morgantown WV 26501	music composers, like BACH & BEETHOVEN, with out music we wouldnt have had them. What about blind people, they hear sounds, with out music what would they hear? Just people talking, screaming, fighting, etc. Without music the world would be so silent. The STAR SPANGLED BANNER WOULD not have been made had music not been aloud. Music is a choice but everyone should have that choice.	An 18 week <i>minimum</i> requirement for the delivery of art, music and health CSOs over the course of grades 6 – 8 allows for school principals to be creative and flexible in the scheduling of these subjects. The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would <i>accommodate additional art education</i> experiences.
10	Dr. Toni Lynne DeVore Curriculum Supervisor 1210 13th Street Wood County Schools 1210 13th Street Parkersburg WV 26101	5.5.1 The expectation that all professional pathway students elect Algebra I concerns me. Many students may need the additional year to mature and develop the ability to handle more abstract concepts. There appear to be fewer opportunities for students to elect courses they and their parents and teachers feel are appropriate. Currently we screen students and have certain criteria in place before 8th graders take Algebra I. This will force us into placing student into Algebra I sooner than we think appropriate. We currently have Algebra I available for all 8th grade students. Most 8th graders will tell you they want to go to college. Currently we have a college going rate of 70% but do not have 70% of our student in 8th grade Algebra. I feel this is not a positive move for those borderline students that are not ready yet for Algebra. A minimum of 18 weeks of instruction in Health over the 6-8 spread will actually, decrease the amount of time we spend in health.	See Frequently Received Comments, High School Mathematics Requirements Students will be able to take Algebra IA and IB. See Frequently Received Comments, Middle School Encore Requirements The establishment of a minimum number of weeks for health instruction does not require any school system to reduce the numbers of minutes devoted to health instruction. Any school system may elect to exceed the minimum requirements.
10	John Brosky Director of Bands jbrosky@access.k12.wv.us South Middle 500 E. Parkway St. Morgantown WV 26501	I am concerned that the new requirements and/or changes in the middle school curriculum will make it nearly impossible to offer band classes everyday in our middle schools. While I am sure that the intent of the policy was not to limit a child's access to band, I am afraid that if implemented as written, the result will be a reduction in the ability of students to be part of the band. It has been independently verified that students who participate in instrumental music have higher test scores and do well academically compared to students who do not participate. I	See Frequently Received Comments, Middle School Encore Requirements

10			believe that reducing a child's opportunity to study instrumental music in our schools would be a mistake. I am also concerned that there will be no flexibility at the middle school level and that extra things that the students have been interested in and would like to study, i.e. jazz band, will be eliminated. I would urge that this part of the 2510 revision be looked at carefully in terms of the "side effects" if you will of its implementation as currently written.		
-	102	Jennifer KImbre! Jak26501@adelphia.net UHS Band Parent 2041 Dents Run Road Morgantown WV 26501	PLEASE DON'T REMOVE THE ARTS, I FEEL IT WOULD BE A HUGE MISTAKE. I WANT MY 18 MONTH OLD DAUGHTER TO BE ABLE TO EXPERIENCE THE ARTS, WHETHER IT BE MUSIC, BAND, CHOIR OR ART.HOW WOULD I EXPLAIN WHY HER BIG SISTER GOT TO TAKE MUSIC CLASS AND LEARN ABOUT MUSIC, AND NOW SHE CAN'T BECAUSE SOMEONE DECIDED TO TAKE THE ARTS OUT OF SCHOOL, AND NOT EVERYONE CAN AFFORD AFTER SCHOOL MUSIC LESSONS. I'M A SINGLE PARENT OF TWO BEAUTIFUL GIRLS, I CAN'T AFFORD ALOT BUT I DO EVERYTHING I CAN TO SUPPORT MY 14 YEAR OLD WHILE SHES IN THE BAND.	+	See Frequently Received Comments, Middle School Encore Requirements An 18 week <i>minimum</i> requirement for the delivery of art, music and health CSOs over the course of grades 6 – 8 allows for school principals to be creative and flexible in the scheduling of these subjects. The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would <i>accommodate additional</i> art education experiences.
10	103	Norma Gaines Literacy Coach ngaines@access.k12.wv.us Monongalia County Schools 4010 Fairmont Road Morgantown WV 26501	In section 5.3.2 the draft policy states "K-2 classrooms will be individualized..." and in section 5.4.2 it states " provide for individualization of instruction." I suggest the word "individualized" be changed to "differentiated." I believe the word individualized could be misconstrued and could imply Individualized Education Plans for all students. I do believe strongly that all children deserve to have their individual educational needs met; however, I believe that the appropriate terminology for classrooms in this case would be "differentiated".	-	The research literature for early education (age birth to 8 years) refers to individualized instruction for young children.
10	104	Patrick Murphy Teacher pvmurphy@access.k12.wv.us Mount View High School 950 Mount View Road	Page 28 indicates that Chemistry will generally be taken by all 10th grade students. As the typical 15 year old will not have matured mentally to the degree needed for complex abstract thought, it is unwise to place these students into a class that requires this ability. Biology however requires a different skill set that is more in line with the abilities of a 15 year old's mind.	+	See Frequently Received Comments, High School Science Requirements

10	Welch WV 24801	FIRST AND FOREMOST, we cannot provide additional necessary educational resources (technology, highly qualified teachers, etc) at the current funding level. In fact, at the current funding level we are NOT providing highly qualified teachers in all classrooms now. No one will argue the need for offering a rigorous curriculum, but until we tackle the problem of adequate educational funding for highly qualified teachers, resources and technology; additional educational requirements cannot be met (or worse yet, we inadequately meet them to the detriment of our students). When will the State BOE start addressing the real core of the problem for the State's inability to graduate prepared students? Until adequate funding is made available, additional requirements will not make a difference without adequate resources. We continue to get the cart before the horse on this and our students are suffering!	N/A	The comment received does not address changes made to Policy 2510.
10	Sandy Collier sandyspirals@yahoo.com PO Box 1089 8008 Shepherdstown Pike Shepherdstown WV 25443			
10	Craig Barton vetteholic@myway.com Senior 530 Maplewood Rd Princeton WV 24740	The senior project needs to be abolished. I think that it is too much for a senior to handle with having to work on the senior project, do other school work, handling a job all during the same time. I don't understand the point of having a presentation instead of just having a report. I think that it is torture for those students who panic to have to do it. It is a requirement for everyone but it needs to be dumped off of the biggest canyon and never seen again. It should have never been created because it is causing many kids to drop out when they have just one year left. There is only 14 counties in the whole state of West Virginia that require a senior project so I think all of those 14 counties should not require it either. Mercer county first started this stuff and it spread to 13 other counties.	-	See Frequently Received Comments, Senior Project
10	Kayla Ingram Student kay_0272@yahoo.com Senior Student Stafford drive Rt 4 Box 695A	As A student I think that senior project is a little too much. As a senior, most students have jobs and responsibilities at home. Some teachers say that if it is too much then don't have a job, but not every kid can rely on there parents to buy them a car, pay there car payment and insurance. As a teenager ever kid wants a car and not every parents has the money. Senior project	-	See Frequently Received Comments, Senior Project

	Princeton WV 24740	<p>is very stressful on me, as seniors we do have other classes to worry about but we stress so much over senior project. Our senior year should be the easiest and best year for us. In my opinion it is a waste of time because how many times in college are we going to need source cards, note cards, and a fifteen hour product! I'm sure that the teachers don't enjoy teaching us senior project because they have to do a lot of work to get us ready for the big presentation day! What is senior project suppose to teach us? Basically to every senior it is a waste of time. We go to school for twelve years that is preparing us for college and our futures, but so far this last year has been terrible because of stressing about senior project. Also if we have to do senior project then they should split the classes because senior English and senior project in the same class is too much because we have to work on senior projects in class and that takes so much time we don't have any left for senior English!</p>	
10	Dr. Toni Lynne DeVore Curriculum Supervisor 1210 13 th Street Wood County Schools 1210 13 th Street Parkersburg WV 26101	<p>Another change in this policy makes it difficult for schools, counselors, and counties to adequately plan, deliver and evaluate the education program, not to mention teacher load, schedules, textbook adoption, and equipment and supply needs. It makes it difficult having several classes under different versions of 2510.</p>	-
10	David Langer teacher langerdpl@yahoo.com Tyler Con. H S 1993 Silver Knight Dr. Sistersville WV 26175	<p>As a chemistry/ physics teacher for 29 years, I object to the requirement of chemistry in the 10th grade. 10th grade students are not ready for the higher level thinking skills required for this course, with very few exceptions. Chemistry as an elective in 11th or 12th grade works well, while requiring all to complete chemistry in 10th grade will result in watering down the content...something that does not serve our students well. We have just this year adopted new science books and any change in the curriculum should not occur until the new adoption year in 2012. The current requirements work well and I see no need for such drastic, unrealistic changes.</p>	+
		<p>State Board Policy 2510 must be revised to keep in step with the academic and 21st workplace demands which will be placed on our students. Because we should not change requirements on students currently enrolled in a high school program, there will be classes of students with different graduation requirements. It is acknowledged that this does make the academic advisor's role more difficult.</p>	See Frequently Received Comments, High School Science Requirements

10 - 10	110	Dr. Toni Lynne DeVore Curriculum Supervisor 1210 13th Street Wood County Schools 1210 13th Street Parkersburg WV 26101	When changing a complete curriculum with little or no input from the impacted teachers many issues arise. Teaching and learning are our business. Collaboration is also a skilled to be learned and shared with our students. Granted the NSF grant that funded the CATS science brought a tremendous amount of professional development and training for our teachers. The lack of rigorous national materials for grade 9 & 10 led some teachers to complain about those course as not challenging. I truly believe the teacher makes the difference. I can look within my county and see based on observations and test scores that a teacher that trule taught the CSOs for 10th grade science opened the door for increased knowledge and performance for her students. I disagree with the change in the science curriculum.	+	See Frequently Received Comments, High School Science Requirements
10 - 10	111	Keri Welcome kwelcome@kcs.kana.k12.wv.us 426 Park St. St. Albans WV 25177	5.6.1 - Changes the order of Science coarses taken. I strongly recommend considering juniors take chemisry/tech chemistry coarses rather than sophomores. Safety and math readiness are two of my major concerns. I feel juniors are more mature and mentally (cognitively) ready to participate SAFELY in chemistry labs. Also senior year projects are a wonderful idea, however the staffing for planning, implementing, and evaluating these projects must be considered. To truly be beneficial seniors need to take a senior seminar coarse where they only work on this project, therefore increased staffing is necessary.	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project
10 - 10	112	Carla king school counselor cking@access.k12.wv.us Mason County Board of Education Route 2 Box 841 Point Pleasant WV 25550	5.5.1 Programs of study for grades 6-8. I understand the concept, however if art/music/health 18 weeks courses are not fully funded from the state level, the rural counties would be unable to staff these positions. Please rethink this or provide ample supplies and fully qualified/funded teaching staff to allow counties to implement this policy requirement.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 10	113	Carla Davis baskethappy@adelphia.net Jefferson High School Parent PO Box 1102 Harpers Ferry WV 25425	There is already a teacher shortage here in Jefferson County. Our teachers drive right over the state lines to MD and VA and make approximately 10,000 to 15,000 more PER YEAR. I do not think the majority of students will be ready for Algebra 1 at such an early grade. We need more professionals to teach our children and we also need to start preparing them better before slamming them with Algebra 1 so soon. Thank you. Carla Davis	-	See Frequently Received Comments, High School Mathematics Requirements

Chart V (D)

The change in the science curriculum is of grave concern for me. We currently have a curriculum that encourages students to study all branches of science through 9th grade and gives them flexibility to select courses that will help them meet their work related/profession related goals. Now one size is expected to fit all! How will this help make our students more scientifically literate. Earth Science which is probably the course that covers more day to day science than any other course is to be offered but requiring specific courses may help with testing issues but is not in the best interest of students.

Other concerns I have about the change in science curriculum fall into several areas First of all, we just completed construction on a new science wing for PSHS, are currently building a new science wing at PHS with a new chemistry/Physics room at WHS.

We just adopted new science materials and a change this quickly will cost our county a considerable amount of money.

Chemistry is also one of the most expensive classes to fund each year. In checking the number of certified teachers we have is another concern. Currently we have enough high school teachers that have a Biology certification but not Chemistry.

What will the certification be for the ninth grade physical science? If it not a general science we may also be facing difficulties.

Buildings, Books, Certification and rigidity of a student's schedule are just a few of my concerns.

In Wood County our Science scores on the ACT are above the state and national level. CATS has not hurt our scores. In fact Our scores have risen each year since 2003 and are .6 point above the national average.

The College Transition Math class will also further restrict schedules. Is it more important to take the college transition math or a Precalc/Calculus class for college bound students? There are no set materials for this class (or CSOs that I am aware of) and each student's weakness/need will be different. I do like continuing to require at least three units of math in grades 9-12.

Chart V(B) does ot show any Applied Math I/II. This was a

See Frequently Received Comments, High School Science Requirements

See Frequently Received Comments, College Transition Courses

See Frequently Received Comments, High School Mathematics Requirements

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Dr. Toni Lynne DeVore
Curriculum Supervisor
1210 13th Street
Wood County Schools
1210 13th Street
Parkersburg WV 26101

10 - 11	115	Carol Rotruck Guidance counselor crotruc@access.k12.wv.us Ridgedale Elementary 1550 Goshen Rd. Morgantown WV 26508	wonderful way for students to get an Algebra credit with time not being a factor. Now students who need more time may end up with lower grades and less of an understanding of Algebra.		
10 - 11	116	Shawn Wellman Mr. punkin@frontiernet.net student 227 Lakeland Park Bluefield WV 24701	Term individualized (used twice in this passage) should be changed to differentiated.		The research literature for early education (age birth to 8 years) refers to individualized instruction for young children.
10 - 11	117	Joshua Ramsey keyclubman@hotmail.com Princeton Senior High School 109 Garden Oaks Princeton WV 24740	I think that senior project can be beneficial in some ways; however, it has caused an overload on my studies and an increase in the amount of stress I have. Senior project should not be required in the schools, and teachers should be allowed to focus more on literature curriculum rather than dealing with the stress and unnecessary importance of senior project papers, products, and presentations.		See Frequently Received Comments, Senior Project
10 - 11	117		As a student at Princeton Senior High School, and as a student currently working on the senior project, I think that while this program does have some benefits, the negative effects that I notice far outweigh the benefits. First, I have been noticing very high stress in my fellow classmates related to senior project. My senior year has certainly been the most stressful year of my education. Without regard to the senior projects, I am involved in taking high level classes, I am involved in school activities and sports, and I have been busy filling out college and scholarship applications. These alone would certainly make the senior year more intensive than any other. Why would there be any reason to add more stress and work to the one year of high school which is already the busiest of the four? Also, I have noticed in my English class that we have not even started a single novel throughout the entire first grading period. This is because we have been too busy, creating source cards, note cards, and finding teachers to be on our judging panels. I think that this lack of concentration on literature is a grave disservice to every student involved in the senior project. The senior project, the culminating experience that it claims to be, has seemed to culminate into more of a hassle and a distraction from		See Frequently Received Comments, Senior Project

10			my education than a learning experience.		
-	118	Robbie lmartinremax@frontiernet. net student HC 71 box 453 Princeton WV 24740	I think that the senior project is useful, and I am learning very much on my topic, but I also feel a great deal of stress. I also think that I am not spending enough time with my family because I am spending so much time studying and learning my topic. Seniors shouldn't have this much stress their senior year with senior project, college applications, scholarships, and graduation. Many seniors at this school work. Some work everyday, and others work two-three days a week but work late hours. I think that the senior English class should be covering literature instead of covering both senior project and senior English. By focusing on one topic, such as literature, then we as seniors would be able to acquire more knowledge from the class.	-	See Frequently Received Comments, Senior Project
10	119	Emilie Blizard britishblondie_66@hotmail.com student 135 Sparrow Street Princeton WV 24740	I think that senior project is not beneficial to the student because of the amount of stress that comes with it. It causes students to be overwhelmed with the amount of work and causes a lack of time for effort in other classes.	-	See Frequently Received Comments, Senior Project
-	120	Katie Warren katiwarren20@yahoo.com m 241 Oriole Avenue Princeton WV 24740	I think that senior project is unnecessary because of all the other activities going on during senior year. Senior year is a time to enjoy your last year with all of your friends in high school. Having to deal with the stress of senior project takes away from the enjoyment of being a senior.	-	See Frequently Received Comments, Senior Project
10	121	Michael Windett Mr. sean_windett@yahoo.com 229 Center Street Princeton WV 24740	I am a student here at English in senior high school and I just wanted to state my opinion about senior project which I am currently enrolled in. Senior project may be beneficial to us as students and may very well be something that will better us for our future; however we have to live with this for four months. We as students and young adults have to deal with the physical and emotional stress that is associated with this. Our personal lives are over taken by us having to continuously working on this until the wee hours of the morning and then we have to get up and go to school the next day. Some of us have jobs because we I cars to pay for or insurance to pay for or what not and this project is the greatest thing let alone the most convient	-	See Frequently Received Comments, Senior Project

		project that any of us have worked on. I know that what I am about to tell you is really of any concern to whom ever but I am just trying to get my point across. I am an 18 year old gay teen who has significant other. He lives 45 minutes away and it is hard on us because of the emotional stress that senior project puts on the students. For the students who have a relationship with someone usually ends up fighting all of the time because they are VERY RARELY in a mood that they want to talk without snapping at him/ her and biting their head off. It is ridiculous to put it point blank that we have to go through that in our last year of school. It is already stressful with us having to decide where we are going off to college at and having to fill our financial aid...but to have to worry about whether or not I am going to graduate just because I missed something with my senior project and I got a low grade! that is just plain and simple ridiculous!!!! There are even schools within our state that do NOT do senior project. They do something that is called work program. That is where they get a job and they work there for like 40 hours and they have a packet of papers that their employer has to fill out. They are evaluated there and then what ever that says is what their grade ends up being along with their actual senior English class. States I us I do anything along the lines of project. Some states do a paper that they have to write on a certain topic. Senior project is pure and simple a waste of time for some people. And I mean to be disrespectful but I have to state what is on my mind and I am sorry that anyone gets offended by what I have said.		
10	Rhonda McCormick Parent Liaison rhondamccormick@charter.net Region II Family Network 511 Morris Street Charleston WV 25301	Diploma: should be given to all students that have successfully completed there course of study. Whether it be a special education course or reg. education course of study. It should be terminated thru the IEP team if the child will receive a reg. diploma or mod. diploma.	-	
11	Cassie Staten staten_43@hotmail.com Student 357 Cardinal Ave.	I think that the senior project is uncalled for. The senior project just adds to the many stresses that come with senior year, including deciding what college to attend, scholarships, and sports activities. It is very time consuming and takes time away	-	See Frequently Received Comments, Senior Project

10	Princeton WV 24740	from actually enjoying my senior year.		
- 11	Rosalie Rhodes Science Curriculum Specialist rrhodes@kcs.kana.k12.wv.us Kanawha County 200 Elizabeth St. Charleston WV 25311	<p>1. p.18(core requirements)Will the HEPC accept technology/conceptual science classes for college entrance?</p> <p>2. p.18(core requirements) Chemistry is not the appropriate class for many special education students. The policy says "all students" will take chemistry. What is the plan for the success of special education students in chemistry?</p> <p>Many of these students will not(never) have the math skills that are necessary for success in a chemistry class. Environmental Science is a good course for these students.</p> <p>3. p.18(core requirements)The chemistry and biology sequencing is acceptable, but the sequencing should not be locked in stone. Counties should have the flexibility to allow students to take biology before chemistry. Many students are not mentally and emotionally mature to be successful in a chemistry class by their sophomore year.</p> <p>4. p.18(core requirements)Will extra funding be provided for the staff required to do the Senior Project? This requirement should not be embedded in the Language Arts or Social Studies classes.</p> <p>5. p.19(core requirements,footnote 2) Will extra funding be provided for the staff required to teach Transition Math? Will Transition Math count as the 4th math requirement?</p> <p>6. p.26(5.6.8d) What process will be used to determine the sections of content for reteaching? How will content mastery be determined?</p> <p>7. p.27(5.6.11a) Will students be accepted into college without a College Readiness Credential?</p>	<p>See Frequently Received Comments, High School Science Requirements</p> <p>See Frequently Received Comments, Senior Project</p> <p>See Frequently Received Comments, College Transition Courses</p> <p>See Frequently Received Comments, Credit Recovery Programs</p> <p>See Frequently Received Comments, High School Credential</p>	
10	Alicia Saunders Math Teacher 9-12 aliciasaunders@hotmail.com Man High School P.O. Box 209 Davin WV 25617	<p>5.5.1: I suggest that you do not expect students in the professional pathway to take Algebra I in the eighth grade. VERY FEW students are mature enough to take Algebra I in the eighth grade. This will only hurt them in the future.</p> <p>5.6: Requiring students to take the sciences in this particular order will only hold them back further from graduating on time if they fail one. Give lenience on the order in which they are taken.</p> <p>5.6: There is no time in the schedule for students to take an additional Math and English Course like Math 099 and English</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, High School Science Requirements</p> <p>See Frequently Received Comments, College Transition Courses</p> <p>The attendance of public school students is</p>	

10			099. They are already required to take so many credits that requiring this of them as well will only make them graduate late. 5.6.2: There is no attendance policy. Students need positive reinforcement to get them to attend school. The policy requires them to be ENROLLED, but does not say they have to ATTEND. This needs to be clarified.	addressed in State Board Policy 4110.
-	126	Melody DeFere educator MDeferes@access.k12.wv.us Ridgedale Elementary 1550Goshen Road Morgantown WV 26508	In section 5.3.2 it states "k-2 classrooms will be individualized..." and in section 5.4.2 it states "provide for individualization of instruction." I believe the word "individualized" should be changed to "differentiated." I strongly believe the word individualized would be heading to expectations of Individual Education Plans for all students.	The research literature for early education (age birth to 8 years) refers to individualized instruction for young children.
10	127	Alicia Saunders Math Teacher 9-12 aliciasaunders@hotmail.com Man High School P. O. Box 209 Davin WV 25617	5.5.1 Middle Level Education Programs of Study-- I suggest that you DO NOT enroll all students on the professional pathway into Algebra I in the 8th Grade. VERY FEW students are mature enough to enter Algebra I in the 8th Grade. This only hurts them in the future!! 5.6 Adolescent Education (Gardes 9-12): Section 1: Students do not have room for Math 099 or English 099 in their high school schedule. They are already expected to take 4 math and English classes in high school. They do not have space in their schedule to add 099 courses and still be able to graduate on time. 5.6.2 Grade 9-12 Attendance: There is no attendance incentive! Students need positive reinforcement to motivate them to come to school. The policy says they should be enrolled, but gives no indication that they actually have to attend these classes. Come up with some form of incentive to keep kids in school.	See Frequently Received Comments, Middle School Encore Requirements See Frequently Received Comments, College Transition Courses The attendance of public school students is addressed in State Board Policy 4110.
10	128	Terri H. Burgess Teacher Man High School 114 E. McDonald Man WV 25635	Stop changing the programs so often; Nothing is ever completed. Attendance policy is a joke: make it so that student has to spend actual time at school; if those minutes are not met, should have to repeat unexcused absences should not be allowed to be made up. All students are not meant to be engineers, doctors, etc.; therefore, the remaining students need a good life-skills math class (general math or business math).	Students who are entering a two/four-year college or the 21 st century workforce today must be well prepared through a rigorous course of study. The attendance of public school students is addressed in State Board Policy 4110.

10		Brenda Lusk Teacher Man High 800 E. McDonald Man WV 25635	Basic math classes need to be incorporated into the curriculum. Attendance needs to be addressed in more specific terms. Attendance policy should dictate that students are to be in class and consequences should be outlined and enforced.		See Frequently Received Comments, High School Mathematics Requirements
-	129			-	The need for more and effective instruction in mathematics is documented in a February 2006 study by the U.S. Department of Education. The study findings are based on data from a nationally representative sample of students from the high school class of 1992 who attended a four-year college. The study found that taking a full schedule of academically demanding courses in high school, including mathematics beyond Algebra II, was the single most significant pre-collegiate variable in determining if students graduated from college. The study also found significant disconnects between the high school curriculum and the expectations of the first year of college, suggesting the need to increase the level of challenging academic content in high school. This need to offer a more challenging high school curriculum is even more critical for poor and minority students, as they are less likely than higher socioeconomic and white students to attend high schools that offer challenging curriculum. States moving to increase unit requirements for graduations must also attend to content requirements if they expect to make a difference in student performance (Adelman, 2006)
10	130	Melanie Vickers Assistant Superintendent- Middle	5.5.1 1) Visual Arts, Music, Health (18 weeks) 6 weeks each course each year of 6-8. (Correct?)	+	The attendance of public school students is addressed in State Board Policy 4110. See Frequently Received Comments, Middle School Encore Requirements
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10 - 11	Kanawha County Schools 200 Elizabeth Street Charleston WV 25302	2) Algebra I for all 8th graders (professional pathway) will require greater preparation of students to successfully master skills. Greater staff development for teachers in math preparation.	We have revised the CSOs for PK-8 to prepare students for this requirement. We are designing quality professional development for elementary mathematics teachers to support the revised curriculum. We are developing quality Algebra I units which will be available online for all teachers. Additionally, we are developing quality professional development to prepare the teachers for this requirement.
10 - 11	Tracey Hall teacher, Nitro High School thall@kes.kana.k12.wv.us Kanawha County Schools 1300 Park Ave Nitro WV 25413	5.6 Adolescent Education Chart V pg 19 "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 [or mathematics], shall be required to take a college transition English [or math] course during their senior year" Do they just have to take it or do they have to pass it?! Students with the credits required for graduation already will just blow off the course -- not show up or not do the course work required. Who makes the Benchmarking test and sets the scale? Teachers may have different levels of acceptability or different overall goals for students to have to go to college.	See Frequently Received Comments, College Transition Courses
10 - 11	Eleanor Molisee emolisee@access.k12.wv.us Band Member/Mother 2755 Kingwood Pike Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."	See Frequently Received Comments, Middle School Encore Requirements
10 - 11	Rhonda McCormick Parent Liaison rhondamccormick@charter.net Region II Family Network 511 Morris Street Charleston WV 25301	All students must be given the opportunity to learn at their own pace in their own way. Not all children can be expected to learn at the same pace. The children with special needs do not need to be placed in an environment that sets them up to fail or have their classmates ridicule them. They need to have individualized plans for their specific learning differences and styles. To "all" children grouped together is not a fair assessment of the children with special needs. These children	

10 - 11	134	Carl Molisee emolisee007@wmconnect.com Band Parent 2755 Kingwood Plke Morgantown WV 26508	need to be taught differently from the regular population of students. The "Individual" needs to stay in the "Individual Educational Plan".	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 11	135	Diana Kingsbury Faculty, dkingsbu@mix.wvu.edu WVU, Parent 1055 Imperial Dr Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you." WHERE IS THE MUSIC PROGRAM? We will not tolerate and diminishing of the program for band or music education or the arts. This proposal seems unnecessary. Havent you heard of INTEGRATED curriculum. This is -outrageous. You all better go back to school and take a course in brain development.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 11	136	Carol Rotruck Guidance counselor ecrotruc@access.k12.wv.us Ridgedale Elementary 1550 Goshen Rd. Morgantown WV 26508	Term individualized (used twice in this passage) should be changed to differentiated.	-	The research literature for early education (age birth to 8 years) refers to individualized instruction for young children.
10 - 11	137	Terri Kirkham Guidance Counselor terrirkham@yahoo.com Summers County High School One Bobcat Drive Hinton WV 25951	S.O.S..... Change is a great thing...we need to all embrace it...but stability also has its merits.. We have students in a 9-12 high school with 4 different graduation requirements. This is nuts...Can we settle on something and stick with it for at least awhile longer? This is confusing to parents, teachers, students and a nightmare for guidance counselors.....PLEASE HELP!	-	Changes in graduation requirements, reflected in this policy, must prepare students for success in post secondary education or the 21 st century workplace. Changes in policy are necessary to meet the changing demands of higher learning and the workplace. It is recognized that different graduation requirements is a challenge for student academic advisors.
10 - 11	138	Barbara Bott Joseph barb@etcom.net South Middle School PO Box 280	I have a daughter in the band. She is part of a group of students having a mutual goal. It is good for her self-esteem and well being! I think that is very important, especially during these hard teen years!	+	See Frequently Received Comments, Middle School Encore Requirements

10 - 11	Morgantown WV 26507	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you		
10 - 11	Barbara Ingram Mother taff_0272@yahoo.com tafford drive Rt 4 Box 695 A Princeton WV 24740	As A parent I don't understand the point of doing a senior project! Im not sure what it is suppose to teach the children but my daughter has stressed out so much because of it..Soem kids have talked about wanting to drop out of school so that they don't have to do a senior prject.	-	See Frequently Received Comments, Senior Project
10 - 11	Annette Cotter Annettecotter@aol.com 952 Breakiron Hill Road Morgantown WV 26508	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in Middle School. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 11	Lennie J Samsell lsamsell@verizon.net 609 Elysian Ave. Morgantown WV 26501	I am very concerned with the potential loss of time in the middle school curriculum for the marching or symphonic band. Not only does the band provide musical education that lasts for a lifetime, it also provides structure, discipline and a sense of belonging in a way that no other part of education does. Band members tend to be better students with fewer disciplinary problems. Skills learned in the band carry over to other classes,including math(Enhanced learning of proportional math through music training and spatial-temporal training. Neuro Res. 1999 Mar;21(2):139-52.) Students are proud of being a band member and our communities are proud of them. We should be supporting them, not making it harder for them to function.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 11	Frederick A. Gantzer f.gantzer@att.net Parent 134 Sand Bank Rd. Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank	+	See Frequently Received Comments, Middle School Encore Requirements

10	143	Cheryl Strahin cheryl_strahin2000@yahoo.com P.O. Box 894 Dellslow WV 26531	you." I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.	+	See Frequently Received Comments, Middle School Encore Requirements
10	144	Steve Beckelheimer Science Department Chair sbeckelh@access.k12.wv.us Cabell Midland High School 2300 Rt. 60 Ona WV 25545	The increased rigor of mathematics and science programs is badly needed to prepare students for life beyond high school. The increased emphasis of Algebra for students in eighth grade will provide them with tools to find success in high school. Moving chemistry to the tenth grade is a move that is supported by many other states and follows a logical progression. Some traditional thinking educators may believe that high school sophomores are not ready for chemistry. However, it is the role of accomplished teachers to prepare students for these classes. It is also accurate to sequence biology after chemistry. If biology is taught in the state the way it was 20 years ago, then chemistry would be of little value. Previously, biology consisted of leaf collections and frog dissections. Today, a quality biology class focuses on molecular aspects of life and builds on the foundations of physical science and chemistry courses completed in ninth and tenth grades.	+	See Frequently Received Comments, High School Science Requirements
10	145	Janice Moore teacher/ Wetzel County WBL Coordinator jamoore@access.k12.wv.us Valley High School 98 Orchard Dr. New Martinsville WV 26155	Please be realistic and sensible before adopting this policy. First of all, I understand the need for more rigor. However, requiring chemistry of all 10th grade students is unrealistic. They do not have the math skills to do that course work. What is going to happen is that we will need to offer 3 levels of chemistry. Realistically, it will be some watered down version of chemistry for an inclusion class, a mid-level class, and the regular chemistry class. We do not have staffing for this. The other comment I have is PLEASE do not eliminate the entry pathway! Keep in mind that not all counties have easy access to a career/tech center. At Valley High School in Wetzel County, we currently have 4 students enrolled in classes at the Mid Ohio Valley Tech Center and they have more than an hour bus ride. A small, rural high school has very little leeway in	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Entry Pathway

			<p>scheduling as it is. We have made changes to accommodate these students in the morning classes. Next year, we will have to figure out a way to accommodate students in morning and in afternoon tech classes.</p> <p>It is absurd to think that every student is going on to some kind of post HS training. Some of our students are going directly to work after HS. What pathway do you expect us to put them in? It would be a lie to say they belong in the skilled pathway. They don't. They belong in the entry pathway. That is what it was created for in the first place and it made sense. I see no advantage in doing away with the entry pathway.</p>		
10 - 11	146	<p>Patricia Tederick parent wvakeys@aol.com South Middle School 338 Bortz Mine Rd. Morgantown WV 26508</p>	<p>My son has just joined the band at South Middle School and has finally found something that brings him a sense of belonging and pride in his achievements. He does not like to play organized sports and loves music. His self-esteem and school performance are both improving since he became involved in the band. I am concerned that the proposed changes in 2510 will make it difficult for him to take band in middle school. I am asking the Board to revisit this section and consider the impact it could have on band and all performing arts programs. Please reconsider the impact on our children before passage of the policy. Thank you.</p>	+	<p>See Frequently Received Comments, Middle School Encore Requirements</p>
10 - 11	147	<p>David & Mary Kay McQuain mcquain22@verizon.net 321 South High St. Morgantown WV 26501</p>	<p>You must not make it difficult for my son to take band as a class in his middle school. Music has so many benefits for the young mind. The research backs up the importance of music for children's development of thinking and understanding. We already have deprived children of the extensive physical education that their bodies and minds need throughout their school experience. Now we want to squeeze music out of the curriculum as well?</p> <p>We urge Dr. Johnson and the other board members to reconsider fully this section of the proposal and realize the deleterious impact to bands and all performing arts classes before arriving at a final draft and adoption of this policy. This is not just about putting our kids in colorful uniforms and marching them through town. It's about helping our children achieve their full potential and music is a vital step in that journey.</p> <p>Thanks for your considerable attention to this important matter.</p>	+	<p>See Frequently Received Comments, Middle School Encore Requirements</p>

10 - 11	148		As a math teacher I have reservations about placing 10th graders in a class like Chemistry. What is the logic here? Students probably should be taking biology before they are exposed to chemistry.	+	See Frequently Received Comments, High School Science Requirements
10 - 12	149		FOREIGN Languages. You encourage foreign languages on page 17. I have lived in 3 different countries and I can tell you that we definitely do a terrible job of this. We should offer alternative languages in elementary school. Funding once again.	-	Policy 2510 encourages the study of foreign languages in grades 1-4. In grades 5 and 6 foreign languages are encouraged to be offered as a separate course. Offering alternate language in elementary schools is contingent on the availability of quality programs and knowledgeable teachers in these languages. Foreign language teachers are difficult to find at all educational levels. This greatly restricts the implementation of new programs.
10 - 12	150	Donna Dixon Teacher kdixon5508@charter.net Parkersburg WV 26181	I am very concerned about the restructuring of the science curriculum. While the restructuring process looks good on paper, I am not sure that it is a practical solution. First of all this year, when will my child be able to take Chemistry? She will need to take CATS-10 as a sophomore and then she will take Chemistry and Biology. If every 10th grade will be taking chemistry, there will be no room for other students to take the course before they graduated. In this instance we are not meeting the needs of our current 8th and 9th graders because they will not be able to take these upper level science courses before graduation. My last point has to do with instructional staff. There are not enough certified Chemistry teachers in the state to have every 10th grade student take chemistry. The course is too important to have just any person teaching it. If this policy goes through there will have to be special certificates given so that more	+	See Frequently Received Comments, High School Science Requirements

10 - 12	Misti Bartlett Parent South Middle School 1281 Forman Drive Morgantown wv 26508	teachers will be able to teach the course. This will not fit the definition of highly qualified teachers set forth in NO Child Left Behind.			See Frequently Received Comments, Middle School Encore Requirements
10 - 12	JAMIE BALL teacher jamieball88@hotmail.com NITRO HIGH SCHOOL 268 sutherland drive south charleston wv 25303	<p>“ I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.”</p> <p>5.5.1 8th grade algebra I - i disagree with students being forced into taking algebra I in 8th grade, students not only need the academic maturity but they also need to learn themselves and how they study best. i do not think they learn this at that early of an age and will miss vital parts of algebra that will limit their math career down the road.</p> <p>6.2.4.f homebound- homebound is fine the way it is and should not be changed.</p>	+		See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Homebound instruction
10 - 12	Scott Bartlett scott.bartlett@mail.wvu.edu Parent 1281 Forman Drive Morgantown WV 26508	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.	+		See Frequently Received Comments, Middle School Encore Requirements
10 - 12	Petra Thornton petrathornton@earthlink.net 12 Bubbys Lane Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."	+		See Frequently Received Comments, Middle School Encore Requirements
10 - 12	Mei Doctorate cyao1@mix.wvu.edu WVU 609 B Allen Hall WVU PO BOX 6122 Morgantown WV 26506	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.	+		See Frequently Received Comments, Middle School Encore Requirements
10 -	William Janney Assistant Principal	The requirement for all 8th graders who plan to enter the professional high school pathway to be enrolled in Algebra I is a	+		See Frequently Received Comments, High School Mathematics Requirements

12	wjanney@access.k12.wv.us Beckley-Stratton Middle School 401 Gray Flats Road Beckley WV 25801	questionable change to the middle school programs of study. Would ANY student who plans on this pathway be enrolled in Algebra 1 regardless of past achievement? There needs to be some eligibility standards for entrance into Algebra I, preferably a certain score on the Math portion of the Westrest. This should also be applicable to foreign language. Teacher certification in both these areas is still a problem. Programs such as Distance Learning sound good on paper but schedules never seem to mesh and someone has to actually physically supervise those students involved. Middle schools should not be providing students with high school credits. To do so, defeats many of the very concepts that the middle school model is based upon.	See Frequently Received Comments, Middle School Encore Requirements The intent of the policy is to allow students who have the foundational skills for any course to take that course when they are ready—to meet every child in every course at his readiness level.
10 - 12	Wendy Imperial Principal wimperia@access.k12.wv.us Gore Middle School Route 3 Box 43B Clarksburg WV 26301	Page 10-regarding Algebra I and professional pathway....It may be most certain that all 8th grade Algebra I students will choose the high school professional pathway when each completes the first two years of the five-year plan at the end of the 8th grade year. The only way of expecting all students who may choose the professional pathway at the END of 8th grade to be enrolled in Algebra I DURING the 8th grade is to complete the five-year plan at the end of 7th grade. We certainly don't want to limit any student not eligible for Alg I in 8th grade from choosing the professional pathway. With many high schools offering block scheduling, high levels of math are easily taken even if Alg. I is not taken until student's ninth grade year. REGARDING - Visual ART, Music and Health....clarification please...Does this allow for a 6-week course in each of these areas, taken each of the three years in middle school?	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Middle School Encore Requirements +
10 - 12	Nathan Wilson Jenate@netscape.com Parent South Middle 813 Ridgeway Ave Morgantown WV 26505	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.	See Frequently Received Comments, Middle School Encore Requirements +
10 - 12	Allen Boyce Teacher aboyce@access.k12.wv.us Webster County High	I think that there are going to be some real problems with having 10th graders take chemistry. Both in staff need to accomplish such a feat (especially the smaller schools). And with the fact that some of the math skills needed will not be	See Frequently Received Comments, High School Science Requirements +

10 - 12	School 1 Highlander Drive Upperglade WV 26266	there as well as basic science methods.			
10 - 12	Karyn Hoskinson parent kbhpta@aol.com parent 7 South University Ave Morgantown WV 26507	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to the band and all performing arts offerings before final passage of the policy. Thank you	+	See Frequently Received Comments, Middle School Encore Requirements	
10 - 12		FIRST AND FOREMOST, our school district CANNOT provide additional necessary educational resources (technology, highly qualified teachers, etc) at the current funding level. In fact, at the current funding level we ARE NOT providing these things now. You folks down in Charleston just don't seem to understand that we don't have enough teachers up here in Jefferson County. The highly qualified teachers in the Eastern Panhandle can get up to and over \$1000 per mile that they drive, just in the next county south of here in Virginia. No one will argue the need for offering a rigorous curriculum, but until we tackle the issue of additional funding, these requirements CANNOT BE MET!	N/A	The comment received does not address a change made to policy 2510.	
10 - 12		MATH: Algebra I in 8th grade??? Are you kidding? Did you have Algebra I in 8th grade? Most of the kids in our middle school now, do not have Algebra I. Then once again, where are we going to get the highly qualified math teachers? We don't offer highly competitive salaries. The teachers we have here are committed to our students, but only stay because of family reasons. The math teachers at our school are stongly against this suggestion.	-	See Frequently Received Comments, High School Mathematics Requirements	
10 - 12		The Pathway changes. I want both of my students to be in the Professional Pathway. I figure that they can change their minds in the future from a higher path if they want. Can you honestly say that all there is in this world is professionals and skilled workers? Not to mention the need for additional science teachers with the addition of a 4th science requirement!!	+	See Frequently Received Comments, Entry Pathway See Frequently Received Comments, High School Science Requirements	
10 - 12		Graduation Requirements. Math. Once again, we don't have enough highly qualified math teachers now at our high school.	N/A	The comment received does not address a change made to policy 2510.	

12			<p>We are scheduled to open a second high school, and I am seriously worried about staffing that one. The rumor around here is that we are short hundreds of teachers; certified or otherwise. They cannot afford to live in Jefferson County, so they work in Loudoun county instead.</p>		
10 - 12	<p>Gregory Miller Mathematics Facilitator, 7-12 gsmiller@access.k12.wv.us Mingo Co. Schools Rt. 2 Box 310 Williamson wv 25661</p>	<p>The is a lack of CSOs for courses listed in the new Policy 2510. A course exists called "College Transition Mathematics" under "Electives Required To Be Offered" effective 1 July 2008. There are no CSOs for that course in the revised CSOs currently out for comment. Under optional electives, there are CSOs for some but not others. CSOs exist for Conceptual Mathematics and Prob/Stat, but not for Alg/Geo Prep, Calculus, and Integrated Math I-IV. Consistency needs to occur. All of these courses need to have approved CSOs.</p>	<p>We will be developing CSOs for Transitional Mathematics; these CSOs will be based on the ACT Benchmarks and Standards for Transition. There will not be a course titled Alg/Geom Prep in 2008-2009. We do not currently have Calculus CSOs; we have been discussing this with representatives of Higher Education. The CSOs for the high school courses are integrated into the Integrated Mathematics delivery; Integrated Mathematics represents an alternate delivery of those CSOs.</p>	+	
10 - 12	<p>Roberta Bastin Science Teacher rbastin@access.k12.wv.us Tri-County High School Rt. 2 Box 204 Mt. Clare WV 26408</p>	<p>I am writing in response to proposed changes in Policy 2510 as it relates to the Science curriculum for Grades 9-12. Let me focus on these areas: Resources – Under the new proposal, all 10th grade students will be required to take Chemistry or Technical/Conceptual Chemistry. There will be a significant increase in the number of students taking these classes as opposed to those currently enrolled in Chemistry now. While most high schools in my area can offer Chemistry classes with one certified teacher, this new requirement will necessitate offering more Chemistry classes and increasing staff members who are certified in Chemistry. I do not believe there is an excess of certified Chemistry teachers in the state, so schools will be unable to meet “qualified teacher” requirements. Most West Virginia schools have one adequately stocked and equipped chemistry lab. An increase in students will force schools to modify facilities in order to provide an adequate and safe environment for classes and laboratory activities. West Virginia schools adopted new science textbooks this year and this adoption will continue through 2012. Counties will have to purchase additional Chemistry books to meet this</p>	<p>See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Entry Pathway</p>	+	

increase of students as well as supplemental supplies and lab activities.

Required Classes/Sequence -

I believe the requirement that Physical Science/Chemistry – Tech. Concept. Chemistry/Biology – Tech. Conceptual Biology being a requirement of all students in that order is too restrictive. I have read the “Chemical and Engineering News” report on high school science education sequence, and find their arguments are reasonable for students in the Professional/College Prep. pathway. Most students in this pathway do take at least the Biology/Chemistry combination with either Physics and/or another Science class as a 4th science.

For students in the Skilled/Entry pathways, I think the Chemistry/Biology combination is too restrictive for students who pursue a vocational or school-to-work track. Many students will be frustrated in these classes with no other options available to them. Students who have not completed their Algebra I requirement until the 10th grade by taking Applied Math I/II sequence will be at a disadvantage in Chemistry, where Algebra I mastery is a requirement. Students who fall into Skilled/Entry concentrations should have the option of taking a science course such as Earth/Environmental Science instead of Chemistry. I teach this course and it brings together biological and chemical concepts that more closely apply to real world applications that the more in-depth singular courses. While the Entry pathway is being eliminated under the new 2510 policy, this does not mean that all students in West Virginia schools in 2008 will meet Professional/Skilled pathway expectations. We need to offer a curriculum sequence that meets realistic needs of all students, whether they continue with advanced education programs or move into the workforce.

The rigors of upper level science classes, such as Chemistry, require a certain level of maturity to grasp lesson concepts and safely complete laboratory activities and projects. I am certified to teach Chemistry and my experiences in various Chemistry classrooms have me concerned that a number of 10th graders are not prepared to take either Chemistry or Technical/Conceptual Chemistry. The potential hazards inherent

10 - 12		<p>in the chemistry laboratory are significant. Moving the Chemistry class to the junior or senior year should be considered. We should not put students and staff at risk in order to meet blanket requirements when alternatives might be more appropriate.</p> <p>I do not agree with the argument that Biology should follow Chemistry because Biology is heavily based in Chemistry. The order should not matter since the 9th grade Physical Science course emphasizes basic chemistry concepts and that all Biology texts open with a general overview of Chemistry. A flexible sequence would help relieve potential staffing pressures especially in the area of Chemistry since there are more teachers certified in the Biological Sciences.</p> <p>Before these revisions are completed, I hope the Department of Education surveys teachers within science departments throughout the state. We are most capable to give valid feedback on what program of instruction would be most beneficial to our students.</p>		
10 - 12	Jodi Grunau 113 Maple Ave Morgantown WV 26501	<p>I am concerned that the proposed changes in 2510 would make it difficult for my child to take band in middle school. I would encourage the Board members to revisit this section and consider the impact to band and all performing arts offerings before final passage of the policy.</p> <p>Thank You</p>	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 12	R Gabler rgabler@adelphia.net 1009 Chestnut Ridge Road Morgantown WV 26505	<p>I am concerned that the proposed changes in 2510 will make it difficult for our children to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."</p>	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 12	Jenny Wilson jentomusic@yahoo.com 813 Ridgeway Ave Morgantown WV 26505	<p>I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy.</p> <p>Thank you.</p>	+	See Frequently Received Comments, Middle School Encore Requirements
10	Philip M. Wyatt	"5.5.1 Middle Level Education (Grades 5-8) Programs of Study	+	See Frequently Received Comments,

12	<p>pwyatt@access.k12.wv.us WV Music Educators Association / Washington Irving Middle School 312 Hartland Avenue Clarksburg WV 26301</p>	<p>Visual Art, Music and Health These required courses are considered part of the encore curriculum and each course shall be taught as a separate subject in grade. Students shall be enrolled in a minimum of 18 weeks of instruction in each course during grades 6-8." This needs to be clarified....It is not clear as to whether students are required to take 18 weeks a year or 18 weeks over the three year period from grades 6-8. (I am assuming the later as the former would pigeon hole the entire curriculum and not allow for any other related arts classes, i.e. band, choir, strings, computers, base, tech ed. or foreign language.) As is mentioned for the core classes and Physical Education classes, certified teachers should also be required for visual art, music and health. After all, we are looking for highly qualified teachers in NCLB as well as 21st Century Initiative. Just because we are called encore doesn't mean we are less significant. Also, as the 21st Century Learning Skills become more apparent, many of these skills are inherent to the arts when in an excellent arts program. "1. The Local Education Agency (hereinafter LEA) may compact the reading and English language arts curriculum into a 45 minute course for 7th or 8th 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." If students are required to take music, visual art and health 18 weeks a year, does this mean that only students that take foreign language can take band and choir? I understand we want more rigor, but I don't think we want to make the arts exclusive!</p>	<p>Middle School Encore Requirements</p>
10 - 12	<p>Pam Leggett Principal pgelegget@access.k12.wv.us Salem Middle School RR 1 Box 10A</p>	<p>Page 10 "It is expected that all students planning to enter the high school professional pathway will be enrolled in Alg. I in the 8th Grade. This means that a student would have to decide in the 7th grade what pathway they were going to take. It would also indicate that a student could not change their mind and decide after 7th grade to have a professional pathway. I do not</p>	<p>See Frequently Received Comments, High School Mathematics Requirements Middle- See Frequently Received Comments, Middle School Encore Requirements</p>

		Salem WV 26424	believe that one class in the 8th grade should decide your future. Students could always take Alg I in high school or in summer school. Do we really want to limit a child's potential for the future. Page 10--In reference to Visual Art, Music and Health -- "Students shall be enrolled in a minimum of 18 weeks of instruction in each course during grades 6-8. Does this allow a student to have 6 weeks in each of these areas taken each of the three middle school years? I believe we should have them each year. Many issues in health change and students should receive current information each year. A student should be exposed to the art and music each year. If it is only important enough for one time does this not send a message that we just need to get it out of the way. I think students need to receive these subjects each year for 6 weeks.	Each individual school will determine the delivery of the minimum instructional requirement for each of the encore classes. The school may schedule 6 weeks each year, 9 weeks each year for 2 years, or 18 weeks in one year; the requirement is 18 weeks cumulative across the 3 grades.
10 - 12	Karen Brunnicardi Director Of Elementary Schools kbrunica@access.12.wv.us Wood Co. Schools 707 55th Street Vienna WV 26105	5.4.1 Intermediate elementary 3-4 Programs of Study Science & Social Studies- would like the flexibility to teach these two content areas so that the equivalent of daily instruction is provided, not necessarily on a daily basis. Taught as separate or integrated content.	N/A	The current policy wording does allow for that flexibility.
10 - 12	Macel Adams Foreign Language maadams@access.k12.wv.us Logan County BOE P.O. Box 163 Man WV 25635	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. - Comment: In the charts there is no option for special education students in the math and science levels. I believe that Algebra I, II, Physics, and other higher level math can be too much for special education students and will encourage a dropout rate. The student may become overwhelmed by the requirements feel inadequate to accomplish their high school goals and quit.	+	See Frequently Received Comments, High School Science Requirements
10 - 12	Erica Ratliff roxygal07_ratliff@yahoo.com Student 1421 Hoge Street Princeton WV 24740	I think Senior Project is a very stressful and time consuming assignment. Senior students have several projects to complete without having to worry about an assignment that determines if a boy/girl may graduate.	-	See Frequently Received Comments, Senior Project

10 - 12	175	Brandon Croy student 502 woodland lane princeton wv 24740	i believe that senior project is a very stressful time for students and staff. i believe that senior project should be done away with. the seniors (me) have worked very hard to get to graduation and i dont think we need to do a research paper to show that we can graduate. in all i think senior project is a waste of time.	-	See Frequently Received Comments, Senior Project
10 - 12	176	Nanette Gaspar	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 12	177	Casey Lineberry diabloii_lod@hotmail.com Student 601 buckeye hollow road princeton wv 24740	Senior Project is not a good program. Students miss out on very important aspects of grammar and literature. When I have personally taken the ACT or SAT I have noticed how behind I am already in English and Reading skills. I was hoping to be able to fix these problems before college, but we spend so much of our class time on Senior Project that we do not get to learn the necessary skills. Senior Project should be dropped from the system and the proper grammar and english skills should be taught.	-	See Frequently Received Comments, Senior Project
10 - 12	178	Rachelle Marion Teacher rmarion@kcs.kana.k12.wv.us KCS 1 Warrior Way Belle WV 25015	I am teaching Advanced Biology this year using these suggested guidelines. The result is that I have three classes of "AdvancedBiology" with students who range 9th graders who failed CATS 9 to students who are being interviewed by Yale. The choice I have is whether to lower standards for ALL the students and accommodate the lower end or teach Advanced Biology as it should be taught and lose the bottom half. Not all students who are on a professional path are equipped to take take a standards based Honors course. (These students may not have faced the reality that high school grades and credits are related to college.) Perhaps we need three levels or perhaps students should take whichever level best suits them and let college admissions officers inform them of the loss of credit-- after appropriate counselling, of course.	+	See Frequently Received Comments, High School Science Requirements
10 - 12	179	Kelli Gerasimovich Teacher MTEC 241 Diamond Ave.	It is crucial that entry-level pathways be retained in Policy 2510. Also, adding any senior requirements would just destroy any chance of a student being able to attend a Career and Technical Education Center.	-	See Frequently Received Comments, Entry Pathway

10 - 12	Morgantown WV 26505	How sad to think we would eliminate a chance for many, many students to obtain training that would allow them to be employable upon graduation. PLEASE consider how detrimental this would be to our schools.			
10 - 12	Mark Ash matash@verizon.net 944 Curtis Ave. Morgantown WV 26501	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.	+	See Frequently Received Comments, Middle School Encore Requirements	
10 - 12	Rhonda Bolyard bolyard@labs.net parent 38 Gladesville Road Morgantown WV 26508	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy.	+	See Frequently Received Comments, Middle School Encore Requirements	
10 - 12	Rhonda Bolyard Special Educator rbolyar@access.k12.wv.us Monongalia County Technical Education Center 1000 Mississippi Street Morgantown WV 26501	I am respectfully requesting that the entry-level pathway be retained in the current policy. I am also requesting that you do not add the additional senior requirement. Do you realize that deleting this pathway, along with the added senior requirement would kill career and technical education? Have you looked at drop-out rates lately? We need to be looking at the whole scope of education, not just the top. The "cream of the crop" will rise, as cream does, and the rest will continue to fall if we do not start giving them the same attention. Yes, changes need to be made, but not to make it harder to succeed for students that already fight daily to have academic success. We need to be adding more variety to what is offered at all levels, not just the college-bound student. Success and not being left behind means a lot more than adding more academics to a student's graduation requirements.	-	See Frequently Received Comments, Entry Pathway	
10 - 12	Sandra Ferrell teacher Logan High School One Wildcat Way Logan, WV 25601	5.6.3 I do not think that special education students can take higher math and science courses and experience success. This will encourage dropping out of school. Also, not all students can take chemistry in tenth grade because of limited math skills.	-		

10 - 12	Melanie Quisenberry Business Teacher mbwq@charter.net Logan High School 1 Wildcat Way Logan Logan WV 25601	<p>5.6 Adolescent Education: The requirement for a technology course at the high school level is a good idea, as technology is something that everyone will have to deal with during their lives. Because of this, I believe that all students should be required to take Business Computer Applications as a requirement for graduation. This course teaches students advanced functions in Word, PowerPoint, Excel, and Access. However, this course should be proceeded with a keyboarding course at the middle school level taught by a certified Business teacher to ensure student success. By the time students get to high school, they have developed terrible typing habits that are incredibly hard to break. Students would do much better if the school system was able to reach these students before bad habits developed.</p> <p>Requiring students to take Chemistry at the 10th grade level and Biology at the 11th grade level will greatly increase failure rates as most students will not yet have the math background to succeed in this course. Teaching more advanced maths earlier is likely to not succeed as students are not yet developed enough to be able to grasp the material.</p> <p>5.6.3 Programs of Study: The reduced programs of study options for high school students will deeply impact special education students. The increased requirements of the remaining two options will increase dropout rates and reduce the quality of education these students will be given. These students will be so consumed with trying to keep up in the higher level courses that they won't have time and attention to focus on other courses.</p>	+	See Frequently Received Comments, High School Science Requirements
10 - 12	becky berry teacher baberry@access.k12.wv.us university high school 142 king st morgantown wv 26505	<p>I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.</p>	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 12	Artthur and Anndrea Rogers parents a2rogers@aol.com	<p>I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band</p>	+	See Frequently Received Comments, Middle School Encore Requirements

10 - 12	parents 1206 Harvatis Street Morgantown WV 26508	and all performing arts offerings before final passage of the policy. Thank you.		
10 - 12	Beth Semmens parent 600 Tom's Run Road Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 12	Petra Thornton petrathornton@earthlink.net 12 Bubbys Lane Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 12	Cindy West teacher Westerv Ral.County Teacher 400 Stanaford Rd. 106 Dixon Ave. Beckley WV 25801	I am an Algebra teacher and I do not think that every 8th grader should take Algebra I. Most 9th graders are not ready for Algebra I. What about the special ed. students? They would really be left behind!! I think there should be great consideration given to this idea. I don't think this would benefit an eighth grader unless they are advanced, which is only about ten percent of your 8th grade students.	+	See Frequently Received Comments, High School Mathematics Requirements
10 - 12	Ann Thornhill F.A.C.S. Teacher athornhi@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	Inclusion IS NOT the 'be all to end all' for ALL students in all classrooms. Special needs students should be taught by special needs teachers for all classes. If they are special needs teach them reading and writing and math to survive.	-	
10 - 13	Bonnie Dwire dwireb@clark.lib.wv.us South Middle School Band 325 LaMesa Village Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for a child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. All 3 of my children have benefited greatly from their marching	+	See Frequently Received Comments, Middle School Encore Requirements

10 - 13	192	Tyler Crowe tgcrowe_07@yahoo.com Student 351 Partridge Drive Princeton WV 24740	band involvement. It is something that I would hate to see other children miss. The cost for your experience compared to high school is minimal and it enable children less fortunate to be involved in a school activity. Thank you." I think Senior Project has its pros and cons. Some of the positives in it are that it teaches students how to do a research paper. This includes doing source cards, note cards, thesis, order of structure, etc. Some of the negatives of it are it takes many hours of time and can stress students out easily.	-	See Frequently Received Comments, Senior Project
10 - 13	193	Jeremy Lloyd Mr. snake24740@yahoo.com Student 43 Redden Village Bluefield wv 24701	My thoughts about Senior Project in the state of West Virginia have varied throughout the process. When I first began Senior Project I didn't think that the process would be as complicated as it turned out to be. When I began to work on the project I found myself losing time to work on other subjects in school as well as out of school. The process has not helped me in my ability to do projects or find research. I also have a job outside of school, as well as many other students, because with senior year comes a lot of expenses and families, including my own, don't have the type of money to pay for everything without help; so a job in not something that I can do without. With having a job I don't have the choice of not going to work because I have to do homework or get community hours for a product. Anybody with a occupation knows that people that work have a boss and they are in control of what we work and how long we work, and with going to school I can only work after school and on weekends which constricts my time on homework and extra curriculars. These are the complications that I face, along with all the stress of knowing if I don't do well in the class my GPA as well as my class rank could suffer. If my grades come down then that takes away chances of getting scholarships and other college oppurtunities. A lot of times grownups just think that we the seniors just want it to be easy or still just look at us as children, but what they don't realize is that with work, other classes, colleges, standarized testing, and even being involved in clubs it just causes a lot of stress and aggravation that is really hard to handle. These are my thoughts on Senior Project.	-	See Frequently Received Comments, Senior Project
10 - 13	194	Mark Hayes Counselor	Assinine!!!	N/A	The comment received does not address a change made to policy 2510.

13	wvbluejeep@yahoo.com Vinson Middle School (Wayne) 3851 Piedmont Rd. Huntington WV 25704	Having students enroll and complete Algebra I in 8th grade I do not believe to be possible. I currently teach at a high school and have several students that have never passed a math course, elementary or middle school level. These students are in my opinion being left behind because they have never mastered any of the key concepts needed to complete and Algebra I course, whether that class is taken as Algebra I or as Applied Math I and II. If this policy of all students must finish Algebra I or its equivalent by the end of 8th grade, then the standards starting in 1st grade must be mastered before letting the student advance to the next class or grade level. Just because a student has mastered or passed 3 out of 5 core classes does not make the student ready to advance to the next grade. All core classes must be mastered and this is especially true for mathematics. All concepts build on a previous concept. If basic concepts are not mastered with out the use of a calculator, the student is being set up for failure.	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 13	A. Marino Teacher amarino@access.k12.wv.us BHS 101 Straley Ave Princeton wv 24740	Personally I think senior project is a lot of work and a lot of stress for students! I mean the students want to enjoy their senior year since it's their last year of high school! We don't want all this work and it's a lot of stress!!! We work after school for many hours, and some get off at 10 or midnight so then we go to the house and do homework. We don't get enough sleep. It's a lot of work. I know it's supposed to get us ready for college, but it's just too much. A lot of people complain about the stress!! The teachers have to take time and really focus on it, and they can't cause they try to help all the students and try to get the Senior paper graded. They get behind trying to answer all of the students' questions and teach! Teachers stay up all hours of the night grading the papers and just getting enough sleep to get them by.	-	See Frequently Received Comments, Senior Project
10 - 13	Steven Barnett sjb24740@hotmail.com P.O. Box 1262 Princeton WV 24740	" I am concerned that the proposed changes in 2510 will make it difficult for my	+	See Frequently Received Comments, Middle School Encore Requirements

13	morgantown wv 26508	<p>child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."</p> <p>The students that will receive a "modified" diploma will be countless with this program. Not every student can comprehend "Algebra, Chemistry and Physics". As a special educator, I see the kids who struggle with these subjects-it will be impossible to have these children succeed in these classes and it won't be fair to them.</p> <p>We are going to have to deal with parents who will be furious about their child having a "modified" diploma. They will not feel favorable about this at all. Right now, in a school of 900 students, we rarely see 1 "modified" diploma. Can you imagine how this will increase.</p> <p>Then, when these children graduate high school and have to show their diploma to future employers, employers will immediately discriminate them-and maybe it will just be because they did not pass Algebra I, or Chemistry. Is that really fair?</p> <p>As I graduate of the College Preparatory program myself (only 6 years ago), I myself struggled with Chemistry. I never had to take it after high school-even to graduate with a BS in Psychology and an emphasis in Education.</p> <p>Some of these children WILL go to college and WILL be very successful even without taking the upper level classes in high school. Sure, we all WANT them to take these upper classes, but who is to say that these children will never make it without them? I, myself could have done without the classes, personally and still become just as successful as I was in college. (Graduating with a 3.38 GPA)</p>		
10 - 13	<p>April Beckett Special Education Teacher aprilsmaginations@yahoo.com PO Box 901 Chapmanville WV 25508</p>	<p>I am worried that the changes to 2510 will negatively impact my children's ability to take band classes in middle school. My kids already have to choose between band, choir, and art even though they are good at (and would like to take) all three. I would encourage the board members to consider the impact to band and all performance arts classes before final passage of this</p>	-	
10 - 13	<p>Jackie Insch jjinsch@aol.com 66 Starling Estates Morgantown wv 26508</p>		+	See Frequently Received Comments, Middle School Encore Requirements

10 - 13	200	Gary Insch Dr. ginsch@mail.wvu.edu 26508	policy. Thank you for your consideration. I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 13	201	Arlie David Hale Sp. Ed. Teacher adhale@access.k12.wv.us Logan High School Box 189 Rt 44 south Sarah Ann WV 25644	The people that designed this program were educators, I hope!! But have they worked in the school system lately? Have they worked with special needs students? Why make it impossible for some students to succeed and some to fail? You don't need to make it a requirement to take these higher level classes. Give the students a choice to take them or not. I didn't need them and I am very successful having been a teacher for 21 years now. Before that a successful business man.	-	
10 - 13	202	Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	5.1 Perhaps sticking more to the basics will help the students gain an understanding of expectations. Is it necessary to require such a broad curriculum for 5 year olds? 5.3, 5.4 Can all of these classes be taught on elementary levels with understanding? If the basics are taught on the elementary level, they can be reinforced and strengthened later in life. 5.5 Can all 8th grade students understand Algebra 1. This could be raising expectations to an extreme level. 5.6 This will destroy most vocational programs. The students will not have the opportunity to take the classes required to complete a program. Children will not have to opportunity to master any skills. If students fail one class they will not be able to graduate with their class. I feel that these requirements are unattainable for most of regular education students and impossible for students in special educations. Attendance should have a very specific policy regarding the awarding of credit for courses. Students should have to follow the same policies as set by business and industry.	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 13	203	Norma McGraw Teacher nmcgraw@access.k12.wv.	If the purpose is for all students to take chemistry and biology; there will have to be more teachers, which will require more funding. Special education students, especially the mentally	-	

10 - 13	us Logan High School 1 Wildcat Way Logan WV 25601	impaired cannot comprehend the higher math and science. Somebody at the state level needs to sit in on some special education classrooms and observe the ability of a typical special education student before putting responsibilities on teachers to make sure all students succeed in higher level math and science. That's wonderful for some students, but stating all students can be unreasonable.		
10 - 13	Ruth teacher rsulliva@access.k12.wv.us Sullivan 3851 Piedmont Road Huntington WV 25705	Please reconsider the changes to algebra. Students may not be ready for algebra.	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 13	Leano Marshall Teacher no1sped@aol.com Vinson Middle School Huntington WV 25701	Students in the middle school grades need 90 minutes for language arts. It would be very difficult for students in middle school to complete Algebra I as the majority of students do not have the math skills needed to be successful.	-	In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, High School Mathematics Requirements
10 - 13	Nancy Stumbo teacher nstumbo@access.k12.wv.us Vinson Middle School 4529 Camp Creek Road Huntington WV 25701	In my opinion the 80 minutes minimum for reading and English/language arts is not enough time. The current 90 minute is more sufficient. Secondly, before 8th grade students can decide which path they will take in high school they need their assessment results for careers. They (students) will not know whether or not they need to take Algebra I as an eighth grader.	-	In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, High School Mathematics Requirements
10 - 13	Tiffany Wade Teacher twade@access.k12.wv.us Vinson Middle School 3851 Piedmont Road Huntington WV 25704	"It is expected that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade." My comment to this statement is what happens if you are not prepared or on level enough and are pushed to go on to Algebra I? I feel that if a student did not do well in Algebra I, they should have a remedial class or a class like integrated that is a	-	See Frequently Received Comments, High School Mathematics Requirements

		<p>review but with more detail hitting on specific topics. Then, once a student makes it to high school, students will continue to work their way up to Pre-Cal.</p> <p>However, on another note: if a student takes 8th grade Algebra I, will they have the chance to retake algebra I as a freshman if there scores were low in 8th grade? I feel that this is important. To me it is b/c i went through the same thing as a student in 8th grade and 9th grade. I took algebra i in 8th and retook it as a 9th grader to help me as a review. I worked my way up form an C% to a making A's through the rest of my high school math career. It is important for students to have like a refresher coarse in 9th grade, however move on to ALgebra II if they do not need the review as a freshman.</p>		
10 - 13	<p>connie dillon math teacher vinson middle school Huntington wv 25704</p>	<p>For students to achieve mastery in algebra I in the eighth grade, the majority of students need 90 minutes in that math class. Currently the time is divided between a regular class and a skills class which is not always taught by a math teacher. Only highly qualified math teachers would realize the need and importance of algebra I in order to go to the high school setting and be successful in a higher level class.</p>	-	<p>See Frequently Received Comments, High School Mathematics Requirements</p>
10 - 13	<p>Diana Whitlock Special Education Teacher Vinson Middle 3851 Piedmont Road Huntington WV 25704</p>	<p>If it is expected that "all students" are expected to enter either the professional or technical "educational pathway" then where does that leave the special education students with mild mental impairments who struggle to in the inclusive classrooms just to keep their head above water. These students can be and are successful but if their classes are set up so that they are having to take unrelated classes (such as Algebra I, Trigonometry, etc.), this plan of action will push these kids, and the grey area kids, out of school and onto the streets. More attention and consideration needs to be given to our special education population. They, too, are our future whether they will be working in your local factory, fast food restaurant, sanitation department, etc. Give them an opportunity, don't push them out of school!</p>	-	<p>See Frequently Received Comments, Entry Pathway See Frequently Received Comments, High School Mathematics Requirements</p>
10 - 13	<p>Nikki Webster Teacher nwebster@access.k12.wv.us</p>	<p>Instructional time for reading and language arts does not need to be lowered. These are skills that guide students in all other subjects. When students don't have the proper writing skills along with not being able to read on level, it affects all other</p>	-	<p>In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep</p>

	<p>Vinson Middle School 726 Tudell Street Huntington WV 25704</p>	<p>subjects. In addition, when students enter college, these are skills that must be in place in order for them to be successful. As for students knowing what pathway they will be taking educationally, the end of 7th grade is too early for most students. Most students are NOT developmentally ready for Algebra I in 8th grade anyway. High school-age students struggle enough with it, so 8th graders will too. We need to set up the educational system for students to be successful, and I'm afraid this will be setting students up to fail and/or feel discouraged.</p>		<p>the 90 minutes of ELA. See Frequently Received Comments, High School Mathematics Requirements</p>
<p>10 - 211 13</p>	<p>Benita Milam Teacher brmilam@access.k12.wv.us Vinson Middle School 1804 Walnut Street Kenova WV 25530</p>	<p>Students need more instructional time in reading and language arts instead of less. These skills are used in all other subjects and our students need more time to become proficient in them. Students are not prepared to determine their high school pathway at the end of 7th grade, which they would have to do to determine whether they would take Algebra I in the 8th grade. If they do have to take Algebra I in 8th grade...shouldn't they receive high school credit for the course. Or will they be required to take it again in high school? Is the 18 weeks of required Art, Music and Health to be spread over the grades 6-8 or is it to be completed each year? When would the one course of technology literacy be offered in the schedule? If the High School Math and Science classes must be taken in order, won't some students potentially get too far behind to graduate on time?</p>	<p>+</p>	<p>In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Middle School Encore Requirements See Frequently Received Comments, High School Science Requirements</p>
<p>10 - 212 13</p>	<p>Lynn A. Rash Teacher/Library Vinson Middle School 3851 Piedmont Road Huntington WV 25704</p>	<p>We need the 90 minutes for the language arts block in the Middle School. How can you enroll students in Algebra in 8th grade before the high school plans are made????(These are done in the spring of the 8th grade year) Please clarify the 18 weeks of Arts instruction. Is this per year or a total of the three years in 6-8??? Why do away with the entry level track in high school? Are we doing away with vocational ed?? Are you planning to have a 50% drop out rate???? What are you doing with the science curriculum?? Are you doing away with CATS?? If so, Why???? It might be nice if</p>	<p>+</p>	<p>In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, Middle School Encore Requirements See Frequently Received Comments, Entry Pathway</p>

10 - 13	Catherine Harold Art teacher Vinson Middle School 3851 Piedmont Rd Huntington WV 25701	you let the teacher colleges know about this as there are students going for General Science 5-12 degrees. I feel that students are too young at middle school to be made to take Algebra in the 8th grade. For some students, it is a great opportunity, but for others, Algebra will not be appropriate until 9th. It should have some flexibility. Please do not take art, music, and PE and cut them anymore. The language you used is ambiguous and could be made to cut the programs even more. High school scheduling has been chopped by making 8 45 minute class. This is a short time to cover intensive subjects. Now, you are adding more requirements, such as in the science. There is no flexibility.	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements
10 - 13	Lillie Hall teacher lehall@access.k12.wv.us Wayne Co. Schools 220 12th Avenue Huntington WV 25701	There is a problem with identification of middle school students for Algebra I. There are no qualifying tests to identify rising 8th graders to ensure success in Algebra I. Remember, the ACT Explorer is not given until the beginning of the 8th grade year. This is what Wayne County uses as a placement for Algebra in high school. ALL 8th graders WILL not be ready for Algebra, but the high achieving 8th grader should be afforded the opportunity to take Algebra I. This should not be a system wide decision!!!	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 13	Norma K. McKee 1004 Twin Oaks Drive Morgantown WV 26508	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you.	-	See Frequently Received Comments, Middle School Encore Requirements
10 - 13	Rebecca Warren teacher-language arts rwarren@access.k12.wv.us Vinson Middle School 140 Locust St. Huntington WV 25705	Students need 90 to 100 minutes of reading and English per day. Because many West Virginians don't read, speak, and write well, they have trouble getting a college education and/or a good-paying job. Cutting back on class time doesn't make sense! Having eighth grade students taking Algebra I looks good on paper, but many are rebellious by nature and are not ready to make a decision as important as which educational path they should take. Will students be required to take art, music, and health for 18	+	In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments,

		<p>weeks each year of middle school or a total of 18 weeks in all three years?</p> <p>Why is the ACT EXPLORE given in October of the eighth grade year? Why not give it at the end of seventh grade to get a true assessment of what the students know?</p> <p>Students don't choose a high school pathway until the end of eighth grade, but need to know if they are taking Algebra I at the beginning of eighth grade.</p> <p>Making students take science courses in a certain order sounds great on paper, but will extra teachers be provided to teach all of those classes? This is a scheduling nightmare!</p>	<p>Middle School Encore Requirements</p> <p>The EXPLORE is given in the fall so that students and parents will have the results for educational planning. At this time we are reluctant to assessment any grade level twice in the spring of any year. We believe the Algebra requirement for professional pathway can be handled during scheduling conferences at the school site.</p> <p>See Frequently Received Comments, High School Science Requirements</p>
<p>10 - 13</p>	<p>Randy Boyd Special Education Teacher ranboyd@hotmail.com P. O. Box Edmond WV 25837</p>	<p>THE ADDITIONAL REQUIREMENTS FOR GRADUATION IN EFFECT BECOME AN UNFUNDED MANDATE WITHOUT A CHANGE IN THE SCHOOL AIDE FORMULA. ALSO THE REQUIREMENTS THAT SP. ED. STUDENTS PASS 4 MATH CREDITS 2 OF WHICH ARE ALGEBRA 1 AND ABOVE ARE UNREASONABLE. BY DEFINITION A MILDLY MENTALLY IMPAIRED STUDENT DOES NOT HAVE THE INNATE ABILITY TO SCORE ABOVE THE 5TH PERCENTILE ON A IQ TEST MUCH LESS ON AN ACHIEVEMENT TEST. THE OBJECTIVES SUCH AS SOLVING QUADRATIC EQUATIONS ETC. ARE NOT APPLICABLE TO THE LIVES OF THIS POPULATION. EVEN SLD STUDENT WITH IQ'S BELOW 100 WOULD NOT BENEFIT FROM ALGEBRA AND ABOVE CURRICULUM. TEACHING ALGEBRA TO MENTALLY RETARDED ADULTS AND TO SLD STUDENTS WITH IQ'S BELOW 100 WILL IN EFFECT ASSURE THAT THEY WILL BE ILLITERATE IN THE BASIC LIFE SKILLS SUCH AS CONSUMER, PERSONAL AND ON THE JOB MATH BECAUSE IN AN ALGEBRA CLASS THOSE OBJECTIVES ARE NOT COVERED. WHILE THE REAUTHORIZATION OF IDEA STRESSES INCLUSION, THAT DECISION AND THE DECISION ABOUT WHAT THEY ARE TO BE TAUGHT! IS STILL BY LAW A DECISION TO BE MADE ON AN INDIVIDUAL BASIS. I BELIEVE THESE REQUIREMENTS</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p>

			<p>ACTUALLY VIOLATE THE ORIGINAL INTENT OF IDEA.</p>	
10	-	<p>13</p>	<p>My concerns and comments center on the section relating to the required science sequence and the transitional English requirement for those students not achieving the state assessment benchmark. I am writing from the perspective of a stand alone center, the Caperton Center for Applied Technology, that offers programs which are directly tied to higher education through West Virginia University at Parkersburg. Students receive dual or articulated credit for several of the courses they are enrolled in and some of these students take their science and English courses at the Caperton Center.</p> <p>Most students that attend the Caperton Center do so for half a day. During that time they take their technology-based courses along with their science and English courses. In three of the programs offered here, the science course that most relates to their current technical concentration and best prepares them for their indicated further educational plan is physics. Some students take this in the 11th grade and others take it in the 12th grade. The proposed science sequence, requiring biology to be taken in the 11th grade, would disrupt the programmatic course sequence. It would force us to replace our physics teacher with a biology teacher and, since I have only one science instructor, drop physics from the senior year in another program. These students also take college preparatory English 11 and 12 courses from one teacher. The curriculum for these courses, which include the WV Content Standards and Objectives, was designed through a collaborative effort between secondary and post secondary English teachers. Forcing those students who do not reach a certain measure to take a different English course would result in taking them out of the Caperton Center at the end of their 11th grade year and sending them back to their home school where that particular course is offered. This would most likely result in their removal from their Caperton Center program as well as disrupting the instructional continuity received by continuing in the same English program, with the same teacher, that is designed to prepare them for college English Composition (ENG 101), for both the 11th and 12th</p>	<p>+</p> <p>See Frequently Received Comments, High School Science Requirements</p>

10 - 13		<p>grades.</p> <p>I have no problem with the proposed changes in the required science courses. As a matter of fact, having previously taught life science and biology, I believe it was a mistake when it was removed as a requirement years ago. I do however think that there needs to be some flexibility in the sequencing and perhaps students could be given the choice of selecting between physics and chemistry depending on interest, educational pathway and identified major. I also understand the need to identify those students who are lacking the English skills needed to transition to college English so they can receive the help they need. I would just ask that provisions be made to accommodate and not disrupt current designs that are being successful.</p> <p>I'm certain I do not have a thorough knowledge of all of Policy 2510 and what it entails. However, I do have a good understanding of where I am and of the programs that are being delivered to students here. The requirements currently inside the Professional and Skilled pathways are making it more and more difficult for students to leave their home schools to take advantage of the high level technology-based curriculum offered at the Caperton Center of which science and English are an integral part. I hope you will keep this in mind as you continue to develop policies that challenge all of our students and, at the same time, provide them a variety of educational opportunities.</p>	
	<p>Norma McGraw Teacher nmcgraw@access.k12.wv.us Logan High School 1 Wildcat Way Logan WV 25601</p>	<p>These plans for higher level Math and science are fictitious. Special education students will resort to modified diplomas or drop out of school. If put into higher level Math and science, students who can't comprehend grade level work now, will be frustrated. These plans need to start back in early grade school before students are labeled. Parents and students need to be told, at that time, that if instruction is watered down throughout the education process, the student will not have the knowledge by the time they reach high school level to comprehend the higher level subjects. And, without the higher level math and science, they will not be able to graduate. That would make parents question whether they would want their child put into special education classrooms. At the present, a lot of the special education students have been given a crutch, and are missing</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>+</p> <p>See Frequently Received Comments, High School Science Requirements</p>

10			out on a lot of what the regular education students get in the regular education classroom. Even with a special education teacher wanting to teach, that teacher is bogged down with paper work.		
-			<p>The change in the science curriculum should be reexamined. The new requirements are very limiting. Students are rarely ready for Chemistry in the 10th grade and the higher level concepts of Biology blow them away. I hope you are reading the comments made on the science list _serve concerning the changes.</p> <p>I was not happy when we changed from separate disciplines to CATS. The ability of teachers to only teach concepts in which they were strong. This happened across the board. I taught jr. high for 17 years and it was challenging to make CATS work. Most teachers did not strive to teach all the objective and kept to what they were good at.</p> <p>Now I am at high school level and if I ask what teachers the students had in Middle school I can tell you where their weak and strong spots are.</p> <p>We need to go back to Life in 7th, Earth in 8th, and Physical in 9th.</p> <p>In high school students need more than Chem and Bio. a 4th requirement should be made that allows students to choose a science to further investigate. That was we can keep our physics, Earth, Anatomy, and Environmental. I have lots of students who do not have a geology background and knowledge because that is not a strong point of the middle school teacher.</p> <p>Ask Tom Repine what he thinks of leaving Earth Science totally out of the curriculum. We want to give the students what they need to compete and live in the 21st century. That includes a broadening of their knowledge. I have not seen sufficient research to indicate that the course chosen is the correct one for us to take. It has been cited that Physics First advocates the change. I hesitate to let one recommendation dictate such a major change for a whole state's curriculum.</p>	+	See Frequently Received Comments, High School Science Requirements
13		<p>Venida McDaniel Biology, Env/Earth Science Teacher vmcdanie@access.k12.wv.us Woodrow Wilson High School Science Teacher 400 Stanaford Road Beckley WV 25801</p>			
10			I understand that the definitions for the three levels are from national standards but I wonder how many school systems in the state are K-4 and 5-8 or if many of the systems are like ours, K-	+	See Frequently Received Comments, Middle School Encore Requirements
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13		<p>Katie Carey Assistant Superintendent kcarey@access.k12.wv.us</p>			

10 - 13	Wayne County Schools PO Box 70 212 North Court Street Wayne WV 25570	5 and 6-8. This is an issue with fifth grade teachers at our elementary schools who feel they should be allowed to departmentalize as well as deliver the curriculum in the same format as the middle schools. I am sure that the policy will not be changed but would appreciate it if this could be addressed in some manner.		WV has numerous grade configurations across districts. We have PK-5, PK-6, PK-8, PK-12, 5-8, 6-8, 7-8, 7-9, 7-12, in addition to primary centers (PK-2) and intermediate centers (3-4). It is difficult to write policy that will be the most efficient for every configuration.
10 - 13	Alexandra Flannigan Band Concerns Mispellinggenius@aol.com South Middle School Band	I am a 7th grade band student in Morgantown. I am concerned that the proposed changes in 2510 will make it difficult for my comrades and I to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. I am hoping you will make the decision that is in the best interest of the students. Thank you.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 13	Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	Why are we starting with the Class of 2008? This policy would be useful it started with the Class of 2019. This policy is asking us to do the impossible by taking students lacking in areas of their education and teach them more than they are capable of retaining or understanding.	-	Students who are entering a two/four-year college or the 21 st century workforce today must be well prepared through a rigorous course of study.
10 - 13	Jessica Riffe Senior Project Princeton Senior High School	Senior Project is a stressing experience. Being a seventeen year old senior with two jobs, I have found it quite difficult to make the time to do my research, get in my 15 hours and manage my other classes and jobs. I realize that not every senior has two jobs, or even one, but for those that do it can be very stressful. In your senior year of high school, many new opportunities can come about. You have the opportunity to further your education by going to college and the opportunity to join to army or other protective force and serve your country. With the already added stress of getting all your final classes in, saving money for college, and worrying about passing all you classes, now comes the stress of doing a large and unneeded project. The project is supposed to teach you responsibly and how to write research papers and essays, but all it has taught me is how to be the most stressed out teenager in the world.	-	See Frequently Received Comments, Senior Project

		<p>The project has too many restrictions. If the restrictions were lessened it may be acceptable, but they would still be too much. Seniors should not have to worry about a huge project that takes months to complete on their last year of high school. Think about it, seniors are in their thirteenth year of school, at least. We have been through it all. We have been through and obviously passed all the large standardized test that take days to complete. We have done all the social studies fair and science fair projects, and if a senior has not completed at least one essay or paper for English or any other class then maybe they better go back to the sixth grade.</p> <p>A student taking normal senior English is already bogged down with the homework. A student taking the English 101 or English 102, honors, or advanced English's might be able to handle the added work and stress. They obviously have to have time for the more advanced classes anyway. Why not add on another hour or two? The project should be a regulation for a more advanced class, not normal regular mandatory senior English classes.</p> <p>In closing, the project is too stressful with the already added stress of your senior year. The project is just a repetition of projects we have already done before. It is too much for the regular senior English classes and should be considered for the advanced and honors classes only. All in all, Senior Project is not approved by Myself, my family, or most of the students in my class.</p>	
10 - 13	<p>Vicki Hinerman Superintendent vhinerma@access.k12.wv.us Summers County Schools 116 Main St. Hinton WV 25951</p>	<p>5.5.1 Middle Level Education, Chart IV, says visual art, music and health must be taught 18 weeks each during grades 6-8. We teach them 12 weeks each year. If the policy means 18 total weeks during the 6-8 grades, we are okay. If it means 18 weeks in 6th, 18 weeks in 7th and 18 weeks in 8th, we have a problem. This would mean we would have to hire two more teachers. Also, we can't fit this amount of time into our present schedule. We have already revised our schedule to teach an additional 45 minutes of reading and to teach one semester of p.e. We were over the formula for teachers last year because of the addition of reading teachers. We cut positions at the end of the year to get back within the formula. I don't see a way to do it again without going outside the formula for funding.</p>	<p>See Frequently Received Comments, Middle School Encore Requirements</p> <p style="text-align: center;">+</p>

<p>10 - 13</p>	<p>Heather Kelly Senio Project bandgeek4life@comcast.n et 289 Buckeye hollow Road Princeton WV 24740</p>	<p>Senior Project is an absolute waste of time. Instead of preparing students for their future, Senior Projects just induce stress and cause even the strongest students to falter and doubt their abilities. Senior Project does not reflect student's strong points and does not show the culmination of education. Senior Project does not demonstrate a senior's ability to," write, speak, apply knowledge and skills, problem solve, and practice the life skills of time management, organization and risk taking." (Lynne Ayers, Senior Project Brochure) If one wants to see a student's life skills, go observe them at work, school, or at home. Giving a presentation on one topic does not show what a student has truly learned. The Senior Project can even be detrimental to a student's success. The thought of a research paper, a product, and a presentation on one topic can often discourage students from actively participating. Some students cannot fathom the thought of speaking can be terrifying, thus causing some to drop out of High School. If just a research paper were required, more students would actively participate, but there is no need for a product and a presentation. The senior project is in no way a "culminating exit program" it is just a means of stress and aggravation.</p>	<p>See Frequently Received Comments, Senior Project</p>
<p>10 - 13</p>	<p>Brandon Roland bgr202@yahoo.com 210 Elmer St. Princeton WV 24740</p>	<p>Senior Project should not be required for seniors to graduate. It takes time away from English 12. Most seniors have jobs, play sports, are taking advanced classes, or taking English 101. Many of the seniors are shy and quiet people who are not comfortable to stand in front of the class and give a big report that determines if they graduate or not. Senior Project is a very stressful experience. It is not fair for seniors who have kept their grades up and had a bad project and not be able to graduate. Senior Project is more busy work than a learning experience. If a student is asked to do a project about the field they are going in to, then they already are knowledgeable about that profession. They wouldn't want to go into that profession if they didn't have some knowledge about it. Seniors have busy lives and it is hard to make time for Senior Project. Most seniors have a job, play sports, are in band, taking advanced classes, are in one or more clubs, and are taking English 101. Some seniors have two or three of those going on</p>	<p>See Frequently Received Comments, Senior Project</p>

			<p>at the same time. They can't fully enjoy their senior year because all their free time is taken up by Senior Project. This is the last year they will get to spend time with their friends before they split apart and go to different colleges.</p> <p>Senior Project can be stressful for the shy and timid students. Speech class is not mandatory. Therefore, most seniors have never taken Speech, mostly because they do not like giving speeches. It is very stressful for seniors who have never taken Speech to have Senior Project, mainly because it is so much pressure to do a good job. If they do not then they do not get to graduate! That does not seem fair in any way.</p> <p>Senior Project should not be required for seniors to graduate. It is busy work and takes away from English 12. Seniors have jobs, play sports, in clubs, taking advanced classes, or taking English 101. It is hard to manage time for Senior Project. Some seniors may not feel comfortable to stand in front of the class and give a big report that determines if they graduate or not. Senior Project is a very stressful experience.</p>		
10 - 13	228	<p>Arlie David Hale Sp. Ed. Teacher adhale@access.k12.wv.us Logan High School Box 189 Rt 44 south Sarah Ann WV 25644</p>	<p>Students that will receive a "modified" diploma will be too many to number. Not every student can understand "Algebra, Chemistry and Physics". I am a special educator and I can see great reproussions with these subjects and the modified diploma. We may have 1 or 2 modified diplomas to deal with now, in a school of 830 students. How many will there be after these requirements go into effect.</p>	-	
10 - 13	229	<p>Cynthia B. Chambers dchambers57@verizon.net individual 57 Grandview Ave Morgantown WV 26501</p>	<p>Dear Board Members, Please be aware that in the newly proposed Policy 2510 that students who are not in the fine arts program will have a difficult to rather impossible time of being in their school band or choir for four years. Many students will lose the opportunity to participate in these activities, because they will have to chose other classes in their chosen fields, and will not have the chance for obtaining a well rounded education. Please leave room for students to participate in other high school activities like the band and choir.</p>	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 13	230	<p>Billie Smith Science Teacher billiesmth@msn.com</p>	<p>Students in 10th grade should take Biology, with the option of those intellectually and emotionally ready to take Chemistry I in addition. However, due to the intellectually maturity level of</p>	+	See Frequently Received Comments, High School Science Requirements

	<p>Teacher, Nitro High 1300 Park Ave Nitro WV 25143</p>	<p>most sophomore students, they are not ready for the mathematics of Chemistry I until the 11th grade. Biology in 10th would allow students to take Human Anatomy and Physiology in 11th, then be ready for AP Biology in 12th (or in some cases, reversed). Chem II/AP Chem can be taken in 12th or, if students took Chem I in 10th they may be ready to do AP Chem in 11th (this would be the exception, not the rule).</p>		
<p>10 - 14</p>	<p>Steve Glendennin Teacher sglenden@access.k12.wv.us Jefferson High School Theatre Dept. Jefferson High School 4141 Flowing Springs Rd. Shenandoah Jct WV 25442</p>	<p>I find the watering down of "The Arts" in the middle grades a major lack of education. The State Superintendent is attempting to increase the rigor of Arts Education, but this plan shows a definite lack of support for Dr. Paine's plan. This can not be adopted as written, and must include equal time for arts education to allow mastery of a concept prior to engaging in the rigors of high school arts programs.</p>	<p>+</p>	<p>See Frequently Received Comments, Middle School Encore Requirements</p>
<p>10 - 14</p>	<p>John Richmond Educator jrichmond@kcs.kana.k12.wv.us Kanawha County Schools 2626 Forrester Avenue Saint Albans WV 25177</p>	<p>I have very serious concerns about changing current policy which revises the time students should be enrolled in Visual Arts, Music and Health classes in Middle School. Current policy requires these courses to be taught at each grade level each year as separate subjects with adequate time to achieve mastery of the West Virginia CSOs. The current policy mandates that students will be enrolled in a visual arts class, a music class and a health class during EACH YEAR of their middle school education. Proposed policy requires that each course be taught as a separate subject in grade. Students shall be enrolled in a minimum of 18 weeks of instruction in each course during grades 6-8. This weaker policy mandates that students will have an 18 week class of Visual Art, Music and Health ONLY ONCE during the 3 years of their middle school education. This weakening of the current policy will ultimately harm the majority of students in West Virginia. Students need to be exposed to Visual Art, Music and Health, on an ANNUAL basis, not a one-shot class SOMETIME during their middle school years. A 6th grade student's cognitive, behavioral, linguistic and problem-solving abilities differ greatly from those of an 8th grade student, and the educational content and</p>	<p>+</p>	<p>See Frequently Received Comments, Middle School Encore Requirements</p>

		<p>progression of the subject matter is currently in alignment with that model.</p> <p>The West Virginia Content Standards for Visual Art, Music, and Health build on prior knowledge and skills, becoming progressively more rigorous and addressing higher-level 21st century thinking and learning skills at each grade level. Meeting the scope and sequence of the Content Standards can ONLY be accomplished through maintaining the current curriculum requirement that a Visual Art, Music and Health class be offered each year of Middle School Education.</p> <p>If the rationale for this newly proposed policy stems from the belief that some Middle Schools only offer these classes for a six week period anyway, the rational step would be STRENGTHENING the current policy to require a minimum of 9 weeks classes annually, as in the majority of middle schools, instead of creating a flawed policy which lowers the standards and expectations for every West Virginia Middle School student.</p>	
10 - 14	<p>Jane Schultz Teacher jschultz@kcs.kana.k12.wv.us Sissonville High 539 South Fort Dr. Charleston WV 25314</p>	<p>I strongly support requiring the senior year to be more rigorous. It should be the most challenging year of high school, not the easiest. If seniors are required to do a project, who will be responsible to supervise the projects. It seems that additional staffing would be required.</p>	<p>+ See Frequently Received Comments, Senior Project</p>
10 - 15	<p>Kathleen Snodelry Art Teacher Ksnoderly@access.k12.wv.us West Virginia Art Education Association 1 83 St. Leo Rd. Wadestown WV - 26590</p>	<p>The idea that visual arts can be delivered one year, and forgotten for the ensuing two, is not only damaging, but unintelligent. If the latest research shows us the strong link to higher testing capabilities with ties to visual arts backgrounds, then why would we want to diminish that potential by removing creative thinking skills through visual arts problem solving. This seems defeating to education. If anything, I think the visual arts needs to be taught for longer time periods every year in the middle school, rather than less.</p>	<p>+ See Frequently Received Comments, Middle School Encore Requirements The revision does not "remove creative thinking skills through visual arts problem solving." Current Policy 2510 does not mandate a minimum amount of time for the study of music and art at the middle school level. It only mandates that visual art, music and health "shall be taught at each grade level each year as separate subjects with adequate time to achieve mastery of the</p>

				<p>West Virginia CSOs." Consequently, each county has had the freedom to determine what is "adequate time." Some counties, under the current policy, have determined that "adequate time to achieve mastery" of the music, art and health curriculum is 2 ½ weeks, while other counties have allowed for as much as a full year dedicated to the arts at the middle school level.</p> <p>For clarity, the wording has been changed as follows: "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>An 18 week <i>minimum</i> requirement for the delivery of art, music and health CSOs over the course of grades 6 – 8 allows for school principals to be creative and flexible in the scheduling of these subjects.</p> <p>The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would <i>accommodate additional</i> art education experiences.</p>
10 - 15	235	<p>Linda Elmer Teacher Arlespai@aol.com West Virginia Art Education Association 4208 Dogwood Lane Fairmont WV 26554</p>	<p>I am a high school art teacher with 25 years experience and am appalled at the wording of the revisions on policy 2510 (5.5.1) that allows the arts curriculum to be combined and taught as an "encore" course. The whittling away of middle school art education has been evident for awhile and this policy change will make it even easier. Our state is wanting to include 21st century learning skills, yet you are watering down middle school arts, the very area of the curriculum that was ALREADY addressing these skills that you value so much. When I prepared a presentation for the WV Arts Team this summer to show the</p>	<p>+</p> <p>See Frequently Received Comments, Middle School Encore Requirements</p>

10		parallels between visual arts curriculum and 21st Century Learning Skills, it was an EASY task. I realize the constraints our school are under with No Child Left Behind, but if No Child....recognizes the arts as core, then why dilute its curriculum at middle school level? Please find a way to preserve the arts curriculum instead of destroying it.		
- 15	<p>Elizabeth Thompson Teacher ethompso@access.k12.wv.us Logan Senior High school c/o Logan Senior High School One Wildcat Way Logan WV 25601</p>	<p>Proposed: 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>As an Algebra 2 math teacher for the last 20 years, I have watched this program go down the drain-filled with students forced to take Algebra 1 in the 8th grade when their minds aren't truly capable of extended abstract thought. I attended county meetings 2 summers ago to eliminate Algebra 1 in the 8th grade in our school system. We felt we needed only one class of 8th graders taking such a course...those students capable and wanting to do advanced placement classes later in their high school careers. So many students fail Algebra 1 and subsequently geometry and Algebra 2 because of lack of readiness skills for these classes. Once they feel they can't achieve success in Algebra 1, they tend to give up and do poorly throughout their high school years in mathematics. Does the WVDE not realize that the majority of high school students struggle with basic math concepts such as fractions, conversions, and basic day-to-day formulas involving area and finance!! We are so busy wanting to "look good on paper" to other states that we are truly letting our students down. PLEASE DO NOT IMPLEMENT THESE CHANGES.</p> <p>On a similar note... Proposed: Physical Science, Chemistry or Chemistry – Technical/Conceptual and Biology or Biology – Technical/Conceptual shall be taken in consecutive order</p> <p>As stated above...students aren't ready in their 10th grade year to handle chemistry...much less to require that all students take such a course, "technical" or not! Students need Algebra 2 level skills to succeed in this class...see argument above, please.</p> <p>Again, PLEASE DO NOT IMPLEMENT THESE CHANGES</p>	+	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, High School Science Requirements</p>
10	Logan Dotson papalogan@hotmail.com	As a student, I believe that Senior Project is unnecessary. Many students become stressed out by the project. With after school	-	See Frequently Received Comments, Senior Project

15	<p>389 Summerfield Road Princeton WV 24740</p>	<p>jobs, clubs, church and homework in three classes; a project that determines whether you graduate or not, can add a whole new level of stress. I believe students would learn more if the project was replaced with regular class time. Looking deeper into one subject will teach you about that subject, but in my opinion, students would learn more if Senior Project was replaced with class time. Lastly, a great amount of time is needed to check and present Senior Projects. Teachers feel burdened having to check all of the Senior Projects on top of the regular work they assign. Senior Project could be left out, and students would still achieve the same goals in life if they had not been assigned Senior Project.</p>	
10 - 15	<p>Gloria L Burgess Math Teacher glburgess@access.k12.wv.us Box 66 Wilkinson wv 25653</p>	<p>Section 5.5.1, Having taught math for 31 years I have learned that not all students are ready for such an abstract subject as Algebra I in the 8th grade. However, many students have matured enough intellectually by the 9th grade and can successfully complete Algebra I. Therefore, students should not be forced to enter the skilled pathway just because they are not ready for Algebra I in the 8th grade. Having taught the higher level of math classes (Trigonometry, Precalculus, and Calculus) I can see a difference between the college bound students who take Algebra I in the 8th and those who take it in the 9th grade. Those who took it in the 9th have a better understanding of the concepts and can more readily apply what they have learned.</p>	<p>-</p> <p>See Frequently Received Comments, High School Mathematics Requirements</p>
10 - 15	<p>Beverly Hawkins bjhawkin@access.k12.wv.us PO box 253 East St Mason town wv 26542</p>	<p>The changes in the Fine Arts program time allotment are backward steps for our educational system in WV. How can an Elementary teacher teach all subjects? They are not certified to teach all subjects. These changes are atrocious. I have been teaching for 20yrs and I have worked hard to make learning art a part of life not just an added 'fun' time. I have worked with other art teachers to gain more time in the Fine arts. We are, at this time in Preston County, providing Fine Art education for students by a certified art teacher in all grades, middle school having class every year, not just an 18 week period sometime during these years. How will Fine Arts teachers have any continuity in their student population? Some students may have all their time in 6th grade, some 1/2 in 6th and 1/2 in 7th grade, and what about the 8th grader who hasn't had Fine arts because</p>	<p>+</p> <p>See Frequently Received Comments, Middle School Encore Requirements</p>

10 - 15		<p>they have to have a semester of Phys. Ed. and a year of Spanish in 7th grade and a year in 8th?</p> <p>Where are our priorities? What about the new 21st Century Learning Skills, Fine Arts have been teaching this way for years?</p> <p>I just attended a conference with RESA VII where we, as Fine Arts teachers, were told we are ahead of other course teachers in that we have been teaching with 21st Century Learning techniques for years.</p> <p>What makes a teacher a 'highly qualified' educator? What does this do to teachers already in the system, are they not qualified to teach?</p> <p>I hope that this area of concern will be reevaluated.</p>		
10 - 15	<p>Sonda Cheesebrough art teacher scheeseb@access.k12.wv.us Monongalia County Schools 524 Louise Ave Morgantown WV 26505</p>	<p>I am concerned with the idea of art being decreased at the middle school (or any) level. Students at this age are at a critical age to develop drawing skills and concepts and the minimum is already bare bones. Art gives students positive outlets for feelings and free expression as well as developing their higher level critical thinking skills crucial to good decision making.</p>	+	<p>See Frequently Received Comments, Middle School Encore Requirements</p> <p>This policy does not dictate a reduction in time spent in art class. The policy established a minimum of 18 weeks across grades 6-8. any school or district may exceed any minimum requirement.</p>
10 - 15	<p>Richard Vidulich parent rpvmgv@aol.com 203 Jade Drive Morgantown WV 26508</p>	<p>I am writing in opposition to the proposed changes to 2510. As a father of a 10th and 8th graders in Monongalia County, I am deeply concerned that the net affect of the proposed policy changes will weaken the quality of education offered in West Virginia. the Civics/Government section is of particular interest to me, I find the content standards very weak and with some unobtainable, and am not sure what the actual purpose of requiring what amounts to as a citizenship class, citizenship is already included in the CSO's through out a students academic career, would gain. I would recommend that requiring a civics/government section be eliminated and keep the current system of many possible elective choices. This will continue a tradition of strong academic offerings which does give our children a competitive advantage instead of watered down/weak offerings which will lead to an erosion of academic excellence.</p> <p>Thank you for your consideration</p>	+	<p>'Government of the people, by the people, and for the people,' in Lincoln's phrase, means that the people have the right to control their government. "But this right is meaningless unless they have the knowledge and skills to exercise that control and possess the traits of character required to do so responsibly." Center for Civic Education, National Standards for Civics and Government.</p> <p>"The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. Their effective and responsible participation requires the</p>

			<p>acquisition of a body of knowledge and of intellectual and participatory skills. Schools bear a special and historic responsibility for the development of civic competence and civic responsibility. Formal instruction provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation." Center for Civic Education, National Standards for Civics and Government.</p>
10 - 15	<p>Greg Dodd Chemistry Instructor gbdodd@verizon.net George Washington High School 835 Somerset Drive Charleston WV 25302</p>	<p>I have taught Chemistry for 35 years in a small rural school, a small suburban school, a parochial school, and two inner city schools. I find that students are prepared to take a rigorous chemistry course at the 9th or 10th grade level. My chemistry classes have students from grades 9-12 in the same classroom and all students achieve. The greatest barrier to teaching students chemistry is the lack of background in mathematics applications. I spend more time teaching my chemistry math than I spend teaching them chemistry. The predictors of success in chemistry are reading and math proficiency. Mathematics proficiency is sorely lacking in our schools.</p> <p style="text-align: center;">+</p>	<p>See Frequently Received Comments, High School Science Requirements</p>
10 - 15	<p>Kellen Honaker Princeton Senior High School</p>	<p>I'm currently a student at Princeton Sr. High School. I will be a senior in the year of 2008. I strongly disagree with having the senior project mandatory to graduate. Students have research papers and projects during their entire high school career. I do not think that students should be obligated to do the senior project mainly because it brings additional stress. It also increases the number of drop-outs. I know of many students in the past who have either dropped out because of the senior project or transferred to a school where the senior project does not exist. I do feel that research papers for seniors are necessary. But, I feel that there is too much pressure and stress that comes with the senior project. Senior projects should not depend on whether you pass or not. There are enough classes that you can take in highschool that give improvement on writing papers and speaking aloud. In conclusion, if you must</p> <p style="text-align: center;">-</p>	<p>See Frequently Received Comments, Senior Project</p>

10 - 15			<p>feel that the senior project is necessary, I think it should be offered as a class for those students who would like to take it.</p> <p>I'm currently a student at Princeton Sr. High School. I will be a senior in the year of 2008. I strongly disagree with having the senior project mandatory to graduate. Students have research papers and projects during their entire high school career. I do not think that students should be obligated to do the senior project mainly because it brings additional stress. It also increases the number of drop-outs. I know of many students in the past who have either dropped out because of the senior project or transferred to a school where the senior project does not exist. I do feel that research papers for seniors are necessary. But, I feel that there is too much pressure and stress that comes with the senior project. Senior projects should not depend on whether you pass or not. There are enough classes that you can take in highschool that give improvement on writing papers and speaking aloud. In conclusion, if you must feel that the senior project is necessary, I think it should be offered as a class for those students who would like to take it.</p>	-	See Frequently Received Comments, Senior Project
10 - 15	<p>Kellen Honaker Princeton Senior High School</p>	<p>11. Awarding of earned grades or credit is listed as section 5.6.8 (e) counties come up with percentages of credit based on the amount of enrollment time – that although the traditionally enrolled student earns either a .5 or 0.0 credit for successful completion of a semester's work, we can now hedge and give, for example, .25 credit to someone who – presumably adjudicated or homeless or not enrolled in school for a full semester – was enrolled for one half the semester and passed the work that was completed during that period of time? In order to reorient thinking along these lines, we suggest being more specific about what is expected.</p>	-	See Frequently Received Comments, Credit Recovery Programs	
10 - 15	<p>High School Work Group emullett@access.k12.wv.us Monongalia County Schools 13 South High Street Morgantown WV 2650</p>	<p>I am a parent of a public school student. I am very displeased that the state board of education wants to make the arts classes less important to the education of my son. I believe art, music, phys ed, dance, etc. are all important to the overall education of my son. He comes home talking about these classes as much as any other class. I want my son to be able to understand learning is not just reading, writing and arithmetic. It is about exploring, experimenting, experiencing life, which I feel includes the Fine</p>	+	See Frequently Received Comments, Middle School Encore Requirements The policy established minimum requirements for art, music and health. Any school or district may exceed any minimum requirement. Some students have not been receiving the minimum of 18 weeks	

10 - 15	Greg Dodd Chemistry Instructor gbdodd@verizon.net George Washington High School 835 Somerset Drive Charleston WV 25302	<p>Arts. I do not believe that you should change the Fine Arts requirements for elementary and middle school students. I do not believe that Phys. Ed.(semester) and Foreign Language (annual) are more important to my sons education than the other Fine arts classes(changes would make it 18 weeks for 6-8 grade total). Thank you for reading my opinions. Harry Hawkins</p> <p>Students who are on the AP track should be allowed to substitute chemistry and physics in place of physical science in the 9th grade. Many bright students would benefit more by taking either chemistry or physics on the 9th grade level and then move on to AP courses on their sophomore level. Approximately half of my AP Chemistry class took chemistry as 9th graders and are taking AP Chemistry as sophomores. This leaves them more chances to take other AP courses as juniors and seniors. I prefer to have younger students in chemistry. Seniors decide to "take the year off" and counselors and administrators allow/encourage it. Students in the 9th, 10th, and 11th grades are far more productive students. I feel that it would be beneficial to require chemistry/technical chemistry for ALL students in their sophomore year (excluding advanced students who pick it up in the 9th). Until we instill rigor in our educational programs we will always be behind the rest of the country. Education is about expectations. If we expect little from our students we will get even less; if we expect a lot from our students we will get even more. Too many naysayers say their students "can't" do the work. If they think that the students can't, then their prophecy will come true.</p>		instruction in the three courses identified.
10 - 15		<p>5.5.2 c as compared to the former 6.3.1 c</p> <p>The ISTP is no longer specified in state policy as being required to be completed at the 8th grade gifted IEP meeting. The new expectation for gifted students is the "four year education plan." Might the county continue to use our ISTP as the "four year education plan" which gifted student shall complete?</p> <p>We do not appreciate the locked-in feeling that is generated when it is guaranteed that a student's/parent's choices at the end of the 9th grade year for what will be taken 3 or 4 years down the road will change and courses projected to be offered may in fact not appear in the high school's master schedule 3 or 4 years</p>	+	<p>See Frequently Received Comments, High School Science Requirements</p> <p>AP courses and more rigorous courses may be substituted for courses with similar content.</p>
10 - 15	High School Work Group emullett@access.k12.wv.us Monongalia County Schools 13 South High Street Morgantown WV 26501		+	<p>The intent of the statement that "students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies" means exactly what it says. Intervention should take place at the time the student begins to struggle.</p> <p>See Frequently Received Comments, High School Science Requirements</p>

later. It is feasible that although offered, a course may not generate enough interest among classmates to warrant slotting it into the school's Master Schedule. Also, teachers change and – whether educators like it or not – a student's / parent's interest in a specific course is definitely affected by the teacher's track record with students, parents, and the community.

Program Definition 5.6.1 Chart V (D)

Heading in box at top of Chart: "Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies." Is this another way of saying that teach/reteach programs must be in place and nonmastery students must be receive benefit from them? If the intent is something other than that, please spell out what is expected.

Science Core Requirements:

Caution ! Postsecondary 4-year degree granting programs will NOT accept Biology-Technical/Conceptual and Chemistry-Technical/Conceptual in fulfillment of college admissions lab science requirements. These courses, therefore, do not represent viable options to the four-year college bound student. They will work for the student in the skilled pathway who knowingly chooses two years at a community/technical college and then, if so desiring, moving into a four-year degree-granting program. In our system we anticipate offering a small number of the Technical-Conceptual sciences given the low percentage of students currently selecting the entry-level and skilled pathways. Scheduling constraints for our Technical Education Center (hereinafter TEC) students may preclude holding the technical science elective at the home high school; however, holding the technical science course at the TEC would prohibit a student's enrollment in a full technical concentration schedule. This may result in an unfunded mandate to provide summer school for original credit – or extending the traditional high school program into a fifth year – or adopting year-round school. If any of these are the unstated goals of the policy change, please state so directly rather than by implication.

Caution ! We are experiencing a teacher shortage in terms of personnel certified to teach Chemistry, Biology, and Physics. We are staffed by a number of personnel with considerable

See Frequently Received Comments, Entry Pathway

See Frequently Received Comments, College Transition Courses

See Frequently Received Comments, High School Credential

seniority who are certified to teach CATS 9 and CATS 10 but who do not hold certification for Chemistry, Biology, and Physics. Two potential negative implications of this are 1) that we will be forced to transfer teachers who have supported the WVE CATS 9 and 10 initiative and then compete for few- and far-between professionals with additional certifications who may or may not be available and 2) that we will face a negative impact on school high school standing in relation to HQT requirements.

Career Concentration Courses (4 Credits) Skilled Pathway Chart V C has slightly more flexibility than Chart V D, which means that Chart V D raises a red flag to those of us who are dealing with students on a day-to-day basis. Version C considers the fourth math as one of four career major credits. Version D expects the fourth math AND four concentration credits – tightening the noose one more twist for a group of students who often times are not thriving academically. Students (and the parents of . . .) who succeed in the skilled pathway do not necessarily self select that pathway at Grade 8 – no matter how much high quality advisement and guidance is provided. A review of transcripts will demonstrate that at some point in grades 9 and 10 a number of students experience failure at least once and that most likely will occur in a core requirement. Two of our three high schools are distant enough from our TEC that the students lose one instructional period in travel time to and from. Combined with a modicum of academic failure, the loss of time in travel predetermines that a potentially successful skilled pathway student – by the time (s)he determines that the skilled pathway is where (s)he wants to be – cannot graduate from high school in four years with a work-readiness credential that means something in the West Virginia this policy is attempting to forge. Another scenario that can and does occur already . . . a junior who is enrolled in any two-year/900 hour technical program takes the four CMC classes in his/her junior year but is unable to return to TEC as a senior for the second year of the program due to unfulfilled core graduation requirements. At the end of the senior year that student sits for the industry-recognized credential exam based upon year-old classroom experience. This certainly does not represent a

scenario for success. If a student does manage to pass the exam and obtains a job in his/her tech field, (s)he will begin working with a knowledge/experience base that is one-year old. Technology What is meant by "It is recommended that all students complete an online learning experience during grade 9-12."? What will qualify? Must this be an official online class such as a Virtual School course? If so, we wish to express our objection very strongly. If an online class includes a unit lesson devised by or selected by the regular classroom teacher of one of the student's regularly scheduled classes, we are supportive. Footnotes 1 and 2 to Chart V D state "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," and "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. Students in the skilled pathway may complete the fourth math credit by taking Algebra II, College Transition Mathematics, Conceptual Math, or another advanced mathematics course." We are surmising that this means that for both the professional and skilled pathway student, the college transition English class constitutes a requirement in addition to English 12 and for the professional pathway student the college transition Mathematics course constitutes a requirement in addition to the fourth math course – although for the skilled pathway student the college transition Mathematics course may count as the fourth math. That noose mentioned referred to in comments to Career Concentration Courses (4 Credits) Skilled Pathway gets even tighter here – especially for the skilled pathway student who is trying to qualify as a technical program completer and the professional pathway student who is a band member.

Footnote 2 outlines the college math sequence as Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. This exceeds admissions requirements for many colleges – not all students major in Math and Science and need to go through Pre

10			<p>Cal. Chart VI A vs. Chart VI B The Core Requirement charts are clearly identified with entering freshman class years: 9th Grade Class of 2004-05, 9th Grade Class of 2005-06 etc.; however, the Elective Charts are marked by calendar years, which leaves us wondering about the accuracy of our interpretation. Does Chart VI B take effect with all classes across the board during the Academic Year 2008-09 or only with the entering Freshman Class of Fall of 2008? Chart VI A and B Optional Electives – Technology We cannot locate WVEIS course codes for courses entitled Information Technology or Information Management. Are those names of courses or general classification of courses of our choosing? Footnote 1 to Chart VI B AP or IB courses substituting for a course-related graduation requirement creates a bit of latitude by virtue of its nonspecificity. Is this intentional on the part of policy makers or is it by oversight. How far can we interpret the descriptor “course-related” – general content area for general content area (social studies for social studies) or subject for subject (American history for American history)? We wish to go on record supporting the former, which allows a student more flexibility.</p>		
15	249	NicholeCecil nicholemichel@hotmail.com Logan High School 54 Log Cabin ST Logan WV 25601	<p>I am a special education teacher and I believe that doing away with the CATS Science classes would be a bad idea. Some of our students would not be able to do the math that these classes would require. This would cause many students to become frustrated and may lead to a higher drop-out rate. There needs to be lower level science and math classes offered for the students who are just not able to grasp higher level material. I also believe that some of these students need to be taught this material in classrooms with other students who are on the same level. I agree that students with modified assessments should be able to get a standard diploma if they are able to gain the four math credits, two of which being Algebra I and above. I understand that this will mean having many more modified diplomas.</p>	+	See Frequently Received Comments, High School Science Requirements

10		<p>5.6.8 b Dual Credit courses / 13.29</p> <p>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 requirement for a dual credit course. (See Section 13.29) 13.29 defines Dual Credit course as "A course that provides students both high school and college credit. Such a course must meet both the specified course content standards for secondary offerings and the college course requirements."</p> <p>Question: A number of our seniors take a course(s) from WVU. Feasibly, it can be a course – such as Communications – for which neither the WV Board of Education nor Monongalia County Schools has content standards and objectives – yet it is a defined college course. We in Mon County traditionally have granted elective credit toward high school graduation for that course completion. We deem this to be an example of dual credit, but now wonder if dual credit without a formalized agreement is perceived less worthy than dual credit with a formalized agreement. Does the language in 13.29 mean that we can no longer permit students to enroll at WVU and grant high school elective credit for having successfully completed a college course of their choosing during the mandated full school day that does not necessarily meet state or county approved elective CSOs?</p>	<p>See Frequently Received Comments, Credit Recovery Programs</p>
15	<p>High School Work Group emullett@access.k12.wv.us Monongalia County Schools 13 South High Street Morgantown WV 26501</p>	<p>5.6.8 d Credit Recovery Programs</p> <p>Please provide technical assistance. There is no reason all 55 counties should need to conduct 55 separate searches for successful Credit Recovery Programs.</p> <p>5.6.11 a College Readiness Credential</p> <p>This section implies that WVHEPC will define the college readiness benchmark scores that students must attain in order to qualify for the College Readiness Credential. Currently ACT defines specific College Readiness Benchmark scores in each of its 4 subject area tests. If West Virginia decides to set a lower College Readiness Benchmark score than is currently established by ACT – should ACT be selected as the college admissions test in WV-MAP the next generation, it would be best to call West Virginia's "cut score" something other than the College Readiness Benchmark in order to avoid the implication</p>	<p>See Frequently Received Comments, High School Credential</p> <p>See Frequently Received Comments, College Transition Courses</p>

10 - 16	251	Debra Murray-Zeitz DuPont Middle Counselor Kanawha County Board 803 Hamilton Circle Charleston WV 25311	that West Virginia's expectations of college preparedness are lower than national college readiness standards. A second point is that a review of Monongalia County Class of 2006 ACT performance shows that 33% of test takers did not meet the ACT College Readiness Math Benchmark and that a lesser but still significant percentage did not meet the ACT College Readiness English benchmark. Nevertheless, a very low percentage of Monongalia County graduates are required to enroll in non-credit bearing developmental math and/or English courses during their freshman year. The policy proposal for College Transitional Math and College Transitional English classes for seniors has the potential to be a major impact on scheduling students for their senior year coursework.			See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Senior Project
10 - 16	252	Barbara Satolf Guidance Counselor Alternative Schools, Tyler Moun KCS/Acad 2300 MacCorkle Avenue, SE Charleston WV 25304	Pg. 19 Is this in addition to 12th Grade Math and English? How will it be staffed? Is this a requirement for graduation? Pg. 18 Senior year - will be more staff & mentors be needed if all are required for a senior project? Will this be mandatory? 126CSR42 - Is this going to be required/due 1 credit or substitute for English 12/4th Math? Also is this elective or graduation requirement? Does this follow CSO? Also, need assessment score to take these courses.	-		See Frequently Received Comments, College Transition Courses
10 - 16	253	Ellen Ciambotti Special Education Specialist Kanawha County Schools 200 Elizabeth Street Charleston WV 25311	pg 19-1-- More staffing? What if students do not pass trans English course during senior year?	-		See Frequently Received Comments, College Transition Courses
10 - 16	254	Katherine L. Porter Asst. Principal for Curriculum	Will HEP/C recognize tech/concept science for college entrance? Please clarify. Please do not make senior project a requirement. We do not have the staff to do it effectively. Is college transition	+		See Frequently Received Comments, High School Science Requirements

10 - 16	KCS --Capital HS	math/English required for graduation?	See Frequently Received Comments, Senior Project	See Frequently Received Comments, Senior Project
10 - 16	Julie Jackson jackson33@charter.net HC 71 Box 407 Princeton WV 24740	I believe that senior project should be do away with, because it is a waste of time. Seniors already have enough responsibilities as it is. I also do not believe it is fair that if students fail their senior project they fail their english course. Whats the point in it? I honestly do not see why seniors have to do a project that has no purpose to it.	See Frequently Received Comments, Senior Project	See Frequently Received Comments, Senior Project
10 - 16	Kathryn J. Casdorff School Counselor Kanawha County 11 Bethel Rd. Charleston WV 25314	Pg. 18 - Chart V (D) Please clarify with HEPC. Will Technical Bio & chem. be accepted for 4 year college programs ?? This must be clear. Argument should be made for the rigor of these courses. - the senior project recommendation cannot be done without staffing. If a student does not have the help of a mentor/coordinator, it will be a poor experience. It is a great concept but it should not be added to current courses. Pg 27 (5.6.11) - If you don't have a college rediness seal or credential will you not be admitted to college? Alternative for this?	See Frequently Received Comments, High School Science Requirements	See Frequently Received Comments, High School Science Requirements
10 - 16	Ridley E. Durham Principal Kanawha County Schools Alt. Ed 200 Elizabeth St. Charleston WV 25311	Pg. 18 - Science - Will Science classes for 08-09 be accepted for entry into Higher Ed? 8th Grade Alg.I - can it be 7-8 in Alg I A & B? Pg. 18 - Entry level needed a lot of students can not measure up to these / Alt Ed Students need help with a program - Senior project would mean more staff to complete.	See Frequently Received Comments, High School Science Requirements	See Frequently Received Comments, High School Science Requirements
10 - 16	Thisbe Cooper Art Teacher thisbe@frontiernet.net WV Art Education	Dr. Steven Paine wrote: "Unfortunately, there is a disturbing trend in some schools that I believe will impact the progress West Virginia makes regarding 21st century learning skills. Schools that cut back on the arts in the regular curriculum to	See Frequently Received Comments, Senior Project	See Frequently Received Comments, Middle School Encore Requirements The changes to this policy do not cut arts

	<p>Association P.O. Box 504 Davis WV 26260</p>	<p>focus on improving test scores in other subjects are making a major mistake and truly leaving our children behind." He also said: "And here we are in the 21st century - a time when creative skills are crucial in a world economy... Well-taught arts courses are where creativity, flexibility, innivation, understanding and empathy are consistently required - true 21st century learning skills indeed!" And: "That's why I've doubled total arts funding this year." After reading Dr. Paine's article praising the arts, I do not understand why anyone could propose cutting arts programs in middle school. I believe that students should have more time for the arts, not less. Even if the arts were not important for all students (which they are), what about our students who excell in the arts? Are they not going to be given the basics, the structure, that they need in their chosen fields? Please reconsider your plan to cut the arts in middle school. I believe it would be a step backwards in West Virginia's educational system.</p>	<p>programs in the middle schools. The middle level changes establish minimums for instructional time in art, music and health. Some students are not currently receiving the minimum instructional requirements in these courses. Any school or school system may exceed the minimum requirements of policy.</p>
10 - 16	<p>Laura Ann Ellison Educator Shepherdstown Middle School P.O. Box N 102 N. Duke Street Shepherdstown WV 25443</p>	<p>DEvelopmentally most students in the 8th grade are not exhibiting readiness in key areas needed for algebraic concepts and computations..</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p>
10 - 16		<p>I taught 8th grade Algebra for 15 years and very few 8th graders are ready for Algebra I. Have you seriously not even considered Piaget's research on cognitive development? Very few of these students are capable of the abstract thinking required for Algebra I. There are few who have reached the formal operational stage of thinking. What you are doing will do some of the most serious damage to students in higher math. It has taken since my first year teaching (88-89) to finally get the most important thing we could do to improve students' success and understanding in higher math adopted in our county. We finally are just starting this year at</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p>

my high school to teach Algebra I as a 2-year course (teaching it both semesters on the block schedule for 9th graders). What you are proposing will totally undo what it has taken math teachers nearly 20 years to accomplish.

There is entirely too much information and concepts that need to be covered in Algebra I for it to be effectively mastered by most students in a one year course. Most 8th graders are still in the concrete levels of thinking. This is not raising standards - it is setting up failure and undermining the solid foundation of Algebra that students need to have to progress and be successful in upper math classes.

I am currently teaching a class of 10th, 11th, and 12th graders who have still not passed Algebra I or have received D's throughout and are taking it for the 2nd or 3rd time. To expect these types of students to take Alg. I in the 8th, Geometry in the 9th, and Alg. II in the 10th grade is really ludicrous in my opinion.

I enjoy Algebra and realize its value and importance, but not every student will need to complete Algebra to be successful in life and to prepare for employment. On the other hand, every student we have, from the lowest level to the most advanced, needs to know the types of math that are covered in Consumer's Math. Our most advanced students in college recently failed at alarming rates when given assessments to measure daily living math skills regarding things such as banking, credit, taxes, insurance, and even filling out forms correctly. Every student needs a minimum of a semester, and I feel a year, of consumer math to teach them the skills we all need to know and that few of us ever learned in school. Many adults have lost money and only learned by their mistakes when it comes to finances and the math skills that affect them every day of their lives. Yet we as a state ignore this and want to require all students to take higher math courses and to take them when they are not even at the developmental stages to be able to grasp the concepts.

I would strongly encourage you to do the following:

			<p>*** Require Algebra to be taught as a 2-year course statewide. (Algebra I - year one and Algebra I -year 2)</p> <p>*** Do not require 8th grade students to take Algebra I. Have a pre-assessment to measure if they are at the formal operational stage of cognitive development so they have the abstract thinking skills necessary to actually understand the concepts they will be learning.</p> <p>*** Require all high school students (ideally 11th or 12th grade years) to take a Consumer Math program.</p>		
10 - 16	261	Lynn Gattlieb Counselor Riverside HS One Warrior Way Belle WV 25015	pg 24-- Does it mean a student can go to school 1/2 day and do virtual school classes 1/2 day? Testing out on page 26 does not work!	-	Testing out is not a requirement; it is an option that does work in some places.
10 - 16	262	Irenei. Weese irbow56@adelphia.net South Middle School 56 Summers School Road Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	263	Sandra L. Shaw Art Teacher iris_1@charter.net 124 Sue Lane Daniels WV 25832	The responsibility of all departments should be to provide students with the best education programs they can. This includes complete programs in the arts on all levels K-12, not reducing them to one time during Middle level for a 4 to 6 week period.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	264	Andrea Santos Spanish Teacher asantos@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601	Some students have special needs and this policy is not taking into consideration the needs of those students.	-	
10 - 16	265	Karen Lewis Counselor East Bank Middle School First and Brennan Streets	Career Concentration Courses Chart Senior Year project recommendation has staffing implications.	-	See Frequently Received Comments, Senior Project

East Bank WV 25067

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This commentary is meant to apply to Policy 2510, specifically the new proposed science curriculum. I don't see a category that seems to fit this to place this commentary so will put it here so it does get submitted. It is not the few WV science teachers who feel like CATS 10 is bad for children and should be replaced by a separate discipline course; it is the vast majority. This conclusion is supported by the 2003 WVDE CATS TASK Force Survey. To read the survey go to <http://boe.gree.k12.wv.us/wgms/WVDECATStaskforcesurvey.html> and to read the results go to <http://boe.gree.k12.wv.us/wgms/WVDE,%20CATS%20Task%20Force%20Survey%20Result.html>. This conclusion is also supported by a report done by science teachers at Greenbrier East HS (GEHS) and presented before the state board of education in 2002.

To read this report go to <http://boe.gree.k12.wv.us/wgms/catsforweb2.doc>

A separate discipline class in grade 10 is best for kids. Poor performance of CATS 10 in WV has been documented extensively. This included the above mentioned GEHS report. WV had lower than 50% of students taking AP science exams compared to surrounding states and the nation in 2000. This is from a CCSSO report, State Indicators of Science and Mathematics Education: 2001, page 24 available at <http://www.cesso.org/publications/details.cfm?PublicationID=71>.

The National Science Education Standards (NSES) does not recommend an integrated approach compared to a separate discipline approach. Again, specific page numbers and quotes are referenced in the above GEHS report.

The above information has been widely disseminated via emails to WVSTA officers, a presentation at a previous WVSTA annual meeting, and the Greenbrier County Schools website with associated mailings to WV public high schools explaining how to access the information.

In addition to the above information, the CCSSO, State Indicators of Science and Mathematics Education, 2005 show percentages of WV students taking high school science courses

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See Frequently Received Comments, High School Science Requirements

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prior to graduation in 2004 dramatically low compared to the nation. For example 17% of WV student take first year biology compared to a national average of over 95%. Seventeen percent take first year chemistry compared to 60% nationally. Eleven percent take first year physics compared to 25% nationally. This data is located on page 10 and can be accessed at the same website as the other CCSSO report.

In addition to the above, beginning in 2005, ACT no longer recognized a second year of integrated science in high school (CATS 10) as a college preparatory course.

Following are my opinions as to what course(s) should be offered in grade 9 and 10. If the standardized test occurs at the end of grade 11 or 12 and not at the end of grade 10 there is little reason to require chemistry vs. biology or the other way around. It should be a local choice. The NSES does not recommend one vs. the other that I know of. Certainly an integrated science should not be required based on the growing mountain of evidence referenced above.

I personally feel biology should be in grade 10 with chemistry in grade 11. Students are developing more abstract mental abilities and more math skills as they get older. This allows them to better handle chemistry. High school level biology can be learned with chemistry knowledge gained in classes taught in lower grade levels. Teachers having difficulty teaching high school biology before students take chemistry may be trying to teach college level biology, college level biochemistry or college level genetics. Molecular level biology is becoming more important all the time, but it has been important for at least 25 years. For example DNA replication, transcription, and translation were in high school biology texts 25 years ago. I know of no well-supported reason to require a chemistry course in grade 10, knowing the problems it will cause in staffing and compliance with NCLB because of lack of highly qualified teachers.

I welcome replacement of CATS 9 with a physical science course. Integrated science in grade 9 has many of the same problems as CATS 10, that were described in the GEHS report.

Dr. Bruce Rose, NBCT (high school level science, specializing

		<p>in biology), grade 7 science teacher, Western Greenbrier Middle School</p>	
<p>10 - 16</p>	<p>Robert Frostick Science Teacher P.O. Box 6885 Charleston WV 25362</p>	<p>5.5.1 It is expected that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade. --May students not enrolled still go into the professional pathway? If a student takes algebra in the 9th grade as many students now do, can they change to professional?</p> <p>5.5.1 footnote 5 states that there will be an advisory program set up where an adult or teacher will act as an advocate. Teachers are not trained as counselors or advocates and already have a full plate. It is unreasonable to have them add "career exploration and educational planning; interpretation of assessment information and purposeful connections with the core and encore curricula" to the hundreds of other duties they already are responsible for performing.</p> <p>5.5.2 c seems to indicate that honors, AP and IB classes must be provided for gifted students. For many gifted students this is appropriate and they have given enough effort to succeed in these classes. However, some of these students put out little or not effort and should not be placed in advanced classes without demonstrating the effort to succeed.</p> <p>5.6.1 This is a confusing section where different graduation requirements appear for different classes. The end result is graduation requirements for students entering the school year 2008-2009. There must be four credits of math, 3 of which are above algebra. I predict an increasing number of students dropping out of high schools as they will not be able to master the higher levels of math. It also requires physical science, chemistry and biology. While each of these has merit, other science classes could be just as valid for other students and requiring physical science seems arbitrary. In the past, students in 7--9 grades were exposed to life, earth and then physical science before going on to more in-depth courses. This was an excellent order and it gave each student a well rounded introduction into the sciences. If we would go back to this sequence then physical science in the 9th grade would make more sense. Science classes above 9th grade should be based on obtaining credit and allow students to choose from a number of offerings. If there is some reason we must require a sequence,</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>The goal is to provide students with teachers who can relate to students and assist them with their goal setting and educational planning. Teachers should look at assessment as a vital component of the instructional process. Assessment for learning involves rich classroom formative assessment, benchmark assessment and summative assessments. We believe teachers must understand and utilize all three and we believe students should understand the reports they receive related to those assessments.</p> <p>+</p> <p>There is no intent to push block scheduling. The 345 minute minimum requirement for Adolescent Education is just that—a minimum. Scheduling format is determined at the site or county level.</p> <p>See Frequently Received Comments, High School Science Requirements</p> <p>See Frequently Received Comments, Middle School Encore Requirements</p>

10 - 16		<p>put biology before chemistry. footnote 3-- I do not agree with the required order of the science classes. See the notes for 5.6.1. optional electives chart --I have only looked at eh science section but the comments would probably apply to other disciplines. There are other sciences that would be equally as valid to be taught if you had a teacher with the interest and expertise. In science, I would add astronomy, geology and meteorology. There needs to be a specified way to get additional classes accepted on this list. 5.6.6.b. States that you must have a waiver to have less than 8100 minutes in a class. 8100 minutes works out to 45 minute classes if you assume an 8 period day. This gives a 360 minutes day. Section 7.2.4c states 345 minutes minimum. Is the intent of these sections to push block or modified block scheduling? If not, these two sections should be consistent.</p>	
10 - 16	<p>Monica L. Marcum Teacher mmarcum@access.k12.wv.us Oak Hill Elementary School 109 Miller Avenue Oak Hill WV 25901</p>	<p>Under section 5.4.1 Intermediate Elementary Programs of Study: The previous policy stated "Flexibility is permitted in scheduling the time allotted for science and social studies so that the equivalent of daily instruction is provided." I felt that this was very helpful to me as a self contained 4th grade teacher. This allowed me the flexibility of teaching these subjects in meaningful units and not necessarily on a daily basis. Time is always of an essence in the elementary classroom, and this flexibility allows us to cover the CSO's with more meaning than perhaps daily instruction would allow. I think that perhaps the part in the new policy stating "sufficient emphasis" might mean the same thing. However, the wording of the law makes that unclear.</p>	<p>N/A</p> <p>The same flexibility in scheduling still exists in the policy.</p>
10 - 16	<p>Teresa Cennison Special Edu. Specialist Kanawha County 212 Clubview St. So Charleston WV 25309</p>	<p>P. 18 Special needs students some need entry pathway. Many attend Vocational appropriate programs in regard to their disability.</p>	<p>See Frequently Received Comments, Entry Pathway</p>
10 - 16	<p>Tiffany Barnett, representing: Faculty Senate of Suncrest</p>	<p>The faculty of Suncrest Middle School, "2005 National Blue Ribbon School," would like to express our concerns about the proposed changes in Policy 2510. Section 5.5.1 Middle Level</p>	<p>See Frequently Received Comments, Middle School Encore Requirements</p>

Middle School
360 Baldwin Street
Morgantown WV 26505

Education Programs of Study Chart IV states that: It is expected that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade. This change in policy would mean that students would be required to select a professional pathway in the 7th grade in order to be scheduled in Algebra I for their 8th grade year. Based on past experience with 7th grade students, Suncrest teachers have found that students naively believe they will be able to pass Algebra I. We also have found that testing at the end of the school year to determine if the students will be successful in Algebra I is helpful. Students unsuccessful in math their 7th grade year who have chosen a professional pathway will be forced to take Algebra I in 8th grade. What does our school system tell these parents when their children in 8th grade fail Algebra I, a high school credited course? What happens to the 7th grade student who is not mature enough to make the decision to choose the professional pathway? Will that student be permitted to change pathways? In addition, we fear that Algebra I will become little more than Pre-Algebra with the title of Algebra I. This could lead to Algebra I being taught without high school credit. We strongly believe that either of these options would be severely detrimental to our students at Suncrest Middle School.

Students in middle grades will 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. While we agree this is necessary, the classroom numbers would double in size. Placing 40+ students per 7th and 8th grade class will reduce time on task and therefore negate the goal of increasing time being physically active. The only alternative is an increase in personnel and an even further financial strain on the budget. In addition, this requirement will eliminate the opportunity for students to learn life skills in classes such as Technology Education, BASE, Yearbook, Digital Literacy, etc. These courses assist students in selecting their educational pathways and have been instrumental in our success as a high achieving school.

Students will be enrolled in a minimum of 18 weeks of instruction in Visual Art, Music, and Health during grades 6-8.

Teachers should base all instruction for Algebra I on the CSOs for Algebra I. When they do that, the course will not become Pre-Algebra. The mathematics curriculum has been revised in such a manner that students should be prepared for Algebra I in 8th grade; those who are not will be placed in an 8th grade course designed to prepare them for Algebra in 9th grade. Placement of students in Algebra I in grade 8 may be based on scheduling conferences. Students who demonstrate the readiness for Algebra I and who express interest or demonstrate interest in the professional pathway may be scheduled into Algebra I and the actual selection of the pathway may still take place in grade 8. Schools may elect to offer the exploratory foreign language course in grade 7 and the credit course in grade 8, or they may offer the 1A and IB courses during 7th and 8th grade.

These decisions were not made in haste. Many months of study and deliberation have gone into these changes.

The 1A/IB sequence for foreign languages is a common, nationally-recognized model that provides students, with no prior knowledge of the foreign language, a rigorous and relevant course with adequate contact time to establish a solid base in the second language. This 2 year model is an important first step for students to be able to progress to advanced and AP levels of language in high school. This was the rationale for basing the WV Virtual School Spanish course on the 1A/IB model. The benefits of a multi-language exploratory

This requirement will also increase the class size in grades 7 and 8, resulting again in the addition of extra personnel. Flexibility to address student needs in content area subjects will be eliminated. Our creatively designed and taught electives have been key to our success in meeting AYP each year and in achieving WV State Exemplary School recognition six years in a row. Students will not have the opportunity to take these elective courses that provide a well-rounded education utilizing 21st Century Skills.

Foreign language will be offered annually. The Foreign Language Exploratory has been eliminated at Suncrest Middle School; this means our students do not have exposure to the variety of languages prior to selecting a course to take for high school credit. We would like to regain the Foreign Language Exploratory for 7th grade students and foreign language for high school credit for 8th grade students. In order for our students to master the language and be 21st Century learners, they need this exposure to foreign language. We are concerned about the change in foreign language programs during the past two years. We have adjusted our programs to meet state requirements, which meant the elimination of one language as a course offering. Now we have students who have started the new foreign language track. What will become of them? What have you based your decision for returning to the other method on before giving it a reasonable amount of time?

Advisory/Comprehensive School Guidance and Counseling, Career Exploration, and Technology shall be implemented annually. We fully support the implementation of these courses; however, time is a problem. Will the school day be extended? Will these courses be integrated into the core content areas? If these courses are integrated into the core content areas, doesn't that take away valuable time that should be spent focusing on the Content Standards and Objectives for each content area? After all, it is these standards that are measured on the WESTEST.

WE are curious as to what research and models have been explored through the development of this policy. At Suncrest Middle School we base all programmatic and curricular decisions on current and sound educational research of best

course are not as great as an articulated, standards-based program for grades 7 and 8. Therefore, it is more beneficial to establish exploratory programs at the sixth grade level. In any case, the most significant factor in achieving proficiency in a foreign language is a seamless, articulated curriculum over a period of several years—thus highlighting the need the need for a K-12 foreign language program of studies.

10 - 16	271	Robin Francis Curriculum Assistant Principal Kanawha County Schools 2100 Kanawhs Terrace St. Albans WV 25313	<p>practice. Drastic changes made in haste, such as those suggested in this policy, have proven detrimental to the education of students; thus we suggest a progressive approach to the implementation of this or any other policy.</p> <p>[5.6.2] Put an attendance requirement linked to receiving credit for courses. There is not any substantial weight for consequences. See attached.</p> <p>[5.6.2] Chart VI (B) p. 22</p> <p>p.23 , minimum of 4 AP or IB courses. Not all schools clientel fits 4 of these courses. HOnors should be added to AP/IB.</p> <p>p 20, remove Economics offering required.</p> <p>p.18, Imperative that a third Pathway is available. There is a large group of students that will not "fit" into either Professional or Skilled.</p> <p>Technology: by on-line experience this needs to be defined. Does the school provide computers? On school time? After school on-site? Only at home? If it is on site where will monitoring personnel come from? Pay? This should fit into the must be offered category. Will Writing Assessment qualify?</p> <p>Senior Year: Senior project -- Who monitors? Teachers do NOT have time. Transportation for mentors? Cost? There are better ways to add rigor than THIS.</p>	-	<p>The policy supports the belief that course credit is based upon the mastery of the content standards and objectives, not seat time.</p> <p>The requirement of 4 AP courses was added to provide improved equity of educational opportunity across our high schools.</p> <p>See Frequently Received Comments, Senior Project</p>
10 - 16	272	John Chacalos Science teacher jchacalo@access.k12.wv.us Wheeling Park High School 1976 parkview rd Wheeling WV 26003	<p>If I understand this change correctly, then CATS 9 will be replaced with physical science. Will Cats 7 & 8 be changed back to earth and life science. Chemistry will be taken as sophomore and Biology as juniors. Shouldn't this be switched. I teach them chemistry as needed. Most schools are not equipped to teach chem to all sophomores and do not have enough certified chem teachers. Who will pay for classroom updates and equipment. Will the certification criterion be lowered. (example will someone with a chem minor be certified?)</p>	+	<p>See Frequently Received Comments, High School Science Requirements</p>
10 - 16	273	Karen Zinn Teacher krzinn@access.k12.wv.us MTEC HC 81, Box 51 Tunnelton WV 26444	<p>I am opposed to the extra math requirement for the skilled pathway. I believe that this will "hurt" our technical programs where students have to travel a long distance to get to the centers. I also believe that the entry-level should not be dropped; however, this will be okay if the skilled pathway is revised to accommodate our technical students.</p>	-	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, Entry Pathway</p>

10 - 16	274	Barbara Satolf Guidance Counselor Alternative Schools, Tyler Moun KCS/Acad 2300 MacCorkle Avenue, SE Charleston WV 25304	Physical Education needs to be available/requirement for all levels for healthy minds/body - yoga, cardio... need to provide technical support for more students.	-	We have recently increased the physical education requirements across all programmatic levels and the CSOs for physical education have recently been revised and will be placed on comment in December.
10 - 16	275	Neil Hopkins Asst Principal Riverside HS One Warrior Way Belle WV 25015	Keep Algebra in 9th.	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 16	276	Lynn Gattlieb Counselor Riverside HS 1 Warrior Way Belle WV 25015	We need to have 90 min of read/English which is core of education. How can students be scheduled appropriately for Alg. in 8th grade for professional pathway students when pathways aren't selected until the 8th grade! Many prof. pathway students aren't ready for Alg. in 8th grade. Can we count Alg. IA & Alg. IB for 2 credits?	+	In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, High School Mathematics Requirements
10 - 16	277	Cynthia Zawojski teacher czawojsk@access.k12.wv. us Monongalia Cnty Tech Ed Ctr 1000 Mississippi Street Morgantown WV 26501	Due to limited time constraints, I have a few comments that apply to the overall policy changes: 1) Eliminating the Entry track will definitely deny students the vocational opportunities here at MTEC. By adding an additional math this creates more burden on the student to get the requirements for graduation. If I understand this - the skilled path way were able to count 3 and still get their CMCs - My Computer Systems class has been changed to a one-year program, therefore any student who wants to attend my class in the afternoon can not because they can not get the required 4 CMCs. Any Clay Battelle student can not attend my Computer Systems class because they can only attend for 3 periods either morning or afternoon. I hope those deciding on this policy will remember that not everyone will or wants to attend college - and by adding the additional burdens to graduation requirements definitely puts Vocational Training at a major disadvantage. If these changes	-	See Frequently Received Comments, Entry Pathway

10 - 16			<p>go into effect - I predict that our high school enrollment will drop drastically. We are striving to provide training to meet the demands of the today's work force - we have changed student's schedules to help them just to graduate, we are have incorporated vocational certifications in many of our training areas - we are striving for excellence. Please reconsider the additional math and do not drop the Entry pathway - our students need this choice.</p>		
10 - 16	278	<p>Lois Greene Assistant Principal John Adams Middle 2002 Presidential Drive Charleston WV 25314</p>	<p>I agree that students who are entering a professional pathway should be in Algebra I in the eighth grade but continue IA in 7th and IA in 8th for less motivated students.</p>	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 16	279	<p>Valery Harper Asst. Principa Riverside High 1 Warrior Way Belle WV 25015</p>	<p>5.5.1 Programs of study, Chart IV Middle School. Nearly 85% of Middle School students are in the professional track - however, 85% of students are not developmentally ready for Algebra I. I would like it to say Algebra I in the 9th grade.</p>	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 16	280	<p>Lezie J. Lough Counselor llough@access.k12.wv.us Monongalia County Technical Education Center 1000 Mississippi Street Morgantown WV 26501</p>	<p>I am not aware of whether or not other technical education centers voice their concerns when changes are suggested in academic credit requirements. I am also not aware of whether other counties face similar circumstances to those we experience in Monongalia County. Our technical education center is not comprehensive and we serve three separate high schools. We do not have the luxury of location next to any of our high schools. It appears that technical education is deemed unimportant in the eyes of those making changes in Charleston. With each additional academic requirement, students are less likely to fulfill the requirements of a technical certificate. Most of our technical programs take two years and students generally enroll in their junior year and return in the senior year to complete the 7 courses. Each additional academic requirement that is placed on them lessens their opportunities to attend the Monongalia County Technical Education Center. Over the past 6 - 8 years, skilled pathway students have been required additional academics which include 2 additional math classes, 1 additional science class and 1 additional social studies</p>	-	<p>See Frequently Received Comments, Entry Pathway</p> <p>School systems must look critically at their schedules to assure that students have time to participate in relevant CTE offerings as part on their high school experience.</p>

class. With the most recent change, the skilled pathway students are to have four career major credit concentrations in addition to the fourth math (The professional pathway includes the fourth year of math within the 4 CMC requirement.). Why are skilled pathway students penalized? We teach math relative to our technical areas, but the math required by WVDE is above and beyond this.

Our county has three high schools. Students from two of these high schools lose one credit during the course of the two years due to travel time. This makes for a cumbersome schedule in and of itself. Now the WVDE has become so very specific in what technical courses account for career major concentrations that we have to customize many of our students' schedules to accommodate the rigid requirements.

If we DO NOT offer academics, the students CANNOT attend MTEC. If we DO offer academics, we have to customize their schedules so that they can meet the CMC requirements AND they must return the senior year to get the fourth CMC. Most of our programs include the fourth CMC in the afternoon for the advanced students, thus requiring that they return the second year in order to gain the fourth required course. In the past program of study, the students in the skilled pathway needed three of the concentrations and the fourth CMC was the math. Why was this changed? It should be one or the other, or one in lieu of the other, not both.

Many of the students who attend technical education programs have no desire or financial means of attending post-secondary education. Because they have an interest in (example) automotive technology, we do bring schools that offer additional opportunities and advancement opportunities to speak with our students about training beyond high school.

For many adults, we are the post-secondary education they desire. High school students have the capability of taking advantage of post-secondary education while in high school so that they will not find it necessary to return as an adult. We do encourage students to pursue additional education, but realize that many of our students will not or cannot.

With the changes you are proposing, many of our students will not graduate with a technical certificate unless they return the

year after they graduate from high school. What are the chances that they will do that if they attend in their junior year to gain the career major credits and then cannot return in their senior year due to additional requirements? Students who have been away for a year will less likely return to complete the certificate program. A certificate program at MTEC is 7 courses, not 4 as the Department of Education suggests. Most of our students would not be employable in their field of study after having completed ONLY the four courses required by WVDE. In addition, most of our students have failed 1 - 3 academic courses prior to attending MTEC. Students tend to perform better in their academic classes when they are complemented with technical courses. One of the slides presented at the October HSTW workshop showed that students in technical education courses tend to have a higher graduation rate. We believe that our students are prepared for entry-level employment opportunities after completion of a technical certificate. With the changes proposed, there will no longer be an entry-level pathway in high school.

If an additional math was required of students who chose not to pursue the technical courses, this might be understandable. Why can't technical education students be exempted from this requirement? Possibly, more students would pursue technical skill training if they were exempted from the additional math. Dropping the option of Applied Math I and II for Algebra I credit will create a math obstacle. Does this also eliminate the Applied Geometry? The WVDE will be setting students up for failure. Drop out rates will increase.

Chart V (D) on page 27 of the proposed 2510 states that there will be 20 required courses (18 core + 2 electives). Most students take two electives prior to their junior year. Do the math... by the end of the sophomore year, students electing to attend MTEC should have 14 credits (if they have passed all classes). When they attend MTEC, they take 3 - 4 classes in the morning (depending on the high school and travel constraints) and then return to the high school for 3 - 4 courses (high school dependent).

In their senior year, they are required to take English 12, 4th Math and 4th Social Studies. In many cases, we have had to

hold the 11th grade Science or History until the senior year to manage two years at MTEC. The scheduling has become too rigid. We will be unable to hold any class until the senior year because the senior year is packed.

Monongalia County has not permitted students to take 1 - 2 classes during the senior year and have the remainder of the day excused. Our students have had full class load requirements yet we feel that we are being penalized for what other counties have allowed.

Are we going to year-round education? Are we to tell our students' parents that they will need to attend high school for a mandatory 5 years? For many students, these changes will make the difference in a four-year high school education vs. a five-year plan!

We have technical education students with a vision of employment in a field of training. We have other skilled pathway students who have no vision regarding the years to follow high school. Why can't the WVDE do something to support technical education?

Suggestions:

- 1) Exempt students from the fourth year of math when attending a technical education center or count the fourth year or math as the CMC. This might encourage more students to pursue life/career skills.
- 2) Continue to teach the Applied Math I and II and Applied Geometry which meets the needs of employers of technical education students.
- 3) Encourage students to complete technical education programs—seven courses not just the four for End-of-Course/WorkKeys satisfaction. (Currently the National Electric Code is not a required course for End-of-Course testing, yet students are not employable unless they have taken this course and satisfied the requirements for the Apprentice or Journeyman test given by the state. This test is given to students who are 18. Currently, our students take the National Electric Code in their senior year as an advanced course. When they turn 18, they sit for the state exam. If the course was scheduled in the junior year and they did not attend in the senior year, what hope do they have to successfully pass this test for state certification a year

10 - 16		after the training is provided. In addition, the electrical code textbook is updated every two years. They could fall between the two editions.) 4) Understand that many of our technical education students will not pursue post-secondary education beyond high school. Technical education serves as their post-secondary education. Don't take away the opportunities available to them while they are in high school. Respectfully submitted by Lezlie Lough			In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, High School Mathematics Requirements
10 - 16	Lynn Gattlieb Counselor Riverside HS One Warrior Way Belle WV 25015	pg 10-- We need to have 90 minutes of reading/English which is core of education. How can students be scheduled appropriately for algebra in 8th grade for professional pathway students when pathways aren't selected until the 8th grade? Many professional pathway students aren't ready for algebra I in the 8th grade. Can we count algebra IA and IB for 2 credits?	-		
10 - 16	John Chacalos Science teacher jchacalo@access.k12.wv.us Wheeling Park High School 1976 parkview rd Wheeling WV 26003	If I understand this change correctly, then CATS 9 will be replaced with physical science. Will Cats 7 & 8 be changed back to earth and life science. Chemistry will be taken as sophomore and Biology as juniors. Shouldn't this be switched. I teach them chemistry as needed. Most schools are not equipped to teach chem to all sophomores and do not have enough certified chem teachers. Who will pay for classroom updates and equipment. Will the certification criterion be lowered. (example will someone with a chem minor be certified?)	+		See Frequently Received Comments, High School Science Requirements
10 - 16	Amy Scott Curriculum Assistant Principal Kanawha County Schools 5445 Big Tyler Road Cross Lanes WV 25313	5.5.1 Will we still have the flexibility of offering Algebra I A and Algebra I B as a two year course? Chart V D 5.6.1 Graduation Requirements -- The math across the board is unrealistic for ALL students. There are staffing implications with the recommended senior project. This cannot be incorporated in to RL/A or Social Studies. These teachers have enough to be responsible for. Chart V D Footnote 6-2 Does College TRansition English take the place of English? Does it replace English 12? If not, this presents a staffing issue. 5.6.1.1 Please define what this credential is and what it means. If a student leaves high school without it, will the student be	-		See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses See Frequently Received Comments, High School Credential

10 - 16	284	Brett Ubbens Curriculum Assistant Principal Elkview Middle School 5090 Elk River Road, N Elkview WV 25071	accepted into a four year program?	5.5.1 Students not ready for Algebra I by 8th grade. Career development beneficial in middle schools. Senior project-- unfunded mandate? Staffing? Could graduation rates be affected by remedial classes?	-	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Senior Project
10 - 16	285	Teresa Cennison Special Edu. Specialist Kanawha County 212 Clubview St. So Charleston WV 25309	Pg. 18 Technology - many students do not have access to computers except at school. Pg. 18 - Senior year - A "recommended" senior project would require more staffing and would this follow WV CSOs. Pg. 18 - Math - Special needs students will have difficulty with 3 above credits in Alg. I even with co-teaching or pull-out classes. Pg. 27 5.6.10 - What about Reading & English? Aren't they as important? especially reading. Pg. 30f - More responsibility is being added on the Reg. teacher for homebound students - Why have homebound teachers?	+	See Frequently Received Comments, Senior Project See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Homebound instruction	
10 - 16	286	Jennie Pringle Teacher jpringle1412@charter.net Kanawha County Schools 100 Barrington Drive Scott Depot WV 25560	5.5.1 The expectation that all 8th graders be enrolled in Algebra I that are planning to attend college is unrealistic. There is no valid reason for this. Even on block scheduling taking Algebra I as late as 10 grade all 4 math credits can be completed. On a traditional schedule starting at 9th grade will still work in terms of credits. To tell an 8th grader that you are in going to be in the professional pathway because you are not enrolled in Algebra I at 13 yrs old is just dumb! Personally I did not take Algebra I until 10th grade in A Kanawha County School and went on to complete 2 master degrees. Show the validity for this rational.	-	See Frequently Received Comments, High School Mathematics Requirements	
10 - 16	287	Alice Starr Counselor Elkview Middle School 38 Turner Road Elkview WV 25071	pg 18, We need clarification on Sciences conceptual technical courses be accepted as a science credit.	+	See Frequently Received Comments, High School Science Requirements	
10 - 16	288	Lyn Guy, Ed. D. Superintendent lguy@access.k12.wv.us Monroe County Schools	5.5.1 - stipulations for music, art, and physical education require additional staff and facility space to meet. Cannot meet with current staff. Greatly appreciate the reduction from 90-80 minutes for	+	See Frequently Received Comments, Middle School Encore Requirements In order to meet the demands of new	

10 - 16		<p>language arts. Applaud the drop of the skilled pathway. Chemistry requirement, unless the curriculum is revised significantly, will be difficult for students. Additionally, we cannot provide this program with the current staff.</p>	<p>scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, Entry Pathway</p>
10 - 16	<p>Francene Kirk associate professor fkirk@fairmontstate.edu Fairmont State 986 Ashton Place Morgantown WV 26508</p>	<p>There is no way a student can meet the content standards and objectives in art and music for grades 6, 7, 8 in 18 weeks of instruction. For many students, this is the first exposure to an arts specialist. These students have already missed 6 years of instruction. So, if a student has only 18 weeks of instruction in music, for example, during middle school, that student will not have had a complete year of instruction by the time he/she goes to high school. Even with a high school arts requirement, such students will leave public school with less than two years of instruction in the arts. Significant research points to the importance of arts education. In light of this research, I can't believe I even have to make this comment on this policy in 2006. Once again, the prevailing attitude seems to be that arts education is only for those children who can afford to have their parents pay for it. The policy is discriminatory toward children who live in rural areas and whose parents cannot afford arts instruction outside of the school day.</p>	<p>See Frequently Received Comments, Middle School Encore Requirements The 18 week minimum requirement is just that - a minimum. We have not had a minimum requirement in the past and some students have received as little as 2.5 weeks of instruction in one of encore classes. Many of our schools exceed the minimum requirement and will continue to do so.</p>
10 - 16	<p>Kimberly S. Baldwin Counselor Elkview Middle School 4923 B Elk River Road. S. Elkview WV 25071</p>	<p>p 18, Chart 5D-- Will HEPC accept Chem - technical /conceptual into a 4 year higher education program? Requiring a senior project for every student will be tough due to staffing issues. It should not be a part of another course because it could take away from these content standards. Would the transition English take place of already required senior English? If they fail this course, does that mean they cannot go on to college? Who would be teaching this course? Would it have their own CSO's? pg 26-d. Who will determine that the student masters the content of a failed course? pg27-9. What happens if you do not have the college readiness credential? Can you still enter a 4 year college program?</p>	<p>See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, College Transition Courses The transitional English course is in addition to the 12th grade English course. The course will have CSOs based on the ACT college readiness benchmarks and standards for transition. See Frequently Received Comments, Senior Project</p>

10 - 16	291	Christine Spriggs Counselor Andrew Jackson Middle School 5445 Big Tyler Road Cross Lanes WV 25313	5.5.1--Many Students are not ready for Algebra I by 8th grade. Career development would be beneficial in middle school as well. Senior project? staffing problems in supervising college transition classes will also require more staff. How would this affect their graduation requirements?	-	See Frequently Received Comments, High School Credential See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses
10 - 16	292	Andrea Santos Spanish Teacher asantos@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601	Students will raise to the expectations brought before them...but only if they are capable...Not ALL students are mentally capable of taking and successfully completing Algebra I or a foreign language in the 8th grade-or ever for that matter. Students with special needs will be left with the feeling of always trying to catch up, but with never enough ammunition to make any leeway in their educational endeavors. Studentns should be taught to be all they can be, but never left with a feeling tht they were never good enough. What about vocational programs?	-	
10 - 16	293	Dede Carney Counselor John Adama Middle School 2002 Presidential Drive Charleston WV 25314	Many 8th graders are not ready to tackle Algebra I. This should not be expected, even for those who plan to enter the professional pathway Clarification is needed regarding visual art-music and health. "Students shall be enrolled a minimum of 18 weeks of instruction in each course during greades 6-8." It would be impossible with current requirements and staffing to allow one semester of each of these, each year for all students 6th, 7th and 8th. We had to increase staff of related arts teachers this year just to have a full semester each year of P.E.	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 16	294	Karen Lewis Counselor East Bank Middle School First and Brennan Streets East Bank WV 25067	Middle School Education Chart 5.5.1 Many 8th grade students are not ready for Algebra I and cannot yet grasp concepts introduced.	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 16	295	Dana Humphreys Asst. Principal for	Will HEPC accept Tech. Chemistry, Biology, Physics? Senior project will require extra staff. Is college transition English in	+	See Frequently Received Comments, High School Science Requirements

16	Curriculum Herbert Hoover High School 275 Elk River Rd. S Clendenin WV 25045	lieu of English 12? If not, where do we get staff? Is college transition math in lieu of 4th Math? Clarify please... who determines what is missing? How does student prove mastery? To whom do they prove it?		See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses
10 - 16	Ellen Ciambotti Special Education Specialist Kanawha County Schools 200 Elizabeth Street Charleston WV 25311	pg 18 Chart 5D--Will tech/conceptual science be accepted for entry into a 4 year BA program? Need clarification in writing.	+	See Frequently Received Comments, High School Science Requirements
10 - 16	Barbara Minardi Counselor Kanawha County Schools 400 3rd Avenue South Charleston WV 25303	Many students who are advanced in verbal skills have not mastered the skills nor possess the readiness for Algebra I in the 8th grade. They should not be eliminated from the Professional Pathway.	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 16	Denny Shamblin Counselor Herbert Hoover High School 275 Elk River Rd. S Charleston WV 25045	Will HEPC recognize Technical Chem., Technical Phys. and Tech. Biology as far as college acceptance is concerned? A senior project would require more staff and money. Is the English (College Trans.) Class going to be required for graduation? Is it going to replace English 12? Staffing?	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses
10 - 16	Christy Gill Teacher cgill@charter.net Teacher RR3 Box 501 Fayetteville WV 25840	I believe art programs in the middle school encourage 21st Century Thinking Skills. Cutting back on the time required for art classes would make it impossible to meet all required CSO's as well as rob the students an important opportunity to experience developing 21st Century thinking skills as presented in this venue.	+	See Frequently Received Comments, Middle School Encore Requirements The revision will not limit arts education experiences. Current Policy 2510 does not mandate a minimum amount of time for the study of music and art at the middle school level. It only mandates that visual art, music and health "shall be taught at each grade level each year as separate subjects with

				<p><i>adequate time to achieve mastery of the West Virginia CSOs.</i>" Consequently, each county has had the freedom to determine what is "adequate time." Some counties, under the current policy, have determined that "adequate time to achieve mastery" of the music, art and health curriculum is 2 ½ weeks, while other counties have allowed for as much as a full year dedicated to the arts at the middle school level.</p> <p>The policy's wording has been changed as follows: "These required courses are considered part of the core 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>An 18 week <i>minimum</i> requirement for the delivery of art, music and health CSOs over the course of grades 6 – 8 allows for school principals to be creative and flexible in the scheduling of these subjects. The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would <i>accommodate additional</i> art education experiences.</p>
10 - 16	<p>Robert Seymou Science Specialist bobseymour@charter.net 533 20th Street Dunbar WV 25064</p>	<p>Sounds Like the "IVORY TOWER" when your expectations include ALL STUDENTS taking Chemistry. If they could master it our schools do not have the staff nor the facilities to meet the needs of the 60% who should be in chemistry. Does this mean you pass out the policies and again blame local educators for not getting the job done. How about real help with high quality staff and adequate facilities!</p>	+	<p>See Frequently Received Comments, High School Science Requirements</p>
10	Ruth Snyder	As an Art teacher on the secondary level, I feel strongly that the	-	The revision will not limit arts education

- 16	<p>Art and Theatre Teacher preK-adult_ ruth.snyder@excite.com Teacher 43 Grand Ave Cowen WV 26206</p>	<p>students of West Virginia need more exposure to the arts than is allowed in the changes you would like to make. The arts are one of the core subjects where higher level thinking skills occur in learning. We need to provide more time at the elementary level for student work in the arts.</p>	<p>experiences. Current Policy 2510 does not mandate a minimum amount of time for the study of music and art at the middle school level. It only mandates that visual art, music and health "shall be taught at each grade level each year as separate subjects with adequate time to achieve mastery of the West Virginia CSOs." Consequently, each county has had the freedom to determine what is "adequate time." Some counties, under the current policy, have determined that "adequate time to achieve mastery" of the music, art and health curriculum is 2 ½ weeks, while other counties have allowed for as much as a full year dedicated to the arts at the middle school level.</p> <p>The policy's wording has been changed as follows: "These required courses are considered part of the core 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>An 18 week <i>minimum</i> requirement for the delivery of art, music and health CSOs over the course of grades 6 – 8 allows for school principals to be creative and flexible in the scheduling of these subjects. The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would accommodate <i>additional</i> art education experiences.</p>	10 -
302	sharon m pillai fr1058@adelphia.net	I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would	+	See Frequently Received Comments, Middle School Encore Requirements

16	1506 foxtrot dr morgantown wv 26508	encourage the Board members to re-visit this section, and consider the impact to band, and all performing arts offerings before final passage of the policy. Thank you, Sharon Pillai		
10 - 16	Elizabeth Elson General Science Teacher eelson@access.k12.wv.us Wheeling Park High School 1976 Park View Road Wheeling WV 26003	Ruling in favor of policy 2510 would cause a severe problem. It seems almost impossible to find a certified chemistry teacher to teach chemistry. How could you change an entire curriculum that would necessitate hiring a staff of chemistry teachers. Current uncertified staff would be forced to leave. Students also have a difficult time with chemistry. This would also hinder students who are not going on to study in a science field.	+	See Frequently Received Comments, High School Science Requirements
10 - 16	Sandra L. Shaw Art Teacher iris_1@charter.net 124 Sue Lane Daniels WV 25832	As a visual art teacher on the high school level, I see the struggle students have meeting the current CSO Standards with the Middle Level background they currently have in art. If the requirements for enrollment are reduced as proposed in Policy 2510, they will be even less prepared to meet the 9-12 CSO Standards. I have been attending meetings all over this state concerning the 21st Century Learning and how the Arts are Core Curriculum; center to the 21st Century Learning program. My question is how can the arts be considered Core on one hand, and be cut on the other hand. We are already fighting lack of funding in the arts; we can not provide quality experiences to these students if we have to fight reduced enrollment as well.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	Pam Wynne pwynne@suddenlink.com MENC 232 Prudential DR. Beckley WV 25801	I am appalled at the bill asking to take time away from fine arts classes to include other subjects. This bill would keep students from being taught the csos that they need to be successful in their high school classes. I thought that we were on the track to promote the arts in our schools and go forward into the "21st Learning skills", that specifically states that the arts are important to promote creative thinking for future employ's success in the global economy.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	Christy Gill Teacher cgill@charter.net Teacher	Today education should allow students to explore, create and experiment. Art offers a unique opportunity for students to construct their own learning. Art projects offer an opportunity for them to begin an assignment, design it, follow through and	+	See Frequently Received Comments, Middle School Encore Requirements

10 - 16	RR3 Box 501 Fayetteville WV 25840	complete it using their own unique definitions and expectations.			See Frequently Received Comments, College Transition Courses
10 - 16	Ridley E. Durham Principal Kanawha County Schools Alt. Ed 200 Elizabeth St. Charleston WV 25311	Will English & Math on page 19- (1) will that be in place of HS English if they fail will they graduate (2) Math Same Thing..	-		
10 - 16	Moss R. Burgess mossburgess@charter.net Retired Chemistry-Physics teacher box 66 Wilkinson WV 25653	I cannot believe that Chemistry is being moved to the 10th grade. The maturity of students at that level is lacking for this subject area. You the State Board of Education under Phyllis Barnhart created the ridiculous cats 9 program-a watered down nothing! You need to return to the 7th grade life sciences, 8th grade earth sciences, 9th grade physical sciences, 10th grade Biological, 11th Chemistry, and 12th Physics. We do not need a watered down course for those who will not or can't. The state needs 3 areas for students, Vocational, General, and College bound. The general would involve our business and provide for students who can't reach standards in other areas. Trying to make a low ability student learn Chemistry or learn how to weld is ridiculous. It is time you involved educators who teach these subjects, before you jump on some bandwagon from California or elsewhere. Tell my good friends, Lowell Johnson and Burma Hatfield, Moss Burgess said, "Put me on your policy committee and we will set some standards, not some show to appease a few State Board bureaucrats or the State Superintendent." 2510 stinks!	+		See Frequently Received Comments, High School Science Requirements
10 - 16	Phoebe M. Levine, Ph.D. Associat Professor levinepm@wvstateu.edu West Virginia State University Education Dept. Wallace 629 P. O. Box 1000, WV SU Institute WV 25112-1000	I have serious concerns about changing the current policy which requires that students enroll in an Art, Music and Health class EACH YEAR during Middle School. The proposed policy changes the requirement to ONE CLASS sometime during their Middle School Years. Adolescents need visual arts every year during this time in their education to promote their critical thinking & problem solving skills.	+		See Frequently Received Comments, Middle School Encore Requirements Visual arts should be integrated into all courses to promote critical thinking and problem solving throughout a student's educational experience. The requirements at the middle level require flexibility in delivery of instruction.
10	William K Grizzell	Middle school requirements -18 weeks of Art, music and health	+		See Frequently Received Comments,

10 - 16	Director wgrizzel@access.k12.wv.us RESA I 400 Neville St. Beckley WV 25801	will force counties to hire additional staff. Counties have always run this classes at the middle school level on 9 week rotation. Where is the money going to come from to fund the additional teacher?(if you can find them). while additional time in these subject areas are needed this time will have to be cut for some where else or make the school day longer. What are the student who are in the skill pathway and below going to take that has meaning to their job skills in the work world. How many of WV student graduate form college? What happens to the rest of the students and where do they get the skill to make a good living? Higher standers are great but we need to think about the students who are not going to college and need work skills. These are the students who will pay the bills in the futther.		Middle School Encore Requirements The ACT benchmarks for college readiness and workplace readiness are the same according to the information supplied by WorkKeys and ACT Assessment. See Frequently Received Comments, Entry Pathway
10 - 16	Karen Hopkins Counselor KCS --Capital HS 1500 Greenbrier Street Charleston WV 25311	What do we do with our prior entry level students?	-	See Frequently Received Comments, Entry Pathway
10 - 16	Jordan Snidow elvis_teddy_bear@hotmail.com 653 Partridge Drive Princeton WV 24740	Senior Project is a waste of time. It takes away from the literature and grammar that the students should be learning, because all of the classtime is spent working on senior project.	-	See Frequently Received Comments, Senior Project
10 - 16	Michael Chandler Counselor Herbert Hoover High School 275 Elk River Rd. S Clendenin WV 25045	[5.5.1] Agree that Professional Pathway should take Algebra I in 8th. Chart 5-D pg 18 -- Need for approval of Tech. Chem? Senior project should remain as recommended / not required. pg 19--Is the trans. English class senior year course required for graduation and does that course sub for senior English?	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, College Transition Courses
10 - 16	Karen Fish Counselor Herbert Hoover High School 275 Elk River Rd. S Clendenin WV 25045	pg 18 --Chart 5D-- Will college accept Tech Biology? SEnioe project will require additional staff. Pg 26 -- Who will determine mastery of content? Pg 56--What does 21st Century Industry Credential mean?	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, High School Credential

10 - 16	315	Janice M. Standish Counselor SCHS #1 Eagle Way So. Charleston WV 25309	Clarification as to higher ed policy on tech vs honors chemistry and college admission. Will extra staff be provided for senior project? There is not room in curriculum. Is the transition English a requirement of graduation?	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, College Transition Courses
10 - 16	316	Lynn Gattlieb Counselor Riverside HS One Warrior Way Belle WV 25015	What are skilled programs doing for entry level students at present?	-	See Frequently Received Comments, Entry Pathway
10 - 16	317	Sandra Mariani Counselor St. Albans High School 2100 Kanawha Terrace St. Albans WV 25177	College trans English questions of graduation credit? Will HEPC accept tech /conceptual science courses in a 4 year BA program? There is rigor in conceptual courses in Science! Senior projects needs a full time position. The sr. transitional English/Math can impact our vocational scheduling. 5.6.5.d--Who determines the unmastered content? 5.6.10.a-- What does it mean for modified WESTEST for standard diploma? 5.6.11.a -- Can a student enter without the Credential?	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, High School Credential
10 - 16	318	Paula M. Meadows Fine Arts Dept. Chairperson pmmeadow@access.k12.wv.us WVAEA & Hurricane High School Art Teacher Hurricane High School 3350 Teays Valley Rd. Hurricane WV 25526	5.5.1 Middle Level Education Program of Study ChartV Middle Level Education (Grades 5 - 8) Visual Art, Music & Health "The required courses are considered part of the encore curriculum and each course shall be taught as a separate subject in grade. Students shall be enrolled in a minimum of 18 weeks of instruction in each course during grades 6-8." This purposed time does not allow time for students to understand and create art. Many elementary schools do not have qualified art teachers so their first real art comes in the middle school. As a high school art teacher I am concerned with the cuts this would mean in a quality fine arts program. Please do not cut the time these middle school students will have with a certified art teacher. We, the arts teachers of West Virginia, feel very strongly about the importance of the arts in education. Everyday I see ways I reach students that the other disciplines do not. Teaching children to be imaginative, creative and develop their artistic	+	See Frequently Received Comments, Middle School Encore Requirements

	skills is not easy if you do your job right. Many times the public look on us as a easy A or a fluff class. That is just not true. We teach a visual body of knowledge that is taught in no other subject. Please allow us the time to reach these student. I have taught K - 12 and know the importance of a good middle school art program.		
10 - 16	As a member of the faculty of a technical education center, I am dismayed about the proposed changes to 2510. The increased amount of required classes will hinder students' ability to allow room in their schedules for technical education classes. It often requires more classes than is allowed in the four CMC courses. Therefore, students will no longer be able to attend these centers across the state and sadly lose the ability to receive much needed education. Many of our students will never attend a four year college and the training they receive here is what prepares them for the workforce. It would be a travesty if this wonderful option is no longer available to them. Therefore, I implore you to rethink your stance on the amendments to 2510 and give these students a chance to succeed.	-	School systems need to adjust school schedules to allow students to participate in meaningful concentrations in technical centers. These opportunities are essential for many students wishing to attend two-year colleges or to enter the workplace upon graduation.
10 - 16	I teach a very rigorous Algebra curriculum in the 8th grade to the top 10% of the class, and I don't feel that all students are ready for Algebra I. I also teach pre-geometry prep the rest of my day, and some of my students are not ready for this course either. Therefore, I feel by forcing these students to take Algebra in 8th grade and still keeping the high standards that I have, it will hurt those struggling in math. It will also decrease their interest in math. The middle school students are faced with so many issues at this time in their lives, and this would be one factor that would lower their self-esteem, not to mention, forcing them into higher level math at the high school level. Please reconsider this policy if you want us to continue with high standards for all.	-	See Frequently Received Comments, High School Mathematics Requirements
10 - 16	Increasing the number of core academic classes required for HS graduation will lead to the following results: 1. increased percentage of WV students that drop out of HS due to the weight of the academic burden. 2. Students pursuing a technical certificate will not be able to do so. As an academic teacher at a technical school I strive to blend the two for a more well	-	All students need a rigorous academic core, including those with an interest in completing a CTE concentration. Schools must be creative in allowing students to attend career/technical centers and complete CTE concentrations.
Deidra Marshall English Teacher/Media Specialist dmolla@access.k12.wv.us Monongalia County Technical Education Center 1000 Mississippi Street Morgantown WV 26501	319		
Michelle McHaffie 8th Grade math/Algebra teacher mmchaffie@access.k12.wv.us Hancock County Schools 39 Golden Bear Dr. New Cumberland WV 26034	320		
jerry parsons teacher jrnparso@access.k12.wv.us 302 seneca st. westover wv 26501	321		

10 - 16	322	Delbert D. McIntyre, Jr. Culinary Arts Instructor dsmcinty@access.k12.wv.us MTEC 1000 Mississippi Street Morgantown WV 26501	<p>rounded citizen. I feel that we will lose a significant portion of our population who in general, struggle academically. A more individualized educational approach would result in a better trained work force of the future. Thank You.</p> <p>As a technical educator, I fear that the amendments to 2510 will hinder students ability to receive a technical education. The additions of the courses will make it virtually impossible for students to graduate with a degree. Most of our high school students rely on this degree to prepare them for the vocational world. I feel that they will therefore suffer because of this. I implore you to rethink these amendments and give students a chance to succeed in the workplace.</p>	-	All students need a rigorous academic core, including those with an interest in completing a CTE concentration. Schools must be creative in allowing students to attend career/technical centers and complete CTE concentrations.
10 - 16	323	Scheryll Richards teacher scrichar@access.k12.wv.us Monongalia County Technical Education Center 1000 Mississippi St. Morgantown WV 26501	<p>Special Education students in high school will suffer greatly if the entry level is removed from policy 2510. This is the only way they can get training for a trade and find a career that they can feel successful at in the real world. Right now this policy encourages students from special education to stay in school and keeps them from dropping out of high school. Much of our population relies on the entry level for a career goal. The majority of our population is from the three high schools in our county. So please reconsider and keep the entry level for policy 2510.</p>	-	See Frequently Received Comments, Entry Pathway
10 - 16	324	Ronald Ford Welding Teacher rgford@access.k12.wv.us Monongalia Co. 1000 Mississippi St. Morgantown WV 26508	<p>The additional requirements for high school students will greatly hinder their ability to choose technical classes that would greatly increase their potential for getting good jobs and will put more graduates into a lower income class thus resulting in less tax base income.</p>	-	All students need a rigorous academic core, including those with an interest in completing a CTE concentration. Schools must be creative in allowing students to attend career/technical centers and complete CTE concentrations.
10 - 16	325	Vickie Cutright Teacher vcutright@access.k12.wv.us Monongalia County Technical Education Center 1000 Mississippi Street Morgantown, WV 26501	<p>As an academic teacher at a vocational/technical center I know first hand the importance of an applied curriculum. I believe removing Applied Mathematics I & II from the course-of-studies will be a detriment to our "career-bound" students. Most of our students are "hands-on" kind of students. By ignoring this type of student will only increase the "falling-thru-the-cracks" problem that we have spent years trying to remedy. Please do not turn your back on our student who need you the most. Thank you for reading this and taking an appropriate action.</p>	-	21 st Century skills emphasize contextual learning for all students. All classes need to show students applications and real world examples.

10 - 16	326	Linda Landreth Counselor llandret@access.k12.wv.us Mercer County Schools 620 Pearl St. Bluefield WV 24701	Complete Algebra I In the 8th grade--a. Most students are not developmentally ready to master Algebra I in the 8th grade, especially males. b. Whose going to teach the Algebra I in the 8th grade for the amount of time needed? c. 8th grade is a promotable year, so students could come to the 9th grade without passing Algebra d. Higher expectations are expected but, doing away with the lower tract of Algebra--Applied Math I is a mistake. There are many students that struggle with that tract of math and would never pass a more rigorous math class. Chemistry in the 10th Grade-- a. Again, are students developmentally ready for Chemistry in the 10th grade along with algebraic equations? Higher level thinking skills are just that--higher level for 16-18 year olds. Yes, make Science 9 and 10 harder, but reserve the advanced science classes for the juniors and seniors.	+	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements
10 - 16	327	Irenei. Weese irbow56@adelphia.net South Middle School 56 Summers School Road Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 17	328	Kay Mason art teacher kmason@access.k12.wv.us Wood co schools 1601 34th street vienna WV 26105	I just got this information yesterday afternoon.....I do not approve of the proposed changes.....students have art standards that need addresses each year of their middle school experience.....and even elementary experience. I am not happy that I just found out about these proposed changes.....gives me very little time for action.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	329	Debra Murray-Zeitz DuPont Middle Counselor Kanawha County Board 803 Hamilton Circle Charleston WV 25311	Pg. 10 We need to continue with a 90 min. requirement for R/LA.	+	In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA.
10 - 16	330	Patrick J Durkin Science Chairperson	As the department chair of Wheeling Park High, I would hope we look in the chemistry teachers needed to teach the classes. For	+	See Frequently Received Comments, High School Science Requirements

16	pdurkin@access.k12.wv.us Wheeling Park High School 1976 Park View Raod Wheeling WV 26003	years we have had trouble finding chemistry teachers, where are they going to come from? Also chemistry labs, at this time WPHS can offer 8 sections of chemistry each semester, with the new plan we need 12 to 14 sections each semester. Where will the money come from to supply a new lab? I feel WPHS has an outstanding science program now, with the changes we will be forced to cut back. This is not a step forward.		
10 - 16	Michael Arbogast Curriculum Assistant Principal SCHS #1 Eagle Way So. Charleston WV 25309	Pg. 18: Will higher ed policy accept tech. chem. as a college admission requirement/ Many students are having a hard time meeting requirements. 126.CSR.42 - 1. Required transition English course - staffing will be difficult scheduling for, cover & teach students will be difficult! 126.CSR.42 - 5.6.8d. - Clarification on how mastery of content will be determined & who determines this? 5.6.10 - What if a modified diploma student or their advocate decides to suddenly pursue a standard diploma, will multiple accomodation influence the quality of instruction provided? f. - Teachers should not be required to assume the responsibility of providing lessons, materials, checking & grading work of homebound students - they are overwhelmed as it is!	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, Homebound instruction
10 - 16	Cookie Miller Counselor SCHS One Eagle Way South Charleston WV 25309	Clarify policy on tech vs honors science. Tech should be accepted by HEPC. Senior year project -- Who in schools will implement? This will mean more staff. College transition classes -- are these graduation requirements? Take place of 4th Math, Eng 12? Who will teach? Could the college transition classes count as remedial courses for college to that students could go on to college level courses? This should be the policy.	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses
10 - 16	Tiffany Barnett Faculty Senate President tbarnett@access.k12.wv.us Suncrest Middle School Faculty Senate 360 Baldwin Street Morgantown WV 26505	The faculty of Suncrest Middle School, "2005 National Blue Ribbon School," would like to express our concerns about the proposed changes in Policy 2510. Section 5.5.1 Middle Level Education Programs of Study Chart IV states that: • It is expected that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade. This change in policy would mean that students would be required to select a professional pathway in the 7th grade in	+	See Frequently Received Comments, Middle School Encore Requirements

order to be scheduled in Algebra I for their 8th grade year. Based on past experience with 7th grade students, Suncrest teachers have found that students naively believe they will be able to pass Algebra I. We also have found that testing at the end of the school year to determine if the students will be successful in Algebra I is helpful. Students unsuccessful in math their 7th grade year who have chosen a professional pathway will be forced to take Algebra I in 8th grade. What does our school system tell these parents when their children in 8th grade fail Algebra I, a high school credited course? What happens to the 7th grade student who is not mature enough to make the decision to choose the professional pathway? Will that student be permitted to change pathways? In addition, we fear that Algebra I will become little more than Pre-Algebra with the title of Algebra I. This could lead to Algebra I being taught without high school credit. We strongly believe that either of these options would be severely detrimental to our students at Suncrest Middle School.

- Students in middle grades will 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. While we agree this is necessary, the classroom numbers would double in size. Placing 40+ students per 7th and 8th grade class will reduce time on task and therefore negate the goal of increasing time being physically active. The only alternative is an increase in personnel and an even further financial strain on the budget. In addition, this requirement will eliminate the opportunity for students to learn life skills in classes such as Technology Education, BASE, Yearbook, Digital Literacy, etc. These courses assist students in selecting their educational pathways and have been instrumental in our success as a high achieving school.

- Students will be enrolled in a minimum of 18 weeks of instruction in Visual Art, Music, and Health during grades 6-8. This requirement will also increase the class size in grades 7 and 8, resulting again in the addition of extra personnel. Flexibility to address student needs in content area subjects will be eliminated. Our creatively designed and taught electives have been key to our success in meeting AYP each year and in

achieving WV State Exemplary School recognition six years in a row. Students will not have the opportunity to take these elective courses that provide a well-rounded education utilizing 21st Century Skills.

- Foreign language will be offered annually. The Foreign Language Exploratory has been eliminated at Suncrest Middle School; this means our students do not have exposure to the variety of languages prior to selecting a course to take for high school credit. We would like to regain the Foreign Language Exploratory for 7th grade students and foreign language for high school credit for 8th grade students. In order for our students to master the language and be 21st Century learners, they need this exposure to foreign language. We are concerned about the change in foreign language programs during the past 2 years. We have adjusted our programs to meet state requirements, which meant the elimination of one language as a course offering. Now we have students who have started the new foreign language track. What will become of them? What have you based your decision for returning to the other method on before giving it a reasonable amount of time?

- Advisory/Comprehensive School Guidance and Counseling, Career Exploration, and Technology shall be implemented annually. We fully support the implementation of these courses; however, time is a problem. Will the school day be extended? Will these courses be integrated into the core content areas? If these courses are integrated into the core content areas, doesn't that take away valuable time that should be spent focusing on the Content Standards and Objectives for each content area? After all, it is these standards that are measured on the WESTEST.

We are curious as to what research and models have been explored through the development of this policy. At Suncrest Middle School we base all programmatic and curricular decisions on current and sound educational research of best practice. Drastic changes made in haste, such as those suggested in this policy, have proven detrimental to the education of students; thus we suggest a progressive approach to the implementation of this or any other policy.

10 - 16	334	Joan Douglas Counselor SCHS	Respectfully submitted, The Faculty Senate of Suncrest Middle School 2006-2007	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, High School Credential
10 - 16	335	Julie McQuerrey Science Teacher Andrew Jackson Middle 1104 East Village Drive So. Charleston WV 25309	Tech Cem should count for credit for Professional Pathway. Could writing assessment be counted as an OnLine learning experience? When is there time for a senior to do a rigorous project? Where will the teacher come from? With so many rigorous courses, will students drop out? pg 26-d-- REcover credit...How will this be determined? If diploma is not stamped, can he go on to 4 year college?	+	See Frequently Received Comments, High School Science Requirements
10 - 16	336	Barbara Minardi Counselor Kanawha County Schools 400 3rd Avenue South Charleston WV 25303	126.CSR.42 - Adolescent Graduation Requirement. I agree with the proposed science core requirements. As a Biology major in college I see the need for students to have chemistry before Biology. If the goal of instructing Biology is to be an indepth course then the student needs to have a good chemistry background to be able to understand most biological processes.	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses
10 - 16	337	Marion Leftwich Teacher mleftwic@access.k12.wv.us. Logan High School Rt 17 P.O. Box 78 Sharples WV 25183	Will ceneptual /technical sciences be credited for WV College admission? The senior project recommendation would require additional staff for mentors and supervision. Will it be another unfunded mandate? Teaching loads are full! Will the staff be funded to provide college transition courses?	-	This concern illustrates the need for flexible schedules and credit recovery programs for students so that they can participate in CTE concentrations.
10 - 16	338	Cindy Daniel Asst. Superintendent cldaniel@access.k12.wv.u	This will destroy most vocational programs. The students will not have the opportunity to take classes required to complete a program or the opportunity to master any skills. If a student happens to fail a class they will not be able to graduate with their classmates. These requirements are unattainable for most regular education students and impossible for most of the students in special education programs. 5.5.1 - not every 8th grader is ready for Algebra I. Please clarify minimum requirement of 18 weeks of art, music, health. Is it 18 weeks each year or over a 3 year period?	+	See Frequently Received Comments, High School Mathematics Requirements

10 - 16	<p>s Kanawha County Schools 200 Elizabeth Street Charleston WV 25311</p>	<p>Chart VD- 3 science credits should not be grade specific. Let schools decide order; Doesn't social studies change sequence in 2008? This is not reflected in policy.; If senior project is "recommended", then staffing should be considered. We have looked at senior project in Kanawha for years. Can't be done properly by integrating into an English or Social Studies class; Do the College transition math and English courses substitute for 12th grade courses or are they "in addition to"? This needs clarified along with whether or not the course must be passed in order to graduate. These courses also will have staffing implications for counties; Elimination of entry pathway can be harmful to some students, especially special needs students. How will a student receive a 21st c. Industry Credential if he or she does not or cannot attend a career technical center?; 5.6.8 (d) - Who will determine what parts of a course a student must repeat in order to receive credit in a course he/she failed? How will this be managed in a class? THE idea is good, just needs clarification. 5.6.10 (a) - If a student chooses standard diploma, are the math credits all that will be required? What about the other requirements? 5.6.11 - How does "credentialing" affect graduation? What if a student can't receive either credential? Does he/she still graduate? Will this credential be reflected on the diploma?</p>	<p>See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Entry Pathway See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, High School Credential</p>
+	<p>Elizabeth Johnson Counselor KCS --Capital HS 1500 Greenbrier Street Charleston WV 25311</p>	<p>In reference to pg 18 Chart V(d) WE need clarification from HECF on Universities accepting Tech./Concept. Math and Science class on HS Transcripts. We do not have the staff/transportation/means of funding a senior project. pg 19 footnote 1.. Will this be required to graduate? Can/will it replace Eng 12? Will it follow 12th Eng CSO's? What happens if the student fails the class? How will it fit into a student's schedule if teh school is on block/or a magnet school for ARTS? Will they test again after the class? We need a lot more clarification! What is the benchmark? pg 26, 5.6.8(d)-- Who/How will determine mastery? Need clarification. pg 27, 5.16.11(a)-- What does this mean? What if you don't have the stamp on your diploma...can you get into a 4 year college/university?</p>	<p>See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, High School Credential</p>

10 - 16	340	Katherine L. Porter Asst. Principal for Curriculum KCS --Capital HS	Where does the skilled college bound student fall under this? Who will determine what is mastery of content? How will this be shown? Can a student still attend college if he does not have a College Readiness Credential?	-	See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, High School Credential See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses
10 - 16	341	Karen Hopkins Counselor KCS --Capital HS 1500 Greenbrier Street Charleston WV 25311	Will HEPC accept tech chem and tech bio as college level science classes? In very concerned about a senior project. We cannot make this a part of our regular senior classes...we will have HUGE staffing problems. WE have to have clarification on whether the student who fails a college trans English--NOT graduate? Will this course replace Eng 12? Are they going to be tested again after they complete the course?	+	
10 - 16	342	Judy Hale AFT	Thank you for allowing me to comment on the proposed revisions to POLICY 2510. I wish to comment on two sections. First of all the comments at the bottom of page 18 concerning the senior year: "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." The recommendation requiring a senior project is of some concern. This places additional work, paperwork and responsibilities on the teacher who is already overburdened. Additionally, the "senior project" is not defined in any way. Who is to help the student determine the subject of the project? Who is to support the student during the process? Who grades the project? What is the criteria for grading?? The second section: Chapter 126-42-6 on page 30 deals with Alternative Delivery of Educational Programs causes us some concern. Subsection f states "The classroom teacher is responsible for providing units/lessons, instructional plans and materials to the home/hospital teacher, to check student work and to grade student work." It should be the responsibility of the homebound/hospital teacher to check and grade student work. Classroom teachers are overwhelmed with paperwork as it is. Additional responsibilities should be not be added to their	+	See Frequently Received Comments, Senior Project See Frequently Received Comments, Homebound instruction

10 - 16	343	Dianne Smith Asst. Principal for Curriculum Nitro HS 1300 Park Avenue Nitro WV 25143	<p>duties. Thank you for the opportunity to comment. Please feel free to contact me if I can be of assistance.</p> <p>Will HEPC accept tech courses in a 4 year BA program? This has tremendous impact on both the Honors and Tech programs. Senior Project; will it be required? Concerned about staffing implications. If coll Trans Eng is due to failed benchmark assessment, is Eng 12 still required? Will coll trans English be a graduation requirement? What if student fails course?</p>	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses
10 - 16	344	Cindy Stuum Counselor Nitro HS	<p>Need clarification about the tech chemistry and bio for college credit. Some colleges take them now and some do not!! Sr year project...no way....would need more staff. We tried it one year and it was too time consuming and had to have "others" come in and judge.</p>	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project
10 - 16	345	Robert Seymou Science Specialist bobseymour@charter.net 533 20th Street Dunbar WV 25064	<p>It appears that WVDE is building a smoke screen and this policy admits it in 4.1.1 C when the policy downgrades WVSD's role to an advocate - far short of what the State Constitution calls for!! The Adolescent section is such a mix of old & new uses of terms that it has too many left without definition to be a valid policy. For example Physical Science, Chemistry and Biology are proposed but not defined. And things like "in Consecutive order" identify 3 courses for the 8 blocks, dfoes this mean they must be the first three, the last three or what? There are many possible interpretations and no one seems to know why WVSD cares which is where. To requiring all students to take an academically rigorous chemistry & biology - does this mean these course CSO's are to watered down and the school's resources of staff and facilities wasted? Are these courses to be down graded and no longer be what is needed by collegebound students?</p>	+	See Frequently Received Comments, High School Science Requirements
10 - 16	346	Deborah J. Stanley Counselor Riverside HS One Warrior Way	<p>What will be accepted at the college for lab science? Will writing assessment count as on line learning experience? In order to do senior projects ...would require much more staffing and money for supplies.</p>	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments,

10 - 16	Belle WV 25015	Will college trans. math and science be in addition to sr. eng and math? Staffing? Will students graduate if they fail? Please clarify how students wil recover credits(pg26). Not take full course, but on contents standards not met. pg27--What happens if a student does not get college readiness credential by graduation?		Senior Project See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, High School Credential
10 - 16	Lois Greene Assistant Principal John Adams Middle 2002 Presidential Drive Charleston WV 25314	AMBIGUOUS WORDING Pg. 10 (5.51) Middle school schedule does not allow for a minimum of 18 weeks of instruction in art, music and health in one year or does it mean for grades 6-8? Pg. 18	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	Debra Murray-Zeitz DuPont Middle Counselor Kanawha County Board 803 Hamilton Circle Charleston WV 25311	Chart regarding Math requirements - since math is a developmental activity, will 8th grade students be reading to adequately grasp the concepts of Alg. I? Is it realistic to expect special needs students and/or students not desirous of the professional pathway to need 4 credits of Math to graduate? I disagree with this.	+	See Frequently Received Comments, High School Mathematics Requirements
10 - 16	James C. Smith Art Teacher 7-9 jcsmith@access.k12.wv.us Blennerhassett Jr. High 444 Jewell Rd. Parkersburg WV 26101	5.5.1 Chart IV The time requirements are not very clear in the statement for Visual Art, Music, and Health. I would hate to see that interpreted as ONE CLASS sometime during the THREE Middle School years. Current studies show that students do better in ALL classes when exposed to THE ARTS on a regular ongoing basis. Thanks for your attention. Jim Smith	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	Damon Spurlock Teacher dspurloc@access.k12.wv.us Logan County Teachers Rt. 4 Box 5D Chapmanville WV 25508	I have taught Advanced Chemistry and Advanced Biology for 35 years in our school system. First, not all students have the capability of completing a chemistry course in one school year with satisfactory achievement. Therefore chemistry should not be a requirement for graduation as stated in Policy 2510, Chart V(D) Adolescent (9-12) Graduation Requirements, (Effective 2008-2009) for all students. Enough chemistry could be taught in	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, High School Mathematics Requirements

10 - 16		<p>Physical Science, Advanced Environmental Science, and Advanced Biology, etc. to satisfy chemistry requirements for those students while other students who are able could enroll in rigorous Chemistry Classes.</p> <p>I was excited about returning to Physical Science, and Biology as requirements for graduation. However Biology should be taken before Chemistry which should be taken only by students who are able to satisfactorily achieve in Chemistry. Students are generally ready for biological concepts in the 10th grade whereas most students are not ready for some concepts found in chemistry in the 10th grade but are ready by the 11th grade. Biochemistry as presented in a general biology class is a good stepping stone to go into chemistry.</p> <p>In the past I have found that most students who have taken Algebra I in the 9th grade rather than the 8th grade to be better prepared to grasp chemistry concepts. However, some type of evaluation should allow 8th grade students who are certainly able to take Algebra I in the 8th grade so that they could get calculus before graduation.</p>		
10 - 16	Lynn Gattlieb Counselor Riverside HS 1 Warrior Way Belle WV 25015	<p>Pg. 19 If students are required to take transition courses will they have to pass it to graduate. This requirement may stop students for meeting grade requirements of other classes. Additional staff will be essential. Can they substitute this for college remedial classes.</p> <p>Vocational programs will loose students.</p>	-	See Frequently Received Comments, College Transition Courses
10 - 16		<p>I would encourage the state to do away with the WESTEST or any other standardized test on the high school level, and require all high school students to pass an end of course exam to earn a credit for each course. I would suggest students be given the opportunity to re-take the end of course exam either once or twice to be able to pass the course and receive credit, and if not, then repeat the course.</p> <p>I also would encourage you to add an attendance requirement for earning a high school credit for any class. If students's driver's licenses may be revoked for truancy, and if each school is held responsible for maintaining a minimum attendance rate, I think it is only reasonable for a student to be required to at least attend 65% of all instructional days to be eligible to pass. A</p>	N/A	The requirement for 180 days of instruction is mandated by state code and cannot be changed in this policy.

student must earn a grade of at least 65% to pass a class and receive credit. I don't see why we cannot work to require at least that small amount of attendance to receive credit. (Remember, we have a minimum number of instructional minutes for a class to count as a credit, so why shouldn't students be required to meet a minimum attendance of those instructional minutes?) If you want to require attending so much after-school, Saturday detention, summer school, or night school to earn enough minutes to make up the time, that would be fine too. The goal is to have students actually show up and be exposed to the content and learning experiences being offered.

I do not agree with the stipulation that banked instructional time cannot be used to alter the 180 day instructional requirement. My understanding is it would take a change in the State Code to change the 180 day requirement, but I feel instructional time is instructional time. If a county or school would want to increase its daily instructional minutes so that it covered the same amount of time in fewer days, then as long as teaching and learning is taking place, and the number of required instructional minutes is met, then I don't see the problem. A few years ago I figured out the time. I believe it was somewhere just under 25 minutes added daily would allow a school to start the day after Labor Day and end the Friday before Memorial Day and still cover the amount of required instruction. What is wrong with that? As long as the total instructional minutes are met and they are actually being used for instruction, it seems to me like that should be a site-based management issue for schools and school systems.

I am not sure which area this comment should go in - if any at all. I do think the State Department should approach the State Legislature regarding high school students and driver's licenses. I applaud the law requiring school attendance to retain a learner's permit or driver's license in West Virginia. However, if we are interested in high standards and every student receiving the opportunity for earning a quality education, I feel we need to add a requirement that students not only be in attendance, but passing a minimum number of courses, in order to get and keep a permit or license to drive. It is not enough just to require someone to be there; students need

10 - 16	353	Deborah Frostick Counselor Counselor, Andrew Jackson PO Box 6885 Charleston WV 25362	to also be taking advantage of their right to earn an education and showing progress in achieving an education and moving towards graduation. Why is it important that beyond 9th grade science each course is mandated? There is no good reason for this. What purpose does a senior project serve? Where will the money and staff come from or is this to be another unfunded program to add to the already overburdened teacher? We are opening a can or worms in 5.6.10a. A standard diploma states that the student has fulfilled a standard education with standard courses. It also tells a college that this student has the ability and background needed. Is conceptual science(s) going to be accepted as an acceptable science course for college? Many students man not elect college immediately, but their needs and goals change.	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project
10 - 16	354	Mary Miller Counselor Sissonville HS 1799 White Oak Drive Charleston WV 25320	pg 19-- How do you offer a college transition Eng class without more staff or cutting the elective program? Is this in lieu of Eng 12? Is it required for graduation? What about students who to to vocational schools? pg 24--Using virtual classes in lieu of full day attendance is great! Forcing seniors to stay in school all day, all year to complete 2 required credits creates too many problems for it's value. pg 26-- What are recovery programs? How do you determine what parts of the class the student didn't master? Algebra I should be taken with regard to student maturity and preparation--not required in 8th grade! Will tech or concept science be accepted by colleges? What is "online learning experience?" Senior project?!? We tried this several years ago-- not nearly enough time, teachers or community members. pg 27-- Does the regular diploma require only the math or does the student need to take ALL requirements? Does a student receive a certification only if they pass one of the ACT's tests? Why bother with the rest of the high school record?	+	See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Senior Project See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements
10 - 16	355	Jennifer Jackfeit Counselor Kanawha County Schools 2102 Presidential Dr.	Pg. 18 Chart 5-D Will colleges accept technical/conceptual science for various majors or admission? Why is ther no longer an entry level?	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Entry

	Charleston WV 25314	<p>Is the writing assessment considered an online learning experience? Completing a senior project would mean more staff - English and Social Studies already have a full plate and should not be given to them as part of their course requirement. IS the transition English course required to graduate? Does it take the place of English requirement for seniors? What about staff? Clarification is needed on providing computers to students at home if they take an online course and have no access to computers. What does a post secondary certificate mean? Classroom teacher should not be responsible for providing lessons and grading the work. Homebound teacher should be responsible for that. Please define college readiness credential. What does it mean if college readiness is not met? What higher ed saying about this credential stamp?</p>	<p>Pathway</p> <p>See Frequently Received Comments, Senior Project</p> <p>See Frequently Received Comments, College Transition Courses</p> <p>See Frequently Received Comments, Homebound instruction</p> <p>See Frequently Received Comments, High School Credential</p>
<p>10 - 16</p>	<p>Dianna Vargo Assistant Superintendent dvargo@access.k12.wv.us Ohio County Schools 2203 National Road Wheeling WV 26003</p>	<p>The graduation requirements state that students must earn one credit in the Arts. Is there any discussion on allowing selected Career-Technical courses to fulfill this requirement? Selected courses may include the following: Collision Repair Technology, Communications Technology, Drafting, Graphic Communications, and Graphic Design.</p> <p>A specific example is our Communications Technology Program. Our instructor has a bachelor's degree in Broadcast Journalism, a master's degree in English Education, and is certified in the Career-Technical field. The students in her classes produce a weekly newscast which airs on one of our local cable stations. Prior to the teacher receiving certification in the Career-Technical field, Wheeling Park High School offered radio and television in the Fine and Performing Arts department.</p> <p>Any consideration with this matter would be appreciated.</p>	<p>As defined by Policy 2510, the arts are "core requirements" with WV standards aligned to national standards. According to the national standards, all students must know and be able to do the following by the time they have completed secondary school:</p> <ol style="list-style-type: none"> 1. They should be able to develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. 2. They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 3. They should be able to relate various types of arts knowledge and skills within and across the arts disciplines. <p>These three major components of an arts class are missing from Career-Technical courses whose Content Standards and Objectives do not align with the state arts</p>

10 - 16	357	Barbara Satolf Guidance Counselor Alternative Schools, Tyler Moun KCS/Acad 2300 MacCorkle Avenue, SE Charleston WV 25304	Average student is not ready to take Algebra I, Developmentally they need a solid foundation. This course needs to be available to students who have the development ability as well as emotional ability. If we make all take Alegebra I, we need to offer special tutors/additional help to succeed. 5.6.10 - Not realistic - What about regular graduation requirements. 5.6.11 - What does this mean? b - Who? Students who are skilled?	+	standards or the national arts standards. The curriculum and standards of a design arts course should be reflective of state and national standards. Otherwise, making any Career-Technical education class (such as Collision Repair Technology) serve in the place of any visual or performing arts class in order to meet the graduation requirement does not serve the best interests of West Virginia's students. It diminishes the importance of the arts, deprives students of opportunities for learning in the arts, and does not comply with national standards.
10 - 16	358	Lisa Lusk Special Education Specialist Kanawha County 17 Perkins Way Cross Lanes WV 25313	Pg. 18 - Chart 5D 1. Will the technical conceptual sciences be recognized for college entrance requirements? 2. Entry level pathway is still needed particularly for special needs students. 3. Technology - what about students who do not have access to internet at home? 4. Senior year - how will this senior project be integrated into a student schedule?	+	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Entry Pathway See Frequently Received Comments, Senior Project
10 - 16	359	Lisa Dorsey Counselor Riverside High School One Warrior Way Belle WV 25015	5.5.1 Programs of Study, Chart IV Middle School. Nearly 85% of middle school students are in the professional track - Alg I should stay in the 9th grade. Will HEPC accept/recognize technical conceptual science for admission to college? p 19- What happens if the child in college transitional Eng/Math Sr. yr and they do not pass - can they still graduate?	+	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements See Frequently Received Comments,

		<p>p 19- Are the college transitional Eng/Math in lieu of math and English or in addition to?</p> <p>p 26- (d) how will mastery of content be determined? Who will determine mastery?</p> <p>p 27- 5.6.11 - a What does it mean if a child does not receive college readiness credential? What are implications?</p> <p>p 30- f- (6.24.f) not realistic on classroom teacher to do this!</p>	<p>College Transition Courses</p> <p>See Frequently Received Comments, Credit Recovery Programs</p> <p>See Frequently Received Comments, High School Credential</p> <p>See Frequently Received Comments, Homebound instruction</p>
10 - 16	<p>Lynn Gattlieb Counselor Riverside HS One Warrior Way Belle WV 25015</p>	<p>pg 26--Alternative HS Credit--How do we determine mastery of content when they don't have to make up the class? Who determines whether they get credit? Different students have different problems within the same class.</p>	<p>See Frequently Received Comments, Credit Recovery Programs</p>
10 - 16	<p>Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508</p>	<p>The start-date of 2008 is not practical in the least. Too many students lack fundamental understanding of many subjects to be able to radically change course structure as described. The results of such a change would be horrific for the self-esteem of many individuals, not to mention a rise in the number of drop-outs.</p>	<p>Students who are entering a two/four-year college or the 21st century workforce today must be well prepared through a rigorous course of study.</p>
10 - 16	<p>Tia Miller Teacher tiamiller@hotmail.com Logan High School 1 Wildcat Way Logan WV 25601</p>	<p>I think you need to reconsider the order of your science classes. Biology is a less math intensive class than Chemistry and if the students had one more year of math (since you are looking at requiring so many higher math courses), then they would be more likely to succeed in Chemistry.</p> <p>That being said, you are just throwing advanced classes at students when they are not ready for them. I have ninth graders that can't identify a noun or a pronoun. I hardly think these students are going to be ready for higher math or science.</p> <p>Granted, the colleges think that students are not ready when they get to them. They're right. But putting low performing students in advanced classes is not going to get them ready for college. They have to learn the basics first.</p> <p>And as for requiring every school to offer at least four AP courses every year, exactly who is going to pay for the teachers to teach these courses and where are you going to put them? I'm</p>	<p>See Frequently Received Comments, High School Science Requirements</p> <p>The requirement of 4 AP courses in every high school is an attempt to provide improved equity of opportunity for all high school students. The AP courses will be taught by teachers who receive the AP training provided annually by the Center for Professional Development in collaboration with the College Board.</p> <p>See Frequently Received Comments, Homebound instruction</p>

		<p>certified to teach AP Literature, but my job is currently attempting to meet the needs of the large influx of ninth graders we have had. And there is another group of students, just as large, headed for our school next year. The county will not pay for extra teachers and we would have no rooms for them to occupy even if they did. So how is my school to be expected to offer all of these AP courses in addition to all of the other courses you are requiring them to offer? Not that I don't believe in AP. I wouldn't have gotten my training otherwise, and having those classes is a great opportunity for the kids. However, we are short staffed as it is and with the multitude of retirements coming up within the next few years, the problem is only going to get worse, not better.</p> <p>Also, this idea of "testing out" of a high school course is absolutely ridiculous. Just because a student can pass a test does not mean that they do not still need the instruction. You cannot test everything and if you think that students are not ready for college now, try letting them test out of their courses and see how ready they are then. And who is going to design these tests anyway?</p> <p>Lastly, the section about homebound students is completely unfair to the classroom teacher. If the homebound teacher is using my lesson plans, my worksheets, my projects, my units and then I have to grade the work, then exactly what are we paying them for? From the sounds of it, I'd be better off quitting my regular job and becoming a homebound teacher. If the homebound teacher is their *teacher*, then they should be the one responsible for covering and assessing the material.</p>		
10	Neil Hopkins Asst Principal Riverside HS	Will HEPC accept/recognize tech/concept science for admission to college? Needs to be clarified. Senior year project....big staffing problem, money, time. Professional Pathway, staffing? Do students graduate if they fail college readiness English? Can it be or will it be a summer course? Credit Recovery.... Who will make determination of mastery? High School Credential....Please define what this means.	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Credit Recovery Programs
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16	One Warrior Way Belle WV 25015			

				See Frequently Received Comments, High School Credential
10 - 16	Belinda Yerkey Counselor Nitro High School 1300 Park Avenue Nitro WV 25143	<p>5.5.1. Algebra I in 8th for Professional - Pathway which is not chosen til Spring of 8th grade does not make sense. Page 15 Chart VD. All students will take 4 credits of math - 3 of which are Algebra I or higher. Do you really think Special Education kids and regular non-college bound kids need or are capable of doing Algebra II?</p> <p>Electives. The way the chart reads - it says, "The remaining graduation requirements are to be elective" before the Career Concentration Courses. They are not shown requirements. DON'T use this chart - its very confusing.</p> <p>The senior project is a good idea, but realistically it puts demands on rural students and high schools that are not very workable.</p> <p>Page 19. Is college transition English to be one of the Senior English levels or is it separate? If separate, is it an Elective? What if it interferes with graduation? What about college-bound vocational students being able to get it on their schedules?</p> <p>Page 24. 5.6.2. Students can take virtual school in lieu of attending school??? Students frequently come in with problems related to these classes. When they can't figure it out alone they get frustrated and don't do it if they have no one to come to.</p> <p>Page 26. Who and how will it be determined and how will it be handled logistically?</p> <p>Page 27. 5.6.10. Please explain in detail what this means - Are you talking about ISU students? They only have to prove they can do math? No reading, English, etc.? Do not need any other graduation requirements?</p> <p>5.6.11. What is the value of the College Readiness Credentials? Are they to be required for entrance into college?</p> <p>Page 30. Homebound. If qualified teachers are used in their positions, it puts a tremendous effort on teachers in the classrooms to keep up with these students and its unnecessary.</p>	+	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, Senior Project</p> <p>See Frequently Received Comments, College Transition Courses</p> <p>See Frequently Received Comments, High School Credential</p> <p>See Frequently Received Comments, Homebound instruction</p>
10 -	Lynn Gartlieb Counselor	Pg. 18 Clarify if HEPC will recongnize conceptual/technical for	+	See Frequently Received Comments, High School Science Requirements

16	Riverside HS 1 Warrior Way Belle WV 25015	college admission purposes. Special needs students and many reg. ed students will have difficulty with some of the higher level math requirements for a diploma. Can online learning experience be the writing assessment senior projects take away from Eng. or Hist. curriculum but it requires additional staff & community leaders - very difficult.	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Senior Project
10 - 16	Susan Parrish Art Teacher Wahama Jr/Sr High School #1 White Falcon Drive Mason WV	5.5.1. Middle Level Education (Grades 5-8)Chart IV Does 18 weeks of Art instruction include 9 wks. of visual art and 9 wks of music instruction? If not, at Wahama, we would need another art instructor to cover 18 wks of visual art. I currently teach Jr. High and High School Art. I strongly feel we would have staffing concerns. I do not want my high school program hurt because of this change. S. Parrish 10/16/06	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	Mary Evans Guidance Counselor meevans@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601	5.5.1 Not all 8th grade students are capable of success in Algebra I. At this time in their lives they are all going to be doctors or forensic scientists, even students in special education classes. Requiring them to take Algebra I at this time is setting them up for failure. 5.6 Requiring all students to take chemistry in the 10th and biology in the 11th grade will greatly increase the failure rate. The student who plans a career in the medical or science field and has the math background will be successful. However, the majority of students in the 9th and 10th grade are still unsure of their career goals. They are basically unaware as to the amount of education/training involved in specific career choices.	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements
10 - 16	Patty Blake Counselor Riverside High #1 Warrior Way Belle WV 25015	Many 8th graders may not be ready for Algebra I - should not require it in 8th grade. If Guidance and Counseling is required in Middle School - Do Not make counselor responsible for delivery int he related Arts Courses - will tech courses meet college admissions for B.S. Degrees? Elimination of entry pathway would make meeting graduation requirement more difficult for some students - Also some high schools would suffer from graduation rate - Major differences in special ed. population! NO - keep entry pathway -Who will delivery coordinate, grade senior graduation projects? CSOs are rigorous/relevant. We do not need senior projects.	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Entry Pathway See Frequently Received Comments, Senior Project

10 - 16		<p>pg. 19 - If student fails college transition English/Math courses, do they graduate? Will these courses be electives? Can the courses be considered an 099 course (college remedial) at university level? - Will the English replace Eng12? - How will vocational students meet this requirement with only 2 courses available per semester?</p> <p>5.6.8 P. 26 - Who determines mastery of content for Credit Recovery Programs? Will there be a certain stest 1 score? When will credit recovery be offered? Yearly? Summer? After 1st failure? Will core classes only be effected?</p> <p>Pg. 56 5.6.11 - What happens if a student does not meet college readiness or work rediness credentials? Will they be admitted to college? What about vocational Student?</p> <p>Pg. 56 - 13.68 What is 21st Century Industry Credential? Isn't dividing the Skilled Pathway into 3 sub pathways more complicated?</p>	<p>pg. 19 - If student fails college transition English/Math courses, do they graduate? Will these courses be electives? Can the courses be considered an 099 course (college remedial) at university level? - Will the English replade Eng12? - How will vocational students meet this requirement with only 2 courses available per semester?</p> <p>5.6.8 P. 26 - Who determines mastery of content for Credit Recovery Programs? Will there ba a certain stest 1 score? When will credit recovery be offered? Yearly? Summer? After 1st failure? Will core classes only be effected?</p> <p>Pg. 56 5.6.11 - What happens if a student does not meet college readiness or work rediness credentials? Will they be admitted to college? What about vocational Student?</p> <p>Pg. 56 - 13.68 What is 21st Century Industry Credential? Isn't dividing the Skilled Pathway into 3 sub pathways more complicated?</p>	<p>See Frequently Received Comments, College Transition Courses</p> <p>See Frequently Received Comments, Credit Recovery Programs</p> <p>See Frequently Received Comments, High School Credential</p>
10 - 16	<p>Lois Greene Assistant Principal John Adams Middle 2002 Presidential Drive Charleston WV 25314</p>	<p>If it is required does a student not graduate if he fails college transition course.</p> <p>Pg. 18 - Block'd' Clarification of technical concept</p> <p>Pg. 18 - senior project would be to difficult to implement; too much variances in type & quality of senior project.</p> <p>Pg. 19 - if you don't have college readiness credential is it possible for a student to enter a 4-yr program.</p> <p>Pg 27 (5.61a) Is it math only? What about English/Sciece, etc?</p> <p>SPECIAL NOTE: ACROSS THE COUNTRY, THE PUSH IS FOR COMMUNITY COLLEGE, NOT SO IN WV. WHY NOT?</p>	<p>If it is required does a student not graduate if he fails college transition course.</p> <p>Pg. 18 - Block'd' Clarification of technical concept</p> <p>Pg. 18 - senior project would be to difficult to implement; too much variances in type & quality of senior project.</p> <p>Pg. 19 - if you don't have college readiness credential is it possible for a student to enter a 4-yr program.</p> <p>Pg 27 (5.61a) Is it math only? What about English/Sciece, etc?</p> <p>SPECIAL NOTE: ACROSS THE COUNTRY, THE PUSH IS FOR COMMUNITY COLLEGE, NOT SO IN WV. WHY NOT?</p>	<p>See Frequently Received Comments, College Transition Courses</p> <p>See Frequently Received Comments, Senior Project</p> <p>See Frequently Received Comments, High School Credential</p>
10 - 16	<p>Michael Burch Teacher red306@verizon.net Roane County High School 202 Vallis Drive Spencer WV 25276</p>	<p>Mandatory chemistry in the 10th grade is not a good idea. I am currently, and have taught chemistry for 14 years. A few students are ready for the rigors of advanced chemistry by their 10th grade year, but most benefit from an extra year of study and growth.</p> <p>I've had 10th, 11th and 12th grade students enrolled in advanced chemistry, and the 11th graders seem to get a better grasp of the sometimes abstract content. It's probably a combination of their minds further maturing and developing.... and more more math background. My opinion is that the mental maturity is the</p>	<p>Mandatory chemistry in the 10th grade is not a good idea. I am currently, and have taught chemistry for 14 years. A few students are ready for the rigors of advanced chemistry by their 10th grade year, but most benefit from an extra year of study and growth.</p> <p>I've had 10th, 11th and 12th grade students enrolled in advanced chemistry, and the 11th graders seem to get a better grasp of the sometimes abstract content. It's probably a combination of their minds further maturing and developing.... and more more math background. My opinion is that the mental maturity is the</p>	<p>See Frequently Received Comments, High School Science Requirements</p>

<p>largest factor, as some of the more mathematical 10th graders still have a hard time with some of the concepts that similar 11th grade students grasp.</p> <p>Part of the role of chemistry is to prepare students for college chemistry. Many of the kids that have plans that will involve college chemistry are not ready for chemistry as 10th graders. These kids will be forced to take a basic class that is not 'college prep' and will not be properly prepared. These same kids would probably be ready for the rigors of advanced chemistry in the 11th grade.</p> <p>A certain amount of chemistry is required for biology, so I understand the need for some previous chemistry content before taking a biology course, but a dedicated PHYSICAL SCIENCE class would provide enough chemistry content for a 10th grade biology course. If an advanced course is required, advanced biology can be taught along with, or after 11th grade advanced chemistry.</p> <p>Most kids just aren't ready for chemistry in the 10th grade. Those who need advanced chemistry do better with it after their minds have another year to mature. Forcing it in the 10th grade will leave too many kids behind.</p> <p>Sincerely, Mike Burch Physics/Chemistry/Science 9 Roane Country High School</p>	<p>I disagree that all students planning to enter the professional pathway need to be in Algebra I in 8th grade. Many students who go to college are not ready for Algebra 1 in 8th grade. My own son took Algebra I in 9th grade and he has his Doctor's in Pharmacy. He was not ready for the rigor of Algebra I in 8th grade. He made A's + B's in all his math classes in high school and was asked to tutor math by WVU his first year at WVU. Yet this would have forced him to take Algebra I when he was not mature enough to handle it. I am a former math teacher and I have experienced students who are pushed to take Algebra I too early. They developed a distaste for math.</p> <p>Page 18 Science - We need clarification will Technical/Conceptual be counted as a lab science for WV State Colleges.</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>See Frequently Received Comments, High School Science Requirements</p> <p>See Frequently Received Comments, Senior Project</p> <p>See Frequently Received Comments, College Transition Courses</p> <p>See Frequently Received Comments, Credit Recovery Programs</p>
10	-	371
16		

		<p>Page 18 Technology- What kind of online learning experience during grade 9-12? Is this outside the school day? What about students who do not have internet at home?</p> <p>Page 18 Senior Year - What teacher is responsible for the senior project? All teachers have a full plate now. Staff needs to be added for this. Rural schools cannot keep coming to the closest major city.</p> <p>Page 19 - College transition English and College Transition Math class need additional staff to do this. Is this in lieu of English 12 and a senior math class?</p> <p>Page 26 126-42-5.6.8 How will mastery be determined? Who will determine this?</p> <p>Page 27 126.5.6.11 Can a student still enter college without a college readiness credential?</p>		See Frequently Received Comments, High School Credential
10 - 16	Valery Harper Asst. Principl Riverside High 1 Warrior Way Belle WV 25015	<p>Will HEPC accept /recognize technical/conceptual science for admission to college? This needs clarified!</p> <p>Again, needs clarified on the footnotes for math & science (pg. 19) what is the benchmark? Is the college transition English class in lieu of Eng 12 or is it in addition.</p> <p>This has staffing implications that are unfunded. If they don't pass, will they be able to graduate? Whole thing needs clarified.</p> <p>5.6.8 letter d.</p> <p>What determines mastery? who determines this needs clarification - I support, but clarification needed!</p> <p>126-42-5 5.6.9: What happens if you don't have the high school credential? Will the student still get admitted into college?</p>	+	See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Credit Recovery Programs See Frequently Received Comments, High School Credential
10 - 16	Joyce M. Canter Lead Special Education Specialist Kan. Co. Schools 200 Elizabeth Street Charleston WV 25312	<p>Page 10 - 8th graders have not made pathway choice at the end of 8th grade. Who decides Alg I for 8th graders? Also does not allow enough time for many to master basic math skills.</p> <p>Page 18 - Will colleges accept technical/con. sciences? Why was the entry pathway eliminated - needed for many students.</p> <p>Will state fund new teachers and mentors for senior projects!! Would a student graduate if fail college transition Eng. and/or math?</p> <p>Does it take the place of English 12?</p>	+	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Entry Pathway See Frequently Received Comments,

		<p>Staffing?? Will it take the place of non-credit Eng/math class at college? Does it mean that student can attend sch 1/2 day on site and 2 virtual classes at home? page 27 - How will it be determined what the mastery of content</p> <p>How could a student not working on CSOs earn a standard diploma - what would be the "benefit" for students to work hard/etc. to master CSOs if they could still earn standard diploma - what about reading and writing skills Page 30 GREAT as a means of helping students keep up with peers.</p> <p>Page 56 13.65 What does that mean - what happens to students with acad skills not at level to meet skilled Assoc Pathway BUT not modified assessment.</p>	Senior Project See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Credit Recovery Programs
10 - 16	Laura Bowles Counselor Sissonville HS 6100 Sissonville Drive Charleston WV 25312	<p>Some students in the professional pathway are not ready for Algebra I in the 8th grade, even though with maturity, they will do very well in algebra and the following courses. What kind of online courses would students take? What kind of online experience?</p> <p>How will each school accommodate special needs students? Will there be different types of diplomas? It appears that these expectations in mathematics are laying the ground work for more drop outs.</p> <p>page 18, chart V D--Will the Higher Ed. Policy Commission recognize tech. chem. or tech. physics? The senior project requires more teachers. Also, rural schools go not have access to mentors. More staff would be needed for the transition English/Math courses? Is this to be a graduation requirement? Do these courses take the place of English 12 or 4th math credit? Will these courses be accepted by colleges--or will they be considered as 099, 012, 013 college courses? What about the vocational courses---there are only four available blocks due to transportation back and forth. pg 26d--How do we know which part of the course has not been mastered? What kind of test will be given? If there are consistent requirements, it may be very helpful to our students. page 27, 5.6.10.b---Only career technical students take the</p>	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Credit Recovery Programs

10 - 16			WESTEST. What about the students who are in career tech, but not at career center? Comments regarding Chart V Adolescent (9-12) Graduation Requirements: We are concerned on several levels with the proposed changes in the Science course offerings. I have met with the High School administrators and they in turn with their Science Department. Here are the concerns: 1. While we believe in a rigorous course offerings, I'm worried about finding qualified Chemistry Teachers. It is my understanding there were only 4 Chemistry teachers that graduated in the state last year. I would also caution that in trying to help the counties find teachers, we not lessen the certification standards to meet this need. If we truly want Chemistry taught to all students then the course needs to be taught by a Chemistry teacher and not someone with a General Science or like certificate that is currently not appropriate to teach Chemistry. 2. We believe students lack of math skills at the sophomore level to meet the challenges of Chemistry taught at the sophomore level. 3. We will need to upgrade our science labs to meet the standards of Chemistry labs. We currently have 2 Chemistry labs. We would have to upgrade the remaining 5 science labs to be able to offer chemistry to all students.		See Frequently Received Comments, High School Science Requirements
10 - 16	Mary K. Hervey DeGarmo Superintendent mddegarmo@access.k12.wv.us Brooke County Schools 1201 Pleasant Ave. Wellsburg WV 26070		Page 10. Middle education requirement all 8th grade students have Algebra I does not consider Piagetian theory and readiness for Algebra. Page 18. Adolescent Education. Senior year senior project is a good concept to prepare students for college research. Please consider the individual instructional time needed for each student's project. Page 30. Teachers work very hard daily. Providing and grading work for a homebound student is an unfair burden on teachers. On page 18, this policy redefines the core requirements for the science high school curriculum as physical science, chemistry or chemistry-technical/conceptual, and biology or biology-technical/conceptual (to be taken in that order). My concern is	+	See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, Homebound Instruction
10 - 16	Larry McNeely Guidance Counselor Kanawha County 131 Beechwood Estates Scott Depot WV 25560			+	See Frequently Received Comments, High School Science Requirements The attendance of public school students is

<p>Wirt County High School Wirt County High School 791 Mulberry Street Elizabeth WV 26143</p>	<p>that 10th grade students do not have the maturity level nor the math skills to complete chemistry at that time. Also we, the state of West Virginia, does not have ample certified chemistry and physics teachers teaching at the secondary level as is. Mandating that students take chemistry or chemistry-technical/conceptual will only compound this problem. Some schools no longer offer the science technical/conceptual courses, because those courses have no value to high education as laboratory courses. Earth Science should be stressed in the 9th grade physical science course seeing as that one-fourth of the ACT and SAT addresses Earth science concepts. If taught properly the 9th grade physical science course will provide enough chemistry background for students to do well in the biology course at the 10th grade. Extra pay for science teachers needs to be address in this policy, if the state department and policy makers intend for the rigor of science education to improve in the public educational system. Science educators can work in the private sector and other public positions for much higher pay. Furthermore, a more stringent attendance policy needs to be developed for the secondary level. Ten unexcused absences and unlimited number of doctors' excuses is unacceptable. A policy needs to be develop that addresses day-in and day-out attendance and consequences for the students, parents, and administration who do not follow it.</p>	<p>addressed in State Board Policy 4110.</p>
<p>Debra Murry-Zeit DuPont Middle Counselor Kanawha Co. Bd. 803 Hamilton Circle Charleston WV 25311</p>	<p>P 10 We need to continue with a 90 minute requirement for R/LA. p 18 Chart regarding math requirements - Since Math is a developmental activity, will 8th grade students be ready to adequately grasp the concepts of Alg. I? Is it realistic to expect special needs students and/or students not desirous of the professional pathway to need 4 credits to graduate? I disagree with this. p 30 6.2.4.f. This is asking too much of classroom teachers to take on this additional responsibility.</p>	<p>In order to meet the demands of new scheduling models, the 80 minutes minimum of English language arts was put into place. Many schools are able to keep the 90 minutes of ELA. See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Homebound instruction</p>
<p>10 - 16</p>	<p>378</p>	<p>+</p>
<p>10</p>	<p>379</p>	<p>+</p>
<p>Jennifer Jackfert</p>		<p>See Frequently Received Comments, High School Mathematics Requirements</p>
<p>Page 18. Chart 5D. Will colleges accept technical/conceptual</p>		<p>See Frequently Received Comments, High Homebound instruction</p>

16	<p>Counselor Kanawha County 2102 Presidential Drive Charleston WV 25314</p>	<p>science for various majors or admission? Why is there no longer an entry level? Is the writing assessment considered an online learning experience? Clarification is needed on providing computers to students at home if they take an online course and have no access to computers. Completing a senior project would mean more staff - English and social studies already have a full plate and should not be given to them as their course requirement. Is the transition English course required to graduate? Does it take the place of the English requirement for seniors? What about staff? What does a postsecondary certificate mean? Classroom teachers should not be responsible for providing lessons and grading the work. Homebound teachers should be responsible for that. Please define college readiness credential. What does it mean if college readiness is not met? What is Higher Education saying about this credential stamp?</p>	<p>School Science Requirements See Frequently Received Comments, Entry Pathway See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses See Frequently Received Comments, High School Credential See Frequently Received Comments, Homebound instruction</p>
10 - 16	<p>Lois Greene Assistant Principal John Adams Middle 2002 Presidential Drive Charleston WV 25314</p>	<p>A agree that students who are entering a professional pathway should be in Algebra I in the eighth grade but continue 1A in 7th and 1B in 8th for less motivated students. If it is required, does a student not graduate if he fails college transitional course. pg 10 (5.5.1) Middle school schedule does not allow for a minimum of 18 weeks of instruction in art, music and health in one year or does it mean for grades 6-8?</p>	<p>See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, College Transition Courses See Frequently Received Comments, Middle School Encore Requirements</p>
10 - 16	<p>Lynn Gattlieb Counselor Riverside HS One Warrior Way Belle WV 25015</p>	<p>pg 18-- Clarify if HEPC will recognize concept/tech for college admission purposes. Special needs students and many reg ed students will have difficulty with some of the higher level math requirements for a diploma. Can online learning experience be the writing assessment? Senior projects take away from English or History curriculum but it requires additional staffing and community leaders...very difficult. pg 19-- If students are required to take transition courses will they have to pass it to graduate? This requirement may stop students from meeting graduation requirements of other classes. Additional staff will be essential. Can they substitute this for</p>	<p>See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, High School Mathematics Requirements See Frequently Received Comments, Senior Project See Frequently Received Comments, College Transition Courses</p>

		college remedial classes?	
		<p>5.5.2.d. For eligible students with disabilities the ISTP is developed during the 8th grade by an IEP Team. Although the intent of this wording, having persons with knowledge of the student and their disability develop the ISTP, appears to be in the best interest of students with disabilities, in practice this requirement will serve to segregate these students from a regular education process. Instead of requiring the IEP Team to develop the ISTP, I recommend that wording be added to the introductory paragraph and paragraphs (c) and (d) be eliminated. This wording could be: For students with disabilities and gifted students, the development of the ISTP also requires consultation with a teacher certified to serve the student's exceptionality.</p> <p>If the proposed wording remains, I recommend limiting the IEP Team's authority. We have had several situations occur where the IEP team developing the ISTP for gifted students attempted to override county and/or state policy. Without these limitations being emphasized within this policy, these team may again overstep their bounds. Wording such as, The IEP team may not exceed county or state policy during this process and the IEP team shall limit its input to those academics affected by the student's disability, may be helpful</p> <p>5.6.10 Beginning with school year 2008-2009, an eligible student with disabilities who meets the criteria to take the modified assessment may pursue either a standard or modified diploma. These decisions are specified on the student's IEP.</p> <p>126-42-5 Program Definitions</p> <p>5.5.2.d. For eligible students with disabilities the ISTP is developed during the 8th grade by an IEP Team.</p> <p>Although the intent of this wording, having persons with knowledge of the student and their disability develop the ISTP, appears to be in the best interest of students with disabilities, in practice this requirement will serve to segregate these students from a regular education process. Instead of requiring the IEP Team to develop the ISTP I recommend that wording be added the introductory paragraph and paragraphs (c) and (d) be eliminated. This wording could be: For students with disabilities and gifted students the</p>	<p>Dr. Carl H. Friebe Superintendent cfriebe@access.k12.wv.us Harrison County Schools P. O. Box 1370 Clarksburg WV 26301</p>
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16	+		
			<p>Development of the ISTEP for students with disabilities by an IEP team is not a policy change. Development of four-year education plan for gifted students is consistent with W. Va. code.</p> <p>See Frequently Received Comments, Middle School Encore Requirements</p> <p>Modified standards and a modified assessment will be developed by WVDE pending the approval of federal regulations.</p>

development of the ISTP also requires consultation with a teacher certified to serve the student's exceptionality. If the proposed wording remains I recommend limiting the IEP Team's authority. We have had several situations occur where the IEP team developing the ISTP for gifted students attempted to override county and/or state policy. Without these limitations being emphasized within this policy these team may again overstep their bounds. Wording such as, The IEP team may not exceed county or state policy during this process and the IEP team shall limit its input to those academic affected by the student's disability, may be helpful.

5.6.10 Beginning with school year 2008-2009, an eligible student with disabilities who meets the criteria to take the modified assessment may pursue either a standard or modified diploma. These decisions are specified on the student's IEP. As IEP Teams review current levels of performance and develop annual goals (for students with significant cognitive impairments this also includes short term objectives) they must also decide if the student's functioning level is most appropriately addressed by the Extended Content Standards or the CSOs. If the Extended Content Standards are identified as the appropriate basis for the curriculum, it should also be recognized that the appropriate assessment instrument is the APTA and the corresponding diploma is a Modified Diploma. Allowing a student whose instruction is based on the Extended Content Standards to take the WESTEST or receive a regular diploma is inappropriate just as allowing a student whose instruction is based on the CSOs to take the APTA is inappropriate. These three components, Extended Content Standards, APTA, and Modified Diploma, should be inclusive and be based on the same decision making process.

Page 10 – "It is expected that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade."

It may be most certain that all 8th grade Algebra I students will choose the high school professional pathway when each completes the first two years of the five-year plan at the end of the 8th grade year. The only way of expecting all students who may choose the professional pathway at the END of 8th grade to

		<p>be enrolled in Algebra I DURING the 8th grade year is to complete the five-year plan requirements at the end of 7th grade. It is my opinion that this is too early for students at this developmental age to make the "pathway" decision. We certainly don't want to limit any student not eligible for Algebra I from choosing the professional pathway. With many high schools offering block scheduling, higher levels of math are easily taken even if Algebra I is not taken until a student's ninth grade year.</p> <p>Page 10— In reference to Visual Art, Music, and Health...."Students shall be enrolled in a minimum of 18 weeks of instruction in each course during grades 6-8."</p> <p>Clarification please... Does this allow for a 6-week course in each of these areas, taken each of the three years in middle school?</p>		
10 - 16	<p>Mike Burke Director mcburke@access.k12.wv.us Mineral Co Board of Education 1 Baker Place Keyser WV 26726</p>	<p>5.6.1 Chart D Elimination of the Entry pathway is unnecessary and very limiting to those who have based their programs of study on three pathways. Deleting entry seems to deny the fact that some students will chose to enter the job market right after graduation.</p> <p>Dictating the sequence of required Science classes is unnecessary. Flexibility should remain for local decisions.</p>	+	<p>See Frequently Received Comments, Entry Pathway</p> <p>See Frequently Received Comments, High School Science Requirements</p>
10 - 16	<p>Cheryl Hawkins Coordinator of Middle School Jefferson County Schools 110 Mordington Avenue Charles Town WV 25414</p>	<p>5.5.1: Increasing the number of 8th grade students taking Algebra I will severely impact the Jefferson County Middle School program. Middle school math teachers will need high school math certification to be highly qualified.</p>	-	<p>See Frequently Received Comments, High School Mathematics Requirements</p>
10 - 16	<p>Chris Ketterly Faculty Senate President Alban Elementary Faculty Senate 2030 Harrison Avenue St. Albans WV 25177</p>	<p>Section 5.4.1 (Intermediate Elementary, 3-4 programs of Study) states: "Intermediate elementary students will be taught the given content areas daily." Our staff feels that alternating Science and Social Studies would be sufficient instruction to master the content standards and objectives for these subjects at grades 3-4. To attempt to do so fragments the instructional day. A deeper understanding can be developed when one of these subjects is taught at a time, making connections with language arts or math.</p>	-	<p>To teach social studies as an alternating course will fragment the concept instruction and the contextual nature of the course.</p> <p>Students need a continuous uninterrupted flow of instruction to maintain their focus and understanding of the concepts. Whether referring to daily alternation or semester alternation, too many ideas and concepts are lost because this system would provide</p>

10		<p>Section 6.2.4 Homebound Hospital Services (B-f) "The classroom teacher is responsible for providing units/lessons, lesson plans and materials to the home/hospital teacher, to check student work and to grade work." Our staff understands the need for a collaborative working relationship with homebound instructors. We feel the responsibility for providing the instructional plans for the student while away from his/her home school. However, we do not feel the responsibility for checking and grading such student work. We believe the homebound instructors are qualified and capable to complete such tasks and report them to the classroom teacher.</p> <p>Thank you for considering our concerns regarding amendments to WV Policy 2510</p>	<p>the opportunity for students to more readily forget what they have learned. "The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." National Council of the Social Studies, National Social Studies Standards. We cannot fulfill this purpose on an intermittent schedule.</p> <p>Inquiry in science must begin early if students are to develop scientific habits of mind. Science can very effectively be incorporated with reading, math, and many other subjects.</p> <p>See Frequently Received Comments, Homebound instruction</p>
16	<p>Larry Oyster teacher loyster@access.k12.wv.us Huntington High #1 Highlander Way Huntington WV 25701</p>	<p>Please consider keeping the CATS-9 program in place to more closely match a global education our students require. Then the tenth grade student could study a biology course with Chemistry as an 11th grade class. Regardless of what we would like to see, we have textbook publishers that include certain levels of mathematic sophistication in all texts. Most tenth graders are not capable of completing a chemistry course that is delivered at a general chemistry level. The biology texts tend to be more conceptual, although cellular. There is chemistry involved in the biology course, but just like all programs, sometimes the student is just taught that something happens and they learn the details of why at a later date. While it would be nice to think that teachable moment would be used, some students are just not ready to look at those complexities.</p> <p>I would like to support the CATS program all the way through, but know there are no useful texts -at the high school level. But the very least that should happen is earth science be included in the ninth grade physical science program, biology in tenth, and chem/physics/AP sciences at the 11th and 12th grade years.</p>	<p>+</p> <p>See Frequently Received Comments, High School Science Requirements</p>

10 - 16			<p>I'm not sure of any hard evidence that warrants this step back into the layered cake model proposed. I am aware of local studies, especially that of the Greenbrier East teachers who fought against the CATS program from the start of it in the early '90's.</p> <p>If you look at current levels of certification of our science teachers, that should help make decisions as well. I am not aware of the education of our high school science teachers, but please keep that in mind. I'm doubtful we have enough chemistry teachers to teach all students in our high schools, but may have more biology teachers. Any way you look at this it will be expensive and we will struggle to get and keep quality teachers.</p>		
10 - 16	387	<p>Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508</p>	<p>More emphasis should be placed on basics. So many times students are pushed from one class to another while only coming away with a modest understanding of several subjects. I think students would be better served to have a deeper understanding of fewer subjects. When you truly understand something, it is easier to acquire new knowledge.</p> <p>Also, many students who thrive in vocational programs would be forced to fumble through mainstream subjects they are not equipped to handle. This would result in frustration and higher drop-out rates.</p>	-	<p>All instruction should be based on the content standards and objectives for each course. When this happens, the basics will be learned.</p>
10 - 16	388	<p>Ray Wilson Counselor University High School 991 Prince Street Morgantown WV 26505</p>	<p>I have been in the school system as a counselor and teacher for 35 years and this is one of the worst policies I have ever seen. This is bad, bad policy which should be redrafted and sent out again for comment. There are several parts of the policy which need to be revised.</p> <p>The new policy would eliminate the entry level of education for graduation. To say a student will be unemployable without additional training after high school is not a good message to get out to the community of people who are asked to pass bonds, and levies. Thus the State legislature will be forced to provide additional funding to make up for lost revenues. Two year vocational programs will cease to exist as the second year will only be available at the adult level.</p> <p>Additional requirements for graduation seem to be gearing the educational system for five year high schools, not four year</p>	+	<p>See Frequently Received Comments, Entry Pathway</p> <p>See Frequently Received Comments, High School Science Requirements</p>

schools. Where is the additional funding coming from? Additional courses also must include funding for the additional teachers. Currently we are being asked to gut our elective programming to find currently enrolled teachers to teach these classes. These electives are what differentiates the various programs and allows students to customize their educational program to meet their educational goals.

Unrealistic demand are being placed on these students who need the most help in school. Career Major Units (CMU) are so restrictive, no allowance is provided if a student fails a class if certified teachers are no longer employed during a two year program.

Schools need some flexibility since it is becoming increasingly difficult to find high qualified teachers to hire for classes such as science, math and selected required electives. Locking students into more and more required CMU's is not the answer. The science sequence is out of order. It should be Physical Science, Biology and then Chemistry. Students need higher math skills for Chemistry than Biology; so the sequence needs to be changed!

By eliminating the Entry Level Pathway, the dropout rate will increase. This level was specifically created to graduate educationally challenged students. To eliminate the program will raise dropout rates higher than NCLE standards allow or WV voters would find acceptable.

These are some of the problems with the new 2510 policy; there are more, but this is a good sampling. These policies and others are making it increasingly difficult to develop programs for students to graduate and succeed. Complaints of lower than desired graduation rates are followed with even more difficult requirements to be followed. The net result will be lower graduation rates. The elimination of the skilled pathway will result in lower graduation rates. Complaints concerning lower attendance rates are being addressed by heightening the requirements for admission by excluding Bio Tech, Physics Tech and Chem Tech classes as lab science classes. The result will be a lower rate of college attendance. There was once a medical joke about the treatment being worse than the cure. 2510 is the treatment which will educationally be worse than

10 - 16	389	Ruth Caplinger Secondary Curriculum & Vocational Director rcapling@access.k12.wv.us Mason County Schools Mason Co. Schools 1200 Main St. Point Pleasant WV 25550	what we now have and will set back education in WV, not move it forward. This is related to 5.51 Middle Level Education (Grades 5-8) Programs of Study. The section which states "Students shall be enrolled in a minimum of 18 weeks of instruction in each course during grades 6-8." It lists Visual Art, Music and Health as the courses in the chart. My concern is that we are a small rural district with limited resources in terms of finances available for staff. We have Jr-Sr High Schools in which the Art, Music and Health teachers have to cover both Jr. and Sr. High classes. By increasing these three subject areas to 18 weeks WVDE is creating a staffing problem for us. We will not have enough staff to increase this to 18 weeks. In addition, there are only so many hours in the day. We offer several rotations during middle school which include those areas plus, character education, extra reading time, hunting safety, tech ed. and Family & Consumer Science (Base 7&8). What should we eliminate? Please reconsider locking everyone into the 18 weeks. Thank you for your consideration in this matter.	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	390	Anna Kincaid-Cline Director of Curriculum akincaid@access.k12.wv.us Fayette County Board of Education 111 Fayette Ave Fayetteville WV 25840	5.5.1 I have serious concerns about the increased amount of time for the encore subjects when 21 Century is the focus from our current Superintendent, but we do not have a technology class as part of that encore cluster? I am also concerned at the increase cost of this curriculum to the county. Will the state fund additional positions to cover the added staff? 5.6 Chart V (D) How will the schools locate Chemistry teachers? How will ALL students handle a Chemistry class in the 10th grade? Could Chemistry be a senior class, and as an elective not a graduation requirement? There are inherent preparation issues associated with requiring Algebra in the 8th grade. 1. Many middle school students are not developmentally ready and 2. there is a lack of certified teachers in the middle school to teach it. We have students in college that lack Algebra skills and many are enrolled in developmental math classes. How is rushing through the fundamentals and pushing them too quickly into algebra going to alleviate the deficit we see that exists already in the public schools students preparedness for college.	+	See Frequently Received Comments, Middle School Encore Requirements See Frequently Received Comments, High School Science Requirements See Frequently Received Comments, High School Mathematics Requirements
10 - 16	391	Deb Hemler Professor of Geoscience Education dhemler@fairmontstate.edu Fairmont State University Fairmont WV 26554		+	See Frequently Received Comments, High School Science Requirements

With regards to the elimination of thematic science at the 9th and 10th grades, we are moving backwards rather than forwards in our progress toward scientific literacy. In a time when AAAS in its most recent publication indicated that students need more integration in their training, we are moving back toward a "layer" cake approach. Are we doing this because it is best for the students OR are we doing this because teachers find it easier to teach this way?

One major question one must ask is why has earth science been left out of the high school curriculum. The band-aid attempt at putting one quarter of a school year in the 9th grade is not well thought out. The NAEP test, which is administered their senior year, will have over 25% earth science content. Does the State expect that students will remember ANY of their earth science if it is glossed over in one quarter of one semester their freshman year. Why is one of the overarching sciences being neglected at the high school level?

Physics, Chemistry and Biology will be required in high school. Why is earth science not in the foundational line up? Given the present issues of global warming, ozone depletion, alternative energy one would think earth science would be a critical component in a high school education. The argument that earth science is stronger in the elementary and middle grades is not valid. ALL sciences are covered in those grade levels in an integrated program. Earth Science is not given any special priorities there.

West Virginia has been a forerunner in Project 2061 and I have been proud to be from a state that was willing to forge ahead rather than follow the large states blindly. Project 2061 was so named because the authors knew it would take that long for the effects of the reform to be realized. WV is making the same time honored mistake, try something for 6 years, throw your hands up in the air and quit. Instead of investing monies in professional development to train teachers to do something innovative and outside their comfort zone for the good of the students, we throw out the system and return to an archaic one. In doing this we are discounting the research of professionals in science and education. Not every student is college bound in the sciences but by initiating this system we are putting them

10 - 16		<p>through the rigors of a pre-professional or science major. Why?</p> <p>We have tracked the performance of CATS students in Chemistry courses at Fairmont State and found that they perform no worse than those of other programs in other states. They are as prepared. I have heard the argument that students can take fewer AP courses with the CATS program. That's interesting since my stepson is a product of the CATS program and managed to take and Pass three AP tests (with fives) as a high school student. He could have taken another but thought three was enough.</p> <p>Finally, had anyone anticipated the funds that are going to be necessary for this transition? More middle school math teachers will need to be 5-12 certified since most middle school certifications do not include algebra. Requiring chemistry will increase the number of certified chem teachers in the state, we aren't graduating that many and the cost to send high school teachers back to be certified will take funds. What about the textbooks at the 9th and 10th that were just adopted? What will be done with those after 2 years of use? Finally, considerable funds were spent to revise the 9th and 10th grade science CSOs. If this Policy was in the "hopper" why were those funds expended? It seems like such a waste of manpower and money. The revisions were extensive and the team who developed them felt as though they spiraled well. I suspect even the biology teachers would have approved.</p> <p>I encourage you to review the literature and the trends of science education in the nation. Rather than "throwing the baby out with the bath water" by listening to disgruntled biology teachers who dislike teaching out of their field, work to certify teachers to teach integrated science. Be the forerunners of science education in the state. Do what is best for the future of our students, rather than residing in the comfort zone of traditional teachers who just want to do what's always been done and what they know best.</p>	+	
10 - 16	Garry Bender Science Teacher gbender@access.mountain.net	Please visit list serve for the many arguments detailing the reasons for offering Biology at the 10th grade level and Chemistry at the 11th grade level.		See Frequently Received Comments, High School Science Requirements

10 - 16	Roane County High School One Raider Way Spencer WV 25276	Irenei. Weese irbow56@adelphia.net South Middle School 56 Summers School Road Morgantown WV 26508	" I am concerned that the proposed changes in 2510 will make it difficult for my child to take band in middle school. I would encourage the Board members to re-visit this section and consider the impact to band and all performing arts offerings before final passage of the policy. Thank you."	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	Kathy S. Butcher art teacher kbutcher@scpwildblue.com VanDevender Junior High School 918 31st Street Parkersburg WV 26104	The time frame for when visual art is to be taught leaves a lot of leeway for Boards of Education to cut classes for one of the core subjects for 21st Century learning. A minimum 18 weeks of instruction for grades 6-8 should specify that a course of visual arts is needed each year during these middle grades. It would be helpful to those of us who are trying to play catch-up with students coming from elementary schools where CSO's for visual art were not covered by an art specialist. We would like to have the opportunity to have all three middle grade years to provide this instruction. I currently teach in a junior high setting. I have 7th and 8th grade classes for 9 weeks. Last year, I had 8th grade for 12 weeks. Whatever fits the schedule is what I have been given. I am constantly adjusting my program yearly. When our county goes to a middle school format, I believe that students at my school would best be served by providing 9 weeks (or more) of instruction each year, for each grade. 7th and 8th grade have always been provided with visual arts each year. To not add it to a new grade serviced by our school, or to take it away from either the 7th or 8th grade would not be progress, but a huge step backward. Is the WVDE committed to upholding art as a core subject area for 21st Century learning or not?	+	See Frequently Received Comments, Middle School Encore Requirements	
10 - 16	Robin Francis Curriculum Assistant Principal Kanawha County Schools 2100 Kanawhs Terrace	[13.68] What are the Entry Students suppose to do? There is NOT enough room in the Vocational Schools for skilled students. Therefore they are being forced into 2 year degrees. They will not be able to qualify for 21st Century Ind. Credentials either. You are totally dropping a complete group of	-	See Frequently Received Comments, Entry Pathway See Frequently Received Comments, High School Credential	

10 - 16	St. Albans WV 25313	<p>students without place for them to qualify. The Entry is made up of Special Education and 504 students. Where do you propose them to fit? More money should be allotted for vocational.</p>	
10 - 16	<p>James Willis Jr. jmwillis@access.k12.wv.us Logan High School Logan WV 25601</p>	<p>5.5.1 Middle Level Education - The Algebra 1 requirement for, professional pathway students, in the 8th grade is an impractical expectation for even the most accomplished math students. Many of them do not have the practical math skills background to have a high success rate of mastery. Algebra 1 should continue to be an entry level math course for 9th grade students in a professional pathway.</p> <p>5.6.1 Adolescent Education - I find that the core Science requirements for graduation (2008-09) are not in the correct sequence for students in the professional pathway. Placing Chemistry as a 10th grade requirement would lead to teacher4 and student frustration and failure to achieve mastery. Students in this grade level do not have the math preparation necessary to have success at this level. Chemistry needs to be at least an 11th or 12th grade level class, especially for college bound students. Placing Chemistry as a 10th grade requirement is based on the math sequence of students taking Algebra in the 8th grade. Based on the proposal, students will be in school for a full day of instruction and have adequate opportunity to take any higher level math class that is desired. I also believe that the Social Studies sequence of classes need to be changed so that United States until 1900 and 20th/21st Century Studies are taken in the 10th and 11th grades and World Studies to 1900 is offered in the 9th grade. There needs to be continuity with the two United States History classes.</p>	<p>See Frequently Received Comments, Middle School Encore Requirements</p> <p>Many students have experienced success in Algebra in the 8th grade. The revised CSOs for PK-8 mathematics, will provide students with a deeper understanding of mathematics.</p> <p>See Frequently Received Comments, High School Science Requirements</p>
10 - 16		<p>I taught 8th grade Algebra for 15 years and very few 8th graders are ready for Algebra I. Have you seriously not even considered Piaget's research on cognitive development? Very few of these students are capable of the abstract thinking required for Algebra I. There are few who have reached the formal operational stage of thinking.</p> <p>What you are doing will do some of the most serious damage to students in higher math. It has taken since my first year teaching (88-89) to finally get the most important thing we could do to improve students' success and understanding in higher math</p>	<p>See Frequently Received Comments, High School Mathematics Requirements</p> <p>Many students have experienced success in Algebra in the 8th grade. The revised CSOs for PK-8 mathematics, will provide students with a deeper understanding of mathematics.</p>

adopted in our county. We finally are just starting this year at my high school to teach Algebra I as a 2-year course (teaching it both semesters on the block schedule for 9th graders). What you are proposing will totally undo what it has taken math teachers nearly 20 years to accomplish.

There is entirely too much information and concepts that need to be covered in Algebra I for it to be effectively mastered by most students in a one year course. Most 8th graders are still in the concrete levels of thinking. This is not raising standards - it is setting up failure and undermining the solid foundation of Algebra that students need to have to progress and be successful in upper math classes.

I am currently teaching a class of 10th, 11th, and 12th graders who have still not passed Algebra I or have received D's throughout and are taking it for the 2nd or 3rd time. To expect these types of students to take Alg. I in the 8th, Geometry in the 9th, and Alg. II in the 10th grade is really ludicrous in my opinion.

I enjoy Algebra and realize its value and importance, but not every student will need to complete Algebra to be successful in life and to prepare for employment. On the other hand, every student we have, from the lowest level to the most advanced, needs to know the types of math that are covered in Consumer's Math. Our most advanced students in college recently failed at alarming rates when given assessments to measure daily living math skills regarding things such as banking, credit, taxes, insurance, and even filling out forms correctly. Every student needs a minimum of a semester, and I feel a year, of consumer math to teach them the skills we all need to know and that few of us ever learned in school. Many adults have lost money and only learned by their mistakes when it comes to finances and the math skills that affect them every day of their lives. Yet we as a state ignore this and want to require all students to take higher math courses and to take them when they are not even at the developmental stages to be able to grasp the concepts.

I would strongly encourage you to do the following:

*** Require Algebra to be taught as a 2-year course statewide.

(Algebra I - year one and Algebra I - year 2)

*** Do not require 8th grade students to take Algebra I. Have a

10 - 16		<p>pre-assessment to measure if they are at the formal operational stage of cognitive development so they have the abstract thinking skills necessary to actually understand the concepts they will be learning.</p> <p>*** Require all high school students (ideally 11th or 12th grade years) to take a Consumer Math program.</p>		
10 - 16	<p>Alice Starr Counselor Elkview Middle School 38 Turner Road Elkview WV 25071</p>	<p>p 18, There is no Entry Level Pathway. Please clarify p 19, Footnote 1, Will these courses have dual credit? Will CSO's meet senior requirements? Will these courses meet college requirements for remedial classes in college?</p> <p>p 27, What happens to a student who does not meet High School Credentials?</p> <p>p 30, It is not effective for a classroom teacher to be responsible for instruction and work they did not deliver</p>	+	<p>See Frequently Received Comments, Entry Pathway</p> <p>See Frequently Received Comments, College Transition Courses</p> <p>See Frequently Received Comments, High School Credential</p> <p>See Frequently Received Comments, Homebound instruction</p>
10 - 16	<p>Elizabeth K. Taylor teacher ektaylor@kcs.kana.k12.wv.us Sissonville High School Charleston WV 25302</p>	<p>42-6 Our staff discussed whether the placement of computer keyboarding classes in the business department is the correct placement or sequence, if there is a goal of technology integration in 5-8.</p> <p>I feel that it is most important to comment about 42.5.6.1.f regarding home and hospital teachers. Classroom teachers have enough to keep up with for the students with whom we have contact and their sometimes regular absences. I urge that the homebound teachers be responsible for the curriculum of homebound students. How can classroom teachers be responsible to provide the work, grade their work, give tests to students with whom they have little or no contact? Homebound teachers can create their own assignments and assessments from the same CSO's that classroom teachers utilize. Do not increase classroom teacher responsibilities, which ultimately weakens what we have the time to manage and do in our classroom. (In the past, I have had some problems providing a homebound teacher with my tests and keys, which led to invalidating my tests when the student papers came back in the homebound teacher's handwriting and in my wording from the key.) This is</p>	+	<p>See Frequently Received Comments, Homebound instruction</p> <p>The college readiness assessment will be a component of required assessments for all students. The college admissions test will be administered after the 4 WESTEST and before the close of school at high school sites and paid for by WVDE. One make-up test may be given at State expense during the first fall testing date.</p> <p>See Frequently Received Comments, Senior Project</p> <p>See Frequently Received Comments, High School Mathematics Requirements</p>

10 - 16		<p>frustrating and necessitates that tests be revised and protected by the classroom teacher. If this passes, the cycle starts again, which leads to no assessment security for the product of the creator/classroom teacher. If homebound teachers are paid for the job, let them do the work to create the assessments and to grade them.</p> <p>126CSR42 p. 23 # 2 The need for another college entry test -- the state's college readiness benchmark assessment-- was questioned.</p> <p>42.5.6.8.c Kanawha County Schools has done away with the "test out" option. The wisdom of under what conditions and whose demand/rights and whose creation these tests are created and given is questioned.</p> <p>42.13.83 -- Who will monitor and assess these senior projects and in which courses will the CSO's be modified or reduced in order to have the time to facilitate and assess these senior projects? Teachers from various former schools discussed difficulties in these projects when they were tried about five years ago.</p> <p>Also, it is felt that students should not be forced to take Alg.I in 8th grade or become ineligible for the Professional pathway. Some students mature later and are more ready for Alg. I in 9th grade.</p>	
704 - 716	<p>Robert J. Robinson President rjrobins64@hotmail.com West Virginia Art Education Association 242 Captain Ames Drive Parkersburg WV 26104</p>	<p>In the area of Middle Level Education (5-8) Program of Studies, it is stated that students will be enrolled in a minimum of 18 weeks in each course (Visual Arts, Music, and Health). I primarily wish to address the visual arts. I feel that the intention is good because some counties are only providing a very short amount of time in the visual arts (2 - 4 weeks of instruction) and the proposed minimum requirement will increase those students' exposure to the state defined visual art curriculum. However, I feel the language should be more clear as to when the minimum of 18 weeks should be provided. I strongly feel that it needs to be stated that there will be art instruction during each year of the 5-8 grade experience. As it is stated now, they could possibly have an 18 week course during only one year of their middle level career. The CSO's give specific standards and objectives that the students should learn for each year...therefore, instruction needs to be delivered yearly to meet those standards</p>	<p>+</p> <p>See Frequently Received Comments, Middle School Encore Requirements</p>

			<p>and objectives. Without elementary art specialists in the majority of our schools, it is crucial that students on the middle level receive the benefit of art taught by a certified art teacher during each year they are in junior high or middle school. These teachers have a lot of challenges when students are not coming to their class with the skills and background that the CSO's require for elementary (K-4) students. Thank you for the opportunity to state my position on this matter. Bob Robinson, WVAEA President</p>	
10 - 16	401	<p>Nanette Seligman enseligman@yahoo.com Art Educator, secondary level 2209 23rd Street Parkersburg WV 26101</p>	<p>"These required courses are considered part of the encore curriculum and each course shall be taught as a separate subject in grade. Students shall be enrolled in a minimum of 18 weeks of instruction in each course during grades 6-8." This is an unclear statement. Could it be clarified? Does it mean the students take 18 weeks a year or does it mean 18 weeks over three years? If they take the 18 weeks of a given content area (Visual Art, Music, Health, Learning Skills and Technology Tools) in one year will that meet the requirement with the subject during their Intermediate grades? If the students only have to take the given content areas (Visual Art, Music, Health, Learning Skills and Technology Tools) one year out of the three it will not be possible to cover all three grade levels of Content Standard's. If all three levels of Content Standards are attempted in one class during one grade level students may not be developmentally ready for the objectives. I support a minimum requirement for these content areas but request that they, especially the Arts be taught annually enabling educators the sufficient time to teach all Content Standards and Objectives on each grade level. Also that policy supports the development of quality chorus and band programs. WV students are frequently entering grades 6 -8 with out having met the Visual Arts objectives because of lack of elementary Visual Art specialists in our state. The possibility that students would also not be offered a sequential program of study on the Intermediate Elementary level is a concern. The Arts are a core subject that help students obtain 21st Century Skills.</p>	<p>See Frequently Received Comments, Middle School Encore Requirements</p>
10	402	Ann Ludlow	I feel that chemistry should be taught before biology. Biology as	See Frequently Received Comments, High

- 17	<p>teacher adeloach@access.k12.wv.us Elkins High School 100 Kennedy Drive Elkins WV 26241</p>	<p>it is taught today involves a solid background in chemistry in order to understand molecular biology and the biochemical processes such as photosynthesis, cellular respiration and protein synthesis. I'm aware that some students might have problems with the math. However, the solution is not to put biology first in the sequence. Although there may not be as much math, the concepts in biology are more abstract and complicated. I think the answer lies in having different levels of classes: conceptual/technical or simply lower level chemistry for those who can't handle the math. There should be different levels of biology as well, but students should still need to have a solid chemistry foundation before taking biology.</p>	School Science Requirements
10 - 18	<p>Karen Williams Science Teacher kawillia@access.k12.wv.us Elkins High School 100 Kennedy Dr. Elkins WV 26241</p>	<p>I have read many comments on the list serve about students not being ready for chemistry because they do not have the math skills. This line of reasoning could be used in any science class. Many of my 9th graders do not have the math skills necessary to manipulate simple density equations. Does this mean that I don't teach density - of course not! Instead I work through the math skills necessary. I know that chemistry teachers (who are presently teaching 11-12 graders) currently deal with these same problems and are teaching the math necessary for their classes in the same fashion. It is something we have always dealt with in science. I do believe that students will be in about the same position mathematically regardless of their grade level. We will always have to deal with teaching math skills in science. I am in favor of the plan which is being proposed to offer chemistry before biology. I think too many people are remembering the high school biology they took many years ago which was based on classification and think this easier than chemistry. The biology of today in chemistry based as you can see by the new CSO's. You must know chemistry before you can do biology. Biology teachers are having to spend much of their instructional time covering basic chemistry so this change in curriculum would give them back valuable time. I recently put a question on the NSTA list serves for chemistry and biology asking other teachers across the country what they are doing, their reasons and their feeling about the sequence. Almost all the responses were favorable to our recommended sequence. However they teach a basic physics class in 9th grade</p>	<p>+ See Frequently Received Comments, High School Science Requirements</p>

			rather than physical science. I think this is a better idea so the time in chemistry in the 10th grade is not a repeat of 9th grade. Again you will hear from teachers about the math but this would be basic physics and not math-based.		
§126-42-6 Alternative Delivery of Educational Programs					
10 - 02	404	Shelby Neal teacher sneal@citlink.net Pike View High School 387 Charwood Avenue Princeton wv 24740	Policy 2510 Qualified teachers should be selected for homebound instruction. Since these teachers are receiving compensation for their work, the homebound teacher should be the one creating instructional plans, checking and grading the student work. The classroom teacher does not receive any compensation for the time spent on homebound students.	+	See Frequently Received Comments, Homebound instruction
10 - 03	405	Jane Brady teacher/dept chairperson jbrady@sunlitsurf.com BUHS Weston WV 26452	Work study programs have been neglected. These programs are every bit as beneficial as many of the situations described in this document. Local Bd's of Ed. will simply take this opportunity to wipe out these experiences that actually enhance skills taught in the hs setting. Why should students be kept in school receiving credit for bogus work experiences such as "Teacher Assistant" when they could actually receive valuable experiences that will allow students to make more realistic choices about their future--whether college or going directly into the work force. PLEASE DO NOT TAKE AWAY A VERY VALUABLE LEARNING TOOL BY DEMANDING THAT STUDENTS STAY IN SCHOOL A 7 HR. DAY.	-	Formal experiential learning opportunities including cooperative work experiences, internships, mentorships, apprenticeships, etc. are encouraged in Policy 2510.
10 - 04	406	David Tackett Coordinator of Student Support dtackett@access.k12.wv.us Cabell County School 2850 5th Avenue Huntington WV 25702	As the person responsible for supervising homebound instruction in our county, I am concerned that by allowing persons other than or in addition to licensed physicians to make written requests for homebound instruction we could potentially make it too easy for a student to miss school. Because of our more stringent county policy I am currently denying many requests from psychologists, nurses, and therapeutic counselors. Parents are able to get requests from these types of professional very easily for depression and anxiety which are very suspect. I believe that parents who have difficult children will potentially abuse our homebound system with ease. I am recommending that the "other health care providers" be removed from the policy. I am also recommending that we should only be required	+	See Frequently Received Comments, Homebound instruction

10 - 04	407	Dr. Paul E. Barcus, Jr. Superintendent pebarcus@access.k12.wv.us Wetzel County Schools 333 Foundry Street New Martinsville WV 26155	to honor requests from licensed physicians or licensed psychiatrists. Under 6.2.4f--i believe you are requiring too little from the home/hospital teacher. That individual should be required to "check student work and to grade student work", but give the classroom teacher the right to review the grades given and to revise as needed/justified.	+	See Frequently Received Comments, Homebound instruction
10 - 06	408	Lois Kay Carpenter Superintendent lcarpent@access.k12.wv.us Webster County Board of Education 315 South Main Street Webster Springs WV a 26288	Concern: Where will the funds be found to provide Credit Recovery Programs for all courses ????	-	See Frequently Received Comments, Credit Recovery Programs
10 - 07	409	Mrs. Debra Webster Second Grade Teacher Dwebster@kes.kana.k12.wv.us Kanawha County Schools 3040 Kanawha Terrace St. Albans WV 25177	I have been a teacher in Kanawha County Schools for over 20 years and this is my first comment submitted to the State Board of Education. I feel that I must comment on the Policy 2510 section 6.2.4f. This policy states that teachers are responsible for providing materials and lesson plans and grades for the homebound student. I currently have 2 students on homebound. I met with the homebound teacher after school and we discussed what I was doing with my class. I did provide books and materials for the instruction. I also was able to provide some information about one student. My other student, I had never met. He didn't start school at the beginning of the year. I do feel that the homebound teacher and the classroom teacher need to work together to form a plan but I do not feel that it would be in the child's best interest to ask the classroom teacher to grade the materials. I know that the homebound teacher is a certified teacher, therefore he/she would be the best person to provide quick and more accurate scores for the work. I do not feel comfortable grading material provided by a student that I had never work with or even met. I feel that parents might have a	+	See Frequently Received Comments, Homebound instruction

10 - 09		<p>difficult time accepting a lower grade provided by the classroom teacher. I wouldn't have the student to explain his or her answer and would therefore mark a problem incorrect without the chance to question a child about his/her answer. I also believe that grading this material will take several hours above the required day. How long would materials accumulate before being graded? Students would not receive the immediate feedback on materials that other classmates get. In Kanawha County we have gone to adding more observation type grades, especially in math. I would not have the opportunity to do this type grading with my homebound students. The homebound instruction teacher could provide this type grades. A simple paper test type grading could lead to scores being inflated, especially since classroom teachers have no way of knowing if the child received help with a test. I feel that you are paying the homebound teacher to provide services and I feel that part of those services should include the grading of materials that were covered by the homebound instruction. This would be like the resource teacher giving the classroom teacher all the work she did with her students and the classroom teacher grading her work. This is just not in the child's best interest. Thanks for taking my concerns. If you would like to discuss this further you can reach me at the above information or at Weimer Elementary 722-0205</p>	
10 - 09	<p>Rebecca McLaughlin teacher rmclaughlin@kcs.k12.wv. us Sissonville H.S. 6100 Sissonville Dr. Charleston WV 25312</p>	<p>Exactly what are the responsibilities of the Home/hospital teacher? Classroom teachers do not have enough time for these added responsibilities. Furthermore, it is not a good idea to send tests out of the classroom.</p>	<p>See Frequently Received Comments, Homebound instruction</p>
10 - 09	<p>Debbie Derenburger Teacher derenburgerd@charter.net Sissonville High School 6100 Sissonville Drive Sissonville WV 25312</p>	<p>126-42-6.2.4 f If a student is taking homebound chemistry or many other sciences, there is no way possible to send materials, equipment home for labs. Someone would need to be responsible for modifying lessons. Is the homebound teacher getting paid to just deliver lessons that classroom teacher is providing? If so, I will be leaving the teaching field and taking a job with homebound</p>	<p>See Frequently Received Comments, Homebound instruction See Frequently Received Comments, Credit Recovery Programs</p>

10 - 09	412	Carolyn Moss Teacher cmoss@kcs.kana.k12.wv.us Sissonville High School 6100 Sissonville Drive Charleston WV 25312	instruction next year. 5.6.8 Kanawha County Schools did away with "testing out" several years ago. We will spend unnecessary hours giving tests and grading them if students think they have even a slim chance of getting out of a class. If we have tests, they must reflect all content conveyed in the class for that year. What is a credit recovery program? Are we going to reward students that have not done what they are supposed to do in class all year, but are smart enough to pass a test? What kind of message are we sending our students?	+	See Frequently Received Comments, Homebound instruction
10 - 09	413	Travis Baldwin Teacher tbaldwin@kcs.kana.k12.wv.us Kanawha County Schools Sissonville High School 6100 Sissonville Drive Charleston WV 25312	1. There is no way that as a classroom teacher that I need to be "responsible for continually supplying units/lessons, instructional plans and materials to the home/hospital teacher, to check work and to grade student work." What on earth is the homebound instructor hired to do in the first place - just be a gopher between the student and the traditional classroom setting? This is one of the most absurd proposals I have ever heard of! Currently, I provide the "homebound instructor" with a textbook and they design the lessons for the students that can be completed with a text and they also assign the student a grade. I never see the student and, in most cases, never hear from the homebound teacher (or get the materials back).	+	See Frequently Received Comments, Homebound instruction
10 - 09	414	Tom Williams Principal tewillia@access.k12.wv.us St. Albans High School 2100 Kanawha Terrace St. Albans, WV 25177	page 30.. 6.2.4...B small f....The classroom teacher is responsible for providing units/lessons, instructional plans and materials to the home/hospital teacher, to check student work and to grade student work.....this makes not sense to me whatsoever....you have one teacher planning and grading the assignment and one teacher presenting the material-when do the teachers colaborate? Homebound teachers usually work full time teaching jobs during the day and provide homebound in the	+	See Frequently Received Comments, Homebound instruction

10 - 09	K. Miller Math teacher kem8302@aol.com Nitro High School Park Avenue Nitro WV 25143	<p>evening.....the regular teacher is not working in the evening.....So are you expecting the regular teacher to give extra hours-in addition to the extra hours they already give-to meet with the homebound teacher to see if the student is understanding the lesson, or if reteaching needs to occur..... The homebound teacher is in the best position to design the units/lessons based on the CSO's and to grade and check the student work....having two teachers, who may not even live in the same area, one designing and providing and grading the lessons and the other presenting the material is not sound educational practice.</p> <p>Section 6.2.4 (f.) - The classroom teacher is responsible for providing units/lessons, instructional plans and materials to the home/hospital teacher, to check student work, and to grade student work.</p> <p>To expect this of classroom teachers is absolutely absurd. I definitely disagree with this section, because if classroom teachers would be responsible for this, what is the point of hiring a home/hospital teacher? Let the home/hospital teacher do what they are paid for, and let them provide the materials, instruction, and grade the papers.</p>	+	
10 - 09	Vicky L. Carney teacher vcarney@kcs.kana.k12.wv.us Kanawha County Schools 6100 Sissonville Dr. Rt. 4, Box 189 Charleston WV 25312	<p>If "I" of 126-42-6.2.4 goes into effect, what is the homebound teacher to do? This places too much work on the classroom teacher who does not even see the student. The homebound teacher should and MUST provide unit/lesson plans, delivery of instruction and assessment of the student. Is it feasible and secure for a classroom teacher to "send" a test home and out into the community? How can the classroom teacher properly assess a student that he/she is not actually teaching? Instruction must match assessment and assessment must match instruction. This is impossible with different people at different locations!</p>	+	See Frequently Received Comments, Homebound instruction
10 - 09	Ben Fuller fuller18@marshall.edu 99 Highlands Rd. Hurricane WV 25526	<p>I personally do not feel that it should rest with the regular educator to provide delivery of homebound services to students. There should be coordination between the regular educator and the homebound teacher to ensure that the student receives appropriate instruction. To say that if there is no Homebound instructor available, that the responsibility rests with the regular teacher is going too far. This should be the choice of individual teachers and should also be a paid position for them if they elect</p>	+	See Frequently Received Comments, Homebound instruction

10			to participate in after school hours instruction.		
-	418	Sonja Phillips special education teacher skphillips@kcs.kana.k12. wv.us Herbert Hoover High School 275 elk river road clendenin wv 25045	" f. The classroom teacher is responsible for providing units/lessons, instructional plans and materials to the home/hospital teacher, to check student work and to grade student work." What is the point of homebound teachers then? Couriers?	+	See Frequently Received Comments, Homebound instruction
10	419	Rosalie Rhodes Science Curriculum Specialist rrhodes@kcs.kana.k12.wv. us Kanawha County 200 Elizabeth St. Charleston WV 25311	1. p.30(f) Teachers have more than enough to do. We want people to stay in the classroom. This policy will drive many highly qualified outstanding teachers to retire. They do not have the time or energy. The homebound teacher is perfectly capable of accomplishing these tasks.	+	See Frequently Received Comments, Homebound instruction
-	420	Laura Sturgill Teacher lsturgil@kcs.kana.k12.wv. us Kanawha County Schools 2125 Penn. Ave St. Albans WV 25177	I cannot find any motive to implement this policy other than financial. It appears the WVDE is attempting to eliminate homebound positions. I should not be surprised we all know student needs do not drive our decisions. This policy only makes classroom teachers accountable for the education of someone they never see. Who's work will we be grading anyway? All I can say is, "it is negligent and irresponsible for us to spend anymore time on this policy then it would take to file it where it belongs, in number 13."	+	See Frequently Received Comments, Homebound instruction
10	421	Steve Shamblin Teacher, Nitro High School swshamblin@kcs.kana.k12 .wv.us Kanawha County Schools 708 Viewmont Drive Charleston WV 25302	The classroom teacher should not be given the responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for the all aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.	+	See Frequently Received Comments, Homebound instruction
-	422	Lisa Hedrick Teacher lhedrick@kcs.kana.k12.wv	The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL	+	See Frequently Received Comments, Homebound instruction

10 - 11	423	<p>.us Nitro High School 208 spruce lane Poca WV 25159</p> <p>Kirby L. Asbury Teacher, Nitro High School kasbury@kes.kana.k12.wv .us Kanawha County Schools</p>	<p>of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.</p> <p>The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.</p>	+	See Frequently Received Comments, Homebound instruction
10 - 11	424	<p>Karen Whited teacher kwhited@kes.kana.k12.wv .us Nitro High School 141 Asbury Road Nitro WV 25143</p>	<p>It is unfair to expect classroom teachers to be responsible for creating and grading assignments for home bound students. If home bound teachers are hired for these students, it should be their responsibility to create and administer assessments.</p>	+	See Frequently Received Comments, Homebound instruction
10 - 11	425	<p>L. Wamsley Teacher lwamsley@kes.kana.k12. wv.us 1300 Park Ave. Nitro WV 25143</p>	<p>The classroom teacher should not be required to be responsible for providing home/hospital students with materials, plans, and grading as described in letter f of this section. Teachers already have enough responsibility in overseeing the education of students actually in their classes. when students are out of class for extended periods of time, their instruction may be paced at a different rate. Also, they may need a modified approach. Only the person working directly with the student would know how they are doing and what needs to be done next. Materials sent to homebound students rarely make it back to the teacher who sends them resulting in loss of resources to the students in the class. Teachers are already overwhelmed by the amount of work, especially paperwork, that must be done. This requirement would increase this problem.</p>	+	See Frequently Received Comments, Homebound instruction
10 - 11	426	<p>Melanie Vickers Assistant Superintendent- Middle Kanawha County Schools 200 Elizabeth Street</p>	<p>6.2.4 The classroom teacher cannot provide lessons, plans, materials, check work and grade work for home/hospital students. What does the home/hospital teacher do for his/her salary?</p>	+	See Frequently Received Comments, Homebound instruction

10 - 11	427	<p>Charleston WV 25302</p> <p>Vanessa J. Ridenour teacher VRIDENOUR@kes.kana.k12.wv.us Kanawha County Board of Education 1300 Park Ave. Nitro WV 25143</p>	<p>Classroom teachers should not have to do the work for the homebound teacher. Isn't that why the homebound teacher is paid?</p>	+	See Frequently Received Comments, Homebound instruction
10 - 11	428	<p>Trent Danowski English Teacher Nitro High School 500A Hall Street Charleston WV 25302</p>	<p>The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.</p>	+	See Frequently Received Comments, Homebound instruction
10 - 11	429	<p>Josh Stowers JoshStowers79@aol.com PO Box 142 Sod WV 25564</p>	<p>The proposed poilicy revision of requiring teachers to facilitate homebound instruction for students will be ineffective, inefficient, and unrealistic. Teachers are already stretched to the limit in terms of responsibilities. Now, due to reasoning that I cannot phathom, we are going to be asked to deliver isnruction to homebound students. If someone would realistically determine the additional amount of time that this would take for just one extra student, then I believe that they would find that the time required is simply unreasonable. From my past experinece, the work that is given to students who are on homebound is rarely ever completed. Thus, most of the time this would be for naught except for taking away valuable time and resources for the other day-to-day students. From putting together a seperate plan to be delivered to the student, attempting to facilitate with a parent or guardian to acquire work for grading, and monitoring student progress, this task is flat out too daunting for any teacher already under the stress of the daily classroom. If additional compensation were a part of the equation, there would possibly be some buy in to this. However, regardless of the incentive, this will not be an effective or efficient way to manage homebound instruction.</p>	+	See Frequently Received Comments, Homebound instruction
10 - 11	430	<p>Tracey Hall teacher, Nitro High School</p>	<p>regarding 6.2.4.f "The classroom teacher is responsible for providing units/lessons, instructional plans, and materials to the</p>	+	See Frequently Received Comments, Homebound instruction

11	<p>tHall@kcs.kana.k12.wv.us Kanawha County Schools 1300 Park Ave Nitro WV 25413</p>	<p>home/hospital teacher, to check student work and to grade student work." The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.</p>		
10 - 11	<p>Josh Stowers JoshStowers79@aol.com PO Box 142 Sod WV 25564</p>	<p>* (This comment was previously include in the wrong category)The proposed policy revision of requiring teachers to facilitate homebound instruction for students will be ineffective, inefficient, and unrealistic. Teachers are already stretched to the limit in terms of responsibilities. Now, due to reasoning that I cannot phathom, we are going to be asked to deliver instruction to homebound students. If someone would realistically determine the additional amount of time that this would take for just one extra student, then I believe that they would find that the time required is simply unreasonable. From my past experience, the work that is given to students who are on homebound is rarely ever completed. Thus, most of the time this would be for naught except for taking away valuable time and resources for the other day-to-day students. From putting together a seperate plan to be delivered to the student, attempting to facilitate with a parent or guardian to acquire work for grading, and monitoring student progress, this task is much too daunting for any teacher already under the stress of the daily classroom. If additional compensation were a part of the equation, there would possibly be some buy in to this. However, regardless of the incentive, this will not be an effective or efficient way to manage homebound instruction.</p>	+	See Frequently Received Comments, Homebound instruction
10 - 11	<p>Wendy J. Mann teacher WJMann@hotmail.com Teacher 908 Hillcrest Drive St. Albans WV 25177</p>	<p>The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.</p>	+	See Frequently Received Comments, Homebound instruction

10 - 12	433	Jennie Pringle teacher jpringle1412@charter.net Kanawha County Schools 100 Barrington Drive Scott Depot WV 25560	As a classroom teacher when a student goes homebound the thought of having to gather daily work, get it returned from the student, then grade the material is upsetting. If a student is sick enough to be homebound then there should be a special teacher to deal with the special situation. The classroom teacher should have no responsibility towards maintaining instruction to the homebound student. When homebound long enough I feel there is a question of whether the education should even be filtered through the home school. Earning credit in a homebound situation is less challenging then in an actual classroom. This then presents a problem for validating the credits earned in a homebound situation.	+	See Frequently Received Comments, Homebound instruction
10 - 12	434	Stephen Pritchard Teacher pritchard24@aol.com 1993 Teresa Lane Sissonville WV 25320	The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.	+	See Frequently Received Comments, Homebound instruction
10 - 12	435	Joyce Midkiff Teacher jmidkiff43@yahoo.com Nitro High School Teacher 103 Colony Way Nitro WV 25143	The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.	+	See Frequently Received Comments, Homebound instruction
10 - 12	436	Beth Martin teacher mart@nrlos.net Capital High School 1500 Greenbrier St Charleston WV 25311	Classroom teachers do not have enough time in the day or after hours to go to a students' home or hospital room to provide lessons or teaching of lessons. This should be the responsibility of the homebound teacher. Thank you	+	See Frequently Received Comments, Homebound instruction
10 - 12	437	Jennifer Stowers Mrs. astowers@access.com Sherman Jr. High PO Box AA Seth WV 25181	I am against adding this to policy 2510. Homebound services do not need to be added to the workload of our teachers. If we want to keep teachers in this state then do not add this revision.	+	See Frequently Received Comments, Homebound instruction

10 - 12	438	Jennifer Peros perosjenny@hotmail.com WVEA 726 Ridgeview Hollow Road Ridgeview WV 25169	It is very important that students that are on homebound have teachers there to instruct. In today's classroom, we are pushed to use hands on and active learning procedures to activate higher level thinking. Teachers would only be providing worksheets or paper work to a student that is not part of a regular class setting. This in turn, would not benefit the student in any way. Students that receive homebound services need special or modified lessons to encourage and motivate them to complete their education. Also, it is unfair to ask a teacher to grade and comment on work that will be received late and in many cases grade a student they have never met. Please remember that it is about the student and we need to instruct them in the best way possible. Teachers have a great deal of work with classes, committees, extra activities, professional development, and personal educational goals. Please take into account the student and instructors.	+	See Frequently Received Comments, Homebound instruction
10 - 12	439	Shawn Wheeler BD Teacher swheeler@kcs.kana.k12.wv.us Nitro High School 1300 Park Ave. Nitro WV 25143	The county hires homebound teachers to take care of the delivery of work and grading for the homebound student. Putting this in the hands of the classroom teacher adds additional work to the already heavy work load. If the classroom teacher has to fill these roles for the homebound teacher, then the homebound positions should be cut from the funding and the classroom teacher should then be paid their hourly rate for their extra duties.	+	See Frequently Received Comments, Homebound instruction
10 - 12	440	Meagan Estep Teacher maestep@kcs.kana.wv.us Nitro High School 402 Teresa St. Scott Depot WV 25560	The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.	+	See Frequently Received Comments, Homebound instruction
10 - 12	441	Kathleen Corbett Choral Music Teacher kcorbett@kcs.kana.k12.wv.us Capital High School 1500 Greenbrier Street Charleston WV 25311	This is unimaginable. The classroom teacher is overwhelmed with the amount of paperwork now but to be required to prepare and provide lesson plans for a homebound student is ridiculous. With 75% of current teachers in WV able to retire within the next 5 years, you assuring that new teachers will not even want to consider WV as a place to work. There are so many other options for students to receive classes; i.e. distance learning, online classes, etc. If I am not mistaken there are paid	+	See Frequently Received Comments, Homebound instruction

10 - 12	Michelle Callen Teacher mcallen@kcs.kana.k12.wv.us Kanawha County Schools	homebound teachers in this state. I personally think that requiring a classroom teacher to do all the work for a homebound teacher is crazy. A Homebound teacher is a teacher just the same as I and if they take a homebound position, it should come with all the same responsibilities as I have in my classroom where I am giving instruction. Whoever gives the instruction should be the one to make the plans of how the instruction is given and to make sure that all topics are covered. They should also be responsible for the grades. If a student doesn't do well, how would I know what to tell the parent? I wasn't the one to give the instruction or see which areas the student was struggling with. How can I adequately answer any questions the parents would have? I find this to be the craziest policy. Is there anything else you would like to heap on teachers?	+	See Frequently Received Comments, Homebound instruction
10 - 12	Lora Cutlip first grade teacher lcutlip@charter.net Kanawha County School PO Box 1273 Clendenin Wv 25045	Classroom teachers should not be responsible for preparing lessons, grading and giving grades for students who are receiving homebound instruction. There are qualified teachers instructing these students. They are and should be aware of instructional goals and delivery practices. They are also very capable and should be responsible for planning and implementing instruction to those students in their care. Classroom teachers do this daily with the students that are in their care. Really why should a teacher have to prepare and grade lessons for a student that may never be in the class. Being a classroom teacher, I would not be comfortable grading and assigning grades for a student that I not personally instructing. No teacher should be put in the position of responsibility for a student that they are not instructing themselves. This part of the policy will meet with a great resistance from classroom teachers.	+	See Frequently Received Comments, Homebound instruction
10 - 12	Christy Obermeyer School Counselor cobermeyer@kcs.kana.k12.wv.us Kanawha County Schools 325 27th Street Dunbar WV 25064	I do not agree on the revision of this policy for the classroom teacher to be responsible for the giving and grading the assignments of homebound students. Homebound teachers are paid well for their services and as such should be responsible for getting lesson plans from the classroom teacher and grading the assignments. It has been my experience that getting completed student work from a Homebound/Hospitalization program is difficult and time consuming. I believe that if you make the	+	See Frequently Received Comments, Homebound instruction

			classroom teacher responsible for this, then it would be one more added task to an already over worked and under appreciated educator.		
10 - 12	445	Sandra Ferrell teacher Logan High School One Wildcat Way Logan, WV 25601	6.2.f Why would the regular education teacher be responsible for lesson plans and grading all the work of the homebound student. We already offer guidance on what the homebound teacher should cover. In science, the homebound teacher would not always be able to carry out our plans, for instance lesson plans for lab days. If the homebound teacher is paid to homebound, then let them do just that.	+	See Frequently Received Comments, Homebound instruction
10 - 12	446	EJ Smith teacher ejsmith000@aol.com Kanawha County teacher wv	The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.	+	See Frequently Received Comments, Homebound instruction
10 - 12	447	Melanie Quisenberry Business Teacher mbwq@charter.net Logan High School 1 Wildcat Way Logan Logan WV 25601	6.2 Homebound Teachers: A teacher cannot be required to provide lesson plans and materials to a student that is not in their classroom because they do not know the specific needs of these students. Likewise, it would be nearly impossible to grade a paper from a student that a teacher has never met or instructed. The regular teacher would have no idea what the homebound teacher had instructed the student on and would not have time during the day to contact that homebound teacher. Ultimately, the education of the homebound student and the students in the regular education classroom would suffer.	+	See Frequently Received Comments, Homebound instruction
10 - 13	448	Diane English dferguson@kcs.kana.k12. wv.us Ferguson 107 Hillview Drive Charleston WV 25314	I cannot possibly be REQUIRED to account for homebound instruction for a student unable to find such a teacher in the middle of a teacher shortage. The last homebound instruction I "accomplished" was having no choice but to accept work that was completed by the parent-far superior to the quality of past work by the student. Could I prove this? Yes, but to whom? The student was having 'anxiety' about attending a large school, and quit attending early in the second semester after numerous absences and failing grades in the first semester, but he was present for every home and away basketball game-in heavily crowded facilities. Could I prove this? Yes, but to whom? Was it fair to my other students or myself? Did a few assignments	+	See Frequently Received Comments, Homebound instruction

10 - 13			match a semester of quality education? NO. Is it asking for a travesty in education? YES. Maybe the non-certified teachers could benefit from this assignment and job opportunity. In the quest to provide quality education, we must insist on all students also being held ACCOUNTABLE to the WV state standards already in place.		
10 - 13	449	Steve Watts Art Teacher swatts@kana.kcs.k12.wv.us Kanawha Co. Schools 1000 Park Ave. Nitro WV 25177	The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is and should be employed for ALL aspects of instruction. The classroom teacher's work load could become nearly impossible to handle under these circumstances.	+	See Frequently Received Comments, Homebound instruction
10 - 13	450	T Ellis tellis@kana.k12.wv.us	The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.	+	See Frequently Received Comments, Homebound instruction
10 - 13	451	Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	These programs should be designed prior to implementations of this policy. How can these programs be funded? Could this undermine the idea of keeping students in school? Could this section allow for students to take course via Internet and meet graduation requirements without attending school? Homebound teachers are being paid to deliver the instruction to the incapacitated student. How would the regular classroom teacher be compensated for doing the same job several different times? Disruptive students should be placed outside the regular classrooms and dealt with accordingly. How can all of these new policies be met with the constant disruptions caused by unruly students?	+	See Frequently Received Comments, Homebound instruction
10 - 13	452	Norma McGraw Teacher	Under the homebound statement, the classroom teacher will be responsible for providing lesson plans/materials for the	+	See Frequently Received Comments, Homebound instruction

13	nmgraw@access.k12.wv.us Logan High School 1 Wildcat Way Logan WV 25601	homebound teacher. At the present, special education teachers, especially, are bombarded with paper work. Everybody keeps saying, "Raise the test scores", but the state keeps adding more paper work for teachers to do. The joy of teaching has been taking away. And, at that rate, why pay a home bound teacher if the regular classroom teacher will be doing all the work.		
10 - 13	Lynn Cundy teacher lcundy@kcs.kana.k12.wv.us 1589 Hampton Road Charleston WV 25314	This is outrageous! Teachers are asked to do more and more every year. We try to have a life outside teaching. As it already is now, many of us take our jobs very seriously and spend hours and hours on the weekends and after school preparing our lesson plans and grading papers - we certainly are not given enough time to do this during the normal working day. Not only that, our pay is meager compared to the time we spend working. It's no wonder that teachers are in such short supply these days. Keep asking us to do these extra duties and not only will you be unable to hire teachers in the future, but many, many teachers will retire immediately upon the close of this school year who otherwise might have stayed on several more years. I am feel as if this is the last straw for me! I will retire before I will ever do this against my assent.	+	See Frequently Received Comments, Homebound instruction
10 - 13	Delores Alcazar Spanish teacher dalcazar@access.k12.wv.us 205 Sabol Lane Charleston WV 25312	Teachers with the classroom obligation of teaching 125 students daily cannot be expected to create individualized lesson plans that could be taught without a certified teacher in the discipline. Some subjects such as foreign language classes require oral and aural practice with a speaker of the target language. I sincerely hope that onsidration of these concerns will be taken into account before enacting rules that make teaching an impossible task.	+	See Frequently Received Comments, Homebound instruction
10 - 13	Gerald Todd Statome Social Studies Teacher GStatome@kcs.kana.k12.wv.us Capital High School 323 East 9th Street Belle WV 25015	With the total number of students rising each year and the reduction of staff throughout each school, it is an impossible task for Classroom teachers to be responsible for HomeBound Students. Providing individual attention within a classroom setting is one thing, but for me to take time out of my regular school day to go and tutor a student who is HomeBound is above and beyond my duty as a teacher. Providing support is the state's responsibility. Providing teachers for this type of situation is the state's responsibility. How can a logical thinking person believe, that a teacher can forget about family and extra-	+	See Frequently Received Comments, Homebound instruction

10 - 13		<p>curricular responsibilities to teach or provide individual unit and lesson plans for students outside the building. This is such a waste of time, to even consider this. We as teachers will not stand for this.</p>	
10 - 13	<p>456</p> <p>Susan Smith Teacher/Faculty Senate President SWSmith@kcs.kana.k12. wv.us Bridgeview Elementary Center 5100 Ohio Street South Charleston WV 25309</p>	<p>We, as a staff, feel it is NOT the duty of the classroom teacher to provide the homebound teacher with plans for his/her students. We feel that as teachers, he/she should be knowledgeable enough with county and state guidelines to construct those plans according to the child with whom he/she is instructing. In addition, it should not be the responsibility of the classroom teacher as many of us already have complete classrooms and in many cases are over in numbers. There is a great deal of time involved in preparing lessons which particularly involve the NEW math program in addition to those lessons which are tailored technologically. It is our contention that ALL teachers should KNOW the CSO's as they apply to their grade level. In addition, if you as the teacher are following the constructed curriculum as is set forth by county guidelines, your lesson plans are no longer personalized, they are pre-determined and therefore essential to follow. ANY teacher, at least in Kanawha County Schools, should not only know this, but, be practicing this as it is not an OPTION. Lastly and somewhat hesitatingly, we would mention pay scale. Where do we draw the line? Each teacher should be responsible for his/her students. In the age of NCLB, not one of us need one more duty to add to our already full plate!!</p>	<p>+</p> <p>See Frequently Received Comments, Homebound instruction</p>
10 - 13	<p>457</p> <p>Billie Smith Science Teacher billiesmith@msn.com Teacher, Nitro High 1300 Park Ave Nitro WV 25143</p>	<p>I do not think the classroom teacher would possibly be able to provide assignments for homebound students that would include unit plans, lessons, materials and then to check and grade the work. This may sound reasonable until further thought about why the student is homebound, what the student is capable of doing, without one-on-one communication, the teacher would not know this and could not adapt the instruction to suit the situation. In science (my field), labs could not be done, surely equipment needed for in-school lab could not be sent to homes. And there is the issue of time, which no teacher in a regular classroom has enough of to meet the demands that currently exist.</p>	<p>+</p> <p>See Frequently Received Comments, Homebound instruction</p>

10 - 13	458	Angela Cruikshank teacher acruikshank@kcs.kana.k12.wv.us Kanawha Co. Schools	As an educator, it is an unrealistic expectation to require teachers to provide home bound students with lessons/assignments and be responsible for grading/evaluating the work. You have programs in place to pay teachers who are willing to spend additional hours working with homebound students. I am not willing, nor desire to add more work to my daily routine. Rest assured grievances will be filed statewide if this actually goes into effect.	+	See Frequently Received Comments, Homebound instruction
10 - 14	459	Jane Schultz Teacher jschultz@kcs.kana.k12.wv.us Sissonville High 539 South Fort Dr. Charleston WV 25314	I strongly oppose holding the classroom teacher responsible for providing lessons, materials, and plans to the homebound teacher. Also, the homebound teacher, NOT the classroom teacher should be responsible for grading student work. How can we expect homebound teachers to give sufficient lab work to qualify for lab credit? How could the classroom teacher effectively evaluate hands-on activities which must comprise 50% of the instructional time? Sending home lab supplies constitutes a safety hazard. If all this responsibility is given back to the classroom teacher, what will be required of the homebound instructor? It seems like very little.	+	See Frequently Received Comments, Homebound instruction
10 - 15	460	Connie Winter teacher conniwintr@aol.com Kanawha County Schools 820 Observatory Dr. St. Albans WV 25177	It is ridiculous to expect the classroom teacher to check & grade student work for homebound students. The classroom teacher doesn't know how much the homebound teacher taught and/or helped the student with the work. The homebound teacher is getting paid to do the work. This would be double work for the classroom teacher who would receive the homebound student work after grading all the other students work and then have to go back and grade the homebound work. The classroom teachers are already overworked beyond reason! I don't see how this would help meet 21st Century Standards any more than if the homebound teacher checked the work.	+	See Frequently Received Comments, Homebound instruction
10 - 15	461	Elizabeth Thompson Teacher ethompso@access.k12.wv.us Logan Senior High school c/o Logan Senior High School One Wildcat Way	Proposed: Revised homebound/hospital services • Classroom teachers is responsible for providing units/lessons instructional plans and materials and to check and grade student work. Are you insane!!!! Do those of you running the WVDE and WV Legislature not realize what is happening in our school system? Students decide they don't want to get up so early to come to school, or that they don't like a particular teacher, class,	+	See Frequently Received Comments, Homebound instruction

10 - 15	Logan WV 25601	<p>administrator, whatever, and the go "homebound". I resent as both a teacher and a taxpayer that my monies support such ridiculous reasoning/behavior. These same students can "hang out" with their friends, attend ballgames, etc. anytime they want...but they can't come to school. You are aware that some students go homebound for an entire school year simply because they can? Now you want to make it easier to abuse the school system and its' resources-namely teachers! No way should the classroom teacher have to do anything for a homebound student(again the majority of which should never be allowed to go homebound in the first place.)</p> <p>What are you paying the homebound teacher to do? Again, PLEASE DO NOT IMPLEMENT THESE CHANGES Finally, somewhere in this mess, incursion of students was addressed...if a student is a special needs student, they should be in an environment that can deal with those needs and not in a regular classroom. Not only are you not helping the special needs student, but, you are damaging the educational process of the regular education student by slowing down, dummying down, and damaging their educational experience to accomodate the special needs student. We "water down" our classes for regular education students enough as it is. Again, PLEASE DO NOT IMPLEMENT THESE CHANGES</p>	
10 - 15	Gloria L Burgess Math Teacher glburgess@access.k12.wv.us Box 66 Wilkinson wv 25653	<p>The home teacher is a certified teacher and sees the student on a regular basis. Therefore, the home teacher should be responsible for all lesson plans, administering tests, and evaluating the students mastery of the content standards.</p>	+ See Frequently Received Comments, Homebound instruction
10 - 15	Greg Dodd Chemistry Instructor gbdodd@verizon.net George Washington High School 835 Somerset Drive Charleston WV 25302	<p>The homebound instructor should be responsible for providing, monitoring, and grading work for homebound students. A classroom teacher with no contact with the homebound student cannot be expected to properly monitor and assess an absent student's work. The homebound teacher is the person most knowledgeable about the student's situation.</p>	+ See Frequently Received Comments, Homebound instruction
10 - 15	Barbara Christo Librarian	<p>A homebound teacher should be certified in the subject they are delivering to the homebound student. He or she should be able</p>	+ See Frequently Received Comments, Homebound instruction

15	bchristo@kcs.kana.k12.wv.us Kanawha County School 102 Dawn Heights Scott Depot WV 25560	to deliver content, test content (they have full access to WV CSO's), and appropriately evaluate student performance to send grades back to the home school when student returns. Full time teachers should not be burdened with doing the job that the homebound instructor is being paid for!!		
10 - 16	Thomas D. Smith 7th Grade Science Teacher Elkview Middle School 5090 Elk River Road, N Elkview WV 25071	This comment is directed to proposed change of 126CSR42, pages 29 and 30, concerning the responsibilities of the classroom teacher in a home/hospital services setting (6.2.4). We agree that the home/hospital teacher should secure guidelines for instruction as well as content standards and concept maps. We disagree, however, with section "f" as it currently stands that the classroom teacher be responsible for checking and grading student work. We feel that if the home/hospital instructor is qualified to provide instruction, then that instructor should also be qualified and responsible for grading that work. The depth and quality of lessons the home/hospital teacher provides will vary. If the lessons are modified by the home/hospital teachers, then the responsibility for checking understanding and the particular content standards have been met should fall upon that teacher.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Julie McQuerrey Science Teacher Andrew Jackson Middle 1104 East Village Drive So. Charleston WV 25309	I object to 126.42.6. As a teacher how can I be responsible for the learning if I am not the one giving instruction. Grading the material would be unfair to the student if I was not the one giving the instruction.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Barbara Ferrell Substitute Teacher Andrew Jackson Middle 5445 Bog taylor Rd Cross Lanes WV 25313	I object to the alternate delivery program 126-42-6-3.2.4 - homebound hospital services. I do not want to be accountable for someone elses instructing and teaching.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Cathy Field Teacher Andrew Jackson Middle 747 Greenbrier St Charleston WV 25311	Bad Idea. Not appropriate to be done by teacher. I object to 8124-42-6 should not be accountable for another teacher's instruction & therefore the evaluation of their instruction.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Elizabeth Jane Bowles Substitute Teacher	I object to the alternate delivery program. 126-42-6-6.2.4 Homebound Hospital Services. I do not want to be accountable	+	See Frequently Received Comments, Homebound instruction

16	Andrew Jackson 5445 Big Tyler Rd. Cross Lanes WV 25313	for another teachers instruction.		
10 - 16	Jodie Workman Teacher Andrew Jack Middle 5445 Big Tyler Rd Cross Lanes WV 25313	6.2.4 Homebound Hospital Services. I object to this revision (6.2.4 Homebound Hospital Services Item F) I cannot be accountable for what another person instructs.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Veronica Coleman, MA	I was shocked to hear changes for policy 2510 (hombound teachers) Please pass this on to the appropriate person. The changes to policy 2510 are ridiculous. What will the homebound teacher be doing besides babysitting? With all the changes due to No Child Left Behind this would be almost impossible and surely not as beneficial for the homebound student. this seems lika a way to "cut the budget" by passing the buck. I don't think teachers mind supporting students with copies of work but actual instruction and assessment needs to be left to the homebound teacher. If the problem is that there are enought teachers for homebound students then maybe teachers need a pay raise.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Nanetta Jones Teacher Andrew Jackson Middle 5445 Big Tyler Rd Charleston WV 25313	I object to Alternate Delivery 126-42-6 Homefound Policy needs to be corrected. I cannot grade, plan and execute lesson that was taught by another teacher for homebound students.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Mary Starcher teacher mstarcher@kcs.k12.kana. wv.us Kanawha county Schools 1500 Greenbrier St. Charleston WV 25311	Policy 2510 is absurd and preposterous. How can teachers add anything new to the workload? Students who are present will suffer, yet again, while we perform an additional task that was never intended to be part of our job description! Many homebound are not part of the mainstream. Isn't working with such exceptionalities the venue of the social worker? Do you really want teachers to perform well? How much more handicapping can we endure? This is demoralizing and physically impossible.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Melinda White 7th Grade Math Teacher Elkview Middle School	This comment is directed to proposed change of 126CSR42, pages 29 and 30, concerning the responsibilities of the classroom teacher in a home/hospital services setting (6.2.4).	+	See Frequently Received Comments, Homebound instruction

	5090 Elk River Road, N Elkview WV 25071	We agree that the home/hospital teacher should secure guidelines for instruction as well as content standards and concept maps. We disagree, however, with section "f" as it currently stands that the classroom teacher be responsible for checking and grading student work. We feel that if the home/hospital instructor is qualified to provide instruction, then that instructor should also be qualified and responsible for grading that work. The depth and quality of lessons the home/hospital teacher provides will vary. If the lessons are modified by the home/hospital teachers, then the responsibility for checking understanding and the particular content standards have been met should fall upon that teacher.		
10 - 16	Damon Spurlock Teacher dspurloc@access.k12.wv.us Logan County Teachers Rt. 4 Box 5D Chapmanville WV 25508	I would like to comment about Policy 2510 regarding homebound teaching. If a student is in my classroom I take my full responsibility for that student's teaching and progress plus all other clerical responsibilities for that particular student. I do not have time to do homebound teaching therefore I do no homebound teaching. If someone chooses to teach a homebound student, then they chose the responsibilities that go with the job which include lesson plans, teaching, managing the student's progress, test-making and grading test and all other forms of evaluation. If a student is in my classroom I can manage and guide a student's learning, but outside my classroom an entire new preparation would be required for a single student which would require time that I do not have. Beside it would not even be ethical for me to do work that someone else was getting paid to do. If someone takes on the responsibility of homebound teaching, then that someone takes on all responsibilities of teaching and all responsibilities of all clerical work.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Robin Francis Curriculum Assistant Principal Kanawha County Schools 2100 Kanawhs Terrace St. Albans WV 25313	There is no need for a Homebound teacher if the classroom teacher is doing all the work: lessons, plans, materials, grading. If the Homebound teacher can't do the responsibilities then don't [Highly Qualified] hire them. When do you expect classroom teachers to do one more thing.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Jerry Skeen 7th Grade Social Studies Teacher	This comment is directed to proposed change of 126CSR42, pages 29 and 30, concerning the responsibilities of the classroom teacher in a home/hospital services setting (6.2.4).	+	See Frequently Received Comments, Homebound instruction

	Elkview Middle School 5090 Elk River Road, N Elkview WV 25071	<p>We agree that the home/hospital teacher should secure guidelines for instruction as well as content standards and concept maps. We disagree, however, with section "f" as it currently stands that the classroom teacher be responsible for checking and grading student work. We feel that if the home/hospital instructor is qualified to provide instruction, then that instructor should also be qualified and responsible for grading that work. The depth and quality of lessons the home/hospital teacher provides will vary. If the lessons are modified by the home/hospital teachers, then the responsibility for checking understanding and the particular content standards have been met should fall upon that teacher.</p>		
10 - 16	481	<p>Alternate delivery of ed programs 126.42.6 Homebound - hospital services item F. Classroom teachers should not be responsible for giving lesson or units for homebound instruction or for giving grades on lessons we do not teach ourselves. As a classroom teacher we do not know what or how a concept was taught by a homebound teacher and I would not want to be legally held responsible for giving a student a grade. It is a bad idea.</p>	+	See Frequently Received Comments, Homebound instruction
10 - 16	482	<p>If we are supposed to be assuring that all students have quality and certified teachers, than why do we have homebound instructors teaching students all classes on the students' schedules? These students are being taught a majority of their classes by teachers who are not certified in the areas they are "supposedly" providing instruction.</p> <p>If the trend in other counties is like that of Raleigh and Wyoming, it is going to be pretty much impossible to find teachers to teach 8th grade Algebra I in the middle schools. Most all 6th grade positions are given to elementary teachers and there are simply not going to be enough certified math teachers to teach Algebra I to one grade of students - especially when we aren't even able to fill all of our secondary math positions already posted.</p>	+	See Frequently Received Comments, Homebound instruction
10 - 16	483	<p>This comment is directed to proposed change of 126CSR42, pages 29 and 30, concerning the responsibilities of the classroom teacher in a home/hospital services setting (6.2.4).</p>	+	See Frequently Received Comments, Homebound instruction

	<p>5090 Elk River Road, N Elkview WV 25071</p>	<p>We agree that the home/hospital teacher should secure guidelines for instruction as well as content standards and concept maps. We disagree, however, with section "f" as it currently stands that the classroom teacher be responsible for checking and grading student work. We feel that if the home/hospital instructor is qualified to provide instruction, then that instructor should also be qualified and responsible for grading that work. The depth and quality of lessons the home/hospital teacher provides will vary. If the lessons are modified by the home/hospital teachers, then the responsibility for checking understanding and the particular content standards have been met should fall upon that teacher.</p>		
<p>10 - 16</p>	<p>484</p>	<p>Robert Frostick Science Teacher P.O. Box 6885 Charleston WV 25362</p>	<p>6.2.4 e and f. This section dumps all of the responsibilities for homebound students from the homebound teacher back onto the classroom teacher. All the homebound teacher is required to do is drive the work back and forth. The classroom teacher should have to provide the general outline of what is being covered but the homebound teacher, can develop the appropriate lessons and grade them and send all the completed and graded work to the classroom teacher.</p>	<p>+</p> <p>See Frequently Received Comments, Homebound instruction</p>
<p>10 - 16</p>	<p>485</p>	<p>EVA SECCURRO TEACHER 54 WILLIAMSBURG WAY HURRICANE WV 25526</p>	<p>The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.</p>	<p>+</p> <p>See Frequently Received Comments, Homebound instruction</p>
<p>10 - 16</p>	<p>486</p>	<p>Linda L. Mundy Faculty Senate Committee Faculty Senate Committee at Cross Lanes Elementary School 5525 Big Tyler Road Cross Lanes WV 25313</p>	<p>We, the Faculty Senate Committee at Cross Lanes Elementary School, would like to render a comment on 126CSR42 Section 126-42-6 the Alternative Delivery of Education Programs. Our problem is with section 6.2.4f which states: The classroom teacher is responsible for providing units/lessons, instructional plans and materials to the home/hospital, to check student work and to grade student work. While we can see the validity of having the classroom teacher generate assignments, check them and grade them so that they are aware of the student's possible gaps and misunderstandings, the county is required to hire certified personnel to deliver the homebound lessons. The classroom teacher does not have the opportunity to actually see the student interact with the material</p>	<p>+</p> <p>See Frequently Received Comments, Homebound instruction</p>

10 - 16			or to know what his/her questions were about the material. They cannot know what discussion has taken place and how well versed, or not, the student is on the material covered, plus we use multiple strategies to assess student performance. Therefore, it seems to us that the county should be able to assign a certified person, allow them to pick up materials and confer with the student's classroom teacher, develop assignments compatible with the classroom and county/state guidelines, deliver assignments and explanation to the student, and check assignments and report the grade to the county and classroom teacher.		
10 - 16	487	Barbara Cline Teacher Dunbar Middle School 325 27th Street Dunbar WV 25064	If they have a textbook and a curriculum map they certainly should be able to provide the educational needs of the student.	+	See Frequently Received Comments, Homebound instruction
10 - 16	488	Millicent Keeshan Social Studies Chair Dunbar Middle School 325 27th Street Dunbar WV 25064	As a former homebound teacher, this policy makes no sense. If a homebound teacher has the curriculum map and the textbook, they can teach the student. Why pay them if they cannot do this? Coordination of this would be difficult.	+	See Frequently Received Comments, Homebound instruction
10 - 16	489	Amy Scott Curriculum Assistant Principal Kanawha County Schools 5445 Big Tyler Road Cross Lanes WV 25313	6.2.4 (f) This is unrealistic and a very heavy burden to place on a classroom teacher. The classroom teacher essentially takes responsibility for the education of a student that they aren't actually teaching or even being in contact with. This is not fair!	+	See Frequently Received Comments, Homebound instruction
10 - 16	490	Brett Ubbens Curriculum Assistant Principal Elkview Middle School 5090 Elk River Road, N Elkview WV 25071	6.2.4.f p 30, Homebound should be provided by a qualified teacher able to teach subjects they cover under NCLB highly qualified teachers. It is unacceptable to treat regular education teachers like this.	+	See Frequently Received Comments, Homebound instruction
10 - 16	491	Kathryn J. Casdorff School Counselor Kanawha County 11 Bethel Rd.	Pg 30 (f) This item makes the homebound teacher a messenger. Homebound teachers must provide a grade for work done while the student is out. Too many classroom teachers will fail (I believe) the homebound student because their work must be	+	See Frequently Received Comments, Homebound instruction

10 - 16	492	Charleston WV 25314 Sandra Dow sdow@kcs.kana.k12.wv.us 813 Garden St. Charleston WV 25302	modified and won't fit regular ed work being done. Teachers should not be held accountable for delivering homebound instruction unless they have applied and been accepted as a homebound teacher. My responsibilities as a teacher for the students I have at school consume my time; I cannot give individual instruction to a student at home when I do not know the student nor his/her progress. I believe this is why a homebound teacher was needed in the first place. I would not feel safe going to the homes of some students. Some other plan needs to be formulated.	+	See Frequently Received Comments, Homebound instruction
10 - 16	493	Sandra Dow sdow@kcs.kana.k12.wv.us 813 Garden St. Charleston wv 25302	6.2.4 Homebound/Hospital Services Exactly when do you expect classroom teachers to meet with home/hospital teachers to develop CSO's with these people and make sure they secure and understand units/lessons, instructional plans and instructional materials? How do we know these CSO's and materials are being followed and properly taught? I cannot believe that it is not already UNDERSTOOD that we are totally and completely consumed with what we already do. Please reconsider this!!	+	See Frequently Received Comments, Homebound instruction
10 - 16	494	Debbie Corrie dcorrie@access.k12.wv.us po box ab seth wv 25181	Homebound instruction should continue with a certified teacher going to the homes of the children in need of this instruction. Grades and lessons should be maintained by that teacher. I think if anything the homebound teacher could follow more closely with the classroom teacher but not make the teacher responsible. Teachers have way too much responsibility now with little pay to add additional requirements. The instruction would become weaker with this resentment of this job.	+	See Frequently Received Comments, Homebound instruction
10 - 16	495	Kimberly S. Baldwin Counselor Elkview Middle School 4923 B Elk River Road. S. Elkview WV 25071	pg 30-f The classroom teacher should not be required to check and grade student work on homebound! It is piling too much work on the teachers, who are already overwhelmed.	+	See Frequently Received Comments, Homebound instruction
10 - 16	496	Warren Coon Teacher coonwarren@hotmail.com	Why have a homebound teacher if they can not do the work they assign the students? If the classroom teacher has to do their work, they are not needed. Hire someone for minimum wage to	+	See Frequently Received Comments, Homebound instruction

10 -	16	Boone Co. Bd. of Ed. PO Box AB Seth WV 25181	deliver the work and collect it. If they are hired for the job, they should be able to do the grading and lesson plans for these students. In short, they are paid to teach, not to just be a delivery, pick-up person. Teaching includes lesson plans, grading, providing materials, and all other jobs associated with the classroom teacher.		
10 -	497 16	Brian Phillips Teacher brianphillips@charter.net Boone County Schools PO BOX 206 Arnett WV 25007	I am opposed to the proposed policy that states Classroom teachers are responsible for providing units/lessons, instructional plans, materials, and to check and grade student work. I have consulted teachers of homebound students and have been happy to do so; however, I believe it would be unfair and extremely difficult to make instructional plans for students whom I rarely or perhaps never see. My subject in particular (Spanish) is not one that can be taught without personal interaction. I also believe it would be unfair to require classroom teachers to do all the hard work of planning and grading of students while the "homebound teacher" receives the pay. Perhaps this is an attempt by the state to place more responsibility on classroom teacher's in order to eliminate the homebound teaching program. In any event the proposed policy change is counterproductive to good teaching and is unfair to students and teachers alike.	+	See Frequently Received Comments, Homebound instruction
10 -	498 16	Christine Spriggs Counselor Andrew Jackson Middle School 5445 Big Tyler Road Cross Lanes WV 25313	6.2.4-f Classrooms teachers rarely get work returned from alternate teachers now. There is no way a classroom teacher can grade work that they have not delivered.	+	See Frequently Received Comments, Homebound instruction
10 -	499 16	Dede Carney Counselor John Adama Middle School 2002 Presidential Drive Charleston WV 25314	Classroom teachers should not be required to provide units/lessons to homebound teachers, check student work and grade student work when students are placed on long term extended home bound services. This is not a realistic expectation of the classroom teacher. Under extended services the homebound teacher should take on these responsibilities.	+	See Frequently Received Comments, Homebound instruction
10 -	500	Karen Lewis Counselor	It is unfair to expect classroom teachers to supply lessons and units and to grade that work.	+	See Frequently Received Comments, Homebound instruction

10 - 16	16	East Bank Middle School First and Brennan Streets East Bank WV 25067				
10 - 16	501	Dana Humphreys Asst. Principal for Curriculum Herbert Hoover High School 275 Elk River Rd. S Clendenin WV 25045	Who then, is to give instruction? YOU'VE GOT TO BE KIDDING!! If this is so----why have a homebound teacher?	+	See Frequently Received Comments, Homebound instruction	
10 - 16	502	Ellen Ciambotti Special Education Specialist Kanawha County Schools 200 Elizabeth Street Charleston WV 25311	pg 30-f Regular classroom teacher provides work, checks work and grades work!!!? Link to NCLB?	+	See Frequently Received Comments, Homebound instruction	
10 - 16	503	Linda Sutton Teacher llsutton@kcs.kana.k12.wv. us Shoals Elementary	6.2.4 - As a classroom teacher with an already heavy load, I think that what policy 2510 6.2.4 is proposing is just more work for the classroom teacher. What is the homebound teacher getting paid for. How can just delivering the information to the child be worth what the homebound teacher is getting paid. How can I as a classroom teacher assess a student that another teacher has taught. I know it is my responsibility to let the homebound teacher know what I am teaching, but I don't think I should be responsible for the grading. I think there needs to be education he/she deserves during their recuperation. The Homebound teacher should be giving the information needed to deliver the instruction and to assess the student.	+	See Frequently Received Comments, Homebound instruction	
10 - 16	504	Michael Chandler Counselor Herbert Hoover High School 275 Elk River Rd. S Clendenin WV 25045	How will mastery of content be determined? [6.2.4-f] I do not agree.	+	See Frequently Received Comments, Homebound instruction	
10 - 16	505	Karen Fish Counselor Herbert Hoover High	pg 30-f. Puts too much work on classroom teacher.	+	See Frequently Received Comments, Homebound instruction	

10 - 16	10 - 16	School 275 Elk River Rd. S Clendenin WV 25045				
10 - 16	506	Janice M. Standish Counselor SCHS #1 Eagle Way So. Charleston WV 25309	126.42.6.f Classroom teacher does not have the time to complete this for individual students	+	See Frequently Received Comments, Homebound instruction	
10 - 16	507	Sandra Mariani Counselor St. Albans High School 2100 Kanawha Terrace St. Albans WV 25177	Why wouldn't homebound teachers grade completed work?	+	See Frequently Received Comments, Homebound instruction	
10 - 16	508	Cookie Miller Counselor SCHS One Eagle Way South Charleston WV 25309	pg 30 -f...This is going to be very difficult for classroom teachers.	+	See Frequently Received Comments, Homebound instruction	
10 - 16	509	Joan Douglas Counselor SCHS	Teachers are already overworked.	+	See Frequently Received Comments, Homebound instruction	
10 - 16	510	Rosanna Y. Hines Teacher Andrew Jackson Middle 5445 Big Tyler Rd Cross Lanes WV 25213	6.2.4 Homebound Hospital Services - I should not be accountable for another teacher's instruction. Assessment of the student would not be accurate.	+	See Frequently Received Comments, Homebound instruction	
10 - 16	511	Barbara Minardi Counselor Kanawha County Schools 400 3rd Avenue South Charleston WV 25303	The burden for classroom teachers to write lessons and grade work for homebound students is excessive paperwork which over works high quality instruction from the classroom. 126CSR42 Requires additional staff. If a student fails the college transition course do they not graduate?	+	See Frequently Received Comments, Homebound instruction See Frequently Received Comments, College Transition Courses	
10 - 16	512	Marion Leftwich Teacher mleftwic@access.k12.wv.	Disruptive students should not be placed in the regular classrooms. When they are in a regular classroom the teacher spends to much time trying to keep order the classroom. The	-	This issue is addressed in State Board Policy 2419.	

10 - 16	us. Logan High School Rt 17 P.O. Box 78 Sharples WV 25183	other students are missing out on important instructional time because of these interruptions.		
10 - 16	Cindy Daniel Asst. Superintendent cdaniel@access.k12.wv.us Kanawha County Schools 200 Elizabeth Street Charleston WV 25311	6.2.4 B (f) - The classroom teacher should not be expected to take this additional responsibility. I understand there may be highly qualified issues, but this is unfair to ask of teachers. There must be a better solution than this. 13.68 - Clarification needs to be given for the skilled pathway. Again, what happens if a student doesn't qualify for a 21st Century Industry credential?	+	See Frequently Received Comments, Homebound instruction See Frequently Received Comments, High School Credential
10 - 16	Cathy Collins teacher cathycollins3@aol.com Sherman High School PO Box 164 Comfort WV 25049	I am against the proposed policy concerning Homebound Services. We have specific homebound teachers in our county who are responsible for the instruction of homebound students. These individuals are certified teachers who are qualified to instruct students in the information they are missing. One of the biggest challenges to the classroom teacher is keeping track of make-up work from absent students, missing assignments/quizzes/tests, and late work. Adding responsibilities of the homebound students would just be too much. Please do not pass this revision!	+	See Frequently Received Comments, Homebound instruction
10 - 16	Katherine L. Porter Asst. Principal for Curriculum KCS --Capital HS	I do not think the classroom teacher should be responsible for homebound kids. Classroom teachers have enough to do!	+	See Frequently Received Comments, Homebound instruction
10 - 16	Karen Hopkins Counselor KCS --Capital HS 1500 Greenbrier Street Charleston WV 25311	The classroom teacher cannot keep up with homebound students and their work. What is the homebound teacher to do...just deliver the work?	+	See Frequently Received Comments, Homebound instruction
10 - 16	Robert Seymou Science Specialist bobseymour@charter.net 533 20th Street Dunbar WV 25064	Section f places responsibilities on the classroom teacher for students who may never have been in this teacher's classroom. WVSD is passing its responsibilities down to the classroom teacher who is already overloaded trying to provide an academic program in an under-equipped cracker box of a classroom.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Christine Spriggs Counselor	Item F: Alternate Delivery of Education Program. I object to this revision. As one who coordinates the transfer of this	+	See Frequently Received Comments, Homebound instruction

16	Andrew Jackson Middle 5445 Big Tyler Rd Cross Lanes WV 25313		material. I find that as it is now, work is often not returned to the school. Increasing the requirements of supplying the material from the school based teacher will only exacerate the problem. Homebound teachers need to grade what they instruct.		
10 - 16	Deborah J. Stanley Counselor Riverside HS One Warrior Way Belle WV 25015	519	Will homebound teachers be paid to deliver work from the regular classroom teacher?	+	See Frequently Received Comments, Homebound instruction
10 - 16	Karen S. McNeer Math teacher 8th AJMS 5445 Big Tyler Rd Charleston WV 25313	520	I object to this revision 126-42-6 (Alternate delivery of education program) Homebound/Hospital Services Item F. The teacher who instructed the student should be required to grade and decide the outcome of said student. Homebound teacher should follow this state dept. content standards and be responsible for student achievement. I am responsible for 120 students who attend school.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Nancy Evans Teacher/Health & Physical Ed Andrew Jackson Middle 5445 Big Tyler Rd Cross Lanes WV 25313	521	Alt. Delivery of Education 6.2.4 Item F - I cannot be held responsible for giving material and grading it. If I have not taught the student this material and is not in my class.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Shonda Skaggs Band Director / Teacher Andrew Jackson Middle 5445 Big Tyler Rd Cross Lanes WV 25313	522	Alt. Delivery of Education 126-42-6 6.2.4 - Item F I can not be responsible for giving material and making sure the student received this material. I object to classroom teachers being held responsible for giving instruction & Materials to students who are not in our classroom.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Sharon McClanahan Teacher AJMS 5310 Stephen Way Cross Lanes WV 25313- 1159	523	I object to policy - alternate delivery of education program 126-42-6 (6.2.4) homebound/hospital services item F: Teachers should not be held responsible for carrying out the education of homebound students. The students miss the instruction and are not monitored by the teacher during practice of the skill or evaluation of the skill. Grading work submitted in an "at home" unstructured situation is a poor use of sthe professional educators time and resources.	+	See Frequently Received Comments, Homebound instruction
10 - 16	William R. Haynies Teacher - 6th	524	Item F - I do not think we should have to grade other teacher grades. I do not want to be responsible for a students grade that I	+	See Frequently Received Comments, Homebound instruction

16	AJMS 5445 Big Tyler Rd Cross Lanes WV 25313	do not have.		
10 - 16	James Holston Jr. 6th grade teacher AJMS 5445 Big Tyler Rd Cross Lanes WV 25313	Alternative delivery of education Item F. this is an awful idea. How can I be expected to grade something I had no part in teaching this student. I have no clue if the student actually did this work or not. I totally object to this revision. this is a burden that is unfair to place on an already busy professional.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Michael Cardinale Physical Education & Health Teacher AJMS 5445 Big Tyler Rd Cross Lanes WV 25313	Alternate delivery of education 126-42-6 - I object because as a classroom teacher I cannot be held accountable for another teachers instruction as far as grading is concerned.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Shea Wells Art Teacher AJMS 5445 Big Tyler Rd Cross Lanes WV 25313	I object to this policy because as a teacher in the classroom, I cannot be held accountable for another teachers instruction as far as grading is concerned. It should be the job of the homebound teacher to provide instruction, lesson plans, materials and grading.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Judy Malcolm Science teacher 8th grade Andrew Jackson Middle 2730 Forrestal Ave St. Albans, WV 25177	Alternate Delivery of Education Program: item F - As a classroom teacher of nearly 30 years, I strongly object to the proposed revisions noted here. As a tax payer - we pay homebound teachers to do the proposed activities as a teacher. I am being worked to death as it is and will not be responsible for grading work or planning lessons for students I don't teach - I may not even know the student - at present I have a homebound student on my role that I have not even met since his problem is carried over from last year! This is a really bad idea so please reconsider.	+	See Frequently Received Comments, Homebound instruction
10 - 16	Todd Levitan Social Studies Teacher KCS 1526 Loudon Hts. RD. Charleston WV 25314	Alternate Delivery of Ed. Program: Item F - I object to this revision !! If I do not give the instruction how can I be accountable?	+	See Frequently Received Comments, Homebound instruction
10 - 16	Jennifer Woods English 8 teacher	Alternate Delivery of Education Program/Homebound/hospital services/ Item F:	+	See Frequently Received Comments, Homebound instruction

16	AJMS 5445 Big Tyler Rd Cross Lanes WV 25313	I object to this revision. I should not be responsible for instruction I have not provided. I cannot be held accountable. We, as teachers, assess students based upon the material presented in class. I cannot assess a student I personally did not instruct. It is difficult to see their progress.			
10 - 16	Debra Murray-Zeitz DuPont Middle Counselor Kanawha County Board 803 Hamilton Circle Charleston WV 25311	Pg. 30 6.2.4f This is asking too much of classroom teachers to take on this additional responsibility.	+	See Frequently Received Comments, Homebound instruction	
10 - 16	Melissa Sheets Andrew Jackson Middle 5445 Big Tyer Rd Cross Lanes WV	Alternate Delivery of education program 126-42-6 (6.2.4) I cannot be responsible for what I am not teaching. Teachers (classroom) should not be responsible for providing her grading another teachers work. That is the job of the homebound teacher. Homebound/Hospital Services: Item F	+	See Frequently Received Comments, Homebound instruction	
10 - 16	Teacher Andrew Jackson Middle 5445 Big Tyler Road Cross Lanes WV 25313	I object to this!!! What would the purpose of a homebound teacher be, if I am doing all the lesson plans & grading? Will they still pull a salary? This is their job, let them do it!!	+	See Frequently Received Comments, Homebound instruction	
10 - 16	Beth A. Musgrave Teacher Andrew Jackson Middle 5445 Big Tyler Road Cross Lanes WV 25313	Alternate delivery of Education Program 6.2.4 Homebound - Hospital Services Item F. I object to this revision because I will not be held accountable for grading, writing lesson plans, or providing the homebound teacher with work that they should be supplementing. Since I do not know the student, I will not be held responsible for anything they have or have not been taught.	+	See Frequently Received Comments, Homebound instruction	
10 - 16	Deborah Frostick Counselor AJMS PO Box 6885 Charleston WV 25362	6.2.4 Homebound Services: Item F Providing lessons for another teacher and grading assignments on the basis of non-instruction or selected instruction is unacceptable. This will soon lead to home school having our lessons provided and having to grade. When is our job going to end. This is asking too much.	+	See Frequently Received Comments, Homebound instruction	
10 - 16	Teacher Andrew Jackson Middle 5445 Big Tyler Road Cross Lanes WV 25313	I object to Alternate Delivery of Education Program (Item 6.2.4 Homebound/Hospital Services Item F) due to the fact that I cannot be personally responsible for material that another teacher teaches! If I am creating the lessons & grading the student work I need to be the one who communicates that to the student. I also need to verify that the student understands my	+	See Frequently Received Comments, Homebound instruction	

10 - 16	10 - 16	Melissa Scherrep Librarian Andrew Jackson Middle 5445 Big Tyler Rd Cross Lanes WV 25313	objectives, and personally does the work! This suggestion is ridiculous.	+	See Frequently Received Comments, Homebound instruction
10 - 16	10 - 16	The stage production handbook Andrew Jackson Middle 5313 Bentbrook Road Cross Lanes WV 25313	I strongly object to the revision of the teacher assigning and grading work for students who were not taught by the teacher. The alternate delivery will not work!!!	+	See Frequently Received Comments, Homebound instruction
10 - 16	10 - 16	Donnie Isferding Related Arts - Life Skills Andrew Jackson M.S. Rt. 5 Box 252A Charleston WV 25312	Alternate Delivery of Educational Program. I object to this revision because if I am not working directly with the student I cannot properly evaluate the work and the instruction of another teacher.	+	See Frequently Received Comments, Homebound instruction
10 - 16	10 - 16	Cathy Harless Teacher Andrew Jackson Middle 5445 Big Tyler Road Cross Lanes wv 25313	I object to this proposal on the basis that there will no longer be a need for Homebound Teachers. If I am not giving direct instruction then I should not be responsible for any other educational component.	+	See Frequently Received Comments, Homebound instruction
10 - 16	10 - 16	Pamela R. Woods Teacher / Foreign Language Andrew Jackson Middle 5445 Big Tyler Rd Cross lanes WV 25313	Homebound/Hospital Svcs Item F I cannot be responsible for skills taught by anothe teacher. I cannot certify a grade for this student. I object to the adoption of this policy.	+	See Frequently Received Comments, Homebound instruction
10 - 16	10 - 16	Michael Field Teacher Andrew Jackson Middl 747 Greenbrier St. Charleston WV 25311	Alternate Delivery of Education Program 126-42-6 I object to the revision of the policy requiring me to be responsible for instruction provided by someone other than myself. I do not feel I can assess instruction provided by another person.	+	See Frequently Received Comments, Homebound instruction
10 - 16	10 - 16	Robyn Hagerman Andrew Jackson Middle 5445 Big Tyler Road	I object to this revision! Will I be paid for this work as the homebound teacher is paid? I do not feel that asking teachers to assume responsibility for outside instruction is appropriate. I	+	See Frequently Received Comments, Homebound instruction

10 - 16	544	Jeremy E Sutton Teacher Andrew Jackson Middle 5445 Big Tyler Road Cross Lanes WV 25313	cannot be accountable for one more duty. Enough! AFT needs to be providing info about this revision. Will my contract be revised? I will not assume responsibility for another teacher's instructional duties.	+	See Frequently Received Comments, Homebound instruction
10 - 16	545	Lisa Lusk Special Education Specialist Kanawha County 17 Perkins Way Cross Lanes WV 25313	I object to this revision. I cannot be accountable for what occurs outside the classroom. 6.2.4 f - What is the homebound teacher being paid to do. It appears you would not need a certified teacher for these duties.	+	See Frequently Received Comments, Homebound instruction
10 - 16	546	Neil Hopkins Asst Principal Riverside HS One Warrior Way Belle WV 25015	Homebound.... What does homebound teacher have to do to educate student? Too much extra work for classroom teacher.	+	See Frequently Received Comments, Homebound instruction
10 - 16	547	Jennifer Jackfeit Counselor Kanawha County Schools 2102 Presidential Dr. Charleston WV 25314	Should teacher be responsible for grading lessons as well as grading units for homebound students. This should be the responsibility of homebound teachers.	+	See Frequently Received Comments, Homebound instruction
10 - 16	548	Meilssa Mills Special Education Teacher Andrew Jackson Middle 5445 Big Tyler Road Cross Lanes WV 25313	I cannot be held accountable for work which occurs outside my classroom. I highly object to the policy because it duplicates the work for the regular classroom teacher. What purpose does the homebound teacher serve? This policy will open the floodgates of litigation. Do not approve this policy. Please refer homebound teachers to use the curriculum maps provided by the county.	+	See Frequently Received Comments, Homebound instruction
10 - 16	549	Deborah Riffie Teacher Andrew Jackson Middle School 5445 Big Tyler Road	I cannot be responsible for the instructional plans used in the homebound classroom when I do not deliver that plan directly to the student. I strongly object to the proposal! This is a lawsuit waiting to happen in which I would be held accountable, yet would not be, necessarily, culpable. This is a homebound	+	See Frequently Received Comments, Homebound instruction

10 - 16	550	Cross Lanes WV 25177 Ruia Roberts Teacher Andrew Jackson Middle School 51 Lake Shore Dr Cross Lanes WV 25313	teacher's prerogative and domain!			See Frequently Received Comments, Homebound instruction
10 - 16	551	SAndra Brooks Andrew Jackson Middle School 2326 Laurel Drive ST. Albans WV 25177	I object to the revision/ the regular classroom teacher. Homebound hospital services item F-- Cannot be responsible for instruction provided by another individual.	+		See Frequently Received Comments, Homebound instruction
10 - 16	552	Adam Viski 7th Grade Math AJMS KCS 3407 Virginia Ave. SE Apt. 2 Chraleston WV 25304	I will not/cannot be accountable to instruction that I did not deliver. I object to this revision.	+		See Frequently Received Comments, Homebound instruction
10 - 16	553	Patty Blake Counselor Riverside High #1 Warrior Way Belle WV 25015	I object to 126-42-6 (Alternate Delivery of Education Program) item F. I cannot be accountable for instruction that i did not deliver.	+		See Frequently Received Comments, Homebound instruction
10 - 16	554	Marguerite Kisner Teacher Andrew Jackson Middle School 77 Scott Lane Hurricane WV 25526	Alternate Delivery of Educational Programs 2510 6.2.4 - f. Classroom teachers should not be required to provide instructional plans/materials nor should they be required to grade work! Certified teachers are required/hired as homebound instructors and are qualified to deliver/assess lessons. In some cases, classroom teachers would not even meet student.	+		See Frequently Received Comments, Homebound instruction
10 - 16	555	Teacher Andrew Jackson 5445 Big Tyler Road Cross Lanes WV 25313	I object to this provision....delivery of homebound lessons, plans and grading of work by classroom teachers. I will not be responsible or accountable for delivery of instruction by anyone other than myself.	+		See Frequently Received Comments, Homebound instruction
10 - 16	555	Teacher Andrew Jackson 5445 Big Tyler Road Cross Lanes WV 25313	I object to this revision - alternate delivery of education program. 6.2.4.F - If I am doing all of the work/planning what is the purpose of the Homebound Teacher? If I am not doing the presentation of the lesson I cannot be responsible for the outcome because I don't know what has been said, if anything! Why would any child want to come to school when they can receive instruction at home?	+		See Frequently Received Comments, Homebound instruction

10 - 16	556	Teacher Andrew Jackson Middle School 5445 Big Tyler Road Cross Lanes WV 25313	I object to the alternative delivery of education program. I have no control or knowledge of what homebound instructor is presenting. Also, what is the purpose of a homebound instructor if the classroom teacher does all the work?	+	See Frequently Received Comments, Homebound instruction
10 - 16	557	Nancy E. Walker Assistant Principal 280 B Dutch Road Charleston WV 25302	The homebound teacher needs to be responsible for lessons, plans, and to check student work and to grade student work. Why pay a home bound teacher to do only 1/2 the job?	+	See Frequently Received Comments, Homebound instruction
10 - 16	558	Valery Harper Asst. Principapl Riverside High 1 Warrior Way Belle WV 25015	6.2.4: Too much work for classroom teacher. The homebound teacher should do this NOT the classroom teacher 13.68 Pathway What does Post secondary certificate or 21st Century Industry Credential? Needs Clarified	+	See Frequently Received Comments, Homebound instruction See Frequently Received Comments, High School Credential
10 - 16	559	Ana Baber Teacher ababer@kes.kana.k12.wv.us:3000 Nitro High School 1300 Park Avenue Nitro WV 25143	The classroom teacher should not be given the additional responsibility for overseeing the instructional delivery outside of the classroom. The homebound teacher is employed for ALL of the aspects of instruction. The classroom teacher does not need additional work added to the load without compensation.	+	See Frequently Received Comments, Homebound instruction
10 - 16	560	Lois Greene Assistant Principal John Adams Middle 2002 Presidential Drive Charleston WV 25314	126-42-6 2.4.f - The classroom teachers is overwhelmed now! Why can't the homebound teacher do this?	+	See Frequently Received Comments, Homebound instruction
10 - 16	561	Lynn Gattlieb Counselor Riverside HS 1 Warrior Way Belle WV 25015	Pg. 30 Homebound Reg. teacher should not be required to send HB teachers assignments. The teacher from HB should be certified and therefore should do their own preparation. Some students never attend class at their home school.	+	See Frequently Received Comments, Homebound instruction
10 - 16	562	Lynn Gattlieb Counselor Riverside HS One Warrior Way	Regular teachers should not be required to send HB teachers assignments. The teachers from HB should be certified and therefore should do their own preparation. Some students never attend class at their home school.	+	See Frequently Received Comments, Homebound instruction

10 - 16	Belle WV 25015	Meilssa Mills Special Education Teacher Andrew Jackson Middle 5445 Big Tyler Road Cross Lanes WV 25313	I cannot be held accountable for work which occurs outside my classroom. I highly object to the policy because it duplicates the work for the regular classroom teacher. What purpose does the homebound teacher serve? This policy will open the floodgates of litigation. Do not approve this policy. Please refer homebound teachers to use the curriculum maps provided by the county.	+	See Frequently Received Comments, Homebound instruction
10 - 16		Meilssa Mills Special Education Teacher Andrew Jackson Middle 5445 Big Tyler Road Cross Lanes WV 25313	I cannot be held accountable for work which occurs outside my classroom. I highly object to the policy because it duplicates the work for the regular classroom teacher. What purpose does the homebound teacher serve? This policy will open the floodgates of litigation. Do not approve this policy. Please refer homebound teachers to use the curriculum maps provided by the county.	+	See Frequently Received Comments, Homebound instruction
10 - 16		Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508	Disruptive students have no place in the normal classroom environment. Students who have earned a safe, positive environment are too often forced to put up with students who have routinely been removed from class only to be returned.	+	See Frequently Received Comments, Homebound instruction
10 - 16		Patty Wright pat4math@aol.com HC81 Box 85 Peytona WV 25154	I don't agree with the policy change making classroom teachers responsible for providing units/lessons, instructional plans, materials, and to check and grade student work. These students should be monitored by the homebound instructor. The homebound teacher should contact the classroom teacher to coordinate the lessons being taught but the homebound teacher should be responsible for implementing and grading the assignments. The homebound instructor should receive the materials for their students from the County and see that the materials are returned when the student returns to the classroom or at the end of the school year.	+	See Frequently Received Comments, Homebound instruction
10 - 16		Gayla M. May teacher gmay8488@charter.net Sherman Senior High	As a classroom teacher, I question the validity of assigning a homebound instructor for said student and then making it the responsibility of the classroom teacher to provide the lessons, materials and plans. I also do not see the role of the classroom	+	See Frequently Received Comments, Homebound instruction

	School P.O. Box AB 10008 Coal River Road Seth WV 25181	teacher as one of checking and grading work of which that teacher had no control of the conditions under which the work was completed. Homebound teachers are assigned students and they are to provide the instruction necessary for that student to be successful. I have in the past assigned work and provided the material necessary for the student to complete the assignments. I also graded the work and assigned a grade for the student. The homebound instructor was only delivering my assignments and gathering the completed work and returning it to me. That to me does not define homebound instruction.	
10 - 16	568	<p>If we are supposed to be assuring that all students have quality and certified teachers, than why do we have homebound instructors teaching students all classes on the students' schedules? These students are being taught a majority of their classes by teachers who are not certified in the areas they are "supposedly" providing instruction.</p> <p>If the trend in other counties is like that of Raleigh and Wyoming, it is going to be pretty much impossible to find teachers to teach 8th grade Algebra I in the middle schools. Most all 6th grade positions are given to elementary teachers and there are simply not going to be enough certified math teachers to teach Algebra I to one grade of students - especially when we aren't even able to fill all of our secondary math positions already posted.</p>	+ See Frequently Received Comments, Homebound instruction
§126-42-7 County Board of Education Responsibilities			
10 - 02	Frances Tolley Science Department Chair ftolley@access.k12.wv.us Hurricane High School 120 Raintree Drive Hurricane WV 25526	I recommend county board's of education assuming responsibility for programmatic decisions including the order that courses are taken in.	- The order of courses is, in many cases, controlled by the State Board due to the required assessments of NCLB and accountability.
10 - 07	Kathryn W. Burgess Safe & Drug-Free Schools kburgess@kcs.kana.k12.wv.us Kanawha County Schools	The County Board of Education upholds the standard that every school have a Student Assistance Team by holding principals accountable for having an SAT, by providing training to SAT Coordinators and by monitoring the SAT process each and every year.	-

10 - 11	200 Elizabeth Street Charleston WV 25311	Rhonda McCormick Parent Liaison rhondamccormick@charter.net Region II Family Network 511 Morris Street Charleston WV 25301	The County Board needs to be responsible and accountable for ensure that every child will have access to accommodations/modifications/services that will enhance the child's learning. In an environment that is best for the child. Not necessarily what is best for the school and/or its personnel/staff.	-	
10 - 12	Ann Thornhill F.A.C.S. Teacher athornhi@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	The County Board should be able to set stipulations as to where they receive credits for out-of-school classes. Colleges do not accept credits from any and every college so why should high schools be expected to accept them from any and every where.	-		County Boards can review and accept appropriate credits. Students who have completed credits at other high schools and institutional programs should receive credit for successful work completed.
10 - 13	Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	How can the county board implement, maintain and govern all of these policies?	-		It is the responsibility of the County Board to comply with all state legislation and state policies and it is recognized that this is a challenging responsibility.
10 - 15	Elizabeth Thompson Teacher ethomps@access.k12.wv.us Logan Senior High School c/o Logan Senior High School One Wildcat Way Logan WV 25601	NOT IN THIS POLICY, BUT... HOW ABOUT BRINGING BACK DISCIPLINE IN OUR SCHOOL SYSTEM? OUR SCHOOLS WOULD BE SAFER. EDUCATION AND NOT "CROWD CONTROL" WOULD BECOME A PRIORITY AGAIN!	N/A		The comment does not address a change in this policy.
10 - 15	Greg Dodd Chemistry Instructor gbdodd@verizon.net	Far too many disruptions in the educational process occur presently in teh schools. One of the most disruptive is indiscriminate use of the loudspeaker multiple times during a	-		School and county procedures should be enforced to protect instructional time to the greatest possible extent.

10 - 16	George Washington High School 835 Somerset Drive Charleston WV 25302	class period. Such interruptions destroy the teachable moment. Ballgames, plays, movies, and other activities remove students from the classroom and limit educational time. The use of monthly early out days for faculty meetings is a serious limitation of instructional time. Early out days are seen by students, parents, and teachers as wasted days. Instead of losing a couple of hours of instruction, the entire day is lost. Waivers for high schools that allow less than 45 minutes of class time should no longer be allowed. If students are to do adequate laboratory work with technology, classes of less than 45 minutes should not be allowed.	Increased mathematics requirements will better prepare students to take rigorous science courses.
10 - 16	Robert Frostick Science Teacher P.O. Box 6885 Charleston WV 25362	7.3.19b Says that Faculty Senate days cannot be extended by adding minutes to the day elsewhere and would force having half-days. Our county used the morning for conferences and makeup work and then utilizes the extra time for training. Please eliminate section b.	Faculty Senate time is allocated by state legislation.
10 - 16	William K Grizzell Director wgrizzle@access.k12.wv.us RESA 1 400 Neville St. Beckley WV 25801	2510 is costing the counties money additional requirements require additional staff. Where is this staff going to come from? Counties can not find teachers now. We all think higher standers are good but where is the funding to make it work coming from? Counties can not keep paying the bill for state dept. higher standards requirements.	County Boards of Education are encouraged to use available state and federal funding to train and recruit highly qualified teachers.
10 - 16	Robin Francis Curriculum Assistant Principal Kanawha County Schools 2100 Kanawhs Terrace St. Albans WV 25313	[7.2.4-a] The calendar should be set for fall term to end AT the Christmas/Winter break. Spring term starts immediately after winter break not 3 wks later. [7.4.7] Additional staffing needs to be paid for and allotted for special education inclusion.	The school calendar is determined by state legislation. Staffing for special education is addressed in State Board Policy 2419.
10 - 16	Lyn Guy, Ed. D. Superintendent lguy@access.k12.wv.us Monroe County Schools	The County Board cannot provide the number of teachers needed to meet these changes. Additional funding for 7-12 enrollment is desperately needed; our high school programs suffer because of requirements for elementary staffing.	The course requirement changes reflected in the policy do not take effect until 2008-2009 to give districts adequate time to reallocate available funding.
10 - 16	Andrea Santos Spanish Teacher asantos@access.k12.wv.us	Who will oversee and implement all of these tasks?	It is the responsibility of the County Board to comply with all state legislation and state policies.

10	Logan High School One Wildcat Way Logan WV 25601				Course exams are any assessment the school, county or RESA may choose to purchase or develop as an appropriate end-of-course exam.
10 - 16	Janice M. Standish Counselor SCHS #1 Eagle Way So. Charleston WV 25309	126.42.10 What are course exams? What is 21st Century Industry Credential? Is this vocational?			See Frequently Received Comments, High School Credential
10 - 16	Karen Hopkins Counselor KCS --Capital HS 1500 Greenbrier Street Charleston WV 25311	pg 26, 5.6.8 (d)--Who sets the mastery level of courses?	-		Mastery level of performance is defined by the committees of teachers who write/revise the content standards, objectives and performance descriptors. This information is based upon national standards in the respective content areas.
10 - 16	Robert Seymou Science Specialist bobseymour@charter.net 533 20th Street Dunbar WV 25064	7.6 Facilities - By direct survey I have shown that less than half of the secondary schools can meet the minimum standards the WSDS has for science facilities. Since WVSD has no plan to address this glaring weakness, the only explanation for including facilities is so you may???	+		See Frequently Received Comments, High School Science Requirements
10 - 16	Lois Greene Assistant Principal John Adams Middle 2002 Presidential Drive Charleston WV 25314	#126-42-6 2.4F --the classroom teacher is overwhelmed now! Why can't the homebound teacher do this? 126CSR42 #13.68 What is 21st Century Industry Credential?	+		See Frequently Received Comments, Homebound instruction See Frequently Received Comments, High School Credential
10 - 16	Nancy E. Walker Assistant Principal 280 B Dutch Road Charleston WV 25302	Page 56 Pathway - What is 21st Century Industry Credential?	-		See Frequently Received Comments, High School Credential
10 - 16	Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508	Does the county board have the time and resources to oversee the details of these program changes?	-		It is the responsibility of the County Board to comply with all state legislation and state policies and it is recognized that this is a challenging responsibility.

§126-42-8 School Based Responsibilities

09 - 28	Linda Long teacher/newspaper adviser llong@kes.kana.k12.wv.us Kanawha County Schools South Charleston High School 1 Eagle Way South Charleston WV 25309	I am commenting on the senior project to be required of high school seniors graduating in the school year 2008-2009. The project should not be the sole responsibility of the English teachers or English department. Rather, seniors should be guided through the process by teachers from various departments and the projects should then be evaluated by a team of teachers from various departments. English teachers are already responsible for preparing students for and implementing a number of tests, including but not limited to the county benchmarks, Writing Assessment, and WESTEST.	-	See Frequently Received Comments, Senior Project
09 - 29	Marty Brewster classroom teacher/HSTW site coordinator mcbrewster@hotmail.com Randolph Co Schools Elkins High School 100 Kennedy Dr. Elkins WV 26241	For those of us in rural counties, we've already lost a significant number of our electives in order to keep schools open and prevent hour long bussing. With the new requirements, we would have to eliminate more of our electives so that we can provide the new required classes. Under this proposed system, students would be required to take classes beyond the abilities of those "who-just-missed-the-special ed" cut. Opportunities for success would be reduced for those students; at the same time, electives they could succeed in would be eliminated to "free up" teachers. The plan looks good for a perfect world.	-	Credit recovery programs and creative scheduling are essential for the success of some students as we move our system to assuring all graduates possess 21 st Century Skills. To do any less for a group of students would be a disservice.
10 - 07	Kathryn W. Burgess Safe & Drug-Free Schools kburgess@kcs.kana.k12.wv.us Kanawha County Schools 200 Elizabeth Street Charleston WV 25311	The purpose of the Student Assistance Team is to provide a multi-disciplinary approach that includes reg. ed. teacher, sp. ed. teacher, administrator, counselor, nurse, social worker, psychologist, and parent who work together to develop and implement interventions for the student having academic or behavioral difficulties greater than can be addressed by the classroom teacher. The members of the SAT bring their own areas of expertise and synergistically create interventions in behalf of students. The team is trained to work together filling the roles of coordinator, recorder, case manager. The team's goal is to get students back on track so they can be successful in school. Individual members of the team may have expertise in multidisciplinary assessment or knowledge of alternative education or awareness of community resources, but the team as a whole is not trained in these areas. The role of the coordinator includes maintaining documentation for each student that includes areas of concern, goals to address these concerns,	+	The student assistance team will compliment the work of instruction and intervention teams or act in lieu of instruction and intervention teams.

			<p>interventions, time lines and results. The SAT process is a regular education initiative. The process is conducted in a confidential manner.</p> <p>The SAT is the intervention process, the next step when a teacher is in need of more support to assist a student in being successful.</p>		
10 - 06	590	<p>Kathryn W. Burgess Safe & Drug Free Schools kburgess@kcs.kana.k12.wv.us Kanawha County Schools 200 Elizabeth Street Charleston WV 25311</p>	<p>Student Assistance Team: 8.9.1. The wording suggests that the primary function of the SAT is to make referrals to Special Education. While one cannot get to special ed without going through SAT, the role of SAT is to use every strategy, every resource available to help the student be successful. Special education referral is to occur when all possible interventions have been exhausted.</p> <p>Student Assistance Team: 8.9.2. I question the idea that the SAT will review persistent student needs despite work of "intervention teams." In most schools the intervention team is the SAT. That is especially true in elementary schools. Middle schools have grade level teams that address student needs and are considered the first level of SAT process. In high schools students work with their counselor to address the need. But by and large SAT is the intervention team.</p>	+	<p>The student assistance team will compliment the work of instruction and intervention teams or act in lieu of instruction and intervention teams.</p>
10 - 06	591	<p>Lois Kay Carpenter Superintendent lcarpent@access.k12.wv.us Webster County Board of Education 315 South Main Street Webster Springs WV a 26288</p>	<p>8.9.2..... why do we have another team that will address school instruction and intervention.... We have a SAT and the responsibility of the team is the same as the school instruction and intervention team. We do not need an additional team.....Let the SAT continue</p>	-	
10 - 07	592	<p>Kathryn W. Burgess Safe & Drug-Free Schools kburgess@kcs.kana.k12.wv.us Kanawha County Schools 200 Elizabeth Street Charleston WV 25311</p>	<p>The principal's role is to be a part of or support the SAT process by selecting his/her designee as the coordinator and attending or being available to attend meetings.</p>	-	

10 - 11	593	<p>Rhonda McCormick Parent Liaison rhondamccormick@charter.net Region II Family Network 511 Morris Street Charleston WV 25301</p>	<p>I believe it to be in the best interest of the child and family, if the family has the opportunity to part of the SAT team meetings. The parent/guardian can provide valuable information about the child that maybe of assistance to the School Team.</p>	-	
10 - 11	594	<p>Rhonda McCormick Parent Liaison rhondamccormick@charter.net Region II Family Network 511 Morris Street Charleston WV 25301</p>	<p>This section is only reinforcing how vigorous the school day is for the children. I understand that each child must do each of these subjects. For example: If you have a young child sitting in the classroom reading for 90 "uninterrupted" minutes, you are setting up for a day of boring education that needs to be broken up and taught creatively. As I have read thru this section, I have not seen anything about the socialization of the children. I believe that children should have the opportunity to socialize among themselves in a supervised way. You can not expect special needs children to achieve this high standard. Regular education students are struggling at this time, and to put more expectations on these children are going to cause more drop-outs. To cram all of the expectations on the students and staff is going to cause longer days for the students with more homework, that at this point the parents can not even help the children with. There is no way that a special education student will be able to succeed in an Algebra 1 or higher math class. This must be left up the IEP team. There must be a way to waive these requirement if the child is not capable of learning the required class.</p>	-	<p>The effective 21st century classroom teacher is able to provide a variety of educational opportunities within the 90 minute uninterrupted reading block. The block should include approximately 30 minutes of whole-group reading instruction and 60 minutes of small group instruction combined with reading centers.</p>
10 - 15	595	<p>Greg Dodd Chemistry Instructor gbdodd@verizon.net George Washington High School 835 Somerset Drive Charleston WV 25302</p>	<p>Until principals are mandated to be in the school the majority of the time and not at various meetings or other activities, no significant leadership will exist in the high schools. Absent or out of the building principals who never observe the classrooms, monitor the hallways, or provide school leadership are not effective administrators.</p>	+	<p>Policy 2510, Section 8, emphasizes the importance of 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 21st century learning environment. The following qualities, proficiencies, and leadership skills are required of principals: 8.1.1. Demonstrate instructional leadership</p>

10 - 16	596	Robert Frostick Science Teacher P.O. Box 6885 Charleston WV 25362	<p>Section 8.1 Principals should be responsible for maintaining a positive working atmosphere. There is no mention of maintaining positive community relations. There is no mention of relationships with parents and dealing with disputes. Principals should have a responsibility to support their staff.</p> <p>8.3.3 I am already told what to assign, the content to teach and the goals to achieve by the county and the state. Is it necessary that I do this with students?</p> <p>8.3.4 The county specifies conduct and performance for students.</p> <p>8.3.5. It is impossible to teach ALL to objectives and guidelines and skills and tools. Can you drop the word "all"?</p> <p>8.3 This entire section is a list of directives on how to be a teacher. Please look at this section before more requirements are directed at teachers. Does all this need to be specified? This appears to be the WVDE assuming that teachers are not professionals.</p> <p>8.3.24 How should I "celebrate"?</p> <p>8.9 This section does not say that there is anything that the parent or student needs to do. Teachers and the school cannot do everything. Education is three sided--the school, the student and the parent---and these three sides should be reflected in SAT meetings.</p>	-	to enhance school effectiveness by improving instruction and improving student performance. of leadership in schools.
10 - 16	597	William K Grizzell Director wgrizzell@access.k12.wv.us RESA 1 400 Neville St. Beckley WV 25801	<p>Has any one looked at a school schudles that has 18 weeks of art, music and health? If so did the county have add additional teachers?</p>	+	See Frequently Received Comments, Middle School Encore Requirements
10 - 16	598	Lynn Gattlieb Counselor Riverside HS	<p>Pg. 27 Please define 5.6.10 modified or standard diploma criteria - IEP meetings parents can request reg. diploma w/o meeting readings.</p>	-	Diploma criteria for students with disabilities will be addressed in State Board Policy 2419.

		1 Warrior Way Belle WV 25015	science courses etc.		
10 - 16	599	Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508	Teachers continue to get the job done as they have for as long as educational institutions have existed. And they do so in spite of obstacles such as bureaucracy, lack of funding and supplies, too large numbers of students in the classroom, etc...	-	The comment received does not address a change made to Policy 2510.
§126-42-9 Statewide Assessment Program					
10 - 09	600	Dennis Adkins wvchemteach@gmail.com Teacher - WWHS 411 Ewart Ave Beckley WV 25801	Wouldn't it make more sense to test a student on the courses he or she actually takes? The current one test fits all system or the one proposed in the WV-Map is based on the premise that all students will have taken the same courses by certain years. While that is all well and good up to the 8th grade year of study, once students move into grades 9-12 they tend to have more flexibility about when they will take a particular course. Unfortunately if the WV-Map tests for something the student should have learned in a particular course and the student hasn't taken the course... this shows up as a deficiency on both the student's part and the school system. By testing the child on only the courses he or she takes it would ensure a valid measure of what the student is learning vs. what the state standards for that course says he or she should learn. Additionally, it more strongly resembles the end of course testing students who attend college would face, thus preparing those students for life after high school.	-	English and social studies WESTEST are administered in the year the courses are required. Eleventh grade science and mathematics assessments are developed around summative standards that reflect what students should have learned at that grade level.
10 - 11	601	Rhonda McCormick Parent Liaison rhondamccormick@charter.net Region II Family Network 511 Morris Street Charleston WV 25301	I think that the schools are putting the state wide testing assessment to the front and only focusing on this issue. The schools (used in a general form) are suppose to be teaching the children the fundamental of reading, writing and math. The schools should not be soo worried about how they are going to score on a test, and what prep work that they need to be reinforcing with the children.	-	WVDE is responsible for addressing instruction as well as assessment.
10 -	602	Tracey Hall teacher, Nitro High School	State Assessment College readiness benchmark for English or mathematics should be created by the state, scaled by the state,	-	The college readiness assessment will be a component of required assessments for all

11	thall@kes.kana.k12.wv.us Kanawha County Schools 1300 Park Ave Nitro WV 25413	and graded by the state. If it is to be a "state" assessment then let every one in the state have to meet the same standard! It was not addressed here! Also if the state wants to have "cleft" tests available for all the courses it requires, they should have to provide the testing and grading for them as well. Too much individuality between the Counties/Schools leads to unfair assessment.	students. The college admissions test will be administered after the 4 WESTEST and before the close of school at high school sites and paid for by WVDE. One make-up test may be given at State expense during the first fall testing date.
10 - 13	Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	With all of these new test, when will the teachers have time to teach? This section reads to a point that students will only have to do well on the tests to be passed on. I thought we were to teach the students not the tests.	There is no section in the policy that addresses the students only have to do well to be passed on.
10 - 15	Greg Dodd Chemistry Instructor gbdodd@verizon.net George Washington High School 835 Somerset Drive Charleston WV 25302	Assessment should be done with end of the course exams. Only with rigorous end of course exams will accountability enter our curriculum. The New York Regents exams have been extremely successful for many, many years. These are rigorous exams that require students and teachers to take course work seriously. Exams like the Westest lack this rigor.	The content standards and subsequently WESTEST have increased rigor and relevance in the new generation of standards and assessment.
10 - 15	High School Work Group emullett@access.k12.wv.us Monongalia County Schools 13 South High Street Morgantown WV 26501	9.1 Statewide Assessment Program These comments question the wisdom of using College Readiness Benchmark scores as a part of scheduling – given the late spring administration of testing. If the accountability test continues to be administered in late May – as mandated by the legislature – those College Readiness Benchmark scores will not be available in time for use during spring high school scheduling for the following year – in fact students will be scheduled before they are even tested. It also will occur AFTER the spring personnel transfer timelines. We know that the new testing proposal requires testing 9th, 10th and 11th graders – with the 11th grade test being used for accountability purposes. It is true that we could schedule juniors for the College Transitional Mat/English classes based upon their test performance from the sophomore year assessment results, but	See Frequently Received Comments, College Transition Courses

10			<p>this leaves great room for misunderstanding between families and school personnel.</p>	
- 16	606	<p>Ruth Snyder Art and Theatre Teacher preK-adult_ ruth.snyder@excite.com Teacher 43 Grand Ave Cowen WV 26206</p>	<p>The Arts have proven that assessment is more of a teaching tool when it is formative rather than summative in nature. Participation in the Arts allows the student to apply and learn how to use information already gathered in other subject areas.</p>	<p>The proposed revision of Policy 2510 does not eliminate the teacher's opportunities for formative or summative assessments in the arts. Current Policy 2510 does not mandate a minimum amount of time for the study of music and art at the middle school level. It only mandates that visual art, music and health "shall be taught at each grade level each year as separate subjects with <i>adequate time to achieve mastery</i> of the West Virginia CSOs." Consequently, each county has had the freedom to determine what is "adequate time." Some counties, under the current policy, have determined that "adequate time to achieve mastery" of the music, art and health curriculum is 2 ½ weeks, while other counties have allowed for as much as a full year dedicated to the arts at the middle school level.</p> <p>N/A</p> <p>For clarity, the wording has been changed as follows: "These required courses are considered part of the core 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." The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would <i>accommodate additional art</i> education experiences – including teacher-designed formative and summative assessments in the arts classroom.</p>
10	607	Andrea Santos	Teachers want to teach students. Old and new assessment exams	<p>Assessment should inform instruction.</p> <p>-</p>

10 - 16	Spanish Teacher asantos@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601	always pose the same problem: teachers end up teaching to take the test.	Tests aligned to the content standards (such as WESTEST) assist teachers in determining mastery of content.
10 - 16	Robert Seymou Science Specialist bobseymour@charter.net 533 20th Street Dunbar WV 25064	The Great Buck Passer-- WVSD does not provide a realistic mechanism for staff, equipment or facilities required by viable academic programs, yet you have the audacity to assess!! This can only be explained as your loop-hole around realistically providing the students a thorough and efficient education!	
10 - 16	Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2 Chapmanville WV 25508	Many students already get through the system without a comprehensive understanding of a subject. Test-taking is often very different from actually using knowledge in the real world.	
10 - 13	Victoria Johnson Instructor vjohnson@access.k12.wv.us Logan High School Logan High School One Wildcat Way Logan WV 25601	Isn't this being done with End of Course Testing and EDGE Credit testing for selected courses and vocational programs already?	Current end-of-course testing addresses vocational courses.
10 - 16	Andrea Santos Spanish Teacher asantos@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601	I thought this was what the End of Course Testing and EDGE Credit testing for selected programs/courses was already doing...	Current end-of-course testing addresses vocational courses.
10 - 16	Marty Ojeda Band Director/Teacher mojeda@access.k12.wv.us Logan High School 3704 Guyan Ave. Apt. 2	It seems as if there is already much feedback through End of Course Testing and EDGE Credit testing.	Current end-of-course testing addresses vocational courses.

		Chapmanville WV 25508		§126-42-10 School, County, RESA and Other Assessments	
10	613	Debbie Derenburger Teacher derenburgerd@charter.net Sissonville High School 6100 Sissonville Drive Sissonville WV 25312	Do we have to include illusive wording about whether there may or may not be end-of-course testing? Will there or will there not be end-of-course testing and if so, what courses will they include?	-	The only planned end-of-course exam in WV MAP will be Algebra I.
10	614	Tom Williams Principal tewillia@access.k12.wv.us St. Albans High School 2100 Kanawha Terrace St. Albans, WV 25177	page 46... 10.2...I can see this leading to incentive pay....Teachers A's students pass the EOC exam in Algebra but Teacher B's students do not....will this be tied to evaluations? If that is the end result then it needs to be spelled out up front.....	-	This is not currently being discussed.
10	615	Robin Francis Curriculum Assistant Principal Kanawha County Schools 2100 Kanawhs Terrace St. Albans WV 25313	EOC exams are not necessary if final exams are done properly. This is just another "testing" that is not needed.	-	The only planned end-of-course exam in WV MAP will be Algebra I.
10	616	Kathryn J. Casdorff School Counselor Kanawha County 11 Bethel Rd. Charleston WV 25314	Pg. 46 (10.2) End of year Exams in what courses? Please Clarify.	-	These end-of-course exams may be selected by the school, county, or the RESA, but are not required in the statewide assessment program.
10	617	Lynn Gattlieb Counselor Riverside HS One Warrior Way Belle WV 25015	pg 27-- Work readiness-Some entry level students don't attend the vocational schools. Vocational schools are the only schools that give the ACT workkeys. What happens to them?	-	See Frequently Received Comments, Entry Pathway Any CTE completer, regardless of location, is expected to take the ACT WorkKeys and would be eligible to acquire a Work Readiness Credential.
§126-42-11 Program Accountability					
09	618	Linda Kirk counselor	I think we need to be accountable to the children and I don't think these new guidelines is what's best for them.	N/A	The comment received does not address a change made to Policy 2510.

		§126-42-12 Program Improvement			
20		lindakirk@frontiernet.net Valley High School PO Box 343 Pine Grove WV 26419	How can we make such stringent demands on our children when we have lawmakers who don't even think it's necessary to evaluate teachers? How can we say we want our children taught by highly qualified teachers but they are never "qualified" through yearly evaluations?	N/A	The comment received does not address a change made to Policy 2510.
09 - 20	619	Linda Kirk counselor lindakirk@frontiernet.net Valley High School PO Box 343 Pine Grove WV 26419	12.2.1e--I see this step as just requiring the reporting or presenting the plan to the Board at the meeting with the LSIC. I like the current step that the Superintendent receives the plan for approval. After approved by the superintendent, then I would agree with 12.2.1e as the next step in the process.	-	
10 - 04	620	Dr. Paul E. Barcus, Jr. Superintendent pebarcus@access.k12.wv.us Wetzel County Schools 333 Foundry Street New Martinsville WV 26155			
10 - 06	621	CHARLES VANDEGRIFT ABE INSTRUCTOR cvandegr@access.k12.wv.us Morgantown Adult Learning Center 944 Vandalia Road Morgantown WV 26501	§126-42-12. Program Improvement. Reinstate the ENTRY LEVEL EDUCATIONAL PATHWAY.	-	See Frequently Received Comments, Entry Pathway
10 - 15	622	Elizabeth Thompson Teacher ethompso@access.k12.wv.us Logan Senior High school c/o Logan Senior High School One Wildcat Way Logan WV 25601	HOW ABOUT HOLDING MEETING WITHIN EACH COUNTY TO HEAR THE CONCERNS OF THE "PEOPLE IN THE TRENCHES", you know, the TEACHERS AND PRINCIPALS OF YOUR SCHOOL SYSTEMS????	-	Input from school stakeholders is received before the State Board of Education makes changes to policy.

10 - 16	623	Andrea Santos Spanish Teacher asantos@access.k12.wv.us Logan High School One Wildcat Way Logan WV 25601	This policy is asking for the impossible by taking students who are already lacking in areas of their education and teach them more than they are capable of retaining and understanding.	N/A	The comment received does not address a change made to Policy 2510.
§126-42-13 Glossary					
09 - 28	624	Deborah Super Academic Coordinator dsuper@access.k12.wv.us Randolph County Schools 200 Kennedy Drive Elkins WV 26241	Please add a definition for "College readiness benchmark assessment"	-	Definition will be placed in a future revised policy.
10 - 06	625	Jeffrey S. Wynne Teacher j4wynne@yahoo.com Logan Co. Board of Education 611 1/2 West McDonald Avenue Man WV 25635	Change "work based learning" to "experimental learning".	N/A	Experiential learning, including the concept of work-based learning, is defined by Policy 2510.
10 - 06	626	Cora Staten Teacher cstaten@access.k12.wv.us Man High Po Box 46 Amherstdale WV 25607	Change "Work based learning" to "Experimental learning"	N/A	Experiential learning, including the concept of work-based learning, is defined by Policy 2510.
10 - 06	627	Brenda Saunders Teacher mhsmathwoman@yahoo.com Man High School Box 209 Davlin WV 25617	Change "work based learning" to "experimental learning".	N/A	Experiential learning, including the concept of work-based learning, is defined by Policy 2510.
10 - 11	628	Rosalie Rhodes Science Curriculum Specialist	1. What is a 21st Century Industry Credential?	-	See Frequently Received Comments, High School Credential

10 - 16	629	irrhodes@kcs.kana.k12.wv.us Kanawha County 200 Elizabeth St. Charleston WV 25311	13.68 What is Postsecondary Certificate or 21st Century Industry Credential?	-	See Frequently Received Comments, High School Credential
10 - 16	630	Amy Scott Curriculum Assistant Kanawha County Schools 5445 Big Tyler Road Cross Lanes WV 25313	13.68 p. 56, Please define Postsecondary Certificate or 21st Century Industry Credential.	-	See Frequently Received Comments, High School Credential
10 - 16	631	Brett Ubbens Curriculum Assistant Principal Elkview Middle School 5090 Elk River Road, N Elkview WV 25071	Pg 56 - 13.68 - A student receiving a 21st Century Credential is still required to take all Core Requirements - our drop out rate will SOAR!!!	-	See Frequently Received Comments, High School Credential
10 - 16	632	Teresa Cernison Special Edu. Specialist Kanawha County 212 Clubview St. So Charleston WV 25309	p 56, 13.68 -- What is the definition of terms 21st Century Industry Credential?	-	See Frequently Received Comments, High School Credential
10 - 16	633	Alice Starr Counselor Elkview Middle School 38 Turner Road Elkview WV 25071	What is the 21st Century Industry Credential?	-	See Frequently Received Comments, High School Credential
10 - 16	634	Kimberly S. Baldwin Counselor Elkview Middle School 4923 B Elk River Road. S. Elkview WV 25071	13.68 What is 21st Century Industry Credential? Please provide clarification.	-	See Frequently Received Comments, High School Credential
10 - 16		Christine Spriggs Counselor Andrew Jackson Middle School 5445 Big Tyler Road			

10 - 16	635	Cross Lanes WV 25313 Dana Humphreys Asst. Principal for Curriculum Herbert Hoover High School 275 Elk River Rd. S Clendenin WV 25045	What does 21st Century Industry Credential mean?	-	See Frequently Received Comments, High School Credential
10 - 16	636	Sandra Mariani Counselor St. Albans High School 2100 Kanawha Terrace St. Albans WV 25177	What does 21st Century Industry Credential mean?	-	See Frequently Received Comments, High School Credential
10 - 16	637	Cookie Miller Counselor SCHS One Eagle Way South Charleston WV 25309	What does 21st Century Industry Credential mean?	-	See Frequently Received Comments, High School Credential
10 - 16	638	Joan Douglas Counselor SCHS	What does 21st Century Industry Credential mean? pg 56, 13.68...What does all this mean?	-	See Frequently Received Comments, High School Credential
10 - 16	639	Barbara Minardi Counselor Kanawha County Schools 400 3rd Avenue South Charleston WV 25303	What is a post secondary Certificate or 21st Century Industry Credential?	-	See Frequently Received Comments, High School Credential
10 - 16	640	Karen Hopkins Counselor KCS --Capital HS 1500 Greenbrier Street Charleston WV 25311	What does 21st Century Industry Credential pn pg 56 mean?	-	See Frequently Received Comments, High School Credential
10 - 16	641	Deborah J. Stanley Counselor Riverside HS	What is the 21st Century Industry Credential?	-	See Frequently Received Comments, High School Credential

10 - 16	One Warrior Way Belle WV 25015				
10 - 16	Debra Murray-Zeitz DuPont Middle Counselor Kanawha County Board 803 Hamilton Circle Charleston WV 25311	642	What is 21st Century Industry Credential?	-	See Frequently Received Comments, High School Credential
10 - 16	Mary Miller Counselor Sissonville HS 1799 White Oak Drive Charleston WV 25320	643	What is 21st Century Industry Credential? Can you (whoever this is) make the pathways more confusing? I think somebody does not have enough to do. How many times will we change the titles of the pathways?	-	See Frequently Received Comments, High School Credential
10 - 16	Lisa Dorsey Counselor Riverside High School One Warrior Way Belle WV 25015	644	13.68 What does Postsecondary Certificate of 21st Century Industry Credential mean?	-	See Frequently Received Comments, High School Credential
10 - 16	Neil Hopkins Asst Principal Riverside HS One Warrior Way Belle WV 25015	645	What does 21st Century Industry Credential mean? Needs clarified.	-	See Frequently Received Comments, High School Credential
10 - 16	Debra Murry-Zeitz DuPont Middle Counselor Kanawha Co. Bd. 803 Hamilton Circle Charleston WV 25311	646	p 56 13.68 pathway What is 21st century Industry Credential?	-	See Frequently Received Comments, High School Credential
10 - 16	Lois Greene Assistant Principal John Adams Middle 2002 Presidential Drive Charleston WV 25314	647	13.68 What is "21st Century Industry Credential?"	-	See Frequently Received Comments, High School Credential
10 - 16	Lynn Gattlieb Counselor Riverside HS One Warrior Way	648	What is 21st Century Industry Credential?	-	See Frequently Received Comments, High School Credential

Frequently Received Comments by Topic: Policy 2510

This document contains responses for the most frequently received comments on the proposed repeal and replace of Policy 2510. The “comment log number” corresponds to the number of each comment as it appears on the complete comment log which has been provided on CD. For a printed copy of the complete comment log, please contact Keith Butcher at 304-558-7805 or kbutcher@access.k12.wv.us

Comment Topic	Comment Log Number	Response to Comments
Credit Recovery Programs	63, 84, 124, 245, 250, 317, 331, 334, 338, 339, 340, 346, 354, 359, 360, 363, 368, 371, 372, 373, 374, 408, 411, 582	It is extremely important that students be provided opportunities to recover credit and demonstrate mastery of the content standards and objectives (CSOs) through innovative programs designed to allow them to “catch up” and graduate. Otherwise, as we increase rigor and expectations, many students may drop out. Higher expectations require support programs for students.
Entry Pathway	8, 63, 75, 78, 145, 163, 166, 179, 182, 209, 212, 248, 257, 269, 273, 277, 280, 288, 310, 311, 323, 338, 355, 358, 368, 373, 379, 383, 388, 395, 398, 617, 621	The entry pathway is obsolete in terms of academic expectations and is perceived by many to be the default curriculum. The only change necessary to accommodate the elimination of the entry pathway was to require the 4 th mathematics credit with some flexibility in terms of the higher level mathematics course skilled pathway students may take that is more relevant to their postsecondary goals.
High School Credential	8, 81, 124, 248, 250, 256, 283, 290, 314, 317, 334, 338, 339, 240, 346, 355, 359, 363, 364, 368, 369, 371, 372, 379, 395, 398, 513, 558, 581, 584, 585, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648,	All students that complete the minimum graduation requirements receive the standard high school diploma. The recognition of students that work hard and meet the college entrance requirements without remediation and those that complete a career/technical concentration and meet the ACT WorkKeys standards will receive a value-added recognition (College Readiness or Work Readiness Credential).
High School Mathematics Requirements	43, 55, 62, 63, 67, 69, 70, 71, 72, 73, 74, 76, 77, 79, 83, 89, 100, 113, 114, 125, 129, 152, 156, 157, 162, 171, 189, 195, 202, 204, 205, 206, 207, 209, 209, 210, 211, 213, 214, 216, 217, 219, 236, 238, 259, 267, 273, 275, 276, 278, 279, 281, 283, 284, 285, 291, 293, 297, 320, 326, 338, 348, 350, 354, 357, 359, 364, 365, 367, 368, 371, 373, 374, 378, 380, 381, 384, 390, 397, 399316,	The need for more and effective instruction in mathematics is documented in a February 2006 study by the U.S. Department of Education. The study findings are based on data from a nationally representative sample of students from the high school class of 1992 who attended a four-year college. The study found that taking a full schedule of academically demanding courses in high school, including mathematics beyond Algebra II, was the single most significant pre-collegiate variable in determining if students graduated from college. The study also found significant

High School
Mathematics
Requirements
(continued)

disconnects between the high school curriculum and the expectations of the first year of college, suggesting the need to increase the level of challenging academic content in high school. This need to offer a more challenging high school curriculum is even more critical for poor and minority students, as they are less likely than higher socioeconomic and white students to attend high schools that offer challenging curriculum. States moving to increase unit requirements for graduations must also attend to content requirements if they expect to make a difference in student performance (Adelman, 2006)

WVDE has worked to strengthen the K-12 mathematics content standards and objectives by emphasizing both conceptual understanding and computational fluency. Rigor and relevance have been incorporated in the content standards and objectives (CSOs) needed for students living in the 21st century. Within this quality framework to build instruction along with ongoing sustained professional development, teachers will teach for understanding the underlying meaning and justifications for ideas and be able to assist students in making connections among topics. Teachers provide a program balanced between the practice of skills and methods used previously learned and new concept discovery. This discovery of new concepts facilitates the required deeper understanding of mathematical connections.

Our Statewide Differentiating Instruction Cadre is acknowledging and responding to the varied learning styles of students (a critical component of effective inquiry-oriented standards-based mathematics instruction). Effective strategies being addressed for differentiating mathematics instruction includes rotating strategies to appeal to students' dominant learning styles, flexible grouping, individualizing instruction for struggling learners, compacting (giving credit for prior knowledge), tiered assignments, independent projects and adjusting question level (Computing Technology for Math Excellence, 2006).

Masini and Taylor (2000) report research documenting that the number of mathematics topics covered prior to eighth grade is positively correlated to mathematics achievement, while the number of new topics presented at the eighth-grade level is

<p>High School Mathematics Requirements (continued)</p>	<p>negatively correlated to mathematics achievement. Regardless of the math skills before high school, taking algebra in the middle school is strongly related to achievement gains in high school. The math curriculum must provide students with opportunities to learn mathematics at an early age.</p> <p>Research from the past 15 years provides a clear picture of the impact of a standards-based math curriculum. Students who take rigorous mathematics courses are much more likely to go to college than those who do not. The gateway to advanced mathematics in high school is algebra. We also know that achievement in mathematics is based on the type of courses a student takes, not the type of school attended (U.S. Department of Education, 1997).</p> <p>Many students are ready for Algebra in the 8th grade and are currently taking Algebra in 8th grade. With instruction based on the revised CSOs for mathematics, students will receive stronger background knowledge in mathematics in PK-8. Those students not prepared for Algebra in grade 8 will be enrolled in an 8th grade course designed to develop the knowledge, skills and understandings necessary to be successful in Algebra. We have revised the CSOs for PK-8 to prepare students for this requirement. We are designing quality professional development for elementary mathematics teachers to support the revised curriculum. We are developing quality Algebra I units which will be available online for all teachers. Additionally, we are developing quality professional development to prepare the teachers for this requirement.</p> <p>The High School College Transition Mathematics course will count as a credit toward graduation and CSOs for those courses will be developed.</p>
<p>High School Science Requirements</p>	<p>In order to give students more time to acquire the necessary math skills, the science course sequence has been changed to physical science in the ninth grade, biology or conceptual biology in the tenth grade, and the chemistry or conceptual chemistry in the eleventh grade.</p> <p>Teacher shortages currently exist in certain geographic areas and teaching specializations. Programs to address these shortages are</p> <p>26, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 47, 48, 49, 50, 51, 53, 56, 58, 59, 60, 62, 63, 64, 68, 69, 72, 73, 74, 88, 89, 91, 104, 109, 110, 111, 114, 124, 125, 144, 145, 150, 159, 163, 166, 173, 178, 184, 211, 212, 213, 216, 218, 219, 220, 230, 236, 242, 247, 248, 249, 254, 256, 257, 266, 267, 272, 282, 287, 290, 295, 296, 298, 300, 303, 308,</p>

<p>High School Science Requirements (continued)</p>	<p>313, 314, 315, 317, 326, 330, 331, 332, 334, 335, 336, 338, 339, 341, 343, 344, 345, 346, 350, 353, 354, 355, 358, 359, 362, 363, 365, 367, 368, 370, 371, 372, 373, 374, 375, 377, 379, 381, 383, 386, 388, 390, 391, 392, 396, 402, 403, 583</p>	<p>currently being designed. Increased mathematics requirements will better prepare students to be successful in more rigorous science courses.</p> <p>All students have the right to be exposed to the same basic course content and technology skills. The differences in ability and learning style may influence the level to which students master some topics or skills. Additional textbooks may be required and resources may need to be provided.</p> <p>For the class entering college in 2008, the Higher Education Policy Commission (HEPC) will require students to have three laboratory science courses two of which must be from Biology, Chemistry or Physics. Conceptual courses will not be accepted by the HEPC as laboratory science courses for entry into 4 year college programs.</p> <p>This sequence is supported by research by Hake (2002); Lederman (1999, 200, 2001, 2002); Ford (1989), etc. Changing the sequence to biology, and then chemistry will allow extra time for students to build the requisite mathematics skills</p> <p>Students in the professional pathway will take biology and chemistry. They are not to be enrolled in the technical/conceptual courses. Students in the skilled pathway may take either biology or conceptual biology and chemistry or conceptual chemistry.</p> <p>21st Century Science Content Standards and Objectives exist or are being finalized for all courses described in policy. Local science elective courses may be used as elective credits for graduation.</p>
<p>Homebound Instruction</p>	<p>152, 185, 331, 342, 355, 359, 262, 264, 376, 378, 379, 385, 389, 399, 404, 406, 407, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 513, 514, 515,</p>	<p>To acknowledge the differences in the operation of home/hospital bound services from county to county and still to maintain some degree of educational integrity for these services, it is recommended that paragraph f) of Section 6.2.4. ("The classroom teacher is responsible for providing units/lessons, instructional plans and materials to the home/hospital teacher, to check student work and to grade student work.") of the proposed policy be removed. It is further recommended to replace in paragraph e) the word "designed" with the word "guided."</p>

Homebound Instruction (continued)	516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 584	
Middle School Encore Requirements	27, 42, 52, 86, 93, 94, 100, 101, 112, 127, 130, 132, 134, 135, 138, 140, 141, 142, 143, 146, 147, 151, 153, 154, 155, 156, 157, 158, 160, 167, 168, 169, 170, 171, 176, 180, 181, 185, 186, 187, 188, 191, 197, 199, 200, 211, 212, 215, 216, 221, 222, 225, 229, 231, 232, 235, 239, 240, 246, 258, 262, 263, 267, 270, 288, 289, 299, 302, 304, 305, 306, 309, 310, 318, 327, 328, 333, 347, 349, 380, 382, 389, 390, 393, 394, 396, 400, 401, 597	<p>The wording in the encore requirement for grades 5-8 was confusing to many readers. The policy now reads, "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." Each individual school will determine the delivery of the minimum instructional requirement for each of the encore classes. The school may schedule 6 weeks each year, 9 weeks each year for 2 years, or 18 weeks in one year; the requirement is 18 weeks cumulative across the 3 grades. Schools may continue to exceed the minimum requirement of 18 weeks of instruction across the 3 grades. This minimum was established because some students now receive as little as 2.5 weeks of instruction in the arts annually. The flexibility was added to provide relief in the tight scheduling requirements in the middle grades.</p> <p>An 18 week <i>minimum</i> requirement for the delivery of art, music and health CSOs over the course of grades 6 – 8 allows for school principals to be creative and flexible in the scheduling of these subjects. The addition of a minimum in a policy where there was no minimum would not limit art education experiences. The revision does allow for flexible scheduling that would <i>accommodate additional</i> art education experiences. There will be no negative impact on middle grades instrumental music programs; in fact, the change will allow some schools to devote more time to instrumental music.</p> <p>The recommended Senior Project is consistent with the increased emphasis on the senior year. The project should include a research paper, a product or service and an oral presentation. The Senior Project should be the culmination of the school's efforts to strengthen the 21st Century Learning Skills of students—studying</p>
Recommended Senior Project	79, 80, 81, 82, 85, 95, 96, 97, 98, 106, 107, 111, 116, 117, 118, 119, 120, 121, 123, 124, 139, 174, 175, 177, 192, 193, 196, 224, 226, 229, 233, 237, 243, 244, 251, 255, 256, 257, 265, 271, 283, 284, 285, 290, 291, 295, 298, 312, 317, 332, 334, 336,	

<p>Recommended Senior Project (continued)</p>	<p>338, 339, 341, 342, 343, 344, 346, 353, 354, 355, 358, 363, 364, 365, 368, 369, 371, 373, 374, 376, 379, 381, 399, 587,</p>	<p>effectively, organizing and managing materials, problem-solving, conducting research, evaluating their own work to make it better, and communicating what they have learned. Students need to complete projects in grades 9-11 that develop and strengthen these skills in ways that prepare them as seniors, under the guidance of a project mentor, to complete a major project that they choose from a set of possible topics. Students need to propose their topics in grade 11 and explain through their proposals how their projects will strengthen their preparation for further learning and careers after high school.</p>
<p>Required College Transition Courses</p>	<p>69, 72, 77, 78, 79, 83, 89, 114, 124, 125, 127, 131, 248, 250, 251, 252, 253, 254, 283, 290, 291, 295, 298, 313, 315, 331, 332, 336, 338, 339, 341, 343, 346, 351, 354, 355, 359, 363, 364, 368, 369, 371, 372, 373, 374, 379, 380, 381, 398, 511, 605</p>	<p>It is necessary that time be found in the schedule for the transition classes. The English and Mathematics courses will be based on ACT College Readiness and Standards of Transition. Students must be college and workplace ready. "High School Graduates are deficient in the basic knowledge and skills of <i>Writing in English, Mathematics, and Reading Comprehension...</i>" (Are They Really Ready for Work? 2006) The College Transition English course is in addition to the 12th grade English course. The College Transition mathematics course can count as a graduation credit required course. In order to meet the English/Mathematics teacher demand in the transition course, schools will need to utilize the English/Mathematics faculty in place, or in some schools the faculty will have to be reconfigured to meet the needs.</p>